University of Alaska
Board of Regents’ Meeting
June 6-7, 2013
Room 109 Butrovich Building
University of Alaska Fairbanks
Fairbanks, Alaska

MEETING SCHEDULE AND ACTIVITIES

Times for board meetings are subject to modifications within the June 6-7, 2013 time frame.

**Thursday, June 6, 2013 – 109 Butrovich Building, UAF campus, Fairbanks**

8:00 a.m. The Full Board will meet in Room 109 Butrovich Building to hear the President’s Report which will include the Staff Make Students Count presentation.

8:30 a.m. The Full Board will hear the Governance Report.

8:45 a.m. The Full Board will meet in executive session.

10:00 a.m. The Full Board will hear Public Testimony in Room 109. The board chair will announce when public testimony is closed.

11:00 a.m. The Full Board will continue with its agenda of action items.

11:30 a.m. – 12:30 p.m. The Full Board will hear a presentation from UAF regarding extension and outreach. Lunch will be provided for regents and executive staff.

12:30 p.m. – 3:00 p.m. The Full Board will consider the FY14 budgets and other action items.

3:00 p.m. Academic and Student Affairs Committee will meet in Room 109.

3:00 p.m. Facilities and Land Management Committee will meet in Room 204.

5:30 p.m. – 7:30 p.m. The Full Board and staff will attend a community reception at President and Mrs. Gamble’s residence. Shuttle service will be provided from the University of Alaska Fairbanks Taku parking lot.
Friday, June 7, 2013 – 109 Butrovich Building, UAF campus, Fairbanks

7:30 a.m.  Audit Committee will meet in Room 109.

9:00 a.m.  The Full Board will hear Public Testimony in Room 109. The board chair will announce when public testimony is closed.

10:00 a.m. The Full Board will hear the chancellors’ Strategic Direction Initiative presentation.

11:00 a.m. – 12:00 noon The Full Board will have a working lunch and a Strategic Direction Initiative discussion with Terry MacTaggart. Lunch will be provided for regents and executive staff.

12:00 noon The Full Board will continue with its agenda of reports and action items.

3:00 p.m. Adjourn

3:00 p.m. – 5:00 p.m. The Full Board and executive staff will board a shuttle for transportation from the Butrovich Building to the Fairbanks International Airport to attend the ERA Alaska presentation and reception.

To contact members of the Board of Regents or participating staff during the meeting, please call (907) 450-8000 or email sybor@alaska.edu.
P01.01.010. University of Alaska Mission Statement.
The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples. (10-06-00)

P01.01.020. University of Alaska Anchorage Mission Statement.
The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment. (09-18-07)

P01.01.030. University of Alaska Fairbanks Mission Statement.
The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers. (06-08-12)

P01.01.040. University of Alaska Southeast Mission Statement.
The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. (06-03-11)

P01.01.050. Prince William Sound Community College Mission Statement.
Prince William Sound Community College applies innovative and sustainable practices in providing accessibility, student success, effective teaching and learning, and community engagement. (09-23-11)
UNIVERSITY OF ALASKA SYSTEM

Patrick Gamble
President

Donald Smith
Executive Director
Labor & Employee Relations

Tom Case
UAA Chancellor

Nancy Spink
Chief Risk Officer

John Pugh
UAS Chancellor

Brandi Berg
Executive Officer
Board of Regents

Dianne Mike
Executive Assistant to the President

Brian Rogers
UAF Chancellor

Michael Hostina
General Counsel

Ardith Lynch
Assoc General Counsel

Larry Zervos
Assoc General Counsel

Michael O'Brien
Assoc General Counsel

Matt Cooper
Assoc General Counsel

Michelle Rizk
Interim Chief HR Officer

Ashok Roy
VP Finance & Admin
Chief Financial Officer

Karl Kowalski
Chief Info Tech Officer

Carla Beam
VP Univ Relations
Pres, UA Foundation

Dana Thomas
VP Academic Affairs

Paula Donson
Assoc VP
Academic Affairs

Saichi Oba
Assoc VP
Student & Enrollment Svcs

Gwen Gruenig
Assoc VP
Instl Research & Analysis

Fred Villa
Assoc VP
Workforce Programs

Kathryn Berry Bertram
Director
K-12 Outreach Operations

LaNora Tolman
Executive Officer
System Governance

Effective May 2013
Agenda
Board of Regents
Meeting of the Full Board
June 6-7, 2013
Room 109 Butrovich Building
University of Alaska Fairbanks
Fairbanks, Alaska

Times for meetings are subject to modifications within the June 6-7, 2013 time frame.

Thursday, June 6, 2013

I. Call to Order [Scheduled for 8:00 a.m.]

II. Adoption of Agenda

MOTION
"The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Approval of Minutes
IV. President’s Report
V. Governance Report
VI. Executive Session
VII. Public Testimony
VIII. Approval to Sell the Diplomacy Building
IX. Approval to Apply Proceeds from the Diplomacy Building Sale to the Bragaw Office Complex Purchase
X. Approval of Resolution to Partially Defease General Revenue Refunding Bonds 2009 Series P
XI. Approval to Purchase the Bragaw Office Complex
XII. Debt Approval for the Bragaw Office Complex
XIII. Approval to Sell the Bill Ray Center
XIV. Approval to Apply Proceeds from the Bill Ray Center Sale to the University of Alaska Southeast Freshman Residence Hall, Phase 2
XV. Debt Approval for the University of Alaska Southeast Freshman Residence Hall, Phase 2
XVI. Approval of the 2013 Edna Bay Timber Development and Disposal Plan
XVII. Presentation on Extension and Outreach at the University of Alaska Fairbanks
XVIII. Acceptance of FY14 Operating Budget Appropriation and Approval of the Distribution Plan
XIX. Acceptance of FY14 Capital Budget Appropriation and Approval of the Distribution Plan
XX. Approval of FY14 Student Government Budgets
XXI. Approval of FY14 Natural Resources Fund Budget
XXII. Approval to Modify Existing Art Acquisition Endowment for the University of Alaska Museum of the North
XXIII. Authorization to Sign a Joint Rescission Agreement and to Sign and to File a Joint Motion for Relief from Judgment with the Superior Court

XXIV. Approval of an Additional Member to the Board of Directors for Seawolf Holdings, LLC

XXV. Chancellors’ Strategic Direction Initiative Presentation

XXVI. Strategic Direction Initiative Discussion

XXVII. Approval of Revisions to Regents’ Policy 02.04.300-320 – University of Alaska Fairbanks Councils - Board of Visitors

XXVIII. Approval of Revisions to Regents’ Policy 05.10.080 – Tuition and Fee Waivers

XXIX. Approval of FY15 Operating Budget Development Guidelines

XXX. Approval of FY15 Capital Budget Development Guidelines

XXXI. Consent Agenda

A. Academic and Student Affairs Committee

1. Approval of a Bachelor of Arts in Secondary Education at the University of Alaska Fairbanks

2. Approval of a Master of Science in Mechanical Engineering at the University of Alaska Anchorage

3. Approval of Deletion of an Undergraduate Certificate in Practical Nursing at the University of Alaska Anchorage

4. Approval of Deletion of an Undergraduate Certificate in Industrial Welding Technology at the University of Alaska Anchorage

5. Approval of Deletion of an Undergraduate Certificate in Nondestructive Testing Technology at University of Alaska Anchorage

6. Approval of Revisions to Regents’ Policy 10.02.040 - Academic Unit Establishment, Major Revision, and Elimination

7. Approval of Revisions to Regents’ Policy 10.02.060 - Community College Establishment and Elimination

8. Approval of Revisions to Regents’ Policy 10.03.020 - Honorary Degrees

9. Approval of Revisions to Regents’ Policy 10.03.030 - Meritorious Service Awards

B. Audit Committee

1. Approval of Revisions to Regents’ Policy 05.03 – Internal Audit

C. Facilities and Land Management Committee

1. Approval of the Campus Master Plan Amendment for the University of Alaska Fairbanks Campuswide Solar Array Installation

2. Formal Project Approval for the University of Alaska Fairbanks Campuswide Solar Array Installation

3. Project Change Request for the University of Alaska Southeast Freshman Residence Hall, Phase 1 and 2
4. Schematic Design Approval for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311

XXXII. Tuition Setting Principle Discussion
XXXIII. New Business and Committee Reports
   A. Academic and Student Affairs Committee
   B. Audit Committee
   C. Facilities and Land Management Committee

XXXIV. Future Agenda Items
XXXV. Board of Regents' Comments
XXXVI. Adjourn

This motion is effective June 6, 2013."

III. Approval of Minutes

MOTION
"The Board of Regents approves the minutes of its regular meeting of April 11-12, 2013 as presented. This motion is effective June 6, 2013."

MOTION
"The Board of Regents approves the minutes of its emergency meeting of May 1, 2013 as presented. This motion is effective June 6, 2013."

IV. President's Report

President Gamble will present the “Staff Make Students Count” awards and report on items of interest.

V. Governance Report

Representatives from the Faculty Alliance, Staff Alliance and Coalition of Student Leaders will report on issues of importance to the faculty, staff and students at the University of Alaska. Representatives are:

Cathy Cahill, Faculty Alliance Chair
Juella Sparks, Staff Alliance Chair
Shauna Thornton, Coalition of Student Leaders Speaker

VI. Executive Session

MOTION
"The Board of Regents goes into executive session at _________ Alaska Time in accordance with the provisions of AS 44.62.310 to discuss matters the immediate knowledge of which would have an effect on the finances of the university related to real estate and matters that could affect the character or reputation of a person or
persons related to Seawolf Holdings, LLC board members. The session will include members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president may designate and will last approximately _________ hours. This motion is effective June 6, 2013.”

(To be announced at conclusion of executive session)
The Board of Regents concluded an executive session at _____ Alaska Time in accordance with AS 44.62.310 discussing matters the immediate knowledge of which would have an effect on the finances of the university related to real estate and matters that could affect the character or reputation of a person or persons related to Seawolf Holdings, LLC board members. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and other university staff members designated by the president and lasted approximately _____ hour(s).

VII. Public Testimony

Public testimony will be heard at approximately 10:00 a.m. on Thursday, June 6, 2013. Comments are limited to three minutes per individual. Written comments are accepted and will be distributed to the Board of Regents and President Gamble by the Board of Regents’ Officer following the meeting. The chair will determine when public testimony is closed.

VIII. Approval to Sell the Diplomacy Building

The president recommends that:

MOTION
“The Board of Regents approves the sale of the Diplomacy Building in Anchorage, Alaska, in accordance with the property disposal plan. This motion is effective June 6, 2013.”

POLICY CITATION
Regents’ Policy 05.11.010.B., Real Property – Purpose and Scope, states: “Except as provided in C. of this section, this policy applies to all real property owned by the university or in which the university has a substantial beneficial interest.”

Regents’ Policy 05.11.041.C., Plans and Reports for University Real Property, states: “The chief finance officer shall prepare and publish proposed disposal plans that describe university real property parcels being considered for disposal by sale, lease, exchange or transfer of interest.”

Regents’ Policy 05.11.050.C., Real Property Acquisitions - Other Real Property Acquisitions, states: “The chief finance officer shall consider acquisitions or exchanges of property adjacent to existing university real property, when such property consolidates university real property holdings or enhances the access or development potential of other
university real property. When economically feasible, and in the university’s best interests, the chief finance officer may acquire or invest in real property that will enhance the university real property portfolio.”

Regents’ Policy 05.11.060.B., Negotiation, Approval, and Execution of University Real Property Transactions, states: “The board shall approve:

1. strategic plans for the management and development of Investment Property;
2. development plans that consist of:
   a. subdivisions that will result in the development of 10 or more lots;
   b. timber sales, unless the president determines the sale will have minimal impact;
   c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
   d. oil and gas leases and mining leases encompassing 5,000 or more acres;
3. development projects that are expected to result in disbursements of $1,000,000 or more in value;
4. real property transactions that have not been approved as part of a development plan and are expected to result in receipts or disbursements of $1,000,000 or more in value; and
5. real property transactions that require the subordination of an interest in university real property of $1,000,000 or more in value.”

RATIONALE/RECOMMENDATION
Reference 1 contains the property disposal plan for the sale of the Diplomacy Building. Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the plan.

IX. Approval to Apply Proceeds from the Diplomacy Building Sale to the Bragaw Office Complex Purchase

The president recommends that:

MOTION
“The Board of Regents approves applying the proceeds from the Diplomacy Building sale to the Bragaw Office Complex purchase, in accordance with the property acquisition plan as presented. This motion is effective June 6, 2013.”

POLICY CITATION
Regents’ Policy 05.11.010.B., Real Property – Purpose and Scope, states: “Except as provided in C. of this section, this policy applies to all real property owned by the university or in which the university has a substantial beneficial interest.”

Regents’ Policy 05.11.041.C., Plans and Reports for University Real Property, states: “The chief finance officer shall prepare and publish proposed disposal plans that describe
university real property parcels being considered for disposal by sale, lease, exchange or transfer of interest.”

Regents’ Policy 05.11.050.C., Real Property Acquisitions - Other Real Property Acquisitions, states: “The chief finance officer shall consider acquisitions or exchanges of property adjacent to existing university real property, when such property consolidates university real property holdings or enhances the access or development potential of other university real property. When economically feasible, and in the university’s best interests, the chief finance officer may acquire or invest in real property that will enhance the university real property portfolio.”

Regents’ Policy 05.11.060.B., Negotiation, Approval, and Execution of University Real Property Transactions, states: “The board shall approve:

1. strategic plans for the management and development of Investment Property;
2. development plans that consist of:
   a. subdivisions that will result in the development of 10 or more lots;
   b. timber sales, unless the president determines the sale will have minimal impact;
   c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
   d. oil and gas leases and mining leases encompassing 5,000 or more acres;
3. development projects that are expected to result in disbursements of $1,000,000 or more in value;
4. real property transactions that have not been approved as part of a development plan and are expected to result in receipts or disbursements of $1,000,000 or more in value; and
5. Real property transactions that require the subordination of an interest in university real property of $1,000,000 or more in value.”

RATIONAL/RECOMMENDATION
The board was informed on May 16, 2013, via a memo from Vice President for Finance and Administration Roy that the administration plans to sell the Diplomacy Building and purchase the Bragaw Office Complex. Dr. Roy, vice president for finance and administration and Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the acquisition.

X. Approval of Resolution to Partially Defeasce General Revenue Refunding Bonds 2009 Series P

The president recommends that:

MOTION
“The Board of Regents adopts the bond resolution authorizing the partial defeasance of General Revenue Refunding Bonds 2009 Series P. This motion is effective June 6, 2013.”
POLICY CITATION
Regents’ Policy 05.04.020.A., Facilities and Real Property Improvements, states: “All facilities and other real property debt issuances must be approved by the board. The reallocation of more than $250,000 in general revenue bond proceeds between components of a general revenue bond "project" shall be approved by the board. Lesser amounts may be approved by the chief finance officer or the officer’s designee.”

RATIONALE/RECOMMENDATION
Dr. Ashok Roy, vice president for finance and administration, will answer any questions regarding the partial defeasance of General Revenue Refunding Bonds 2009 Series P.

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY OF ALASKA AUTHORIZING THE PARTIAL DEFEASANCE OF CERTAIN OUTSTANDING GENERAL REVENUE REFUNDING BONDS, 2009 SERIES P, AND RELATED MATTERS.

WHEREAS, the University of Alaska (the "University") is authorized pursuant to Alaska Statutes Chapter 14.40, as amended (the "Act") to issue revenue bonds to pay the cost of acquiring, constructing, or equipping one or more projects that the Board of Regents (the "Board") of the University determines is necessary; and

WHEREAS, there are now outstanding revenue bonds of the University entitled "General Revenue Refunding Bonds, 2009 Series P" (the "Outstanding Bonds"); and

WHEREAS, the Outstanding Bonds were issued under, and pursuant to, a Trust Indenture dated as of June 1, 1992, as amended, and a Thirteenth Supplemental Indenture, dated as of December 1, 2009; and

WHEREAS, after due consideration, it appears to the Board that it is advisable for the University to provide for the defeasance of a portion of the Outstanding Bonds, as further described herein.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF ALASKA AS FOLLOWS:

Section 1. The President, the Vice President for Finance and Administration and Chief Financial Officer and the Controller (collectively, the "Authorized Officers") are, and each of them is, hereby authorized (but not obligated) to redeem and defease a portion of the Outstanding Bonds, in an amount not exceeding $1,850,000 principal of the Outstanding Bonds, from available funds of the University.
Section 2. The Authorized Officers are each hereby authorized to enter into an escrow agreement with the trustee for the Outstanding Bonds providing for the use and disposition of moneys, if any, and direct, non-callable obligations of the United States of America for the purpose set forth in Section 1 above.

Section 3. The Authorized Officers are each hereby authorized to execute all documents and to take any action necessary or desirable to carry out the provisions of this Resolution and to effectuate the partial defeasance of the Outstanding Bonds as set forth herein.

Section 4. This Resolution shall take effect immediately upon approval by the Board.

XI. Approval to Purchase the Bragaw Office Complex

The president recommends that:

MOTION
“The Board of Regents approves the purchase of the Bragaw Office Complex in Anchorage, Alaska, in accordance with the property acquisition plan. This motion is effective June 6, 2013.”

POLICY CITATION AND STATE STATUTE
Regents’ Policy 05.07.010.B., Land Grant Endowment, states: “The land-grant endowment trust fund is established in accordance with AS 14.40.400. The net income from the sale, lease, development or other disposition of trust land or other related resources will be deposited to the land-grant endowment trust fund as principal. Except as specifically approved by the board, the net proceeds from the sale or development of non-trust land or other related resources and the improvements thereon will be deposited as additions to the inflation-proofing fund in a manner similar to principal. Annually, effective July 1, the spending allowance for the funds, as described later in this policy, will be transferred to the operating accounts for management and maintenance of university land and to the natural resources fund for program expenditures.”

Alaska Statute Sec. 14.40.400
Fund for money from sale or lease of land granted by Act of Congress.

(a) [See editor's notes.] The Board of Regents shall establish a separate endowment trust fund in which shall be held in trust in perpetuity all
(1) net income derived from the sale or lease of the land granted under the Act of Congress approved January 21, 1929, as amended;

* . . .

* and

(3) monetary gifts, bequests, or endowments made to the University of Alaska for the purpose of the fund.

RATIONALE AND RECOMMENDATION
The board was informed on May 16, 2013, via a memo from Vice President for Finance and Administration Roy that the administration plans to sell the Diplomacy Building and purchase the Bragaw Office Complex. Dr. Roy, vice president for finance and administration and Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the acquisition.

XII. Debt Approval for the Bragaw Office Complex

The president recommends that:

MOTION
“The Board of Regents authorizes (1) the chief financial officer to arrange for and execute all documents necessary to issue debt, either general revenue bonds, a bank loan, internal working capital loan or other financing arrangement in an amount not to exceed $21,000,000 for the Bragaw Office Complex purchase and improvements, and (2) directs the chief financial officer to execute the Internal Revenue Service notice of intent to issue reimbursement bonds so as to not preclude reimbursement from future University general revenue bonds. This motion is contingent upon approval of the Bragaw Office Complex property acquisition and the motion to adopt the bond resolution for the partial defeasance of General Revenue Refunding Bonds 2009 Series P and is effective June 6, 2013.”

POLICY CITATION
Regents’ Policy 05.04.030, Reimbursement Bonds, states: “For each bond issue considered to be "Reimbursement Bonds" under Internal Revenue Service Regulations, the chief finance officer or the officer’s designee shall issue, on behalf of the board, a declaration of official intent to issue bonds for reimbursement of capital expenditures paid prior to the date on which the bonds will be issued. Such declaration must: contain a functional description of the property, project, or program to be financed; identify the maximum principal amount of the Reimbursement Bonds expected to be issued; be made not later than sixty (60) days after the original expenditure, except for preliminary architectural and engineering charges; contain other information and meet posting requirements or timetables which from time to time are advised by bond counsel; and be maintained as part of the records of the chief finance officer.”
RATIONALE AND RECOMMENDATION
Dr. Roy, vice president for finance and administration will answer any questions regarding the debt approval.

XIII. Approval to Sell the Bill Ray Center

The president recommends that:

MOTION
“The Board of Regents approves the sale of the Bill Ray Center in Juneau, Alaska, in accordance with the property disposal plan. This motion is effective June 6, 2013.”

POLICY CITATION
Regents’ Policy 05.11.010.B., Real Property – Purpose and Scope, states: “Except as provided in C. of this section, this policy applies to all real property owned by the university or in which the university has a substantial beneficial interest.”

Regents’ Policy 05.11.041.C., Plans and Reports for University Real Property, states: “The chief finance officer shall prepare and publish proposed disposal plans that describe university real property parcels being considered for disposal by sale, lease, exchange or transfer of interest.”

Regents’ Policy 05.11.060.B., Negotiation, Approval, and Execution of University Real Property Transactions, states: “The board shall approve:

1. strategic plans for the management and development of Investment Property;
2. development plans that consist of:
a. subdivisions that will result in the development of 10 or more lots;
b. timber sales, unless the president determines the sale will have minimal impact;
c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
d. oil and gas leases and mining leases encompassing 5,000 or more acres;
3. development projects that are expected to result in disbursements of $1,000,000 or more in value;
4. real property transactions that have not been approved as part of a development plan and are expected to result in receipts or disbursements of $1,000,000 or more in value; and
5. Real property transactions that require the subordination of an interest in university real property of $1,000,000 or more in value.”

RATIONALE AND RECOMMENDATION
Reference 4 contains the property disposal plan for the Bill Ray Center. Kit Duke, associate vice president for facilities and land management, will answer any questions regarding the disposal plan.
XIV. **Approval to Apply Proceeds from the Bill Ray Center Sale to the University of Alaska Southeast Freshman Residence Hall, Phase 2**

The president recommends that:

**MOTION**

“The Board of Regents approves applying the proceeds from the Bill Ray Center sale to the University of Alaska Southeast Freshman Residence Hall, Phase 2, in accordance with the project change request as presented. This motion is effective June 6, 2013.”

**POLICY CITATION AND STATE STATUTE**

Regents’ Policy 05.07.010.B., Land Grant Endowment, states: “The land-grant endowment trust fund is established in accordance with AS 14.40.400. The net income from the sale, lease, development or other disposition of trust land or other related resources will be deposited to the land-grant endowment trust fund as principal. Except as specifically approved by the board, the net proceeds from the sale or development of non-trust land or other related resources and the improvements thereon will be deposited as additions to the inflation-proofing fund in a manner similar to principal. Annually, effective July 1, the spending allowance for the funds, as described later in this policy, will be transferred to the operating accounts for management and maintenance of university land and to the natural resources fund for program expenditures.”

Alaska Statute Sec. 14.40.400

Fund for money from sale or lease of land granted by Act of Congress.

(a) [See editor's notes.] The Board of Regents shall establish a separate endowment trust fund in which shall be held in trust in perpetuity all

(1) net income derived from the sale or lease of the land granted under the Act of Congress approved January 21, 1929, as amended;

* . . .
* and

(3) monetary gifts, bequests, or endowments made to the University of Alaska for the purpose of the fund.

**RATIONALE AND RECOMMENDATION**

The board was informed in executive session at the February 2013 and April 2013 meetings about the administration’s intent and progress to sell the Bill Ray Center. Now it is the intent of the administration to apply the proceeds to the UAS Freshman Dorm Phase 2. Dr. Roy, vice president for finance and administration and Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the acquisition.
XV. **Debt Approval for the University of Alaska Southeast Freshman Residence Hall, Phase 2**

The president recommends that:

**MOTION**

“The Board of Regents authorizes (1) the chief financial officer to arrange for and execute all documents necessary to issue debt, either general revenue bonds, a bank loan, internal working capital loan or other financing arrangement in an amount not to exceed $1,000,000 for the University of Alaska Southeast Freshman Residence Hall Project, and (2) directs the chief financial officer to execute the Internal Revenue Service notice of intent to issue reimbursement bonds so as to not preclude reimbursement from future university general revenue bonds. This motion is contingent upon the proposed sale of the Bill Ray Center and upon approval of the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2 and is effective June 6, 2013.”

**POLICY CITATION**

Regents’ Policy 05.04.020.A., Facilities and Real Property Improvements, states: “All facilities and other real property debt issuances must be approved by the board. The reallocation of more than $250,000 in general revenue bond proceeds between components of a general revenue bond "project" shall be approved by the board. Lesser amounts may be approved by the chief finance officer or the officer’s designee.”

**RATIONALE AND RECOMMENDATION**

Dr. Roy, vice president for finance and administration, will answer any questions regarding the debt approval.

XVI. **Approval of the 2013 Edna Bay Timber Development and Disposal Plan**

The president recommends that:

**MOTION**

“The Board of Regents approves the 2013 Edna Bay Timber Development and Disposal Plan and authorizes University of Alaska Land Management, with the approval of the chief financial officer, to respond to the current offer for timber harvesting and enter into a contract. This motion is effective June 6, 2013.”
POLICY CITATION
Regents’ Policy 05.11.060, Negotiation, Approval, and Execution of University Real Property Transactions, states:

“All university real property transactions and agreements are subject to the following:

A. Only individuals authorized in writing by the chief finance officer to negotiate real property transactions may do so on behalf of the university or the board. These real property transactions include, without limitation, any transaction involving lease, sale, cooperative development, right of occupancy, use, permit, license, or contract relating to any real property, or any other real property transaction whether or not similar to the foregoing. All other persons or university officials discussing prospective real property transactions with potential third parties must disclose that they do not have authorization to negotiate or commit the university or the board to any transactions, terms, conditions, or diminution of an interest in real property.

B. The board shall approve:

1. strategic plans for the management and development of Investment Property;
2. development plans that consist of:
   a. subdivisions that will result in the development of 10 or more lots;
   b. timber sales, unless the president determines the sale will have minimal impact;
   c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
   d. oil and gas leases and mining leases encompassing 5,000 or more acres;
3. development projects that are expected to result in disbursements of $1,000,000 or more in value;
4. real property transactions that have not been approved as part of a development plan and are expected to result in receipts or disbursements of $1,000,000 or more in value; and
5. Real property transactions that require the subordination of an interest in university real property of $1,000,000 or more in value”.

RATIONALE AND RECOMMENDATION
With previous board agreement to advertise for bids, the University of Alaska, Facilities and Land Management Office (FLM) received a competitive offer on May 1, 2013, to purchase timber from the university at Edna Bay, Kosciusko Island. The evaluation team (including counsel) met and considered Alcan Forest Products’ (“Alcan”) offer on May 3, 2013, and found that while the Alcan offer contained many responsive provisions, it was determined to be “deficient” because it failed to contain certain required information which, with minor modifications to the bid, would make the bid acceptable to the university. A letter was sent to Alcan on May 10, 2013 outlining the bid deficiencies and
the necessary steps required to achieve a responsive classification. A responsive classification will open discussions to finalize the timber sale agreement. Alcan has until June 10, 2013 to provide the necessary information.

Currently the timber market is enjoying an increased demand for volume, paying higher prices than seen in recent years, and is projected to continue this growth pattern. This is an optimum time to once again have the university enter into a timber contract. Assuming Alcan cures their bid deficiencies by June 10, 2013, FLM will enter into final negotiations (on the timber harvest plan) and enter into a contract by July 1, 2013. The term of the contract for the timber sale is projected to be five years.

[XVII. Presentation on Extension and Outreach at the University of Alaska Fairbanks]

The University of Alaska Fairbanks faculty, staff and students will give a presentation on extension and outreach activities. Areas will include research, space grant, Alaska Sea Grant Marine Advisory Program, and the Cooperative Extension Service.

Research presenters are Katey Walter Anthony, Scott Rupp, Kenji Yoshikawa and Ian Wilkinson.

Space grant presenter is Denise Thorsen.

Alaska Sea Grant Marine Advisory Program presenters are Dave Christie and Terry Johnson in Fairbanks and Gay Sheffield in Nome and Sunny Rice in Petersburg.

Cooperative Extension Service presenter is Fred Schlutt.

[XVIII. Acceptance of FY14 Operating Budget Appropriation and Approval of the Distribution Plan]

MOTION #1
"The Board of Regents accepts the FY14 Operating Budget Appropriation as presented. This motion is effective June 6, 2013."

MOTION #2
"The Board of Regents approves the FY14 Operating Budget Distribution Plan as presented. This motion is effective June 6, 2013."

POLICY CITATION
Regents' Policy 05.01.04 – Acceptance of State Appropriations, states: "The board must accept state appropriations to the university before any expenditure may be made against the appropriation."
RATIONALE AND RECOMMENDATION

President Gamble and Associate Vice President Rizk will discuss the legislative appropriations and propose an operating budget distribution plan for board approval. Governor Parnell is expected to sign the state’s operating and mental health budget bills into law without any vetoes of University of Alaska programs or projects. Below is a system budget summary and distribution plan considerations. UA’s final operating budget state appropriation increased by $13 million (3.6 percent). State appropriations, include general funds, technical vocational education program funds (TVEP), and mental health trust general funds, total $376.7 million, up from $363.7 million in FY13. This amount includes a reduction of $69.1 thousand in TVEP funding. UA’s total budget for FY14 is $914.2 million compared to $924.3 million in FY13, a decrease of 1.1 percent. This amount includes a reduction of $36.0 million in unrealizable university receipt authority.

Approximately 88.6 percent of UA’s fixed cost increases were covered ($11.7 million of $13.2 million, excluding utilities). No base funding was included in the budget for utility cost increases; however, the budget includes one-time utility funding to state agencies to offset increased fuel and utility costs. The university expects to continue to receive additional one-time funding to cover utility cost increases through the “fuel trigger.”

Of the $12.9 million increase, $1.6 million is directed to the board’s priority program requests for: student achievement and attainment ($650.0 thousand); productive partnerships with public entities and private industries ($901.1 thousand), health/biomedical ($55.0 thousand), workforce development ($356.1 thousand), consolidated Alaska mining initiative ($290.0 thousand), and fostering knowledge of Alaska issues/culture/history through the UA press ($200.0 thousand). A complete list of programs receiving funding and program descriptions begin on page 8 of Reference 8. Below are highlights of the Strategic Direction Initiatives these program investments will support.

Student Achievement and Attainment: the university is delivering quality education to more students through improved eLearning and technology, increased access and increased advising support in order to realize increased certificate and degree attainment for more Alaskans.

Productive Partnerships with Public Entities and Private Industries: the university is uniquely positioned to provide the training needed to fill Alaska’s demand for skilled employees. Through partnerships with public entities and private industries, the university can assess workforce needs and develop educational training programs to fill those needs.

As in the past, the legislature has included intent language regarding future UA budget requests. It is the intent of the legislature that UA requests for unrestricted general fund increments do not exceed the amount of additional university receipts requested for that year and that unrestricted general funds move toward a long-term goal of 125 percent of
actual university receipts for the most recently closed fiscal year. The state funded portion of UA’s budget had been increasing as a percentage of the total budget over the last several years, and the intent language is meant to reinforce the need for reversing that trend.

The legislature also included intent language regarding UA debt service, which states: “It is the intent of the legislature that the University of Alaska submits a Fiscal Year 2015 budget that includes a debt service allocation or an effective alternative to achieve that goal.”

XIX. Acceptance of the FY14 Capital Budget Appropriation and Approval of the Distribution Plan

The president recommends that:

MOTION #1
“The Board of Regents accepts the FY14 Capital Budget Appropriation as presented. This motion is effective June 6, 2013.”

MOTION #2
“The Board of Regents approves the FY14 Capital Budget Distribution Plan as presented. This motion is effective June 6, 2013.”

POLICY CITATION
Regents' Policy 05.01.04 – Acceptance of State Appropriations, states: "The board must accept state appropriations to the university before any expenditure may be made against the appropriation."

RATIONAL AND RECOMMENDATION
Associate Vice President Rizk and Associate Vice President Duke will present a summary of the FY14 capital budget appropriation and discuss capital funding distribution implications.

The university’s capital budget request totaled $306.4 million with $283.9 million requested from state funding and $22.5 million in receipt authority. UA received state funding of $62.6 million and $1.3 million in receipt authority. A comparison of the UA Capital Budget Request and the final legislation can be found on page 17 of Reference 8.

The appropriated deferred maintenance and renewal & repurposing (DM and R&R) funding, $30 million, partially supports the $37.5 million request by the Board of Regents for the number one priority of maintaining existing facilities. Funding will be used to address the current critical needs of priority projects. There were no additional funds appropriated to contribute to the DM and R&R backlog reduction.

New starts/continuation funding requests were included in the FY14 budget request. These requests included amounts to finish both the UAA and UAF Engineering
Buildings, partially funded for $15.0 million each, and receipt authority for UAF’s Cold Climate Housing Research Center Sustainable Village for $1.3 million. The engineering projects received prior state funding; UAA Engineering Building ($62.6 million) and UAF Engineering Building ($50.3 million).

Two Research for Alaska projects received partial funding. The UAF Partnership to Develop Statewide Energy Solutions for the Alaska Center for Energy and Power received $2.5 million and the UAF Alaska Chinook Salmon Production and Decline will receive funding from the State of Alaska Department of Fish and Game in the amount of $750.0 thousand.

Another project, also funded with state funds, is the Juneau Campus Mining Workforce Development for $88.7 thousand. Mining and Petroleum Training Service (MAPTS) uses the AJ Sheep Creek Portal for hands on training for new underground miners. Any mine requires continual maintenance to insure student and staff safety underground, and this funding will allow for continued upkeep.

The board is asked to accept the capital appropriation and approve the distribution as presented. The Board of Regents’ number one priority, deferred maintenance and renewal & repurposing distribution amounts are based on a formulaic approach using the adjusted value of the facility multiplied by the weighted average age of the facility (distribution model is on page 23 of Reference 8). Recognizing that DM reduction needs to be strategic and targeted, $2.0 million of the $30 million appropriation will be used to reduce the DM on facilities going into the University Building Fund (UBF). Allocation of these funds will be focused around discussions of the data elements included in the Strategic Investment Chart with the intent to cover additional buildings under the UBF.

The project budget is derived from the MAU’s estimated funding distribution to address the most critical portions of the priority DM and R&R projects. The priority DM and R&R project descriptions begin on page 24 of Reference 8. As the exact project scope and costs are known, project approval will be obtained from the appropriate authority in accordance with Regents’ Policy. If a subsequent transfer of funding between projects or to a new project is requested, the chief facilities officer shall determine the level of approval required, based on the size and nature of the transfer.

XX. Approval of FY14 Student Government Budgets

The president recommends that:

MOTION
"The Board of Regents approves the student government fees and budgets as presented. This motion is effective June 6, 2013."

Reference 9
POLICY CITATION
Regents’ Policy 09.07.050 requires student government organizations to submit annual budgets, including the amount of any mandatory student government fees, to the Board of Regents for approval.

RATIONALE AND RECOMMENDATION
The UAF Fairbanks campus student body approved a fee increase from $35 to $42 per student and a redistribution of the fees between receiving departments. The fee increase will be implemented fall 2013 and is expected to generate an additional $98 thousand ($7 * 7000 students per semester for two semesters).

The UAF Kuskokwim student government has disbanded and there is no interest expressed by current students to continue government activities. The $10,117 fund balance will remain until such time as students regain interest in student government activities.

The United Students of the University of Alaska Southeast Juneau Campus (USUAS-JC) is implementing a new fee structure effective fall 2013. The new structure consolidated the old fees into a single $35 per credit fee for all students taking classes from the Juneau Campus. In order to keep the student government fee in line with the new fee structure, the USUAS-JC requested a decrease in the current student government fee. The current student government fee is $5 per credit for students living in Juneau; the new student government fee is $3.50 (10 percent of $35) for all students taking any Juneau Campus class.

All other student government activity fees are the same as last year.

XXI. Approval of FY14 Natural Resources Fund Budget

The president recommends that:

MOTION
“The Board of Regents approves the proposed FY14 Natural Resources Fund Budget as presented. This motion is effective June 6, 2013.”

POLICY CITATION
Regents’ Policy 05.07.010, Land-Grant Endowment, provides that the university president will present an annual budget to the board for approval.
RECOMMENDATION
Natural Resources Fund
Proposed FY14 Budget/Spending Plan

<table>
<thead>
<tr>
<th></th>
<th>Approved FY13</th>
<th>Proposed FY14</th>
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</thead>
<tbody>
<tr>
<td>University of Alaska Press</td>
<td>$125,000</td>
<td>$120,000</td>
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<tr>
<td>System-based scholarships</td>
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<td>Cooperative Extension support</td>
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<td>University of Alaska Scholars Program</td>
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<tr>
<td><strong>Total Spending Allowance</strong></td>
<td><strong>$5,496,545</strong></td>
<td><strong>$5,330,339</strong></td>
</tr>
</tbody>
</table>

The proposed FY14 budget or expenditure plan for the Land-Grant Endowment spending allowance distribution provides for the funding of ongoing commitments to the UA Press of $120,000 and system-based scholarships of $160,000. In addition, the expenditure plan includes a new component for the Professor Award. The remainder of the distributions will be used to fund the land management office costs of $1,050,000 and the UA Scholars Program at $3,930,339.

RATIONALE
The Natural Resources Fund was established to facilitate the distribution of the annual spending allowance from the university’s Land-Grant Endowment Funds. The spending allowance is based on 4.5 percent of a five year moving average of the December 31 endowment fund value. The proposed fiscal year 2014 spending allowance decreased $166,206 over the prior year as a result of the relatively high December 31, 2007 endowment value dropping out of the five year average calculation. This decline represents a trailing effect of the significant endowment market losses suffered in fiscal year 2009 as a result of the global financial crisis.

XXII. Approval to Modify Existing Art Acquisition Endowment for the University of Alaska Museum of the North

The president recommends that:

MOTION
“The Board of Regents approves the modification of the existing Museum Art Acquisition Endowment (fund number 89949) to include the care and maintenance of art. The Board of Regents approves the modification of the endowment with the restriction that the annual distributed earnings from the endowment be made available to the curator of art at the University of Alaska Museum of the North for the sole purposes of purchasing new art and maintaining existing art collections. The endowment will be renamed the UA Museum of the North Art Acquisitions and Maintenance Fund. This motion effective June 6, 2013.”
POLICY CITATION
Regents’ Policy 05.07.030.A., Endowment and Quasi-Endowment Fund, states: “All endowment and quasi-endowment assets will be transferred to the University of Alaska Foundation for care, custody, investment and administration, to the extent feasible and not prohibited by donor agreement. Endowments will be transferred to the foundation as follows:
1. unrestricted endowment principal and income funds will be transferred to the foundation upon approval of the chief finance officer,
2. quasi-endowment and restricted endowments will be transferred to the foundation upon specific approval by the board.”

RATIONALE/RECOMMENDATION
The Art Acquisition Endowment was established more than 15 years ago when the museum sold several Korean paintings for a considerable amount of money; these funds were placed in a new endowment which stipulated that its earnings be used only for purchasing new art. It is an accepted practice, endorsed by the American Alliance for Museums and the Association of Art Museum Directors, that funds obtained from selling art can also be used to maintain and care for existing collections. The museum would like to have the option to use the earnings from the Art Acquisition Endowment to also maintain and care for existing art collections, to ensure that they are properly stored in appropriate temperature and climate-controlled spaces, adequate measures are taken to prevent deterioration, and, when necessary, objects are conserved.

XXIII. Authorization to Sign a Joint Recession Agreement and to Sign and to File a Joint Motion for Relief from Judgment with the Superior Court

References 10-13

The president recommends that:

MOTION
“The Board of Regents authorizes the president of the University of Alaska to sign a Recession Agreement with Alaska Pacific University to rescind certain land restrictions and to join Alaska Pacific University’s Motion to Rescind the 1998 Agreement of the Parties and Final Judgment in the case of University of Alaska vs. Alaska Pacific University, Case No. 97-7779 Civ. This motion is effective June 6, 2013.”

ALASKA STATUTE AND POLICY CITATIONS
The Board of Regents has the duty and authority to manage real property interests under AS 14.40.250. This statute provides, in relevant part, that the "Board of Regents may receive, manage, and invest money or other real, personal or mixed property for the purpose of the University of Alaska, its improvement, or adornment, or the aid or advantage of the students or faculty, and, in general, may act as trustee on behalf of the University of Alaska for any of these purposes."
Also Regents’ Policy 05.11.060.A., provides in part that university officials, without authorization, may not “commit the university or the board to any transactions, terms, conditions, or diminution of an interest in real property.”

RATIONALE AND RECOMMENDATION

In 1955 and in 1964, Alaska Pacific University (APU), then known as Alaska Methodist University, acquired federal land under several patents, Patent 1150278 dated March 4, 1955 and reissued as corrective Patent 1188433 on November 28, 1958 and Patents No. 50-64-0186 and No. 50-64-0187 issued in 1964. The federal government granted these patents under the authority of the Recreational and Public Purposes Act (43 USC sec. 869).

The Federal Bureau of Land Management managed the land transactions and each patent contained provisions that restricted Alaska Pacific University’s ability to use the land or to transfer the land. The patents limited the use of the land for “college purposes” only unless the Secretary of Interior authorized a different use. Under the 1958 patent, Patent No. 1188433, the land use restrictions lasted for 25 years and any violation could have resulted in the land reverting to the United States. Under the 1964 patents, Patent Nos. 50-64-0186 and 50-64-0187, the restrictions and the reverter last in perpetuity.

In the early 1970s, the University of Alaska and Alaska Pacific University began considering several joint transactions. In one of these transactions, Alaska Pacific University sold approximately 197.5 acres to the University of Alaska. These 197.5 acres originally were transferred to Alaska Pacific University under the 1964 federal patents. The parties signed an Amended Memorandum of Understanding on March 11, 1972 concerning this land transfer (Reference 10). In addition, in Section 4 of the Agreement, the parties discussed the remainder of Alaska Pacific University’s land, that is, the land not sold to the University of Alaska.

Section 4 provided:

A[P]U shall dedicate in perpetuity the balance of its main Anchorage campus which it holds under the November 28, 1958 U.S. Patent No. 1150278, including both land and existing buildings and future related public purposes. The U of A has the right to enforce this dedication.

In 1979, the Department of the Interior extended the land restrictions for the land still owned by Alaska Pacific University for another 25 years or to about March 20, 2003.

In the mid 1990s, disagreements arose between universities about Section 4 of the 1972 Amended Memorandum of Understanding and the scope and enforceability of the land restrictions in Section 4. The Board of Regents authorized a lawsuit, and in 1997, the University of Alaska sued Alaska Pacific University in a case called University of Alaska vs. Alaska Pacific University, Case No. 97-7779 Civ.
Eventually the parties settled this case and entered into an *Agreement of the Parties and Final Judgment* (Reference 11). The court signed this judgment on September 24, 1998, and the parties recorded it.

In the Agreement and Final Judgment the parties described the 1972 Agreement as Alaska Pacific University’s dedication “in perpetuity the above referenced land and existing and future buildings to nonprofit education, health, recreation and conservation or related public purposes.” The parties also agreed that UA “will not unreasonably challenge land usage by APU that is in keeping with the spirit of the Bureau of Land Management language in the patents that originally conveyed the land to APU.”

At present, the land use restriction on the land Alaska Pacific University received under the 1958 patent has expired (on or about March of 2003) and the only restriction on Alaska Pacific University’s land is the restriction in Section 4 of the 1972 Amended Memorandum of Understanding and in the 1998 Judgment. But the land restrictions pertaining to the land the University of Alaska purchased from Alaska Pacific University in 1972 continues in perpetuity.

Over the years since the lawsuit, there have been negotiations and some disagreements about these land restrictions and Alaska Pacific University’s building and financing plans. Recently the parties met to discuss the need for these restrictions. After some discussion, the presidents of the universities agreed to terminate the land use restrictions to the extent they could. The presidents of the universities propose to enter into a Rescission Agreement regarding Section 4 of the 1972 Amended Agreement (in substantially similar form as Reference 12) and to file a joint motion to rescind the 1998 Judgment (in substantially similar form as Reference 13).

**XXIV. Approval of an Additional Member to the Board of Directors for Seawolf Holdings, LLC**

The president recommends that:

**MOTION**

“The Board of Regents approves an additional member to the board of directors for Seawolf Holdings, LLC. This motion is effective June 6, 2013.”

**RATIONALE AND RECOMMENDATION**

The recommendation from the University of Alaska Anchorage for an additional board member was sent under separate cover for Board of Regents’ review prior to the June 6-7, 2013 board meeting.
Friday, June 7, 2013

VII. **Public Testimony (continued)**  

Public testimony will be heard at approximately 9:00 a.m. on Friday, June 7, 2013. Comments are limited to three minutes per individual. Written comments are accepted and will be distributed to the Board of Regents and President Gamble by the Board of Regents’ Officer following the meeting. The chair will determine when public testimony is closed.

XXV. **Chancellors’ Strategic Direction Initiative Presentation**  

Chancellors Case, Pugh and Rogers will discuss initiatives undertaken at their respective campuses in response to the Strategic Direction Initiative.

XXVI. **Strategic Direction Initiative Discussion**  

President Gamble and Terry MacTaggart, UA Strategic Direction Initiative Consultant, will lead a discussion on the Strategic Direction Initiative.

XXVII. **Approval of Revisions to Regents’ Policy 02.04.300-320 – University of Alaska Fairbanks Councils - Board of Visitors**  

The president recommends that:

**MOTION**

“The Board of Regents approves revisions to Regents’ Policies 02.04.300-320 as presented. This motion is approved on June 7, 2013.”

**POLICY CITATION**  

Regents’ Policy 02.04.320.F., - Responsibilities, states: “The Board of Visitors shall as needed, recommend changes to regents’ policy and university regulation.”

**RATIONALE/RECOMMENDATION**  

At its March 30, 2013 meeting, the UAF Board of Visitors discussed its role per Regents’ Policy and recommends that the name of the board be changed from Board of Visitors to Board of Advisors. There has been confusion regarding the role of this board because of the term “visitors”; the body believes the term “advisors” more clearly articulates its mission. The UAF Board of Visitors also requested that they be advised by the chancellor on the selection of new members to this board before appointments are made. The requested revisions can be seen in Reference 18.
XXVIII. Approval of Revisions to Regents’ Policy 05.10.080 – Tuition and Fee Waivers

The president recommends that:

**MOTION**

“The Board of Regents approves revisions to Regents’ Policies 05.10.080 as presented. This motion is approved on June 7, 2013.”

**RATIONALE AND RECOMMENDATION**

The policy for the senior citizen tuition waiver was last updated in 2005. The proposed edits eliminate unneeded verbiage and add further clarity to the policy. Associate Vice President Oba will answer any questions regarding the revisions.

XXIX. Approval of FY15 Operating Budget Development Guidelines

**MOTION**

"The Board of Regents approves the FY15 Operating Budget Development Guidelines as presented. This motion is effective June 7, 2013."

**POLICY CITATION**

Regents' Policy 05.01.01.A., Budget Policy, states: "The budget of the university represents an annual operating plan stated in fiscal terms. All budgetary requests shall be adopted by the board prior to submittal to the Office of the Governor or the legislature."

**RATIONALE/RECOMMENDATION**

President Gamble and Associate Vice President Rizk will present the FY15 Operating Budget Development Guidelines recommendation (Reference 20). The operating guidelines serve as a tool for administration to prioritize budget requests and maintain alignment with the Board of Regents’ goals and expected administrative efficiencies.

Governor Parnell has proposed a 5-year fiscal plan to manage Alaska’s reserves and limit government spending and has committed to stepping down the levels of spending over the next five years. The details of the plan have yet to be released. As part of the FY15 budget planning process the university will continue to look at ways of capping growth. With the state’s emphasis on reducing growth, and as we move into the last phase of the Strategic Direction Initiative, the request level for new programs is expected to be much more reliant on internal offsets than on general fund increase requests.

This presentation of the FY15 Operating Budget Development Guidelines is the first step in a process that will end in early November with the Board of Regents’ approval of the operating budget.
XXX. Approval of FY15 Capital Budget Development Guidelines

The president recommends that:

**MOTION**

"The Board of Regents approves the FY15 Capital Budget Development Guidelines as presented. This motion is effective June 7, 2013."

**POLICY CITATION**

Regents' Policy 05.01.01.A., Budget Policy, states: "The budget of the University of Alaska represents an annual operating plan stated in fiscal terms. All budgetary requests shall be adopted by the board prior to submittal to the Office of the Governor or the legislature."

**RATIONALE AND RECOMMENDATION**

Associate Vice President Rizk and Associate Vice President Duke will discuss current capital budget activities, and the capital budget development guidelines recommendation. The proposed guidelines are included as Reference 21.

Guidance from Governor Parnell for the FY15 Capital Budget is expected to place emphasis on a decreased capital budget and reduction of deferred maintenance (DM). FY15 is the last year of Governor Parnell’s 5-year $100 million annual commitment toward reducing deferred maintenance. With these things in mind, the FY15 capital budget requests should identify strategic investment needed to implement the Strategic Direction Initiatives objectives and reduce DM backlog to an acceptable level.

UA’s Capital Improvement Plan will be consistent with the 10-year fiscal plan submitted to the State of Alaska. The plan provides the Board of Regents, president, executive staff, and university community a clear picture of the capital projects which follow from completion of the program resource planning process and identification of the annual operating costs associated with those projects. The long range capital improvement plan aims to balance approved program needs across UA campuses with realistic expectations for capital appropriations.

This presentation of the FY15 Capital Budget Development Guidelines is the first step in a process that will end in early November with the Board of Regents’ approval of the capital budget.
XXXI. Consent Agenda

MOTION
“The Board of Regents approves the consent agenda as presented. This motion is effective June 7, 2013.”

A. Academic and Student Affairs Committee

1. Approval of a Bachelor of Arts in Secondary Education at the University of Alaska Fairbanks

   MOTION
   “The Board of Regents approves a Bachelor of Arts in Secondary Education at the University of Alaska Fairbanks. This motion is effective June 7, 2013.”

2. Approval of a Master of Science in Mechanical Engineering at the University of Alaska Anchorage

   MOTION
   “The Board of Regents approves a Master of Science in Mechanical Engineering at the University of Alaska Anchorage. This motion is effective June 7, 2013.”

3. Approval of Deletion of an Undergraduate Certificate in Practical Nursing at the University of Alaska Anchorage

   MOTION
   “The Board of Regents approves the deletion of an Undergraduate Certificate in Practical Nursing at the University of Alaska Anchorage. This motion is effective June 7, 2013.”

4. Approval of Deletion of an Undergraduate Certificate in Industrial Welding Technology at the University of Alaska Anchorage

   MOTION
   “The Board of Regents approves the deletion of an Undergraduate Certificate in Industrial Welding Technology at the University of Alaska Anchorage. This motion is effective June 7, 2013.”
5. Approval of Deletion of an Undergraduate Certificate in Nondestructive Testing Technology at University of Alaska Anchorage

MOTION
“The Board of Regents approves the deletion of an Undergraduate Certificate in Nondestructive Testing Technology at the University of Alaska Anchorage. This motion is effective June 7, 2013.”

6. Approval of Revisions to Regents’ Policy 10.02.040 - Academic Unit Establishment, Major Revision, and Elimination

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.02.040 as presented. This motion is approved on June 7, 2013.”

7. Approval of Revisions to Regents’ Policy 10.02.060 - Community College Establishment and Elimination

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.02.060 as presented. This motion is approved on June 7, 2013.”

8. Approval of Revisions to Regents’ Policy 10.03.020 - Honorary Degrees

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.03.020 as presented. This motion is approved on June 7, 2013.”

9. Approval of Revisions to Regents’ Policy 10.03.030 - Meritorious Service Awards

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.03.030 as presented. This motion is approved on June 7, 2013.”

B. Audit Committee

1. Approval of Revisions to Regents’ Policy 05.03 – Internal Audit

MOTION
“The Board of Regents approves revisions to Regents’ Policy 05.03 as presented. This motion is effective June 7, 2013.”
C. Facilities and Land Management Committee

1. Approval of the Campus Master Plan Amendment for the University of Alaska Fairbanks Campuswide Solar Array Installation  
   Reference 39

   **MOTION**
   “The Board of Regents approves the University of Alaska Fairbanks Campus Master Plan Amendment for the Campuswide Solar Array Installation as presented. This amendment will be incorporated in the existing 2010 Campus Master Plan. This motion is effective June 7, 2013.”

2. Formal Project Approval for the University of Alaska Fairbanks Campuswide Solar Array Installation  
   Reference 40

   **MOTION**
   “The Board of Regents approves the formal project approval request for the University of Alaska Fairbanks Campuswide Solar Array Installation as presented in compliance with the amended campus master plan, and authorizes the university administration to proceed through schematic design not to exceed a total university expenditure of $105,000 with the cost of the solar array of $4,000,000 to be borne by Siemens Industries, as the owner of the solar array, for a total project cost of $4,105,000. This motion is effective June 7, 2013.”

3. Project Change Request for the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2  
   Reference 5

   **MOTION**
   “The Board of Regents approves the project change request for the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2 as presented in compliance with the campus master plan, and authorizes the university administration to proceed with construction not to exceed a total project cost of $14,030,000. This motion is effective June 7, 2013.”

4. Schematic Design Approval for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311  
   Reference 41

   **MOTION**
   “The Board of Regents approves the schematic design approval request for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved budget, and to proceed to completion of project construction not to exceed a total project cost of $6,000,000. This motion is effective June 7, 2013.”
XXXII. Tuition Setting Principle Discussion

Associate Vice President Oba will facilitate a discussion on tuition setting at the University of Alaska including a review of Regents’ Policy and examples of guiding principles from other university systems and colleges.

XXXIII. New Business and Committee Reports

A. Academic and Student Affairs Committee
B. Audit Committee
C. Facilities and Land Management Committee

XXXIV. Future Agenda Items

XXXV. Board of Regents' Comments

XXXVI. Adjourn
Agenda
Board of Regents
Academic and Student Affairs Committee
Thursday, June 6, 2013; *3:00 p.m. – 5:00 p.m.
Room 109 Butrovich Building
University of Alaska Fairbanks
Fairbanks, Alaska

*Times for meetings are subject to modification within the June 6-7, 2013 time frame.

Committee Members:
Michael Powers, Committee Chair
Jyotsna Heckman, Committee Vice Chair
Mari Freitag
Gloria O’Neill
Kirk Wickersham
Patricia Jacobson, Board Chair

I. Call to Order

II. Adoption of Agenda

MOTION
“The Academic and Student Affairs Committee adopts the agenda as presented.

III. Full Board Consent Agenda
A. Approval of a Bachelor of Arts in Secondary Education at the University of Alaska Fairbanks
B. Approval of a Master of Science in Mechanical Engineering at the University of Alaska Anchorage
C. Approval of Deletion of an Undergraduate Certificate in Practical Nursing at the University of Alaska Anchorage
D. Approval of Deletion of an Undergraduate Certificate in Industrial Welding Technology at the University of Alaska Anchorage
E. Approval of Deletion of an Undergraduate Certificate in Nondestructive Testing Technology at University of Alaska Anchorage
F. Approval of Revisions to Regents’ Policy 10.02.040 - Academic Unit Establishment, Major Revision, and Elimination
G. Approval of Revisions to Regents’ Policy 10.02.060 - Community College Establishment and Elimination
H. Approval of Revisions to Regents’ Policy 10.03.020 - Honorary Degrees
I. Approval of Revisions to Regents’ Policy 10.03.030 - Meritorious Service Awards
IV. Ongoing Issues
   A. Metrics Discussion

V. New Business
   A. Report on Developmental Education at the University of Alaska
   B. Presentation on Emergency Services Training, Education, and Emergency Management Facility – Mission Area Analysis and Statement of Need – at the University of Alaska Fairbanks
   C. Presentation on Summer Academies and Camps for Youth at the University of Alaska Fairbanks

VI. Future Agenda Items

VII. Adjourn

This motion is effective June 6, 2013.”

III. Full Board Consent Agenda

A. Approval of a Bachelor of Arts in Secondary Education at the University of Alaska Fairbanks

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends the Board of Regents approve a Bachelor of Arts in Secondary Education at the University of Alaska Fairbanks. This motion is effective June 6, 2013.”

POLICY CITATION
In accordance with Regents’ Policy 10.04.020, Degree and Certificate Program Approval, all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board.

RATIONALE AND RECOMMENDATION
Reference 23 contains the rationale for the approval of a Bachelor of Arts in Secondary Education. Vice Provost Alex Fitts will provide background information to members of the committee. A comprehensive report on the program request is available at the following link:

https://www.alaska.edu/research/sac/new-programs/
B. Approval of a Master of Science in Mechanical Engineering at the University of Alaska Anchorage

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends the Board of Regents approve a Master of Science in Mechanical Engineering at the University of Alaska Anchorage. This motion is effective June 6, 2013.”

POLICY CITATION
In accordance with Regents’ Policy 10.04.020, Degree and Certificate Program Approval, all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board.

RATIONALE AND RECOMMENDATION
Reference 24 contains the rationale for the approval of a Master of Science in Mechanical Engineering. Provost Baker will provide background information to members of the committee. The prospectus and letters of support for the program are available at the following link: [https://www.alaska.edu/research/sac/new-programs/](https://www.alaska.edu/research/sac/new-programs/)

C. Approval of Deletion of an Undergraduate Certificate in Practical Nursing at the University of Alaska Anchorage

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends the Board of Regents approve the deletion of an Undergraduate Certificate in Practical Nursing at the University of Alaska Anchorage. This motion is effective June 6, 2013.”

POLICY CITATION
In accordance with Regents’ Policy 10.04.020, Degree and Certificate Program Approval, all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board.

RATIONALE AND RECOMMENDATION
Reference 25 contains the rationale for the approval of deletion of an Undergraduate Certificate in Practical Nursing. Provost Baker will provide background information to members of the committee.
D. Approval of Deletion of an Undergraduate Certificate in Industrial Welding Technology at the University of Alaska Anchorage

The president recommends that:

**MOTION**

“The Academic and Student Affairs Committee recommends the Board of Regents approve the deletion of an Undergraduate Certificate in Industrial Welding Technology at the University of Alaska Anchorage. This motion is effective June 6, 2013.”

**POLICY CITATION**

In accordance with Regents’ Policy 10.04.020, Degree and Certificate Program Approval, all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board.

**RATIONALE AND RECOMMENDATION**

Reference 26 contains the rationale for the approval of deletion of an Undergraduate Certificate in Industrial Welding Technology. Provost Baker will provide background information to members of the committee.

E. Approval of Deletion of an Undergraduate Certificate in Nondestructive Testing Technology at the University of Alaska Anchorage

The president recommends that:

**MOTION**

“The Academic and Student Affairs Committee recommends the Board of Regents approve the deletion of an Undergraduate Certificate in Nondestructive Testing Technology at the University of Alaska Anchorage. This motion is effective June 6, 2013.”

**POLICY CITATION**

In accordance with Regents’ Policy 10.04.020, Degree and Certificate Program Approval, all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board.

**RATIONALE AND RECOMMENDATION**

Reference 27 contains the rationale for the approval of deletion of an Undergraduate Certificate in Nondestructive Testing Technology. Provost Baker will provide background information to members of the committee.
F. Approval of Revisions to Regents’ Policy 10.02.040 - Academic Unit Establishment, Major Revision, and Elimination

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends the Board of Regents approve revisions to Regents’ Policy 10.02.040 as presented. This motion is approved on June 6, 2013.”

RATIONALE AND RECOMMENDATION
Cooperative Extension and Marine Advisory Program units are considered academic units; they employ tenure track faculty and deliver instruction, although primarily non-credit instruction. As written in the preceding clause (original language) literally requires Board of Regents’ approval for any “research institute or academic unit” that has “systemwide responsibilities.” The existing policy is too cumbersome; research units, in particular, have been created and eliminated mainly due to federal funding decisions. The revised listings of units in section D of Regents’ Policy 10.02.040 are name changes and updates from the MAUs.

G. Approval of Revisions to Regents’ Policy 10.02.060 - Community College Establishment and Elimination

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends the Board of Regents approve revisions to Regents’ Policy 10.02.060 as presented. This motion is approved on June 6, 2013.”

RATIONALE AND RECOMMENDATION
University of Alaska General Counsel proposed the change in word from “will” to “may” to reinforce that community colleges are discretionary within UA. In addition, simplification of policy is proposed by moving detail community college information to regulation. This empowers the president to act on community college status and the factors considered in proposals for establishment and continuation.
H. **Approval of Revisions to Regents’ Policy 10.03.020 - Honorary Degrees**

The president recommends that:

**MOTION**

“The Academic and Student Affairs Committee recommends the Board of Regents approve revisions to Regents’ Policy 10.03.020 as presented. This motion is approved on June 6, 2013.”

**RATIONALE AND RECOMMENDATION**

The proposed change is intended to allow the board additional flexibility in awarding honorary degrees posthumously.

I. **Approval of Revisions to Regents’ Policy 10.03.030 - Meritorious Service Awards**

The president recommends that:

**MOTION**

“The Academic and Student Affairs Committee recommends the Board of Regents approve revisions to Regents’ Policy 10.03.030 as presented. This motion is approved on June 6, 2013.”

**RATIONALE AND RECOMMENDATION**

The proposed change is intended to allow the board additional flexibility in awarding meritorious service awards posthumously.

IV. **Ongoing Issues**

A. **Metrics Discussion**

Associate Vice President Gruenig will lead a discussion on metrics.

V. **New Business**

A. **Report on Developmental Education at the University of Alaska**

Vice President Thomas will report on developmental education at the University of Alaska.
B. **Presentation on Emergency Services Training, Education, and Emergency Management Facility – Mission Area Analysis and Statement of Need – at the University of Alaska Fairbanks**

Fire Chief Schrage and Community and Technical College Dean Stalder will answer questions regarding the mission area analysis and statement of need for the Emergency Services Training, Education and Emergency Management Facility at the University of Alaska Fairbanks.

C. **Presentation on Summer Academies and Camps for Youth at the University of Alaska Fairbanks**

Vice Provost Alex Fitts will lead a presentation on summer academies and youth camps held by the University of Alaska Fairbanks.

VI. **Future Agenda Items**

VII. **Adjourn**
Agenda

Board of Regents

Facilities and Land Management Committee
Thursday, June 6, 2013, *3:00 p.m. – 5:00 p.m.
Room 204 Butrovich Building
University of Alaska Fairbanks
Fairbanks, Alaska

*Times for meetings are subject to modifications within the June 6-7, 2013 time frame.

Committee Members:
Fuller A. Cowell, Committee Chair  Timothy Brady
Mary K. Hughes, Committee Vice Chair  Kenneth J. Fisher
Dale Anderson  Patricia Jacobson, Chair

I. Call to Order

II. Adoption of Agenda

MOTION
"The Facilities and Land Management Committee adopts the agenda as presented.
I. Call to Order
II. Adoption of Agenda
III. Full Board Consent Agenda
   A. Approval of the Campus Master Plan Amendment for the University of Alaska Fairbanks Campuswide Solar Array Installation
   B. Formal Project Approval for the University of Alaska Fairbanks Campuswide Solar Array Installation
   C. Project Change Request for the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2
   D. Schematic Design Approval for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311

IV. New Business
   A. Review of the University of Alaska Anchorage 2013 Campus Master Plan
   B. University of Alaska Facilities and Land Management Report on the Waterford House Condominium Unit 71 in Washington, D.C.

V. Ongoing Issues
   A. UAA Alaska Airlines Center (formerly Seawolf Sports Arena) Information Item
   B. UAA Engineering and Industry Building Project Information Item
   C. UAF Engineering Facility Information Item
   D. UAF Combined Heat and Power Plant Replacement Information Item
   E. UAF P3 Student Dining Development Information Item
   F. UAF West Ridge Deferred Maintenance Master Plan Information Item
   G. Deferred Maintenance Distribution Changes for FY12 and FY13

Facilities and Land Management Committee Agenda: Page 1 of 7
H. Deferred Maintenance Spending Report
I. Sightlines Report
J. Land Management FY13 and FY14 Work Plan Report
K. Construction in Progress
L. IT Report

VI. Future Agenda Items
VII. Adjourn

This motion is effective June 6, 2013.

III. Full Board Consent Agenda

A. Approval of the Campus Master Plan Amendment for the University of Alaska Fairbanks Campuswide Solar Array Installation Reference 39

The president recommends that:

MOTION “The Facilities and Land Management Committee recommends that the Board of Regents approve the University of Alaska Fairbanks Campus Master Plan Amendment for the Campuswide Solar Array Installation as presented. This amendment will be incorporated in the existing 2010 Campus Master Plan. This motion is effective June 6, 2013.”

POLICY CITATION
In accordance with Regents’ Policy 05.12.030.C.3, a campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

RATIONALE AND RECOMMENDATION
Reference 39 contains the campus master plan amendment. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

B. Formal Project Approval for the University of Alaska Fairbanks Campuswide Solar Array Installation Reference 40

The president recommends that:

MOTION “The Facilities and Land Management Committee recommends that the Board of Regents approve the formal project approval request for the University of Alaska Fairbanks Campuswide Solar Array Installation as presented in compliance with the amended campus master plan, and
authorizes the university administration to proceed through schematic design not to exceed a total university expenditure of $105,000 with the cost of the solar array of $4,000,000 to be borne by Siemens Industries, as the owner of the solar array, for a total project cost of $4,105,000. This motion is effective June 6, 2013.”

POLICY CITATION
In accordance with Regents’ Policy 05.12.042, formal project approval (FPA) represents approval of the project including the program justification and need, scope, the total project cost (TPC), and funding plan for the project. It also represents authorization to complete the development of the project through the schematic design, targeting the approved scope and budget, unless otherwise designated by the approval authority.

An FPA is required for all projects with an estimated TPC in excess of $2.5 million in order for that project’s inclusion of construction funding to be included in the university’s capital budget request, unless otherwise approved by the board.

The level of approval required shall be based upon TPC as follows:

TPC > $4 million will require approval by the board based on recommendations from the Facilities and Land Management Committee (F&LMC).

RATIONALE AND RECOMMENDATION
Reference 40 contains the complete formal project approval request. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

C. Project Change Request for the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2 Reference 5

The president recommends that:

MOTION
“The Facilities and Land Management Committee recommends that the Board of Regents approve the project change request for the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2 as presented in compliance with the campus master plan, and authorizes the university administration to proceed with construction not to exceed a total project cost of $14,030,000. This motion is effective June 6, 2013.”

POLICY CITATION
In accordance with Regents’ Policy 05.12.047, a project change request is required when there are changes in the source of funds, increases or decreases
in budget, savings to the construction budget, or material changes in program or project scope identified subsequent to schematic design approval.

**Changes > $1 million will require approval by the board based on recommendations from the Facilities and Land Management Committee (F&LMC).**

**RATIONALE AND RECOMMENDATION**
Reference 5 contains the complete project change request. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

**D. Schematic Design Approval for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311**
Reference 41

The president recommends that:

**MOTION**
“The Facilities and Land Management Committee recommends that the Board of Regents approve the schematic design approval request for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved budget, and to proceed to completion of project construction not to exceed a total project cost of $6,000,000. This motion is effective June 6, 2013.”

**POLICY CITATION**
In accordance with Regents’ Policy 05.12.043, schematic design approval (SDA) represents approval of the location of the facility, its relationship to other facilities, the functional relationship of interior areas, the basic design including construction materials, mechanical, electrical, technology infrastructure, and telecommunications systems, and any other changes to the project since formal project approval.

**TPC > $4 million will require approval by the board based on recommendations from the Facilities and Land Management Committee (F&LMC).**

**RATIONALE AND RECOMMENDATION**
Reference 41 contains the complete schematic design approval request. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.
IV. New Business

A. Review of the University of Alaska Anchorage 2013 Campus Master Plan

Reference 42 contains the presentation materials and reference 43 is the draft of the UAA 2013 Campus Master Plan. Chancellor Case and Chris Turletes, associate vice chancellor of facilities and campus services, will address the committee and answer any questions about the draft UAA 2013 Campus Master Plan. This is the first time the campus master plan has been presented to the board for review and comment, UAA is requesting comments and recommendations be submitted by July 31, 2013.

B. University of Alaska Facilities and Land Management Report on the Waterford House Condominium Unit 71 in Washington, D.C.

Reference 44 contains the report on the Waterford House Condominium. Dr. Ashok Roy, chief financial officer and Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the report.

V. Ongoing Issues

A. UAA Alaska Airlines Center (formerly Seawolf Sports Arena) Information Item

Reference 45

Chris Turletes, associate vice chancellor of facilities and campus services, will answer any questions about the UAA Alaska Airlines Center as presented in the reference material. This is an information and discussion item; no action is required.

B. UAA Engineering and Industry Building Project Information Item

Reference 46

Chris Turletes, associate vice chancellor of facilities and campus services, will answer any questions about the UAA Engineering and Industry Building Project Report as presented in the reference material. This is an information and discussion item; no action is required.

C. UAF Engineering Facility Information Item

Reference 47

Scott Bell, associate vice chancellor of facilities services, will answer any questions about the UAF Engineering Facility as presented in the reference material. This is an information and discussion item; no action is required.
D. **UAF Combined Heat and Power Plant Replacement Information Item**

Reference 48

Scott Bell, associate vice chancellor of facilities services, will answer any questions about the UAF Combined Heat and Power Plant as presented in the reference material. This is an information and discussion item; no action is required.

E. **UAF P3 Student Dining Development Information Item**

Due to the late winter break up, construction was delayed by two weeks. Trees have been cut and excavation began on April 26, 2013. The Wood Center staff affected by the construction is in the process of moving office contents to temporary quarters, with completion of the moves coinciding with the end of the spring term. Demolition of interior spaces will begin after commencement to reduce disruptions as much as possible.

Scott Bell, associate vice chancellor of facilities services, will answer any questions about the UAF P3 Student Dining Development project. This is an information and discussion item; no action is required.

F. **UAF West Ridge Deferred Maintenance Master Plan Information Item**

Reference 49

Scott Bell, associate vice chancellor of facilities services, will answer any questions about the UAF West Ridge Deferred Renewal Master Plan as presented in the reference material. This is an information and discussion item; no action is required.

G. **Deferred Maintenance Distribution Changes for FY12 and FY13**

Reference 50

Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the changes to the FY12 and FY13 Deferred Maintenance Distribution report as presented in the reference material. This is an information and discussion item; no action is required.

H. **Deferred Maintenance Spending Report**

Reference 51

Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the spending report. This is an information and discussion item; no action is required.

The reference material contains an updated report on the progress of spending for the deferred maintenance and renewal appropriations for FY07-FY13.
I. Sightlines Report

Kit Duke, associate vice president of facilities and land management, will discuss several key slides and answer any questions regarding the annual Sightlines Report. This is an information and discussion item; no action is required.

The reference material contains the annual Sightlines Report for the UA system for FY12.

J. Land Management FY13 and FY14 Work Plan Report

Kit Duke, associate vice president of facilities and land management, will make a short presentation and answer any questions regarding the preliminary FY13 Land Management Work Plan Report and seek comments concerning the FY14 draft work plan goals. This is an information and discussion item; no action is required.

K. Construction in Progress

Kit Duke, associate vice president of facilities and land management, and campus facilities representatives will answer questions regarding the status report on active construction projects approved by the Board of Regents. This is an information and discussion item; no action is required.

L. IT Report

Karl Kowalski, chief technology officer, will update the committee on security issues and provide a report on network bandwidth capacity.

VI. Future Agenda Items

VII. Adjourn
Agenda
Board of Regents
Audit Committee
Friday, June 7, 2013; 7:30 a.m. – 9:00 a.m.
Room 109 Butrovich Building
University of Alaska Fairbanks
Fairbanks, Alaska

*Times for meetings are subject to modifications within the June 6-7, 2013 time frame.

Committee Members:
Kenneth Fisher, Committee Chair
Timothy Brady
Michael Powers
Patricia Jacobson, Board Chair

I. Call to Order
II. Adoption of Agenda

MOTION
"The Audit Committee adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Executive Session
A. Executive Session with the Chief Audit Executive
IV. New Business
A. External Auditor Comments
B. Mid-year Update on UA Financials
C. Approval of the FY14 Annual Audit Plan
V. Full Board Consent Agenda
A. Approval of Revisions to Regents’ Policy 05.03 – Internal Audit
VI. Ongoing Issues
A. Final Audit Reports Issued
B. Internal Audit Status Report
C. External Audit Status Report
VII. Future Agenda Items
VIII. Adjourn

This motion is effective June 7, 2013."

III. Executive Session

MOTION
"The Audit Committee of the Board of Regents goes into executive session at _________ Alaska Time in accordance with the provisions of AS 44.62.310 to discuss matters the immediate knowledge of which would have an adverse
effect on the finances of the university. The session will include members of the Board of Regents, Chief Audit Executive Pittman, General Counsel Hostina, and such other university staff members as the Audit Chair may designate and will last approximately _____ hour(s). This motion is effective June 7, 2013."

(To be announced at the conclusion of executive session:)
The Audit Committee of the Board of Regents concluded an executive session at ______ a.m. Alaska Time in accordance with AS 44.62.310 discussing matters the immediate knowledge of which would have an adverse effect on the finances of the university. The session included members of the Board of Regents, Chief Audit Executive Pittman, General Counsel Hostina, and other university staff designated by the chair of the Audit Committee and lasted approximately __________.

IV. New Business

A. External Auditor Comments Reference 57

Tammy Erickson and Pam Cleaver, engagement partners from Moss Adams, will discuss planning for the annual financial audit and federal single audit with the committee.

B. Mid-year Update on UA Financials Reference 58

Dr. Roy, vice president for finance and administration, will present to the Audit Committee an update on the university’s financial status. This is an information item; no action is necessary.

C. Approval of the FY14 Annual Audit Plan Reference 59

The president recommends that:

**MOTION**

“The Board of Regents’ Audit Committee approves the annual audit plan for fiscal year 2014 as presented. This motion is effective June 7, 2013.”

**POLICY CITATION**

Regents’ Policy 05.03.016 states: “The director of internal audit, in conjunction with the regents’ external auditors, shall annually present a complete audit plan for the university to the board’s audit committee for review and approval.”
RATIONALE AND RECOMMENDATION
Nichole Pittman, chief audit executive, will present to the Audit Committee for approval the annual audit plan for FY14, which is included as Reference 59.

V. Full Board Consent Agenda

A. Approval of Revisions to Regents’ Policy 05.03 – Internal Audit

The president recommends that:

MOTION

“The Audit Committee recommends that the Board of Regents approve revisions to Regents’ Policy 05.03 as presented. This motion is effective June 7, 2013.”

RATIONALE AND RECOMMENDATION

Board of Regents’ Bylaw 07.G.03.j. states as one of the committee’s principal duties and responsibilities: “reviewing, as needed, the internal audit charter and audit protocols under P05.03.010 – 05.03.018 and making recommendations to the board regarding changes and enhancements.”

Revisions to this policy were made to:

Update the department name from Internal Audit to Audit and Consulting Services and the department director’s title from director to chief audit executive. The title revisions were approved at the April 2013 meeting of the Board of Regents and the next step is to update Regents’ Policy accordingly.

Align the audit charter with the Institute of Internal Auditors’ recommended charter. Key revisions include: clarifying the relationship between the department and the Audit Committee; requirements related to independence and objectivity of the department activities; explicitly including topics under the department’s scope such as requests by the Audit Committee and management; reviewing the university’s risk management processes; clarification of liaison duties with external auditors; ensuring the audit plan is risk-based; reporting deviations from the approved audit plan to senior management and the Audit Committee; the responsibility for conducting follow-up audit procedures; and the need to periodically review Regents’ Policy P05.03.
The policy revisions are shown using track changes for the proposed language changes and also as proposed final language with major additions highlighted. Nichole Pittman, chief audit executive, will answer any questions regarding the policy revisions as presented in Reference 60.

VI. Ongoing Issues

A. Final Audit Reports Issued

Nichole Pittman, chief audit executive, will review with the Audit Committee the final audit reports issued since the last Audit Committee meeting and answer any questions members of the committee may have. This is an information item; no action is necessary.

B. Internal Audit Status Report

Nichole Pittman, chief audit executive, will review with the Audit Committee the Internal Audit Status Report and answer any questions members of the committee may have. This is an information item; no action is necessary.

B. External Audit Status Report

Nichole Pittman, chief audit executive, will review with the Audit Committee the External Audit Status Report and answer any questions members of the committee may have. This is an information item; no action is necessary.

VII. Future Agenda Items

VIII. Adjourn
Unofficial Minutes
Board of Regents
Meeting of the Full Board
April 11-12, 2013
Sitka, Alaska

Regents Present:
Patricia Jacobson, Chair
Kirk Wickersham, Vice Chair
Michael Powers, Secretary
Jyotsna Heckman, Treasurer
Dale Anderson
Timothy Brady (attended April 11 only)
Fuller A. Cowell
Kenneth Fisher
Mari Freitag
Mary K. Hughes
Gloria O’Neill

Patrick K. Gamble, Chief Executive Officer and President, University of Alaska

Others Present:
Tom Case, Chancellor, University of Alaska Anchorage
John Pugh, Chancellor, University of Alaska Southeast
Brian Rogers, Chancellor, University of Alaska Fairbanks
Michael Hostina, General Counsel
Carla Beam, Vice President for University Relations
Ashok Roy, Vice President of Finance & Administration and Chief Financial Officer
Dana Thomas, Vice President for Academic Affairs
Kit Duke, Chief Facilities Officer & Associate Vice President, Facilities and Land Management
Karl Kowalski, Chief Information Technology Officer
Michelle Rizk, Associate Vice President, Budget & Interim Chief Human Resources Officer
Kate Wattum, Interim Director, Public Affairs
Brandi Berg, Executive Officer, Board of Regents
Julie Benson, Coordinator, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 9:03 a.m. on Thursday, April 11, 2013.
II. Adoption of Agenda

Regent Anderson moved, seconded by Regent Wickersham and passed with no objection that:

PASSED AS AMENDED (amendment noted by *)
“The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Approval of Minutes
IV. Executive Session
V. Public Testimony
VI. President’s Report
VII. Governance Report
VIII. Approval of Resolution of Appreciation for Mari Freitag
IX. Approval to Receive Proceeds from Property Disposal
X. Fisheries, Seafood, and Maritime Initiative Update
XI. Human Resources Report
XII. University Relations Report
   A. Federal Relations Update
   B. Legislative Update
XIII. Presentation from the Sitka Campus
XIV. Approval of Differential Tuition at the University of Alaska Fairbanks' School of Management
XV. Approval of a Meritorious Service Award for Spring 2013
XVI. Strategic Direction Initiative – Next Steps
XVII. Consent Agenda
   A. Audit Committee
      1. Approval of Department Name and Director Title Proposal
   B. Facilities and Land Management Committee
      1. Formal Project Approval for the University of Alaska Anchorage Health Campus Pedestrian Bridge
      2. Project Change Request for the University of Alaska Anchorage MAC Housing Renewal
      3. Project Change Request for the University of Alaska Fairbanks Margaret Murie Life Sciences Research and Teaching Facility
      4. Adoption of the University of Alaska Southeast Campus Master Plan 2012
      5. Approval of Revisions to Regents’ Policy 05.12.040
XVIII. New Business and Committee Reports
   A. Academic and Student Affairs Committee
   B. Audit Committee
   C. Facilities and Land Management Committee
XIX. Alaska Commission on Postsecondary Education Report
XX. UA Athletics Report
*XX.A. Executive Session (added)
XXI. Future Agenda Items
XXII. Board of Regents’ Comments
XXIII. Adjourn

This motion is effective April 11, 2013.”

III. Approval of Minutes

Regent Cowell moved, seconded by Regent Fisher and passed with no objection that:

PASSED
“The Board of Regents approves the minutes of its regular meeting of February 21-22, 2013 as presented. This motion is effective April 11, 2013.”

IV. Executive Session

Regent Fisher moved, seconded by Regent Powers and passed with no objection that:

PASSED
“The Board of Regents goes into executive session at 9:10 a.m. Alaska Time in accordance with the provisions of AS 44.62.310 to discuss matters the immediate knowledge of which would have an effect on the finances of the university related to a PERS/TRS audit, labor, capital projects, differential tuition, matters that could affect the reputation or character of a person related to a meritorious service award, and to receive legal advice from counsel and to discuss organizational matters. The session will include members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president may designate and will last approximately 1 hour. This motion is effective April 11, 2013.”

The Board of Regents recessed its executive session at 9:55 a.m.; reconvened executive session at 10:30 a.m.

The Board of Regents recessed its executive session at 11:30 a.m.; reconvened executive session at 1:30 p.m.

The Board of Regents recessed its executive session at 2:30 p.m.; reconvened executive session at 9:25 a.m. on April 12, 2013.

The Board of Regents concluded an executive session at 9:55 a.m. Alaska Time on April 12, 2013, in accordance with AS 44.62.310 discussing matters the immediate knowledge of which would have an effect on the finances of the university related to a PERS/TRS audit, labor, capital projects, differential tuition, matters that could affect the reputation or character of a person related to a meritorious service award, and to receive legal advice from counsel and to discuss
organizational matters. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and other university staff members designated by the president and lasted approximately 3 hours and 15 minutes.

V. Public Testimony

Nathan Young, Juneau Fire Department battalion chief, noted the importance and impact the University Fire Department has had on his 18-year career; spoke in support of student firefighters and the University Fire Department and stated UAF has a unique program because of the exceptional academics, equipment available to students and the on-the-job training opportunities.

Callie Conerton, UAS Student Senate member and education major, spoke about her learning experience at UAS; thanked the board and UAS for the Stay on Track tuition waiver campaign; stated she is a Stay on Track scholarship recipient and encouraged UAA and UAF to implement a Stay on Track scholarship to inspire students to take 15 credits.

Becky Martello, Alaska Marine Safety Education Association (AMSEA) development director, spoke in support of the Fisheries, Seafood and Maritime Initiative (FSMI); stated AMSEA has been responsible for providing commercial fisherman, youth and boaters with marine safety and cold water training since 1985 and noted AMSEA’s interaction and partnership with the university to support and foster the growth of FSMI.

Trish White, Sitka Sound Science Center (SSSC) board member, spoke in support of the learning opportunities offered at the Sitka Campus; noted the importance of the university’s partnership with the SSSC and encouraged the board to continue to support the collaboration, education programs and research efforts taking place between UAS and the SSSC.

Jessica Dominy, UAS Student Senate member from the Tlingit Raven clan of Angoon and Hoonah, thanked the board for their support of the Alaska Native Languages and Studies program at UAS; stated her interest in preserving the Alaska Native language and noted the importance of teaching the language to Alaska Native children.

Jarmyn Kramlich, UAS Student Government president and social science major, spoke in support of the UAS student housing project; noted the importance the project will have in further strengthening the student community; thanked the board and the president for keeping tuition low and for their service to the university and the state of Alaska.

Camielle Call, Sitka Campus program development manager, spoke in support of the law enforcement program at UAS; displayed the confirmation letter from the Northwest Accreditation Commission; noted appreciation to Terry Vrabec, State of Alaska Department of Public Safety deputy commissioner and Sheldon Schmidt, Alaska Police Standards Council chair for their support of the program; thanked Sitka Campus Director Johnston, Chancellor Pugh, the curriculum committee, Faculty Senate and the Statewide
Academic Council for endorsing the program and the board for approving the program. Linda Behnken, Alaska Longline Fisherman’s Association director, spoke in support of fisheries in Alaska; stated the fishing industry is the largest private sector employee in the state and noted the important role UAS provides in training and supporting the industry.

Jeff Budd, Greater Sitka Arts Council member; spoke about the role of the arts council in supporting local community artists and thanked the board for meeting in Sitka and supporting the Sitka Campus.

Paul Rostad, Sitka Campus Student Government employee, mentioned the uniqueness and challenges of the student government association due to the majority of students being eLearning students; stated the 2012-2013 academic year has been the most active year for the association; said the organization is establishing a scholarship, revising the student government constitution and hosting an ice cream social for local students to attract additional membership.

Davey Lubin, wilderness transportation business owner, noted the arts and science interests within the community have grown tremendously and encouraged the board to continue to support research and science in Sitka.

Ritch Phillips, hatchery business owner, spoke in support of fisheries in Sitka; stated the significance for continued support of the fisheries technology program and noted the importance of the art programs offered at the Sitka Campus.

VI. President's Report

President Gamble provided a brief update on the legislative session; noted staff contributions in preparing for the session; stated the message from the legislature concerning FY15 is to expect a very lean year with flat budgets; said the announcement regarding phase III of the Strategic Direction Initiative (SDI) has been well received across the system, many are excited to move forward and complete the process, collaboration amongst the MAUs involving creating effect statements is in progress, selecting these statements will change the direction of UA and stated UA is well prepared to complete SDI with the insight from the previous two years’ worth of work.

VII. Governance Report

Juella Sparks, Staff Alliance chair, stated staff are tracking the legislative session issues affecting UA; noted chancellors have communicated the budget challenges; said staff looks forward to being included in conversations regarding the effects the budget may have on employees; noted several compensation proposals were provided to President Gamble seeking his review; stated a productive conversation regarding bullying in the workplace and a review of the UA grievance policy took place with President Gamble in attendance during the March retreat and noted respective councils are working on Staff Make Students Count awards.
Shauna Thornton, Coalition of Student Leaders speaker, said students in Juneau are participating in team building activities; noted the use of social media has been successful in gathering new members and connecting students throughout UA; stated students are preparing for final exams; said preparation for electing new officers is underway and noted SDI will be a featured item during the summer summit meeting providing relevant information regarding the initiative to new governance leaders as they transition into their new roles.

VIII. **Approval of Resolution of Appreciation for Mari Freitag**

Regent Wickersham moved, seconded by Regent Brady, and passed unanimously that:

**PASSED**

“The Board of Regents approves the resolution of appreciation for Mari Freitag. This motion is effective April 11, 2013.”

WHEREAS, Mari Freitag was elected by her peers at the University of Alaska Fairbanks as their candidate for student regent in 2011; and

WHEREAS, Mari Freitag, in spring 2011, was appointed by Governor Parnell and confirmed by the Alaska Legislature to serve as the University of Alaska’s student regent; and

WHEREAS, Mari Freitag will graduate in May 2013 from the University of Alaska Fairbanks with a Bachelor of Arts in Political Science and a minor in justice; and

WHEREAS, Mari Freitag has served as an intern and intern coordinator for U.S. Senator Lisa Murkowski, and as senator, vice president and president for the Associated Students of the University of Alaska Fairbanks; and

WHEREAS, Mari Freitag participated in the Nanook Traditions Board, the University of Alaska Fairbanks Residence Hall Association and New Student Orientation as an orientation leader; and

WHEREAS, Mari Freitag has been involved with the University of Alaska Coalition of Student Leaders, traveling to Board of Regents’ meetings and the state capital in Juneau to advocate for student needs; and

WHEREAS, Mari Freitag is a University of Alaska Scholar and a National Honor Society member; she was awarded the ASUAF Senator of the Year award in 2010, received Chancellor’s List recognition in fall 2011, Dean’s List recognition in spring 2011 and fall 2012 and is a 2013 recipient of a COLD Leadership Honors Certificate; and
WHEREAS, Mari Freitag has been an active volunteer in the Fairbanks and Ketchikan communities including volunteering for the University of Alaska Fairbanks Springfest Service, Ketchikan Arts Council, Ketchikan Public Library, and the Ketchikan Theater Ballet Senior Company and served as a 2013 Alternative Spring Break team member in Agua Prieta, Mexico; and

WHEREAS, Mari Freitag, has served with distinction, active participation and awareness, always interjecting the student viewpoint as an advocate for University of Alaska students during her tenure as student regent; and

WHEREAS, Mari Freitag embraced the vision of the Strategic Direction Initiative and motivated students to assist with enacting change while bringing awareness to system issues by voicing student concerns; and

WHEREAS, Mari Freitag, while serving on the Board of Regents, was a member of the Academic and Student Affairs Committee, Human Resources Committee, Planning and Development Committee and served as the University of Alaska Athletics Representative; and

WHEREAS, the Board of Regents commends Mari Freitag for continuing her education as she graduates and pursues a master’s degree in justice; and

NOW, THEREFORE BE IT RESOLVED that the Board of Regents officially recognizes Mari Freitag for her exceptional service to Alaska and the University of Alaska. The board expresses profound thanks on behalf of students, staff and faculty of the university for her contributions; and

BE IT FURTHER RESOLVED that this resolution be conveyed to Mari Freitag with a copy to be incorporated into the official minutes of the April 11-12, 2013 meeting of the Board of Regents.

IX. Approval to Receive Proceeds from Property Disposal  

Regent Cowell moved, seconded by Regent Heckman and passed with no objection that:

PASSED
“The Board of Regents approves the University of Alaska Southeast request to receive the proceeds from the property disposal not to exceed $97,000 as presented. This motion is effective April 11, 2013.”

POLICY CITATION and RELEVANT ALASKA STATUTE
Regents’ Policy 05.07.010.B. - Land Grant Endowment, states: “The land-grant endowment trust fund is established in accordance with AS 14.40.400. The net income from the sale, lease, development or other disposition of trust land or other related resources will be deposited to the land-grant endowment trust fund as principal. Except as specifically approved by the board, the net proceeds from the sale or development of
non-trust land or other related resources and the improvements thereon will be deposited as additions to the inflation-proofing fund in a manner similar to principal. Annually, effective July 1, the spending allowance for the funds, as described later in this policy, will be transferred to the operating accounts for management and maintenance of university land and to the natural resources fund for program expenditures."

Alaska Statute Sec. 14.40.400 Fund for money from sale or lease of land granted by Act of Congress.

(a) [See editor's notes.] The Board of Regents shall establish a separate endowment trust fund in which shall be held in trust in perpetuity all

(1) net income derived from the sale or lease of the land granted under the Act of Congress approved January 21, 1929, as amended;
...and
(3) monetary gifts, bequests, or endowments made to the University of Alaska for the purpose of the fund.

RATIONALE AND RECOMMENDATION
UAS requested to receive the proceeds from the property disposal of university lands at the intersection of the Glacier Highway and Mendenhall Loop Road that the State of Alaska is taking. The taking of a portion of the UAS campus property is required to accommodate construction of a new “roundabout” at the intersection. UAS requested that the $97,000 payment from the State of Alaska to the university be directed to improvements associated with the adjoining property. This payment consists of $72,000 paid for full market value of the land sold plus a $25,000 administrative fee for impact on the parcel remaining in UA possession.

Board approval is required as Regents’ Policy 05.07.010.B., states: “Except as specifically approved by the board, the net proceeds from the sale or development of non-trust land or other related resources and the improvements thereon will be deposited as additions to the inflation-proofing fund in a manner similar to principal.”

The parcel from which this portion is being sold is not subject to the statutory requirements in AS 14.40.400 for mandatory deposit of the disposal proceeds to the Land Grant Trust Fund. This parcel, JN.JC.4009, was purchased from a private owner in March 1976 using 1974 land acquisition funds appropriated by the legislature.

The UAS land borders the roundabout. UAS supports this project as it improves access to the campus. This location is also a campus pedestrian entry. A paved pedestrian path connects this entry point to the general system of sidewalks within the Auke Lake campus. This path is the most direct route from the center of campus to the Auke Lake commercial district including the UAS bookstore and administrative services building.
The State of Alaska highway project will include significant pedestrian improvements including new sidewalks around and within the roundabout, which will connect with the existing UAS path. UAS would like to improve the existing path to make the best use of these new pedestrian improvements and to improve the visual image of this entrance.

The State of Alaska Department of Transportation & Public Facilities payment, if allocated to the campus, would be used to re-pave and re-light the pedestrian path and to install a new sign indicating the direction of the central campus.

X. Fisheries, Seafood, and Maritime Initiative Update

An update on the university-wide Fisheries, Seafood, and Maritime Initiative (FSMI) was presented by the FSMI Leadership Committee and FSMI Industry Advisory Committee representatives. Highlights included formation and engagement of the industry advisory committee, progress on the occupational needs analysis and workforce development plan, and anticipated FSMI timelines and outcomes.

XI. Human Resources Report

Michelle Rizk, interim chief human resources officer, updated the board regarding human resources issues.

XII. University Relations Report

A. Federal Relations Update

Vice President Beam provided a Patton Boggs federal priorities update on issues concerning the University of Alaska.

B. Legislative Update

Associate Vice President Christensen provided an update regarding the status of legislation concerning the University of Alaska.

XIII. Presentation from the Sitka Campus

Representatives from the Sitka Campus presented information regarding the Fisheries Technology program in addition to highlighting community and art learning opportunities offered at the Sitka Campus.

XIV. Approval of Differential Tuition at the University of Alaska Fairbanks' School of Management

This item was deferred to the June 6-7, 2013 meeting of the Board of Regents.
XV. Approval of a Meritorious Service Award for Spring 2013

Regent Hughes moved, seconded by Regent Fisher and passed with no objection that:

PASSED
“The Board of Regents approves the nominee for a meritorious service award as proposed. This motion is effective April 12, 2013.”

POLICY CITATION
Regents’ Policy 10.03.030 - Meritorious Service Awards, states: “Meritorious service awards may be conferred upon approval of the Board of Regents.”

RATIONALE AND RECOMMENDATION
The recipient recommendation submitted by the University of Alaska Southeast for a meritorious service award was sent under separate cover for Board of Regents’ review prior to the April 11-12, 2013 board meeting.

XVI. Strategic Direction Initiative – Next Steps

Paula Donson, associate vice president of academic affairs and strategic direction, summarized phase I and phase II noting the bridge building, partnerships created and the reinforcement of the five themes; stated phase III is the finishing phase of SDI led by the MAUs where enhancements and improvements to the UA system will occur, thus providing the opportunity for UA to show the state and the public what is being done to raise the bar in education to benefit students, to fill high demand jobs in Alaska and to change the perspective on research. She noted the chancellors will provide a presentation at the June 2013 board meeting outlining their FY14 plans for phase III.

XVII. Consent Agenda

Regent Cowell moved, seconded by Regent O’Neill and passed with no objection that:

PASSED
“The Board of Regents approves the consent agenda as presented. This motion is effective April 12, 2013.”

A. Audit Committee

1. Approval of Department Name and Director Title Proposal Reference 31

PASSED
“The Board of Regents approves the proposal to modify the internal audit department name to Audit and Consulting Services and modify the title of the internal audit director to chief audit executive. This motion is effective April 12, 2013.”
B. Facilities and Land Management Committee

1. Formal Project Approval for the University of Alaska Anchorage Health Campus Pedestrian Bridge

   Reference 17

   PASSED

   “The Board of Regents approves the formal project approval request for the University of Alaska Anchorage Health Campus Pedestrian Bridge as presented in compliance with the approved campus master plan, and authorizes the university administration to proceed through schematic design not to exceed a total project cost of $4,350,000. This motion is effective April 12, 2013.”

2. Project Change Request for the University of Alaska Anchorage MAC Housing Renewal

   Reference 18

   PASSED

   “The Board of Regents approves the project change request for the University of Alaska Anchorage MAC Housing Renewal, as presented in compliance with the campus master plan, and authorizes the university administration to reduce the project scope not to exceed a revised total project cost of $2,702,182. This motion is effective April 12, 2013.”

3. Project Change Request for the University of Alaska Fairbanks Margaret Murie Life Sciences Research and Teaching Facility

   Reference 19

   PASSED

   “The Board of Regents approves the project change request for the University of Alaska Fairbanks Margaret Murie Life Sciences Research and Teaching Facility as presented in compliance with the campus master plan, and authorizes the university administration to redistribute $2,700,000 in shared funding between three associated projects: 1) to increase the total project budget of the Arctic Health Research Greenhouse by $650,000 to complete the project and not exceed total project cost of $5,975,000, 2) to decrease the total project budget of Utilities West Ridge Steam Capacity Expansion by $2,500,000 not to exceed total project cost of $12,500,000 and 3) the remaining balance of $1,850,000 will be available to revert back to the debt repayment for the Margaret Murie Life Sciences Research and Teaching Facility. This motion is effective April 12, 2013.”
4. Adoption of the University of Alaska Southeast Campus Master Plan 2012

PASSED
“The Board of Regents adopts the University of Alaska Southeast Campus Master Plan 2012 as presented. This campus master plan will supersede the existing 2003 Campus Master Plan. This motion is effective April 12, 2013.”

5. Approval of Revisions to Regents’ Policy 05.12.040

PASSED
“The Board of Regents approves revisions to Regents’ Policy 05.12.040 Capital Project Development: General, as presented. This motion is effective April 12, 2013.”

XVIII. New Business and Committee Reports

A. Academic and Student Affairs Committee

The committee heard a report on student fees at the university and received a presentation on West Ridge Revitalization at the University of Alaska Fairbanks.

B. Audit Committee

In addition to the action item, the committee heard reports on final audits issued and internal and external audit status.

C. Facilities and Land Management Committee

1. Correction to the Schematic Design Approval Motion of February 21, 2013 for the University of Alaska Fairbanks Utilities Wood Center Vault

The Facilities and Land Management Committee approved the following motion:

PASSED
“The Facilities and Land Management Committee approves the correction to the motion for schematic design approval for the University of Alaska Fairbanks Utilities Wood Center Vault project as approved on February 21, 2013 to change the total project cost from $2,800,000 to not exceed $3,000,000. This motion is effective April 11, 2013.”
2. **Committee Report**

In addition to action items, the committee heard status reports on the UAA Alaska Airlines Center, UAA Engineering and Industry Building project, UAF engineering facility, UAF combined heat and power plant replacement, UAF P3 student dining development, UAF West Ridge deferred maintenance phase 2, deferred maintenance spending and construction in progress.

Karl Kowalski, chief information technology officer, gave a report on IT issues and major system IT projects. Security issues were discussed and the board affirmed its belief that the right things are being done to correct deficiencies given the available resources and complexities involved, its support of the CITO in this effort, and offered support and assistance to complete this effort.

XIX. **Alaska Commission on Postsecondary Education Report**

Regent Heckman reported the meeting began with thanking outgoing members and welcoming incoming members; said several presentations were given including reports on compliance and operations; noted interest in the future of K-12 education assessment report and the Alaska Performance Scholarship (APS) report and stated 88 percent of the funds expended for the APS is being utilized for a bachelor’s program and 94.6 percent of the students who received the scholarship attend UA full time. The next meeting is scheduled for July 25, 2013 in Anchorage.

XX. **UA Athletics Report**

Regent Freitag reviewed the following:

**UAA**

Indoor Track and Field: the women’s team won the GNAC indoor crown, the men’s team took second in their first year of competition; UAA compiled 10 All-America honors, Micah Chelimo collected a third career NCAA title by winning the 5000 meters.

Outdoor Track and Field: the women’s team ranked sixth in week one of the national poll; currently the Seawolves have 19 NCAA qualifying times; the men’s team set a UAA record in decathlon; the women’s team broke three records one each in 4x100-meter relay, 400-meter hurdles and 3000-meter steeplechase.

**UAF**

Men's Skiing: Alaska was second at the NCAA Central Region Championship and the Nanooks combined score for both men's and women's was good for fourteenth place at the NCAA Championship. At the region championship, Michael Fehrenbach (mechanical
engineering) won the 10K classic technique race while Logan Hanneman (mechanical engineering) was runner-up.

Women's Skiing: Alaska won the NCAA Central Region Championship, led by Alyson McPhetres' (Spanish & geological engineering) individual titles in the 5K classic and the 10K freestyle technique mass start. Theresia Schnurr (biochemistry) was also second in the 5K race. Rebecca Konieczny (biological sciences) was named CCSA Skier of the Week on Feb. 27.

Men's Basketball: The Nanooks made their first-ever appearance at the GNAC Championship after finishing the regular season with a 10-8 conference record. In the quarterfinals, Alaska nearly set a tournament single game shooting record by making 58.2 percent of its shots to defeat No. 5 MSU Billings 87-73. The Nanooks fell in the GNAC semis to top-seeded Western Washington, which won the West Region and is in the Division II Elite Eight. Head coach Mick Durham was named GNAC Co-Coach of the Year. Dominique Brinson (accounting) and Sergej Pucar (business administration) were each named to the All-GNAC Second Team while Pat Voeut (communication) was an Honorable Mention selection.

Women's Basketball: After starting 0-14 in conference play, the Nanooks were able to finish strong, winning three of their final four games of the season to go 3-15 in the GNAC, one more win in conference than last season. The team has also been busy in the community and involved in three separate community service activities in the last month.

Swimming: Bente Heller (communication) became the program's first-ever national champion as she set a new varsity record in the 100 backstroke at the NCAA Division II Swimming and Diving Championship in Birmingham, AL. To do so, she had to beat the defending champion, who was in the lane beside her for the championship final. Heller also finished third in the 100 freestyle and seventh in the 200 free. Margot Adams (political science) repeated as national runner-up in the 100 butterfly and the duo placed nineteenth as a team despite not having a single relay point like last year's championship. Heller finished her championship run with three individual All-American accolades, while Adams collected one.

Hockey: The Nanooks finished sixth in the CCHA regular season standings and earned a home series for the first round of the playoffs. They lost their hard-fought, best-of-three series to Michigan State to end the season. Andy Taranto (communication) was named Second Team All-CCHA while Tyler Morley (general studies) was tabbed to the CCHA All-Rookie Team. At the CCHA Awards Banquet last weekend, senior captain Adam Henderson (masters of business administration) was named the CCHA Scholar-Athlete of the Year and fellow senior Kaare Odegard (business finance) was the co-recipient of the Mike and Marian Ilitch Humanitarian Award. Odegard is also one of five finalists for the BNY Mellon Humanitarian Award. In addition, the Alaska Nanooks won the Governor’s Cup against UAA for the fourth year in a row.
Rifle: The Nanooks took fourth place overall at the NCAA Championship and were second in the smallbore portion of the match. Ryan Anderson (biology) shot a 586 in smallbore and had the high score in the 10-shot individual final to take fourth overall. All five members of the NCAA squad were named to All-America teams. Anderson was First Team Smallbore and Second Team Air Rifle, Mike Liuzza (business administration) was Second Team Smallbore and Honorable Mention air rifle, Dustin Chesebro (engineering) was Second Team Air Rifle, Cole Bures (electrical engineering) was Honorable Mention Smallbore and Mats Eriksson (business management) was Honorable Mention Air Rifle.

**XX.A. Executive Session** (added)

Regent Hughes moved, seconded by Regent Cowell and passed with no objection that:

PASSED

“The Board of Regents goes into executive session at 2:50 p.m. Alaska Time in accordance with the provisions of AS 44.62.310 to discuss matters the immediate knowledge of which would have an effect on the finances of the university related to differential tuition and matters that could affect the reputation or character of a person or persons related to personnel. The session will include members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president may designate and will last approximately 1 hour. This motion is effective April 12, 2013.”

The Board of Regents concluded an executive session at 4:28 p.m. Alaska Time accordance with AS 44.62.310 discussing matters the immediate knowledge of which would have an effect on the finances of the university related to differential tuition and matters that could affect the reputation or character of a person or persons related to personnel. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and other university staff members designated by the president and lasted approximately 1 hour and 30 minutes.

**XXI. Future Agenda Items**

Regent Fisher requested a report regarding liquidating university property in Washington, D.C. Chancellor Case would like to seek approval of an additional board member for the Seawolf Holding, LLC.

**XXII. Board of Regents' Comments**

Regent O’Neill stated appreciation for the thoughtful and engaging conversations during the meeting; said she is looking forward to being a problem solver for the university and working with the board.

Regent Anderson thanked Director Johnston for the hospitality; enjoyed coming to Sitka and seeing the learning opportunities provided at the campus; thanked Callie Conerton for the testimony regarding her learning experience at UAS and appreciated the fisheries technology presentation.
Regent Hughes thanked Director Johnston and staff for the delightful hospitality; noted appreciation for being in Sitka; stated the facility improvements, staff and faculty at the Sitka Campus are fabulous; noted the community engagement; enjoyed the student presentations and said she’d miss Regent Freitag and wished her well.

Regent Powers thanked Director Johnston for the hospitality; noted the great discussions during the meeting regarding differential tuition, student fees, West Ridge Revitalization; enjoyed Al Puckett’s ownership and pride in the welding program at the Sitka Campus; noted what a wonderful student advocate Regent Freitag has been and wished her well.

Regent Wickersham stated he is a new member of the UA Foundation Investment Committee which recently met to review proposals to select an external source for managing UA Foundation investments; noted all student regents have been stars and stated Regent Freitag has been the brightest star.

Regent Heckman thanked Director Johnston for the hospitality and reception; noted the Sitka Campus is beautiful; enjoyed the lunch with the advisory council; noted excellent discussions and presentations during the meeting; stated appreciation for staff’s time and effort in preparing reports and presentations; said she would miss Regent Freitag and wished her all the best.

Regent Cowell thanked Director Johnston for the hospitality; stated the improved Sitka facility is amazing; thanked campus staff and UAS for hosting the meeting; stated he would miss Regent Freitag, wished her well and is excited she will continue to pursue aviation.

Regent Fisher noted Regent Freitag has been the best student regent he’s served alongside; stated she is smart, passionate and has wisdom beyond her years; loved being in Sitka; complimented Director Johnston on the construction completed at the Sitka Campus; said he is looking forward to the FY14 capital and operating appropriation discussion at the June 2013 meeting; noted an enjoyable venue and thanked Brandi Berg, Julie Benson, Ken Jernstrom and Kelly Gitter for making the behind the scenes work appear effortless.

Regent Freitag thanked Director Johnston and his entire team for the hospitality; said she has visited Sitka on multiple occasions to attend community events, take part in learning opportunities offered by the campus and is glad her last board meeting was in Sitka; stated the most difficult issue of her tenure is the differential tuition item on this meeting’s agenda; noted appreciation for the effort put forth on the presentations; is excited for the outcome of SDI and hopes the student focus continues; noted how much she’s learned from fellow regents and thanked them for the contributions each has made to her learning experience.
Regent Jacobson thanked Director Johnston and his staff for the hospitality; enjoyed the reception and presentations; stated the meeting room is perfectly equipped for such meetings; thanked Regent Freitag for her thoughtful hard work these past two years; stated the meeting was great and wished everyone safe travels.

President Gamble said Regent Freitag has been a real asset to the board, one who is mature, thoughtful, headed for success and he wished her good luck in pursuing aviation; thanked Director Johnston for the hospitality; noted the faculty, staff and environment at the Sitka Campus create a welcoming learning atmosphere for students; stated board discussions were engaging and insightful and noted the efforts of staff in preparing for the meeting.

Chancellor Rogers thanked Director Johnston and staff at Sitka Campus for hosting the meeting; noted the Alaska Volcano Observatory celebrated its 25th anniversary and unfortunately due to sequestration monitoring efforts have been halted; stated Wickersham Hall experienced a closure due to a heat and power outage and noted the excellent response from student affairs and facilities services to relocate students; said UAF has established a fittest winner competition to increase exercise and weight loss awareness; stated Regent Freitag is the 24th student regent and is one of the top three students who has done a remarkable job while also leading UAF student government and thanked her for her service to the Board of Regents and to UAF students.

Chancellor Case thanked Regent Freitag for her service and wished her well; thanked Director Johnston for the hospitality and the display of culture throughout the campus; presented a handout on Zensor the first Seawolf Holdings, LLC company; noted UAA hosted the first-ever Alaska Native Studies Conference, which was very successful and provided insightful information; visited Homer to participate in a capstone engineering project utilizing the Homer dock to measure and evaluate title energy; said UAA Justice Center hosted a successful forum on tribal courts and stated the Seawolves are #12 out of 307 Division II schools placing UAA in the top 4 percent of Division II athletic programs.

Chancellor Pugh thanked Regent Freitag for her service and noted it was nice to have Southeast Alaska represented by a very accomplished individual; thanked Director Johnston and staff for the hospitality and beautiful facility; stated the April board meeting is a good opportunity for board members and staff to reconnect with community campuses to appreciate the importance of the branch campuses, their effect on the community and relationship to the statewide mission; noted the law enforcement program partnering with the Alaska State Trooper Academy is an example of the combined missions between campuses that serves all communities and said an important part of SDI is looking at completion rates and the relationship to the quality program offered at UA.

XXIII. Adjourn

Chair Jacobson adjourned the meeting at 5:00 p.m. on Friday, April 12, 2013.
Unofficial Minutes
Board of Regents
Emergency Meeting of the Full Board
May 1, 2013
AUDIO CONFERENCE

Regents Present:
Patricia Jacobson, Chair
Michael Powers, Secretary
Jyotsna Heckman, Treasurer
Timothy Brady
Fuller A. Cowell
Kenneth Fisher
Mari Freitag
Mary K. Hughes

Regents Absent:
Kirk Wickersham, Vice Chair
Dale Anderson
Gloria O’Neill

Others Present:
Tom Case, Chancellor, University of Alaska Anchorage
John Pugh, Chancellor, University of Alaska Southeast
Michael Hostina, General Counsel
Megan Olson, Vice Chancellor of University Advancement
Brandi Berg, Executive Officer, Board of Regents
Julie Benson, Coordinator, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 10:05 a.m. on Wednesday, May 1, 2013.

II. Adoption of Agenda

Regent Hughes moved, seconded by Regent Cowell and passed with Regents Brady, Cowell, Fisher, Freitag, Heckman, Hughes, Powers and Jacobson voting in favor that:

PASSED
“The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Executive Session
IV. Approval of a Meritorious Service Award for Spring 2013

V. Adjourn

This motion is effective May 1, 2013.”

III. Executive Session

Executive session was not needed.

IV. Approval of a Meritorious Service Award for Spring 2013

Regent Hughes moved, seconded by Regent Brady and passed with Regents Brady, Cowell, Fisher, Freitag, Heckman, Hughes, Powers and Jacobson voting in favor that:

PASSED
“The Board of Regents approves the nominee for a meritorious service award as proposed. This motion is effective May 1, 2013.”

POLICY CITATION
Regents’ Policy 10.03.030 - Meritorious Service Awards states: “Meritorious service awards may be conferred upon approval of the Board of Regents.”

RATIONALE AND RECOMMENDATION
The recipient recommendation submitted by the University of Alaska Anchorage for a meritorious service award was sent under separate cover for Board of Regents’ review prior to the May 1, 2013 board meeting.

V. Adjourn

Chair Jacobson adjourned the meeting at 10:10 a.m. on Wednesday, May 1, 2013.
*** PUBLIC NOTICE ***

UNIVERSITY OF ALASKA
DIPLOMACY BUILDING
DISPOSAL PLAN
ANCHORAGE, ALASKA

The University of Alaska intends to sell an approximately 56,500 square feet, five-story office building known as the Diplomacy Building, at or above fair market value. This building is on 2.55 acres and located at 4500 Diplomacy Drive, off of Tudor Road and approximately .25 miles southeast of the University of Alaska, Anchorage main campus. It is currently being used as office space for various University of Alaska departments.

This sale will be subject to University of Alaska Board of Regents’ approval. The Diplomacy Building sale will be closed in accordance with the “2013 Negotiated Commercial Property Sale Disposal Terms and Conditions.” The Diplomacy Building Disposal Plan, map and terms and conditions are available online at www.ualand.com or upon written request at the address below.

Parties interested in commenting on the sale of the Diplomacy Building must submit written comments to the University of Alaska, Facilities and Land Management office by fax at (907) 786-7733 or at the address below, by no later than 5:00 P.M. on Monday, June 3, 2013 to be considered.

University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska 99508-3438

If you have any questions or need additional information, please contact Robert McMaster at (907) 786-7766.

Thank you for your interest in the University of Alaska’s land program.
The University of Alaska intends to sell an approximately 56,500 square feet, five-story office building known as the Diplomacy Building, at or above fair market value. This building is located at 4500 Diplomacy Drive, off of Tudor Road and approximately .25 miles southeast of the University of Alaska, Anchorage main campus. It is currently being used as office space for various University of Alaska departments.

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University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska 99508-3438

LEGAL DESCRIPTION AND PARCEL NUMBER

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MEMORANDUM

TO: Board of Regents

THRU: President Patrick K. Gamble

FROM: Ashok K. Roy

DATE: May 16, 2013

SUBJECT: Sale of Diplomacy building & Purchase of Bragaw buildings

This is an action Agenda item for June 6. As you will recall, we first heard about the sale of the Diplomacy building last year. Since then we have developed some concrete numbers and will present them during the meeting.

This is a complex transaction and as such will be requiring 5 motions for approval. In order to give you a heads-up in the form of a big-picture panorama, I have put together the following:

The core of the transaction will be selling the Diplomacy building and rolling the proceeds into the Bragaw office complex purchase. Debt will be required to fund the balance.

A) Sale of Diplomacy building for an expected $16.5M (still in negotiation as of today). The building is owned by UAA (61%) and by our Inflation Proofing Fund (IPF)– LGTF (39%). The cost to defease the current outstanding 2009 Series P bonds is approximately $1.8M.

B) So, a motion will be required adopting the Resolution authorizing the partial defeasance of 2009 Series P.

C) This will leave net sales proceeds of $14.8M.

D) Purchase total cost of the 4 Bragaw buildings is expected at $31M + transaction costs + tenant improvements = $34M
E) A motion will be required to apply the proceeds from the sale of the Diplomacy building to the Bragaw buildings (i.e., $34M - $14.8M = $19.2M).
F) A motion will be required to permit borrowing up to $21M ($19.2M + cost of issue + funding Reserve @ 0.5% of debt service).

What does this do to our debt profile? Let me respond to that important question.

Per amortization schedules, a loan of $21M @ (say) 3.5% interest for 25 years will mean an annual debt service payment of approximately $1.3M per year. Alaska Statute permits UA to issue bonds up to $2.5M debt service.

UA total current debt of $191.2M + the proposed $21M = $212.2M

UA annual current debt service of $17.4M + the additional $1.3M = $18.7M

UA current debt service of 2.8% of unrestricted reserves would go up to 3% (Board Policy permits up to 5%)

Approximately 73% of gross rent (Bldgs. 1815 & 1835) will come from third party/non-university leases.
Memorandum

To: Dr. Ashok Roy  
Thru: Kit Duke  
From: Robert McMaster  
Date: 5-13-2013  
Re: Bragaw Office Complex and Diplomacy Building Asset Repositioning – An Update

Below, I have summarized a number of the key “Deal Points” associated with the sale of the Diplomacy building and acquisition of the Bragaw Office Complex (“BOC”), also presented are the three requested financing structures including Facilities and Land Management’s (FLM) recommended course of action.

The BOC located at 1815–1901 Bragaw Street in Anchorage currently consists of four buildings, including a functionally obsolete, one story building (1915 Bragaw) consisting of approximately 3,000 sf. This building does not meet numerous building, seismic and handicap codes. The cost to bring this building into compliance cannot be justified in the current market, as potential Net Operating Income (N.O.I) would not support the cost of renovation. In addition, the demolition of this building will provide additional parking and allow for reconfiguring the parking lot serving 1901 Bragaw. Post-closing the complex will consist of the following three buildings:

<table>
<thead>
<tr>
<th>Name</th>
<th>“1815”</th>
<th>“1835”</th>
<th>“1901”</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1815 Bragaw</td>
<td>1835 Bragaw</td>
<td>1901 Bragaw</td>
<td></td>
</tr>
<tr>
<td>Gross Sq. Ft.:</td>
<td>27,239</td>
<td>77,891</td>
<td>67,779</td>
<td>168,927</td>
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<tr>
<td>Rentable Sq. Ft.:</td>
<td>25,346</td>
<td>72,929</td>
<td>64,451</td>
<td>159,787</td>
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<tr>
<td># of Floors:</td>
<td>Two</td>
<td>Five</td>
<td>Four</td>
<td></td>
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<tr>
<td>Parking Spaces:</td>
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<td>153</td>
<td>278</td>
<td>545</td>
</tr>
<tr>
<td>Year Built</td>
<td>1971</td>
<td>1974</td>
<td>1978</td>
<td></td>
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<tr>
<td>Zoning:</td>
<td>RO</td>
<td>RO</td>
<td>RO</td>
<td>(Residential / Office)</td>
</tr>
</tbody>
</table>

Page 1 of 4
FLM has completed extensive financial modeling on current and future BOC operations that include Operational Pro-Forma(s), Break-Even Analysis, Return on Investment, Internal Rates of Return (IRR), Current and Future Valuation, Capital/Debt Requirements and Management structures.

We have also stressed the various financing options to determine which option presents the least risk relative to any advantages flowing to the University. The model currently assumes that both UAA and the Land Grant Trust Fund ("LGTF") will sell the Diplomacy building and reinvest all of the net equity proceeds from that sale into the BOC. Using both tax-exempt and taxable bonds to leverage the Diplomacy proceeds delivers a conventional commercial real estate financing structure.

FLM presents the following three financing scenarios in order to demonstrate that the optimum structure tracks the financing strategy noted above.

**General Assumptions Common to all Three Financing Options** –

- Sell the Diplomacy building to ANTHC for at least $16,500,000

  - Net Proceeds of Diplomacy Sale:  
    
    | Sales Price     | $16,500,000 |
    | Less Transaction Costs | ($43,500) |
    | Gross Sale Proceeds   | $16,456,500 |

LGTF's Inflation Proofing Fund (IPF) – Net Proceeds (39%):  

| UAA Portion of Gross Sale Proceeds (61%) | $10,038,465 |
| Sinking Fund to Pay Existing “Series P” Debt Service Schedule | ($1,692,800) |
| UAA Net Proceeds | $8,345,665 |

- Approximate BOC Purchase Price:  
  - $31,000,000
- BOC Transactions Costs:  
  - $861,000
- Tenant Improvements in 1901 Bragaw:  
  - $1,750,000

*Total Cost to Acquire BOC*  

$33,361,000

**Financing Option #1 (FLM’s Recommendation)** -

- BOC Acquisition Cost:  
  - $33,361,000
- Use 100% of Diplomacy Proceeds as "Equity":  
  - $14,763,700

*Amount to be Financed by Bonds*  

$18,597,300

- Amount of Bonds  
  - $18,597,300

**Underwriting Assumptions:**

| Net Operating Income: | $1,414,013 |
| (Based Upon Current Leases @ 1835 & 1815) |
| Debt Service Coverage Ratio: | 1.20 |
| Amortization: | 25 yr. |
| Blended Interest Rate: (Tax-Exempt & Taxable Bonds) | 4% |

| Approximate Post-Debt Service/AMF Cash Flow: | $200,000 |

| Internal Rate of Return: (IRR) | 10 year | 13.8% |
| 15 year | 11.6% |
| 25 year | 9.7% |

*AMF – Asset Management Fee*
Financing Option #2

- BOC Acquisition Cost: $33,361,000
- Use 61% of Diplomacy Proceeds as "Equity": ($8,345,665)
  Amount to be Financed by Bonds $25,015,335

- Amount of Bonds $25,015,335

Underwriting Assumptions:

Net Operating Income: $1,414,013
  (Based Upon Current Leases @ 1835 & 1815)
Debt Service Coverage Ratio: 1.00
Amortization: 25 yr.
Blended Interest Rate: (Tax-Exempt & Taxable Bonds) 4%

Approximate Post-Debt Service/AMF Cash Flow: $0

Additional Debt Service Needed Over N.O.I.: $172,980

Internal Rate of Return: (IRR)
  10 year 0%
  15 year 0%
  25 year 0%

The IRR is zero since there is no Cash Flow available to serve as the "return instrument" and because the IPF would have fund the Additional Debt Service ... of $172,980 every year.

FLM would caution against this approach to financing the BOC purchase, as it provides zero IRR on a project basis, requires the University to fund approximately $172,980 per year for 25 years or $4,324,575 and would require the University to fund any operational deficits for the next 25 years.

However, the IPF would receive $6,418,035 that it could invest. Comparing the IPF’s 20-yr. historical return average of 7.8% to Option #1’s projected 25-yr. IRR of 9.6%, indicates that all things being equal, including risk profiles, the IPF would extract a higher net return using the Diplomacy equity to finance the BOC purchase.

We have illustrated this difference for IPF returns below using a simple interest approach for ease of calculation and understanding.

IPF Investment Amount: $6,418,035
IPF’s Historical Return Average: 7.8%
Approximated Annual Return Amount: $500,600 (not necessarily liquid)
Less Additional Debt Service: $172,980 (must be figured)
Adjusted Net Annual Return Amount: $327,620

BOC 25-yr. IRR: 9.6%
Less Adjusted IPF Return %: 5.1%
Option #1 provides a Higher Return of: 4.5%
Financing Option #3

- BOC Acquisition Cost: $33,361,000
- Use 10% of Diplomacy Proceeds as "Equity": $1,476,370
  Amount to be Financed by Bonds $31,884,630

- Amount of Bonds $31,884,630

Underwriting Assumptions:

- Net Operating Income: $1,414,013
  (Based Upon Current Leases @ 1835 & 1815)
- Debt Service Coverage Ratio: 1.00
- Amortization: 25 yr.
- Blended Interest Rate: (Tax-Exempt & Taxable Bonds) 4%
- Approximate Post-Debt Service/AMF Cash Flow: $0
- Additional Debt Service Needed Over N.O.I.: $ 608,887
- Internal Rate of Return (IRR)
  10 year 0%
  15 year 0%
  25 year 0%

The IRR is zero since there is no Cash Flow available to serve as the "return instrument" and because the IPF would have fund the Additional Debt Service … of $608,887 every year.

This financing structure for the BOC purchase provides the worst net return to the IPF of the three financing options explored. Like Option #2 above, this Option requires the University to fund approximately $608,887 per year for 25 years or $15,222,175 and would require the University to fund any operational deficits for the next 25 years.

However, the IPF would receive $13,287,330 that it could invest. Comparing the IPF’s 20-yr. historical return average of 7.8% to Option #1’s projected 25-yr. IRR of 9.6%, indicates that all things being equal, including risk profiles, the IPF would extract a higher net return using the Diplomacy equity to finance the BOC purchase.

We have illustrated this difference below using a simple interest calculation for ease calculation and understanding.

IPF Investment Amount: $13,287,330
IPF's Historical Return Average: 7.8%
Approximated Annual Return Amount: $1,036,400 (not necessarily liquid)
Less Additional Debt Service: $608,887 (must be liquid)
Adjusted Net Annual Return Amount: $427,513

BOC 25-yr. IRR: 9.6%
Less Adjusted IPF Return %: 3.2%
Option #1 provides a Higher Return of: 6.4%

Upon review, Option #1 provides the best financing solution to purchasing the BOC. FLM is proceeding with contract negotiations assuming Option #1 will be the path of choice for financing this acquisition.
*** PUBLIC NOTICE ***

UNIVERSITY OF ALASKA
BILL RAY CENTER OFFICE BUILDING
AND PARKING LOT
DISPOSAL PLAN
JUNEAU, ALASKA

The University of Alaska (“University”) is offering for sale an approximately 22,000 square feet, 2-story office building, known as the Bill Ray Center (and the adjacent parking lot) in Juneau, Alaska. This building is located at 1108 F Street, near the northwest quadrant of the downtown district. It is currently being used as office and classroom space for the University of Alaska Southeast educational programs. The parking lot is approximately 38,000 square feet. The University intends to sell the Bill Ray Center Office Building and Parking Lot at or above fair market value. These properties will not be sold separately.

The Bill Ray Center Office Building and Parking Lot Disposal Plan, including maps and terms and conditions is available online at www.ualand.com or upon written request at the address listed below. Parties interested in commenting on the Bill Ray Center Office Building and Parking Lot Disposal Plan must submit written comments to the University of Alaska by fax at (907) 786-7733 or at the address below, by no later than 5:00 P.M. on April 22, 2013 to be considered.

Parties interested in submitting offers to purchase the Bill Ray Center Office Building and Parking Lot must submit offers in accordance with the “University of Alaska 2013 Over-the-Counter Commercial Property Sales Disposal Terms and Conditions” at the address below. Offers will be reviewed after the comment period has ended.

University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska  99508-3438

If you have any questions or need additional information, please contact Tina Schimschat at (907) 786-7766.

Thank you for your interest in University of Alaska’s land program.
BILL RAY CENTER OFFICE BUILDING
AND PARKING LOT
DISPOSAL PLAN

LOCATION:
1108 F Street
Juneau, Alaska 99801

- 22,000 square foot office building on 0.67 acres
- 38,000 square foot parking lot on 0.89 acres
- Zoned Light Commercial Use (LC)
- Excellent location and accessibility
- All public utilities available on site, city sewer system
- Asking price at or above fair market value, “AS IS, WHERE IS”

The University of Alaska (“University”) is offering for sale an approximately 22,000 square foot, 2-story office building, located at 1108 F Street in Juneau, Alaska. This building is located near the northwest quadrant of the downtown district and is currently being used as office and classroom space for the University of Alaska, Southeast educational program. The parking lot is approximately 38,000 square feet and is adjacent to the Bill Ray Center Office Building. The University intends to sell the Bill Ray Center Office Building and Parking Lot at or above fair market value, under the terms and conditions of the “University of Alaska 2013 Over-the-Counter Commercial Building Sales Disposal Terms and Conditions”. The building and the parking lot will not be sold separately.
UNIVERSITY OF ALASKA
OVER-THE-COUNTER COMMERCIAL BUILDING SALE

Additional information concerning this commercial sale is available for review at the University of Alaska, Facilities and Land Management office, located at 1815 Bragaw Street, Suite 101, Anchorage, Alaska 99508-3438. Please call Tina Schimschat at (907) 786-7766 for more information.

Interested parties should thoroughly inspect this building and parking lot prior to submitting an offer to ensure that the building and parking lot are suitable for the party’s intended use and to determine all permitting requirements related to that intended use. Additional information regarding this building and parking lot may be available from local, state and federal offices, including but not limited to: the city or borough assessor’s office, building permitting office and land planning office; local utility companies; district recorder’s office; the State of Alaska Department of Natural Resources, Department of Environmental Conservation and Department of Transportation and Public Facilities; and the U.S. Department of the Interior Bureau of Land Management, U.S. Geological Survey and Environmental Protection Agency, and the U.S. Army Corps of Engineers.

Parties interested in commenting on this Bill Ray Center Office Building and Parking Lot Disposal Plan must submit written comments to the University of Alaska by fax at (907) 786-7733 or at the following address, by no later than 5:00 P.M. on April 22, 2013 to be considered:

University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska 99508

LEGAL DESCRIPTION AND PARCEL NUMBER

<table>
<thead>
<tr>
<th>PARCEL#</th>
<th>LOT</th>
<th>BLOCK</th>
<th>ACRES</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>JU.BR.4XXX</td>
<td>1,2,3,6 and 7</td>
<td>5</td>
<td>.67</td>
<td>AT OR ABOVE</td>
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<tr>
<td></td>
<td>3</td>
<td>6A</td>
<td>.89</td>
<td>FAIR MARKET VALUE</td>
</tr>
</tbody>
</table>

UNIVERSITY OF ALASKA, FACILITIES AND LAND MANAGEMENT
1815 Bragaw Street, Suite 101, Anchorage, Alaska 99508-3438
Phone: (907) 786-7766 Fax: (907) 786-7733
Juneau Vicinity
Bill Ray Center

UA FACILITIES and
LAND MANAGEMENT
March 2013

Meridian Township Range
CR 41S 67E

Juneau B-2 (USGS)
Bill Ray Center

UA FACILITIES and LAND MANAGEMENT
March 2013

Meridian Township Range
CR 41S 67E

Photo Source: UAF-GINA
Photo Date: 7/21/2005

Juneau B-2 (USGS)
PROJECT CHANGE REQUEST

Name of Project: UAS Freshman Residence Hall, Phases 1 and 2
Project Type: New Construction
Location of Project: UAS Juneau Auke Lake Campus
Project Number: 2004-26
Date of Request: May 6, 2013

| Total Project Cost: | $14,030,000 | (Increase of $4,780,000 since SDA) |
| Approval Required: | Full Board |
| Prior Approvals: | Preliminary Administrative Approval 2006 |
| | Formal Project Approval June 2011 |
| | Schematic Design Approval September 2012 |
| | Project Cost Increase ($300,000) April 2013 |

A Project Change Request (PCR) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

For projects that have changes in the source of funds, increases or decreases in budget, savings to the construction budget, and/or material changes in program or project scope identified subsequent to schematic design approval shall be determined by the chief facilities officer based on the extent of the change and other relevant circumstances. This determination requires judgment, but will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact relative to the approved budget at the schematic design approval stage. Any changes with an estimated impact in excess of $400,000 will require approval by the Facilities and Land Management Committee (F&LMC) or the full Board of Regents depending on the amount of the impact.

Actions Requested
The Facilities and Land Management Committee recommends that the Board of Regents approve the Project Change Request for the University of Alaska Southeast Freshman Residence Hall, Phases 1 and 2, as presented in compliance with the campus master plan, and authorizes the university administration to proceed with construction not to exceed a Total Project Cost of $14,030,000. This motion is effective June 6, 2013.

Project Change Request Abstract
This is a request to increase the cost of this project by $4,780,000 in order to fund 1) award of the phase 1 alternate for interior finishes of the fourth floor and 2) construction of phase 2 of this project adding 60 beds to the previously approved project.

RATIONALE AND REASONING

Background
The new freshman residence hall was conceived and designed as a 120 bed facility to be constructed in two phases of 60 beds each. The plan for building in two phases was based solely on the availability of
funding. The project was bid as approved at schematic and with an additive alternate for the second 60 beds. This strategy anticipated additional funding from the legislature which in the end was not forthcoming.

The opportunity to construct the second 60 beds at this time is attractive for several reasons:

- The bids received are within the estimates;
- The cost per bed is 30% less with both phases as opposed to just phase 1;
- Costs to construct the addition later would duplicate costs of bidding, project management and inspection;
- The cost to construct later would be disruptive since the building would be occupied;
- Having 120 beds would allow all on-campus resident freshman to be in one residence;
- There are greater operational efficiencies with the 120 bed facility;

This request is being brought forward due to the MAU’s providing an alternative funding strategy which depends on:

1) the dedication of some or all of the proceeds from the sale of the Bill Ray Center (BRC) to pay for the phase 2 bid, and
2) the reallocation of FY09 R&R capital funds from the Anderson pedestrian improvements to the renovation of the Hendrickson Building.

Proceeds from Bill Ray Sale
This change request would direct all or a portion of the BRC proceeds to fund the second 60 beds the new freshman residence hall.

The sale of the BRC is a recommendation of the recently adopted UAS Campus Master Plan. The campus master plan recommends concentrating academic activities in the core of the Auke Bay campus. This approach is intended to yield more efficient space utilization, and importantly, increased convenience to students and greater social interaction among all campus users. The Bill Ray Center’s location twelve miles from the Auke Lake Campus has led to its underutilization. Nearly 30% of the building’s assignable area is occupied by non-UAS entities. No regularly scheduled classes use the classroom space during daytime hours.

However, with the sale of the BRC, there are UAS activities that are being accommodated at the BRC and that will need space at the Auke Lake Campus. The proceeds from the sale of BRC were originally intended to be spent on accommodating this transition simultaneously achieving the renewal of the Hendrickson Building, or some combination of the Hendrickson and Whitehead Buildings. Renewal of the Hendrickson Building has been a top R&R priority capital project for nearly a decade.

Reallocation of R&R
The balance of the FY09 R&R appropriation is approximately $3.2M from an appropriation of $10.2M. The funds already spent from this appropriation were used to remodel the Anderson Building. The balance of this appropriation was intended to pay for a path from campus and an overpass across Glacier Highway connecting to the Anderson Building. This project has been stymied by the Alaska DOT&PF’s intention to realign the highway. Without a firm commitment on the exact location of the highway, UAS is unable to design a new crossing.

DOT&PF began a project called the Auke Bay Corridor Study in 2006. The recommendations of that study included the realignment of the section of Glacier Highway that fronts the Anderson Building. That
section of highway is entirely a curve and the realignment was intended to make the curve safer for vehicle traffic. Previous state transportation spending plans have included this project in prior years but various circumstances have prevented its final design being completed. Current discussions with DOT&PF indicate at least an additional two years will pass before construction of the realignment and given that there are community interests that have expressed concerns about DOT&PF’s plans, further delays are possible.

The funds for the highway crossing were scheduled to lapse in FY13 and the University has asked that the funds be extended for 3 more fiscal years. Costs to remodel the Hendrickson Building are between $3.5 and $4.0M. Aside from making the spaces more appropriate to future uses, the building needs an entirely new ventilation system. Ceiling and lighting systems would also be replaced. If these funds are reallocated to the Hendrickson/Whitehead remodel, a future Formal Project Approval will be prepared for the pedestrian improvement project.

Affordability

The total project cost based on the bids received is within the cost estimated at the schematic phase. If the second phase were not done at this time as part of this contract, the cost would likely be much higher due to both future inflation and to the additional mobilization and inconvenience of building an addition to an occupied residence. The independent cost estimator for this project has estimated the second phase if built as a separate project would cost approximately $1M more in total project cost.

Phase 1 of this project by necessity includes the “core” systems such as the boiler plus all of the “common” areas such as entrance, laundry, meeting areas, living room, manager’s apartment, public kitchen and central storage. This makes the second 60 beds the more economical as the square feet per bed and therefore the cost per bed is 30% less than the first phase.

The total project cost for both phases at Schematic Approval was $15.5M. This total included approximately $1M for upgrades in the existing Mourant cafeteria. Excluding the future cafeteria work, the cost of the project based on the bids in hand is slightly less than estimated.

Programmatic Need

No change
Project Scope
The project scope that would be added under this request is the same as that presented at the FPA and SDA approvals as the phase 2 addition. This addition adds a building “wing” to the core of the residence hall that provides a mirror image of the phase 1 sixty bed wing.

Project Impacts
The date of substantial completion would be extended by 90 days under this change.

Variances
The project scope for the residence hall is the same as that presented at the Schematic Approval. However the bid costs for phase 1 were higher than estimated and an additive alternate to finish the rooms on the 4th floor has not been awarded. Additional FY13 GF operating funds are identified in the following budget to allow the award of this alternative as part of the phase 1 work.

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund/Org Account#</th>
<th>Original Amount</th>
<th>New Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1 Funding</strong></td>
<td></td>
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</tr>
<tr>
<td>FY12 Capital appropriation</td>
<td>563126-77101</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
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<tr>
<td>FY12 Revenue Bond</td>
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<td>FY13 Capital appropriation</td>
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<td>Debt/Working Capital Loan</td>
<td>590121-77101</td>
<td>$1,250,000</td>
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<tr>
<td>(portion of FY13 $2.25M)</td>
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<tr>
<td>FY 13 General Fund</td>
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<td>700,000</td>
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<td><strong>Total Phase 1 Project Cost</strong></td>
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<td><strong>$9,250,000</strong></td>
<td><strong>$9,950,000</strong></td>
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<td><strong>Phase 2 Funding</strong></td>
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</tr>
<tr>
<td>Debt/Working Capital Loan</td>
<td>TBD</td>
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<td>$1,000,000</td>
</tr>
<tr>
<td>(balance of FY13 $2.25M)</td>
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<td></td>
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<tr>
<td>Proceeds from Bill Ray Center sale</td>
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<td><strong>Total Phase 2 Project Cost</strong></td>
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<tr>
<td><strong>Total Project Cost</strong></td>
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<td><strong>$14,030,000</strong></td>
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</tr>
</tbody>
</table>

Annual Program and Facility Cost Projections
The variances in operating costs since the Schematic Approval, plus the addition of the second phase have had these impacts:

1. Utilities costs have been reduced due to using the engineers life cycle cost analysis of the final design as opposed to the average $/gsf of an existing envelope than the existing 17 year old building.
2. Debt is $1M greater due to the second phase being added. This has an annual additional cost of approximately $150,000.
3. Revenue is estimated to be higher due to the additional 60 beds, this will yield between $290,000 and $320,000 depending on occupancy and summer rentals.

The MAU recognizes that the key to the housing cash flow is occupancy. From every thing we know about student preferences it is our belief that the rooms will be desirable due to their location, convenience and amenities. The housing cost model is difficult due to high construction costs and debt
service. The MAU is committed to making the finances work given the importance of on-campus resident housing to the Juneau campus’s long term academic goals.

### Program Costs

<table>
<thead>
<tr>
<th>Program Costs</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Salaries and benefits for new program Staff and Faculty</td>
<td>$123,500</td>
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<tr>
<td>Program Operational Costs</td>
<td>$56,400</td>
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<tr>
<td><strong>Total Annual Program Cost Increase</strong></td>
<td><strong>$179,900</strong></td>
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### Facilities Costs:

<table>
<thead>
<tr>
<th>Facilities Costs:</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Maintenance &amp; Repair (based on 15th year of similar facility $/gsf)</td>
<td>$41,162</td>
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<tr>
<td>Operations (utilities &amp; custodial)</td>
<td>$118,323</td>
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<tr>
<td>Annual O&amp;M Cost</td>
<td>$159,485</td>
</tr>
</tbody>
</table>

| Annual Renewal and Replacement                         | 41,000    |
| **Total Annual Cost Projections**                      | **$380,400** |

**Project Schedule**

The schedule under this project change would extend substantial completion by 90 days from what was anticipated under the phase 1 only award. This additional time is warranted due to the larger scope of the project and because the alternate can be awarded up to 100 days from the opening of the bids.

**DESIGN**

- Conceptual Design: 2006
- Formal Project Approval: June 2011
- Schematic Design: July 2013
- Schematic Design Approval: September 2012
- Construction Documents: February 2013

**BID & AWARD**

- Advertise and Bid: March 2013
- Construction Contract Award: April 2013

**CONSTRUCTION**

- Start of Construction: May 2013
- Construction Complete: November 2014
- Date of Beneficial Occupancy: December 2014
- Warranty Period: 1-year

**Project Delivery Method**

No change, Design/Bid/Build

**Affirmation**

This project complies with Regents Policy and the campus master plan.

**Supporting Documents**

- One-page Project Budget

**Approvals**

The level of approval required for PCR shall be based upon the estimated TPC as follows:

- Changes with an estimated impact in excess of $1.0 million will require approval by the Board based on recommendations from the Facilities and Land Management Committee (F&LMC);
### PROJECT BUDGET

<table>
<thead>
<tr>
<th></th>
<th>FPA</th>
<th>Schematic</th>
<th>Phase 1 Award</th>
<th>Phase 2</th>
<th>Total Project</th>
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<td><strong>A. Professional Services</strong></td>
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<tr>
<td>Consultant: Design Services 11.0%</td>
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<td>Site Survey</td>
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<td>Special Inspections</td>
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<td>Plan Review Fees / Permits</td>
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<td>Maintenance Operation Support</td>
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<td>150,000</td>
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<td><strong>D. Owner Activities &amp; Administrative Costs</strong></td>
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</table>
The University of Alaska (the “University”) intends to offer to qualified individuals or entities the opportunity to harvest timber on the University’s Edna Bay parcel. The Edna Bay parcel is located on Kosciusko Island, southwest of the Edna Bay State Subdivision, Alaska State Land Survey (ASLS) 81-116. The total acreage for the Edna Bay parcel is 1,717, more or less: approximately 630 acres is old growth Sitka spruce, western hemlock and western red cedar and approximately 900 acres is 50 to 70 year-old second-growth timber. All interested parties will have the opportunity to submit an offer to harvest timber on all or a portion of the Edna Bay parcel.

Upon approval of this development plan, the University will consider offers at fair market value to harvest timber from qualified individuals or entities in accordance with the “2013 Edna Bay Competitive Timber Sale Development and Disposal Terms and Conditions.”

Parties interested in commenting on the Edna Bay Competitive Timber Sale Development Plan must submit written comments to the Facilities and Land Management office by fax at (907) 786-7733 or at the following address, by no later than 5:00 P.M. on Friday, February 22, 2013 to be considered:

University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska 99508-3438

It is the sole responsibility of any interested party to ensure that they have received any amendments to this Edna Bay Competitive Timber Sale Development Plan. The Edna Bay Competitive Timber Sale Development and Disposal Plan and any amendments thereto, are available on the Facilities and Land Management website at www.ualand.com.
EDNA BAY TIMBER SALE
DEVELOPMENT AND DISPOSAL PLAN

The University of Alaska (the “University”) is offering to qualified individuals or entities the opportunity to harvest timber on the University’s Edna Bay parcel. The Edna Bay parcel is located on Kosciusko Island, southwest of the Edna Bay State Subdivision, Alaska State Land Survey (ASLS) 81-116. The total acreage for the Edna Bay parcel is 1,717, more or less: approximately 630 acres is old growth Sitka spruce, western hemlock and western red cedar and approximately 900 acres is 50 to 70 year-old second-growth timber. All interested parties will have the opportunity to submit an offer to harvest timber on all or a portion of the Edna Bay parcel.

Access to the Edna Bay parcel is by floatplane or boat. Old logging roads within the parcel will have to be reconstructed in order to access the parcel. Shovel logging or other conventional logging methods could be feasible after the reconstruction of existing roads and proper spur road construction. Helicopter logging could also be considered.

The Alaska Department of Fish and Game (“ADFG”) currently identifies two anadromous fish streams on the University’s Edna Bay parcel.

The Alaska Department of Natural Resources (“DNR”), Division of Forestry (“DOF”) has coordinated a 5-year schedule of timber sales north of the University’s Edna Bay parcel. DOF is proposing to construct a 2.4-mile road to bypass the residential portion of the community of Edna Bay to provide full public commercial access to the U.S. Forest Service Marine Access Facility located within Edna Bay. The more recent second growth was logged from a road system that leads back to the old log transfer facility (“LTF”) at Edna Bay. A boat dock at Edna Bay precludes the use of that LTF.

The University’s development projects are subject to all laws, orders, ordinances and regulations of federal, state or local authorities (including, but not limited to Federal Environmental Protection Administration (EPA) Alaska Department of Environmental Conservation regulations relating to National Pollutant Discharge Elimination System (NPDES) and storm water pollution prevention plans, the U.S. Army Corps of Engineers, Alaska District, Section 404 Wetland Regulations and Permitting, U.S. Fish & Wildlife Service Migratory Bird Management, Alaska Forest Resources and Practices Act (FRPA), Alaska Department of Environmental Conservation (DEC) Regulations, Coastal Management Plans and Alaska Worker’s Compensation Laws, local zoning, plating ordinances and public hearing requirements, and State of Alaska mining permitting and regulations). In addition, Facilities and Land Management commonly holds local public workshops to address development issues such as local impacts and road maintenance. Interested parties should thoroughly inspect the parcel prior to submitting an offer to ensure that the parcel is suitable for the party’s intended use and to determine all permitting requirements related to that intended use.

The University is interested in receiving offers from qualified individuals or entities with; a proven record of contract compliance in large timber harvest sales, proven experience of harvesting timber, high level of operational efficiency, financial capability to properly complete the project in a timely manner, and a commitment to environmentally sound timber harvest.

♦ COMPETITIVE TIMBER SALE ♦
GOOD GAS
BAD GAS

BURN NATURAL GAS AND IT WARMS YOUR HOUSE. BUT LET IT LEAK, FROM FRACKED WELLS OR THE MELTING ARCTIC, AND IT WARMS THE WHOLE PLANET.

Methane is bubbling from lakes all over the warming Arctic. Here ecologist Katey Walter Anthony (right) ignites a large bubble that was trapped by the fall freeze—then freed by an ice pick.
Climate Visualizations

SNAP is striving to implement useful climate data visualizations that make sense. The new map tool, with its interactive titles, forms the basis for future data and mapping enhancements.

SNAP
We develop plausible scenarios of future climate.

Community Charts

SNAP has creative charts for communities in the area. Check them out.

What we do
SNAP is all about helping people plan in a changing climate. We work with a wide range of stakeholders to develop and share plausible scenarios for future climate.

Average Monthly Temperature for Juneau, Alaska

Historical PRISM and 5-Model Projected Average, Mid-Range Emissions (A1B)

Due to variability among climate models and among years in a natural climate system, these graphs are useful for examining trends over time, rather than for predicting monthly or yearly values. For more information on derivation, reliability, and variability among these projections, please visit www.snap.uaf.edu.
Annual Mean ground surface temperature in Alaska

- Blue: < -5 °C
- Teal: > -5 °C and < -3 °C
- Green: > -3 °C and < -2 °C
- Yellow: > -2 °C and < -1 °C
- Orange: > -1 °C and < 0 °C
- Red: > 0 °C

Looking for field course?
Alaska Sea Grant origins

• 1970 -- First Sea Grant funding nationwide
• 1975 -- Marine Advisory Program established at UAF – independent of Sea Grant
• 1980 -- Alaska Sea Grant College Program status
• 1987 – ASG incorporated into newly formed School of Fisheries and Ocean Sciences
Alaska Sea Grant Today:

- Partnership: NOAA and university
- 32 Sea Grant programs
- Alaska Sea Grant administered by UAF through the School of Fisheries and Ocean Sciences
- $6.5M annual budget; $1.5M NOAA, $2.5M state funds and $2m+ leveraged projects
Alaska Sea Grant
-- local needs
-- national priorities

- Healthy Coastal Ecosystems
- Sustainable Fisheries and Aquaculture
- Resilient Coastal Economies
- Environmental Literacy and Workforce Development
Alaska Sea Grant supports coastal communities around the state through:

- **Research** focusing on impact to coastal communities and/or ecosystems
- **Education** – K-12, graduate fellowships
- **Extension** – Marine Advisory Program
Marine Advisory Program

- 14 faculty in 9 communities across the state
- Partnerships critical to our work
- Over 30 grant-funded projects — state, federal, municipal, private industry, Alaska Native organizations
MAP -- focused on Alaska’s coastal communities and issues

- Leadership and capacity building
- Arctic marine transportation
- Invasive species
- Fisheries and marine mammals
- Climate change adaptation
- Seafood safety and product development
- Fuel and energy costs
- Economic development/diversification
- Marine education
- Graying of the workforce
MAP – Partnerships across the state

Invasives/PSP – ADF&G/ADEC/Smithsonian

Shellfish farming – OceansAlaska, Alutiiq tribe, SeaAlaska

Sea otter research – local commercial and subsistence fishermen, USFWS, ADF&G

UA’s Fisheries Seafood Maritime Initiative
Introducing three MAP faculty

- Gay Sheffield, Nome marine advisory agent
- Sunny Rice, Petersburg marine advisory agent
- Terry Johnson, recreation and boating specialist
The summer of 2011 saw a record 33 ships carrying 850,000 tons of cargo on the Northern Sea Route, which runs along Russia’s northern coast and through the Bering Strait. Bigger ships—and more vessels of all sizes—are not just on the horizon but already in the waters of the Bering Strait, taking advantage of decreasing sea ice to move to and from the Bering and Chukchi seas. In this same region, more than 85 percent of local subsistence-harvested resources are marine-derived. Communities along the proposed shipping corridor in the Bering Strait have many concerns about increased maritime activity and its potential impacts on their region. They are hungry for information on vessel traffic, safety standards, oil spill response, and the impact of increased traffic on marine mammals. But they have not had access to the agencies and experts who might be able to inform them.

In February 2013, Gay Sheffield, Marine Advisory agent in Nome, organized a two-day conference that connected tribal and city government representatives from the region with experts from the U.S. Coast Guard, NOAA, the U.S. Fish and Wildlife Service, and the Alaska Department of Environmental Conservation. More than 60 people from the region attended the conference. Evaluations and informal feedback received after the event indicated that participants found the information and contacts to be extremely useful, and most respondents said they were very likely to change their involvement with Bering Strait maritime issues as a result of attending the conference.

Topics and presentations included
Bering Strait maritime overview
Large vessel traffic
Proposed shipping routes
Safety standards for large vessels
Oil spill response
Search and rescue/emergency response
Charts and mapping
Sikuliaq research vessel
Automated Identification System (AIS) and public access to large vessel monitoring
Marine Mammal Coalition to address ship traffic

Sponsors and supporters
Alaska Sea Grant
University of Alaska Fairbanks Northwest Campus
Kawerak Inc.
Pew Environment Group

Major funding provided by
National Sea Grant NOAA Regional Team Collaboration Grant
Marine fuel prices spiked in 2008, sending a ripple of panic through the commercial fishing industry and triggering a decrease in recreational boating activity. Though prices decreased the following year, a gradual upward trend continues, particularly acute in remote Alaska. The Marine Advisory Program (MAP) conducted a fishing industry survey in 2008 and found a high level of concern about the effects of fuel prices on the viability of Alaska fishing businesses, and at the same time learned about a variety of creative responses by fishermen. That same year MAP began its Vessel Fuel Efficiency program with posters and tip sheets on ways to save fuel.

Terry Johnson, MAP recreation and boating specialist, was asked to serve on the steering committee and be a moderator and presenter at the NOAA and FAO sponsored International Symposium on Energy Use in Fisheries in 2010. Afterwards he was asked by fishing groups to bring the relevant content back to the industry in Alaska. He began developing more detailed publications and started doing workshops around the state. MAP’s vessel fuel efficiency web page has a growing number of links.

A fishing vessel energy self-audit tool is now being developed by MAP in a cooperative project with the Alaska Fisheries Development Foundation, Alaska Marine Conservation Council, Alaska Longline Fishermen’s Association and United Fishermen of Alaska. MAP is now a collaborator with AFDF in a legislatively-funded $250K initiative to conduct energy audits on fishing vessels and produce an Energy Efficiency Management Plan for each class of vessel. MAP is partner on another AFDF proposal for funding to test energy efficiency boosting technologies.

**Publications and organizations that have reported using the MAP fuel efficiency material include:**

**Evaluation**
Fuel efficiency workshops evaluations indicate that 70% of participants found the information “quite” or “extremely” useful, and more than half said they “possibly” or “very likely” would make changes to their fishing operations based on what they learned. Ongoing evaluation will be built into fuel efficiency vessel audits.
Preventing Whale Entanglement

The humpback whale population in Alaska has been increasing by 6-10% per year. As their numbers have increased in Southeast and Southcentral Alaska, so has the potential for interaction with commercial fishing gear, including that used in salmon net fisheries. Humpback whales are not attracted to fishing nets, but may accidentally encounter them during feeding or travel, breaking through the net and causing expensive damage, and occasionally becoming entangled.

Entanglements can endanger both the whale and the fisherman.

Background

The Fumunda F3 whale pinger is designed to alert passing humpback whales to the presence of nets. The Fumunda F3 whale pinger is designed to alert passing humpback whales to the presence of nets. If you encounter a whale while fishing:

- **Avoid entanglement.** See tips on reserve to prevent whales from becoming entangled in your fishing gear.
- **If a whale is entangled, assess the situation.** First, assess the safety of yourself and your crew. Maintain a safe distance from the whale or altimeters. If your vessel is attached to the animal (e.g., anchor or drift net fishing), determine if it is possible to safely help the whale free itself.
- **Free your vessel.** Remember that entangled animals can be dangerous and unpredictable. Stay at least 1/2 mile away from the whale's body length. If you must free your vessel from the animal, it is safe to do so, but your fishing gear should be at least 1/2 mile away from the whale. Put a large buoy bag on the gear attached to the whale. This will allow the whale to float the entangled and possibly disentangle it later.

Call NOAA Fisheries Protected Resources at (888) 774-7325 or by using the Alaska Marine Mammal Stranding Network hotline above (right and weekend). If you are unable to free the animal, provide information on your vessel location, sea conditions, species, size, and condition of the animal and its ability to surface to breathe, and type of gear and how the animal is entangled. The Whale Entanglement Wheelhouse Guide created by the Petersburg working group was distributed to all drift gillnet and seine permit holders in Southeast Alaska. Do not get in the water with the whale or approach a free-swimming entangled animal.

Initial Response

In October of 2006, at the request of a small group of Petersburg fishermen and the Petersburg Marine Mammal Center, Petersburg MAP agent Sunny Rice convened a meeting to discuss what appeared to be an increasing number of entanglements and what might be done to prevent them. This led to the formation of a working group consisting of the Petersburg Marine Mammal Center, Petersburg Vessel Owners Association, National Marine Fisheries Service staff, and additional local fishermen. This group initiated three main efforts:

- bringing NMFS staff to town to conduct training for area fishermen in how to respond to whale entanglements,
- designing and publishing a “wheelhouse” guide describing how to respond, as well as tips on ways to avoid entanglements,
- partnering with MAP marine mammal specialist Kate Wynne, to begin research on how to prevent encounters in the future.

At the same time, Wynne and Bree Witteveen began working on a parallel response in the Kodiak area, conducting disentanglement trainings and conducting outreach and education on preventing whale entanglements.

Ongoing Response

Drawing upon her experiences with pingers used in fisheries to prevent entanglements with porpoises on the East Coast, Wynne initiated research using pingers developed in Australia to deter humpbacks from encountering shark nets around the Great Barrier Reef. In addition to conducting acoustic tests of the pingers in Alaska waters, Wynne and Witteveen distributed several prototype pingers to fishermen in the Kodiak and Petersburg areas. They were positively received by the fleet, and, as a result, a Juneau-based gear shed began distributing whale pingers in Southeast and Southcentral Alaska last summer, and the number in use is growing. An ongoing research project will include distributing logsbooks to collect in-season observations from fishermen using pingers, and collecting survey information from fishermen using pingers at the end of the season.
Cooperative Extension Service:
Reaching Out to Communities
Cooperative Extension Service: Reaching Out to Communities

What Is Extension?

• The Cooperative Extension Service is an educational network supported by a partnership between the U.S. Department of Agriculture and more than 100 land-grant universities such as the University of Alaska Fairbanks.

A Land-Grant Institution

• The Morrill Act of 1862 established the land-grant system of public colleges and universities, making education available to all people in search of higher education.

• The act provided states and territories with land to support colleges dedicated to the “liberal and practical education” of the people.

Mission Statement

• Cooperative Extension educates, engages and supports the people and communities of Alaska, connecting them with their university. We provide factual and practical information while bringing Alaskans’ issues and challenges to the university.
Cooperative Extension Service: Reaching Out to Communities

Who Does Extension Serve?

• Extension serves more than 85,000 adults and youth directly through workshops, presentations and consultations.
• Extension has more than 1 million contacts with adults and youth indirectly through newspapers and newsletters.

How Does Extension Reach Out to Communities?

• Extension has district offices in nine Alaska communities. Agents deliver programs in person and on an extensive videoconference network and answer questions by phone and email.
• Information is also available through Extension publications, interactive online lessons, DVDs, radio and television programs, newsletters and newspaper articles, and Facebook, YouTube and Twitter.
Farm to School Video

5:08 minutes

http://www.youtube.com/watch?v=9SlpZ2tXP6k
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<th>Northwestern District</th>
<th>Southeast District</th>
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<th>Matanuska District</th>
<th>Delta District</th>
<th>Alaska Peninsula District</th>
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<td>Ketchikan</td>
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<td>Anchorage</td>
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<td>Ketchikan</td>
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**Cooperative Extension Communities Statewide**

- **Alaska**
  - Anchorage
  - Bethel
  - Cordova
  - Delta Junction
  - Dillingham
  - Fairbanks
  - Juneau
  - Kake
  - Ketchikan
  - Kotzebue
  - Kivalina
  - Kuskokwim
  - Lower Kalskag
  - Nome
  - Port Heiden
  - Port Valdez
  - Saint Mary's

- **Kenai Peninsula District**
  - Anchor Point
  - Bear Cove
  - Chugach
  - Clam Gulch
  - Cooper Landing
  - Crown Point
  - Diamond Ridge
  - Fritz Creek

- **Kodiak Island**
  - Afton
  - Akhiok
  - Alenayuik
  - Chiniak
  - Chisana
  - Chicken

- **Fairbanks**
  - Anchorage
  - Beluga
  - Eagle River/Chugiak
  - Eklutna
  - Girdwood

- **Mat-Su/Copper River Basin District**
  - Lazy Mountain
  - McCarthy
  - Meadow Lakes
  - Mentasta
  - Mentasta Lakes
  - Nenana
  - Nikolai
  - North Pole
  - Point MacKenzie
  - Port Alsworth
  - Silver Springs
  - Skwentna
  - Sita

- **Nunivak Island District**
  - Natives
  - Nikiski
  - Nondina
  - Northway Village
  - Nuguskik
  - Ninilchik
  - Northway Village
  - Nulato
  - Parks
  - Pleasant Valley
  - Rampart

- **Northwest District**
  - Anchorage
  - Bethel
  - Cordova
  - Delta Junction
  - Dillingham
  - Fairbanks
  - Juneau
  - Kake
  - Ketchikan
  - Kotzebue
  - Kivalina
  - Kuskokwim

- **Southeast District**
  - Anchorage
  - Juneau
  - Sitka
  - Ketchikan
  - Ketchikan
  - Ketchikan

- **Tananum District**
  - Anchorage
  - Juneau
  - Sitka
  - Ketchikan
  - Ketchikan
  - Ketchikan
Advisory Councils Advocate for Funding and Programming

State Advisory Council

4-H State Volunteer Leader’s Organization

Extension Forestry Council

Extension Mining Council

FRTEP Advisory Council

Advanced Master Gardener Education Committee
Student Achievement and Attainment

4-H Camps and Clubs
• More than 1,200 youth participate in Alaska 4-H camps across the state. These include day camps and longer residential camps.
• One-third of all 4-H’ers participate in clubs that focus on topics from food and nutrition to robotics, cooking, sewing and gardening.

Youth in Governance
• Teens spend a week in Juneau, where they participate in a mock legislative session as lobbyists, committee chairs and constituents and serve as pages and meet with actual legislators.

Exchanges
• Alaska families host Japanese youth through the 4-H Labo International Exchange Program.

4-H to College
• 4-H’ers are more likely to get higher grades in school, exhibit greater emotional engagement with school and see themselves going to college.
Productive Partnerships with Alaska’s Schools

Farm to School
• The Fairbanks school district central kitchen makes hamburger buns and rolls with hulless barley from Delta Junction using a recipe developed through a collaboration between Extension and the state’s Farm to School Program.

Science
• Our agents regularly deliver programs on topics ranging from GPS/GIS technology to Alaska agriculture and the environment, including a salmon incubation program developed to increase science and math literacy.

Nutrition
• Nutrition educators involve youth in making healthy food choices and integrating fitness into their lives.

Economics
• Extension agents teach money management to high school students.

4-H curriculum
• Many classrooms supplement learning with 4-H curricula. Students in Eagle explore subjects like embryology, public speaking and art on “4-H Fridays.”
Local and Statewide Connections

Federally Recognized Tribes Extension Program
• FRTEP, with UAF and Extension, provides hands-on workshops and technical assistance to the tribes of the Tanana Chiefs Conference Region that support healthy, self-sufficient lifestyles.

City of Bethel
• The City of Bethel Parks and Recreation Department works with Extension to coordinate the Bethel 4-H Youth Center and related activities.

Bristol Bay Native Corporation
• The Bristol Bay Native Corporation provides office space for Extension agents in Dillingham and Bethel.

Fairbank Community Food Bank
• The Food Bank houses the Tanana District office and provides kitchen space for classes offered by Extension.
Local and Statewide Connections

Alaska Center for Energy and Power
• Extension designs, edits and distributes ACEP publications on wood pellets, biogas, emerging energy technologies and other energy topics.

Alaska Energy Authority
• Extension collaborates with AEA on the Wood Energy Conference, and an agent in Southeast coordinates the Alaska Wood Energy Development Task Group.

State of Alaska
• Extension works with the Divisions of Agriculture, Forestry and Health and Social Services and the Department of Environmental Conservation.

And many more...
• Kenai Peninsula Food Bank, Juneau Youth Services, the Alaska State Fair and the Cold Climate Housing Research Center, to name a few.
Programs for Alaska’s Communities

CES Kitchen
- Entrepreneurs may rent Extension’s certified kitchen on the University of Alaska Fairbanks campus while they get their businesses off the ground.

Alaska Growers School
- The beginning growers school teaches participants how to raise enough food for themselves and 10 other families.
- The advanced school focuses on starting a small agricultural business.

Master Gardener Program
- Master Gardener training provides a broad horticultural background in botany, soils, vegetable production, Integrated Pest Management, greenhouses, invasive plants and more.

UAF Summer Sessions Lecture Series
- Extension is sponsoring this year’s Summer Sessions Healthy Living Lecture Series in collaboration with Fairbanks Memorial Hospital.
Programs for Alaska’s Communities

StrongWomen Healthy Hearts
• This 12-week program, developed by Tufts University, offers classes that combine aerobic exercise with nutrition education and targets women who get little exercise.

Refugees Farmers Market Program
• The Refugees Farmers Market Project, supported by the Catholic Social Services, works with different populations of refugees in Anchorage, teaching them how to garden, harvest and sell their produce at farmers markets.

Biomass Energy for Alaska’s Schools
• Extension and the Alaska Center for Energy and Power are looking at the feasibility of installing biomass boilers in schools and community buildings throughout the state to save on energy costs.

Conferences and Workshops
• Alaska Growers Conference, Wood Energy Conference, Rural Energy Conference, Sustainable Agriculture Conference, Greenhouse and Nursery Conference and other conferences and workshops provide current information to the public.
Strategic Programming for the Future

Climate Change
- Extension partners with UAF’s Scenarios Network for Alaska and Arctic Planning (SNAP) and the Alaska Center for Climate Assessment and Policy (ACCAP) to distribute information about climate change.

Food Security
- Food security is addressed through programs such as Master Gardeners and the Alaskan Growers School.
- Classes and publications are available on food safety and preservation.
- A variety of conferences hosted by Extension bring the latest research and recommendations to farmers and commercial greenhouse and nursery operators.

Energy
- Extension offers workshops and information on renewable energy, including biofuels, solar and wind energy and home energy.
- Alaskans can find information on how to burn wood properly, with lower emissions.
Aging
- Alaska, per capita, has one of the fast-growing populations of seniors in the country. Extension offers several programs that help mid-life adults and seniors maintain health and independence.

Chronic Disease Management
- An Anchorage agent trained 60 instructors for Living Well Alaska, a program that teaches individuals how to manage chronic health conditions.

Extension Disaster Education Network (EDEN)
- Through EDEN, Extension professionals from across the United States and various disciplines can use and share resources to reduce the impact of disasters.
Extension Expenditures by Revenue Source

Total $9,208,865

July 1, 2011 – June 30, 2012 (State FY12)
Extension Expenditures by Category

July 1, 2011 – June 30, 2012 (State FY12)
Total $9,208,865

- Salary: $6,812,910 (74%)
- Other: $9,733 (<1%)
- Supplies: $337,706 (4%)
- Services: $1,084,050 (12%)
- Travel: $561,885 (6%)
- Indirects: $347,583 (4%)
- UA Departments: $55,000 (1%)
Cooperative Extension
Strategic Plan 2010-2015

Vision
Cooperative Extension is UAF’s premier conduit for outreach education and engagement with Alaskans.

Mission
Cooperative Extension educates, engages and supports the people and communities of Alaska, connecting them with their university. We provide factual and practical information while bringing Alaskans’ issues and challenges to the university.

Contact
CES Director’s Office
308 Tanana Loop
P.O. Box 756180
Fairbanks, Alaska
99775-6180

907-474-7246
907-474-6971 fax
extension@uaf.edu
www.uaf.edu/ces/
877-520-5211

Food Safety and Security Theme

Goal 1. Promote safe and healthy foods for Alaskans that will assist in increasing Alaska’s food security and decreasing imported foods.

Goal 2. Enhance agricultural opportunities in Alaska.

Health Theme

Goal 1. Promote healthy food choices among Alaskans.

Goal 2. Increase the number of Alaskans engaged in regular physical activity.

Goal 3. Reduce the burden of living with chronic health conditions.

Goal 4. Reduce health risks related to unsafe drinking water, waste management and solid waste.

Climate Change Theme

Goal 1. Collaborate and communicate regularly with Alaska-related climate change researchers to maintain and expand current scientific information and transfer to the public.

Goal 2. Facilitate the transfer of up-to-date, relevant, research-based climate change information on impacts to Alaska communities.

Goal 3. Involve Alaskans in risk assessment and appropriate adaptation to climate change impacts on systems critical to our communities.

Energy Theme

Goal 1. Educate Alaskans about the benefits and methods of increasing energy efficiency.

Goal 2. Educate Alaskans about fossil fuels, renewable and alternative energy systems and technologies.

Youth, Family and Community Theme

Goal 1. Strengthen positive youth development in Extension’s outreach to families and communities.

Goal 2. Teach life skills to adults and families and prepare them for success in the home, workplace and community.

Goal 3. Strengthen the health and resiliency of Alaska’s communities.

Economic Development Theme

Goal 1. Encourage and support partnerships that increase Alaskans’ ability and access to entrepreneurial opportunities and connect entrepreneurs with small business resources.

Goal 2. Collaborate with industry and business in training and work-force development for youth and adults.

Goal 3. Increase financial literacy for Alaskans.
2012 Program Highlights
Putting education to work in your life and community

Working with Alaskans

- Extension reached Alaskans with distance education using videoconferencing, audios and computers. We trained Master Gardeners, pesticide applicators, food protection managers, 4-H leaders and Alaskan Growers School participants from 63 communities.

- Extension conferences and events brought research and expert information to producers of fruit, vegetables, grains, hay, peonies, rhodiola and livestock and others interested in growing local foods.

- Agents taught nearly 1,000 residents of 20 communities how to preserve garden produce, meat and fish and other Alaska foods.

- We’re connecting with Alaskans on 19 separate Facebook pages hosted by districts, Master Gardeners, 4-H clubs and other programs. We’re also on YouTube, iTunes U, Pinterest and Flickr.

- Alaska Native youth in 10 rural communities practiced skijoring, cross-country skiing, martial arts, breakdancing, dog mushing and nutrition activities led by agents and volunteers.

- Fairbanks 4-H leader Becky Osimowicz received one of two national awards given to 4-H leaders. Altogether, 1,400 4-H volunteers helped mentor 14,000 Alaska youth.
Camping with Alaska 4-H

During the past year, more than 1,200 youth participated in Alaska 4-H camps. These included day camps and residential camps — camps where youth learn leadership and how to judge a horse, play a bluegrass instrument or ride an ATV safely.

Camps offer youth an opportunity to develop important life skills and have fun, whether it’s canoeing, filleting salmon or building a survival shelter. Camps support the 4-H philosophy of “learn by doing.”

Local foods on the school menu

The Fairbanks school district central kitchen bakes 8,000 hamburger buns and rolls a week that contain hulless barley from Delta Junction.

The recipe the district uses is the result of a collaboration with Extension and the state’s Farm to School Program, which works to increase the use of local foods in school cafeterias. Extension hopes to continue its work developing recipes for Alaska-grown products and creating more opportunities for Alaska farmers.

Anchorage District
907-786-6300

Eielson Air Force Base (4-H only)
907-377-4130

Nome (Northwest District)
907-443-2320

Tanana Chiefs Conference
907-452-8251, ext. 3477

Bethel (Yukon-Kuskokwim District)
907-543-4564

Fairbanks (Tanana District)
907-474-1530

Palmer (Mat-Su/Copper River District)
907-745-3360

Extension Publications & Information
877-520-5211 • www.uaf.edu/ces

Bethel 4-H Youth Center
907-543-7711

Juneau District
907-796-6221

Sitka District
907-747-9440

Soldotna (Kenai Peninsula District)
907-262-5824

Delta Junction District
907-895-4215

Kodiak (4-H only)
907-486-0441

July 1, 2011 – June 30, 2012 (State FY12)

Extension Expenditures by Revenue Source
Total $9,208,865

- State grants $525,821
- Federal formula funds $1,362,879
- Federal grants $942,351
- Other grants $160,774
- Other UA funds $317,107
- Other universities $761,592
- Program receipts $499,489
- State General Fund $4,638,853

State grants 6%
Federal formula funds 15%
Federal grants 10%
Other grants 2%
Other UA funds 4%
Other universities 8%
Program receipts 5%
State General Fund 50%

July 1, 2011 – June 30, 2012 (State FY12)

Extension Expenditures by Category
Total $9,208,865

- Salary $6,812,910
- Indirects $347,583
- Travel $561,885
- Other $9,733
- Supplies $337,706
- Services $1,084,050
- Other UA funds $317,107
- Other universities $761,592
- Program receipts $499,489
- State grants $525,821
- Federal grants $942,351

Salary 74%
Indirects 4%
Travel 6%
Other <1%
Supplies 4%
Services 12%
Other UA funds 4%
Other universities 8%
Program receipts 5%
State grants 6%
Federal grants 10%
Other <1%

The Cooperative Extension Service relies on a variety of federal, state and local sources of funding.

UAF is an AA/EO employer and educational institution.
Proposed FY14 Operating & Capital Budget Distribution Plans

Board of Regents
June 6-7, 2013
Fairbanks, Alaska

Prepared by: University of Alaska Statewide Budget & Planning
907.450.8191
http://www.alaska.edu/swbir/
Proposed
FY14 Operating Budget Distribution Plan
Introduction

UA’s final operating budget state appropriation increased by $13 million (3.6%). State appropriations, include general funds, technical vocational education program funds (TVEP), and mental health trust general funds, total $376.7 million, up from $363.7 million in FY13. This amount includes a reduction of $69.1 thousand in TVEP funding. UA’s total budget for FY14 is $914.2 million compared to $924.3 million in FY13, a decrease of 1.1%. This amount includes a reduction of $36.0 million in unrealizable university receipt authority.

Approximately 88.6% of UA’s fixed cost increases were covered ($11.7 million of $13.2 million, excluding utilities). No base funding was included in the budget for utility cost increases, however the budget includes one-time utility funding to state agencies to offset increased fuel and utility costs. The University expects to continue to receive additional one-time funding to cover utility cost increases through the “fuel trigger.”

Of the $12.9 million increase, $1.6 million is directed to the Board’s priority program requests for: student achievement and attainment ($650.0 thousand); and productive partnerships with public entities and private industries ($901.1 thousand), health/biomedical ($55.0 thousand), workforce development ($356.1), consolidated Alaska mining initiative ($290.0 thousand), and fostering knowledge of Alaska issues/culture/history through the UA press ($200.0 thousand). A complete list of programs receiving funding and program descriptions begin on page 8. Below are highlights of the Strategic Direction Initiatives these program investments will support.

Student Achievement and Attainment: the university is delivering quality education to more students through improved e-Learning and technology, increases access and increased advising support in order to realize increased certificate and degree attainment for more Alaskans.

Productive Partnerships with Public Entities and Private Industries: the university is uniquely positioned to provide the training needed to fill Alaska’s demand for skilled employees. Through partnerships with public entities and private industries, the university can assess workforce needs and develop educational training programs to fill those needs.

As in the past, the legislature has included intent language regarding future UA budget requests. It is the intent of the legislature that UA requests for unrestricted general fund increments do not exceed the amount of additional University Receipts requested for that year and that unrestricted general funds move toward a long-term goal of 125 percent of actual University Receipts for the most recently closed fiscal year. The state funded portion of UA’s budget had been increasing as a percentage of the total budget over the last several years, and the intent language is meant to reinforce the need for reversing that trend.

The legislature also included intent language regarding UA debt service, which states: It is the intent of the legislature that the University of Alaska submits a Fiscal Year 2015 budget that includes a debt service allocation or an effective alternative to achieve that goal.
## University of Alaska Board of Regents FY14 Operating Budget

**Compared to Final legislation (HB65 & HB66)**

(in thousands of $)

<table>
<thead>
<tr>
<th></th>
<th>UA BOR Budget</th>
<th>Final Legislation</th>
<th>Final over/under BOR</th>
</tr>
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<td>State Approp.</td>
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<td>Adjusted Base Requirements (details on next page)</td>
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<td>Compensation Increases</td>
<td>7,692.1</td>
<td>7,692.1</td>
<td>15,384.2</td>
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<tr>
<td>Utility Cost Increases</td>
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<td>Facilities Maint. &amp; Repair</td>
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<td>1,000.0</td>
<td>2,000.0</td>
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<tr>
<td>New Facilities/Additions Est. Operating Costs</td>
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<td>346.2</td>
<td>3,453.2</td>
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<tr>
<td>Lease &amp; Debt Service Costs</td>
<td>382.9</td>
<td>3,020.0</td>
<td>3,402.9</td>
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<tr>
<td>Security and Compliance</td>
<td>460.0</td>
<td>60.0</td>
<td>520.0</td>
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<td>Non-Personal Services Fixed Cost Increases</td>
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<td>Subtotal-Adjusted Base</td>
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<td>High Demand Program Requests (program descriptions begin on page 9)</td>
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<td>Student Achieve. &amp; Attain.</td>
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<td>Consolidated Alaska Mining Initiative</td>
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<td>(69.1)</td>
<td>(69.1)</td>
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<td>Program Trf (details next pg)</td>
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<td>Legislative Add-Ons</td>
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</table>

% Chg. FY13-FY14 Operating Budget | 5.5% | 3.4% | 4.2% | 3.6% | -4.1% | -1.1% | |

(1) Assumes state funding for utility increases will continue to be covered through the fuel trigger mechanism
### University of Alaska FY14 Operating Budget Adjusted Base Detail

#### UA Board of Regents' compared to Final Legislation

(in thousands of $)

<table>
<thead>
<tr>
<th>Compensation by Employee Group</th>
<th>UA BOR Budget</th>
<th>Final Legislation</th>
<th>Final over/ (under) BOR</th>
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<tr>
<td></td>
<td>State Approp.</td>
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<tr>
<td>Program Transfers</td>
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<tr>
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<td>(405.0)</td>
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<td>Behavioral Hlth Prgm. from ANC</td>
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<td>Behavioral Hlth Prgm. from FBKS</td>
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<tr>
<td>Op. &amp; Lease Costs from FBKS</td>
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(1) Assumes state funding for utility increases will continue to be covered through the fuel trigger mechanism.
(2) FY11 General Obligation Bond Project
## Adjusted Base Requirements

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### % Chg. FY13-FY14 Operating Budget

| % Chg. FY13-FY14 Operating Budget | 5.5% | 2.9% | 3.6% | 3.6% |

(1) Assumes state funding for utility increases will continue to be covered through the fuel trigger mechanism.
## University of Alaska Board of Regents FY14 Operating Budget

### State Appropriations Comparison by MAU

(in thousands of $)

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<td>4,367.4</td>
<td>7,790.9</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>38,004.7</td>
<td>27,144.1</td>
<td>55,148.8</td>
<td>28,662.1</td>
<td>27,707.4</td>
<td>56,369.5</td>
</tr>
<tr>
<td><strong>Total University</strong></td>
<td>343,856.1</td>
<td>526,530.1</td>
<td>870,386.2</td>
<td>355,683.1</td>
<td>542,380.1</td>
<td>898,063.2</td>
</tr>
</tbody>
</table>

Reference 8
# University of Alaska Revenue Summary

## Budget Authority and Actual Revenue by Source FY12-FY14

<table>
<thead>
<tr>
<th></th>
<th>Base FY12 Authorized&lt;sup&gt;(3)&lt;/sup&gt;</th>
<th>Base FY13 Authorized&lt;sup&gt;(3)&lt;/sup&gt;</th>
<th>FY14 Authorized</th>
<th>% Change FY13-FY14</th>
<th>$ Change FY13-FY14</th>
<th>FY12 Actual</th>
<th>FY13 Projection</th>
<th>FY14 Projection</th>
<th>% Change FY13-FY14</th>
<th>$ Change FY13-FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Appropriations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund&lt;sup&gt;(2)&lt;/sup&gt;</td>
<td>341,096.4</td>
<td>352,631.6</td>
<td>365,890.0</td>
<td>13,258.4</td>
<td></td>
<td>341,096.4</td>
<td>352,631.6</td>
<td>365,890.0</td>
<td>13,258.4</td>
<td></td>
</tr>
<tr>
<td>General Fund-One-Time&lt;sup&gt;(1)&lt;/sup&gt;</td>
<td>-</td>
<td>250.0</td>
<td>(250.0)</td>
<td></td>
<td></td>
<td>4,160.0</td>
<td>4,930.0</td>
<td>4,680.0</td>
<td></td>
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<tr>
<td>Technical Vocational Ed.</td>
<td>4,777.3</td>
<td>4,777.3</td>
<td>4,777.3</td>
<td></td>
<td></td>
<td>4,777.3</td>
<td>4,777.3</td>
<td>4,777.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Trust</td>
<td>605.2</td>
<td>605.8</td>
<td>655.8</td>
<td>(69.1)</td>
<td></td>
<td>5,042.6</td>
<td>5,449.1</td>
<td>5,380.0</td>
<td>(69.1)</td>
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<tr>
<td><strong>State Appr. Subtotal</strong></td>
<td>351,521.5</td>
<td>363,713.8</td>
<td>376,703.1</td>
<td>3.6%</td>
<td>12,989.3</td>
<td>355,681.5</td>
<td>368,393.8</td>
<td>381,383.1</td>
<td>3.5%</td>
<td>12,989.3</td>
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<tr>
<td><strong>Receipt Authority</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>617.6</td>
<td>650.0</td>
<td>700.0</td>
<td>7.7%</td>
<td>50.0</td>
<td></td>
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</tr>
<tr>
<td>Auxiliary Receipts</td>
<td>42,464.8</td>
<td>42,500.0</td>
<td>42,500.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition/Fees (net)</td>
<td>124,000.5</td>
<td>130,800.0</td>
<td>134,100.0</td>
<td>2.5%</td>
<td>3,300.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Indirect Cost Recovery&lt;sup&gt;(3)&lt;/sup&gt;</td>
<td>32,188.3</td>
<td>32,200.0</td>
<td>32,400.0</td>
<td>0.6%</td>
<td>200.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>University Receipts</td>
<td>73,126.0</td>
<td>79,700.0</td>
<td>84,700.0</td>
<td>6.3%</td>
<td>5,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>University Repts. Subtotal</strong></td>
<td>314,077.1</td>
<td>327,835.6</td>
<td>300,068.3</td>
<td>-8.5%</td>
<td>(27,767.3)</td>
<td>272,397.2</td>
<td>285,850.0</td>
<td>294,400.0</td>
<td>3.0%</td>
<td>8,550.0</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>137,953.7</td>
<td>147,944.3</td>
<td>150,852.7</td>
<td>2.0%</td>
<td>2,908.4</td>
<td>127,577.3</td>
<td>128,100.0</td>
<td>128,000.0</td>
<td>-0.1%</td>
<td>(100.0)</td>
</tr>
<tr>
<td>State Inter Agency Rcts</td>
<td>16,201.1</td>
<td>16,201.1</td>
<td>16,201.1</td>
<td></td>
<td></td>
<td>12,383.9</td>
<td>11,900.0</td>
<td>12,000.0</td>
<td>0.8%</td>
<td>100.0</td>
</tr>
<tr>
<td>MHTAAR</td>
<td>-</td>
<td>-</td>
<td>1,745.0</td>
<td></td>
<td></td>
<td>1,343.7</td>
<td>1,481.5</td>
<td>1,745.0</td>
<td>17.8%</td>
<td>263.5</td>
</tr>
<tr>
<td>CIP Receipts&lt;sup&gt;(3)&lt;/sup&gt;</td>
<td>9,530.7</td>
<td>10,530.7</td>
<td>10,530.7</td>
<td></td>
<td></td>
<td>10,034.5</td>
<td>10,500.0</td>
<td>10,500.0</td>
<td></td>
<td></td>
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<tr>
<td>UA Intra Agency Receipts</td>
<td>58,121.0</td>
<td>58,121.0</td>
<td>58,121.0</td>
<td></td>
<td></td>
<td>55,217.6</td>
<td>54,800.0</td>
<td>52,800.0</td>
<td>-3.6%</td>
<td>(2,000.0)</td>
</tr>
<tr>
<td><strong>Rept. Authority Subtotal</strong></td>
<td>535,883.6</td>
<td>560,632.7</td>
<td>537,518.8</td>
<td>-4.1%</td>
<td>(23,113.9)</td>
<td>478,954.2</td>
<td>492,631.5</td>
<td>499,445.0</td>
<td>1.4%</td>
<td>6,813.5</td>
</tr>
<tr>
<td><strong>Revenue Total</strong></td>
<td>887,405.1</td>
<td>924,346.5</td>
<td>914,221.9</td>
<td>-1.1%</td>
<td>(10,124.6)</td>
<td>834,635.7</td>
<td>861,025.3</td>
<td>880,828.1</td>
<td>2.3%</td>
<td>19,802.8</td>
</tr>
</tbody>
</table>

1. One-time Items Include: FY12 $3,960.0 for utility cost increases, $100.0 for UAA's Honors College, $100.0 for UAF's Honors Program; FY13 $4,680.0 for utility cost increases, and $250.0 UAA ISER-Alaska Education Policy Research; and FY14 $4,680.0 projected for utility cost increases.

2. Includes language section items: License Plate Revenue and Juneau Center for Mine Training

3. Excludes one-time authorizations necessary to cover actual expenditures.
## University of Alaska - FY14 High Demand Program Requests by Initiative

<table>
<thead>
<tr>
<th>MAU/Campus/Program Title</th>
<th>State Approp.</th>
<th>Rept. Auth.</th>
<th>Total</th>
<th>State Approp.</th>
<th>Rept. Auth.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT ACHIEVEMENT AND ATTAINMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAA ANC</td>
<td>377.6</td>
<td>65.0</td>
<td>442.6</td>
<td>155.0</td>
<td>155.0</td>
<td></td>
</tr>
<tr>
<td>UAA Multiple - Community Campuses</td>
<td>262.6</td>
<td>16.0</td>
<td>278.6</td>
<td>70.0</td>
<td>70.0</td>
<td></td>
</tr>
<tr>
<td>UAF CRCD</td>
<td>302.4</td>
<td>14.0</td>
<td>316.4</td>
<td>105.0</td>
<td>105.0</td>
<td></td>
</tr>
<tr>
<td>UAS JUN</td>
<td>94.0</td>
<td>35.0</td>
<td>129.0</td>
<td>70.0</td>
<td>70.0</td>
<td></td>
</tr>
<tr>
<td>UAF FBK</td>
<td>200.0</td>
<td>53.0</td>
<td>253.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAS JUN</td>
<td>69.5</td>
<td>37.8</td>
<td>107.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,556.1</td>
<td>320.8</td>
<td>1,876.9</td>
<td>650.0</td>
<td>650.0</td>
<td></td>
</tr>
</tbody>
</table>

| **PRODUCTIVE PARTNERSHIPS WITH ALASKA’S SCHOOLS** | | | | | | |
| UAS JUN | 93.6 | 23.4 | 117.0 | | | |
| SPS SW | 350.0 | 350.0 | | | | |
| UAS JUN | 100.0 | 100.0 | | | | |
| **Total** | 543.6 | 73.4 | 617.0 | | | |

| **PRODUCTIVE PARTNERSHIPS WITH PUBLIC ENTITIES AND PRIVATE INDUSTRIES** | | | | | | |
| Health/Biomedical | | | | | | |
| UAF BB | 55.0 | 55.0 | 110.0 | 55.0 | 55.0 | 110.0 |
| UAF FBK | 200.0 | 243.0 | 443.0 | | | |
| UAA ANC | 320.0 | 75.0 | 395.0 | | | |
| UAA UAF AN/PN | | | | | | |
| UAF FBK | 485.0 | 525.0 | | | | |
| UAA ANC | 95.6 | 115.6 | | | | |
| **Total** | 1,155.6 | 433.0 | 1,588.6 | 55.0 | 55.0 | 110.0 |

| **Workforce Development** | | | | | | |
| UAA ANC | 340.0 | 50.0 | 390.0 | | | |
| UAF IAC | 140.0 | 90.0 | 230.0 | | | |
| UAA ANC | 356.1 | 431.1 | | | | |
| UAF FBK | 195.0 | 225.0 | | | | |
| **Total** | 1,031.1 | 245.0 | 1,276.1 | 356.1 | 356.1 | |

| **Fisheries, Seafood and Maritime Initiative (FSMI)** | | | | | | |
| UAF FBK | 43.9 | 48.9 | | | | |
| UAS SIT | 167.0 | 187.0 | | | | |
| UAF FBK | 56.5 | 131.5 | | | | |
| UAS JUN | 129.4 | 154.4 | | | | |
| **Total** | 396.8 | 521.8 | | | | |

| **Consolidated Alaska Mining Initiative (CAMI)** | | | | | | |
| SPS SW | 200.0 | 275.0 | | | | |
| UAA ANC | 100.0 | 120.0 | | | | |
| UAS JUN | 90.0 | 117.8 | | | | |
| UAF FBK | 100.0 | 190.0 | | | | |
| **Total** | 490.0 | 702.8 | 290.0 | 27.8 | 317.8 | |

| **Fostering Knowledge of Alaska Issues, Culture and History Through UA Press** | | | | | | |
| UAF FBK | 200.0 | 200.0 | | | | |
| **Total** | 200.0 | 200.0 | | | | |

| **R&D TO SUSTAIN ALASKA’S COMMUNITIES AND ECONOMIC GROWTH** | | | | | | |
| UAF FOR | 200.0 | 250.0 | | | | |
| UAF FOR | 500.0 | 500.0 | | | | |
| UAF FBK | 100.0 | 200.0 | | | | |
| **Total** | 800.0 | 950.0 | | | | |

| **FY14 High Demand Program Requests** | | | | | | |
| | 6,173.2 | 7,733.2 | | | | |

**Note:** Program descriptions follow
FY14 Operating Budget Program Descriptions

**FY14 High Demand Programs**
(GF: $1,551.1, NGF: $82.8 Total: $1,633.9)

- **Student Achievement and Attainment**
  (GF: $650.0, NGF: $0.0, Total: $650.0)
  - **UAA Mandatory Comprehensive Student Advising**
    (GF: $155.0, NGF: $0.0, Total: $155.0)
    UAA is committed to increasing the number of degree-seeking students, persisting towards degree completion, while simultaneously decreasing the time it takes for them to finish. Through this funding, UAA will ensure that beginning in FY14, 100% of Alaska Performance Scholarship recipients, 100% of first-time freshmen who graduated from high school with less than a 2.5 cumulative grade-point-average, and 100% of a pilot first-year cohort (i.e., underprepared students) receive proactive, continuous, and mandatory academic orientation and advising. Four professionally trained academic advisors for the College Advising Centers, and one college transition advisor for new student orientation, will meet the increased demand for services resulting from UAA’s transition to mandatory orientation and advising. The research and literature on college student success is clear; quality academic advising is critical to student success, retention, and degree completion. Academic advising promotes increased student satisfaction, effective career planning, meaningful degree planning and course selection, institutional and academic goal commitment, and increased awareness of support programs and services. Our advisors will teach students the value of the learning process, how to apply decision making strategies, to put their college experience into perspective, to set priorities and evaluate events, to develop thinking and learning skills, and to make important life decisions. These outcomes are directly related to students’ rate of retention, which in the end, leads to degree completion. The national professional standard for student-to-advisor ratio is 1:300 and five of UAA’s advising centers currently exceed that recommendation by more than 150 students.
  - **UAA Mandatory Comprehensive Student Advising - Community Campuses**
    (GF: $70.0, NGF: $0.0, Total: $70.0)
    UAA community campuses seek funding to support new and continuing students as they navigate admission, enrollment, advising and financial aid processes, with special emphasis focused on aiding at-risk and underrepresented populations of students to stay on track for graduation.

Prince William Sound Community College (PWSCC) seeks funding to establish a Native and Rural Student Services Center to aid in the recruitment, support, retention, and success of Alaskan Native and rural Alaskan students with culturally relevant approaches, programming, and philosophies within student affairs practices. The coordinator position will contribute to recruitment efforts, design and facilitate cultural programming on and off-campus, establish working relationships with rural Alaskan high school counselors, provide early intervention for students at academic risk, and have a presence in student housing. (FY14 request: $89.8)
Mat-Su College (MSC) requests general funds for a Student Success Advisor position. The Mat-Su campus has grown significantly in recent years, as evidenced by student credit hour growth of 48% since 2006 (currently 30,162 SCH in FY12). The campus recognizes its need to supplement services in advising to maintain enrollment growth and to direct additional resources to retention initiatives for targeted populations of students. A Student Success Advisor would provide transitional advising, such as career planning, choosing degree programs, and registering for courses, for a caseload of approximately 400 new and continuing students. Additionally, this position would monitor enrollment for special populations, including military veterans and their dependents, and work with those in danger of losing their funding due to academic difficulties. (FY14 request: $68.4)

Kenai Peninsula College Kachemak Bay Campus (KPC-KBC), serving an area population of 14,000, requests their first permanently funded advising position dedicated to providing year-round consistent and comprehensive advising services. Duties will include conducting retention and student success activities, academic and financial aid advising, completing admissions, selecting classes and developing academic plans. The position will significantly strengthen recruitment with the area high schools’ graduating seniors, including area Native Alaskan and Russian Old Believer villages. Meeting the current and increasing demand for full-time comprehensive student advising, this position will directly impact student credit hour production, retention, and student success as well as meet a verifiable, accountable and vital function at the KPC-KBC campus. (FY14 request: $68.4)

Ninety six percent of Kodiak College students taking the Accuplacer placement exam scored at developmental levels in one or more areas of Reading, Writing or Math. While it is important for all students to receive academic advising, it is critically important for those who are particularly underprepared for college level learning. As a community campus, tenure track faculty with education, training and experience in working with developmental students provide academic advising during nine months of the year. Requested are funds to provide quality advising support services for underprepared students during the summer months while faculty counselors are off contract, closing the readiness gap of current and future students. (FY14 request: $36.0)

- **UAF Mandatory Comprehensive Student Advising**
  **College of Rural and Community Development**
  (GF: $105.0, NGF: $0.0, Total: $105.0)

  UAF CRCD campuses deliver place-based courses that allow students to receive training in or near their home community. "Gatekeeper" courses such as Developmental Mathematics and Developmental Science can be offered in a format that allows remedial students to complete their developmental work more quickly and move into a degree program. This project supports three student advisors to be housed at the Bristol Bay Campus, Kuskokwim Campus and CTC. A Research Specialist will also be supported to perform degree audits, so that student advisors can contact non-completing, degree-seeking students to encourage them to complete their degree.
FY14 Operating Budget Program Descriptions

- **UAS Mandatory Comprehensive Student Advising**
  (GF: $70.0, NGF: $0.0, Total: $70.0)

  The Recruitment and Student Success Coordinator position will raise awareness of, and provide information about educational opportunities in business by building and improving relationships between faculty, staff, current and prospective students, UA advisors, high school counselors and staff, community contacts, and industry partners. Strategic goals identified by the Coordinator include improving promotional materials for the School of Management, collaborating with the Admissions office to improve communication with potential students, increase outreach efforts and improve relationships with industry partners, high school and community campus partners through travel and consistent communication and updates, and identify gaps in student retention and devise solutions. Through these efforts the School of Management seeks to improve enrollment as well as the overall visibility of the School to the State.

- **UAF Enhancing e-Learning**
  (GF: $250.0, NGF: $0.0, Total: $250.0)

  UAF e-Learning and Distance Education are poised to increase offerings of courses and degree programs, but lacks sufficient staff to meet rapidly growing student demand. This request is for an additional instructional designer and a student services manager. Also, additional support for training faculty, including those from rural campuses, in online instruction and technology is needed. Additional capacity investments in e-Learning will increase both enrollment and degree completion. UAF plans to upgrade at least three additional baccalaureate programs fully online in the next two years.

- **Productive Partnerships with Public Entities and Private Industries**
  (GF: $901.1, NGF: $82.8, Total: $983.9)

- **Health/Biomedical**
  (GF: $55.0, NGF: $55.0, Total: $110.0)

- **UAF Nursing Program at Bristol Bay**
  (GF: $55.0, NGF: $55.0, Total: $110.0)

  The University of Alaska Fairbanks Bristol Bay Campus in partnership with the University of Alaska Anchorage School Of Nursing is offering course work toward the completion of an AAS degree in nursing. Students are admitted into the two year program and study through distance delivered lectures, on-site skill labs, and clinical experiences. The end goal of the program is to train individuals to become licensed as registered nurses. Graduates of the AAS Program are prepared to provide direct nursing care to individuals in inpatient and outpatient settings.

  There is presently a waiting list for the Bristol Bay Campus Nursing program, this request will help fund the nursing faculty member. Significant investment is being made for additional clinical lab space to help ensure quality instruction and a quality learning environment. Producing more nursing graduates will help meet employer needs and fill the increasing statewide demand for nurses, specifically nurses for rural Alaska.
**Workforce Development**
(GF: $356.1, NGF: $0.0, Total: $356.1)

- **UAA Alaska Small Business Development Center**
  (GF: $356.1, NGF: $0.0, Total: $356.1)

  The Alaska Small Business Development Center has helped create 88 new businesses and create or retain 333 jobs, counseled approximately 1,000 individuals, and helped these businesses either secure or invest over $11 million in total capital infusion through traditional SBDC activities. The Alaska SBDC is funded by the U.S. Small Business Administration with a 1:1 match from the state and community contributions. As the various programs have grown, the need for additional match funds is required. There are centers throughout Alaska in Anchorage, Bethel, Juneau, Ketchikan, Kenai, and Wasilla as well as the state office in Anchorage. Current shortages in funding have already closed the Fairbanks center. This request will sustain the Juneau center and provide necessary funding to support a Fairbanks location. As new businesses are created, greater opportunities arise for larger portions of the community, strengthening the economic sovereignty of the area and enhancing the university’s role in economic development and job creation.

**Consolidated Alaska Mining Initiative (CAMI)**
(GF: $290.0, NGF: $27.8, Total: $317.8)

- **SPS Mining Regulatory Training and Certification**
  (GF: $200.0, NGF: $0.0, Total: $200.0)

  Expansion of federal mine training requirements on small mining operations and the rapidly growing expansion of large hard-rock and underground mining has surpassed Mining and Petroleum Training Service (MAPTS) ability to meet the state’s need for: mine safety instruction, new miners, additional faculty, regulatory compliance, and refresher certifications in health, safety, and environmental topics. Funding will support projected growth of simulator training, regulatory compliance, and new miner training. It should be noted that the State of Alaska is also supporting significant investment in mine training simulators.

  Additional revenue will be generated through the expanded new miner training programs, specific on-site customized mine training programs, programs related to oil & gas exploration and production and fees associated with non-credit re-certification courses.

- **UAS Center for Mine Training**
  (GF: $90.0, NGF: $27.8, Total: $117.8)

  The UAS Center for Mine Training (CMT) was created after receiving a $300,000 donation from Hecla Greens Creek (HGC) in June of 2011. The UAS Center for Mine Training is becoming an internationally recognized center for training miners with state of the art training aids, faculty, and facilities. The Center works in cooperation with University of Alaska Mining and Petroleum Training Service (MAPTS) to provide free Mine Safety and Health Administration (MSHA) trainings, including Entry-Level Miner trainings which lead to excellent paying jobs in local mines.
Funding is requested for the Center for Mine Training Director who also serves as an Assistant Professor teaching courses to support the HGC donation by creating and providing curriculum for the Hecla Greens Creek Mine Training Career Pathway. The Director teaches two introductory courses which is the first two steps in the career pathway. After these courses, the students enter into the UAS Mine Mechanics Occupational Endorsement (OE) program and then the Power Technology Associates of Applied Science (AAS) certificate program with an emphasis in Diesel, all funded by the HGC donation. The Director also operates the Mine Simulator and represents the UAS Center for Mine Training locally, regionally, in state, nationally, and internationally.

- **Fostering Knowledge of Alaska Issues, Culture and History Through UA Press**
  (GF: $200.0, NGF: $0.0, Total: $200.0)

  o **UAF Sustaining the UA Press**
    (GF: $200.0, NGF: $0.0, Total: $200.0)

The University of Alaska Press was established in 1967 and is a nonprofit scholarly publisher and distributor of books about Alaska and the circumpolar regions. Although physically located at the University of Alaska Fairbanks campus, the Press represents the entire University of Alaska—its three main universities (UAA, UAF, and UAS) as well as their satellite campuses—and by extension the entire state of Alaska.

The UA Press is the only book publisher operating in Alaska that focuses on scholarly and educational books and e-books. Publications cover an expanding range of subject areas for readers of all ages, including politics and history, Alaska Native languages and cultures, and science and natural history. Currently, revenue earned from the sale of 30,000 books per year is not sufficient to maintain the present rate of publications of approximately twenty books per year. About 20% of the titles published over the past five years are Alaska Native culture publications and about 52% of the titles published over the past five years are by Alaskan or Alaska Native authors. The Press also disseminates publications by other University of Alaska entities such as the titles published by the Alaska Native Language Center.
University of Alaska
Expenditure by Category and Revenue by Fund Type
FY13 estimate

Expenditure by Category

Salaries & Benefits 60.1%
Miscellaneous 3.3%
Land/Buildings 0.6%
Equipment 1.7%
Contractual Services 19.7%
Commodities 8.2%
Travel 2.8%
Student Aid 3.5%

Revenue by Fund Type

Unrestricted Funds $623.8
Restricted Funds 190.4
Designated Funds 4.3
Auxiliary Funds 42.5

Sub-Total 861.0
UA Intra-Agency (UAIAR) (54.8)
Total (in millions) $806.2
University of Alaska Revenue by Source
FY08-FY12, FY13-FY14 est.

1. UA Intra Agency Receipts are excluded from this table, but are included in the totals in the rest of the publication.

2. State Appropriations include one-time funding for utility cost increases: FY08 $4,957.9; FY09 $4,840.0; FY10 $3,630.0; FY11 $3,080.0; FY12 $3,960.0; FY13 $4,680.0 and FY14 $4,680.0 (estimate).
Capital
Proposed
FY14 Capital Budget Distribution Plan
Introduction

The University’s capital budget request totaled $306.4 million with $283.9 million requested from state funding and $22.5 million in receipt authority. UA received state funding of $62.6 million and $1.3 million in receipt authority. A comparison of the UA Capital Budget Request and the Final Legislation can be found on page 17.

The appropriated deferred maintenance and renewal & repurposing (DM and R&R) funding, $30 million, partially supports the $37.5 million request by the Board of Regents for the number one priority of maintaining existing facilities. Funding will be used to address the current critical needs of priority projects. There were no additional funds appropriated to contribute to the DM and R&R backlog reduction.

New Starts/Continuation funding requests were included in the FY14 budget request. These requests included amounts to finish both the UAA and UAF Engineering Buildings, partially funded for $15.0 million each, and receipt authority for UAF’s Cold Climate Housing Research Center Sustainable Village for $1.3 million. The engineering projects received prior state funding; UAA Engineering Building ($62.6 million) and UAF Engineering Building ($50.3 million).

Two Research for Alaska projects received partial funding. The UAF Partnership to Develop Statewide Energy Solutions for the Alaska Center for Energy and Power received $2.5 million and the UAF Alaska Chinook Salmon Production and Decline will receive funding from the Department of Fish and Game in the amount of $750.0 thousand.

Another project, also funded with state funds, is the Juneau Campus Mining Workforce Development for $88.7 thousand. Mining and Petroleum Training Service (MAPTS) uses the AJ Sheep Creek Portal for hands on training for new underground miners. Any mine requires continual maintenance to insure student and staff safety underground, and this funding will allow for continued upkeep.

The Board is asked to accept the capital appropriation and approve the distribution as presented. The Board of Regents’ number one priority, “Deferred Maintenance (DM) and Renewal & Repurposing (R&R)” distribution amounts are based on a formulaic approach using the adjusted value of the facility multiplied by the weighted average age of the facility (distribution model is on page 23). Recognizing that DM reduction needs to be strategic and targeted, $2.0 million of the $30 million appropriation will be used to reduce the DM on facilities going into the University Building Fund (UBF). Allocation of these funds will be focused around discussions of the data elements included in the Strategic Investment Chart with the intent to cover additional buildings under the UBF.

The project budget is derived from the MAU’s estimated funding distribution to address the most critical portions of the priority DM and R&R projects. The priority DM and R&R project descriptions begin on page 24. As the exact project scope and costs are known, project approval will be obtained from the appropriate authority in accordance with the Board of Regents’ Policy. If a subsequent transfer of funding between projects or to a new project is requested, the Chief Facilities Officer shall determine the level of approval required, based on the size and nature of the transfer.
## FY14 Capital Budget Request Summary
### UA Board of Regents' compared to Final Legislation (SB18)

(in thousands of $)

<table>
<thead>
<tr>
<th>Description</th>
<th>UA Board of Regents'</th>
<th>Final Legislation</th>
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<td>UAF - Community Campuses</td>
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<td>Research for Alaska</td>
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<td>UAF Alaska Chinook Salmon Production and Decline</td>
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<td>Energy Analysis</td>
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<td>Comprehensive Fossil Fuel Research</td>
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<tr>
<td>UAF Enhance Base Maps for Alaska Resources</td>
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<td>Other Capital Requests</td>
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<td>SW Replace Wide Area Network Components</td>
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<td>Juneau Campus Mining</td>
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<td>Workforce Development</td>
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<td><strong>Total FY14 Capital Budget</strong></td>
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<tr>
<td></td>
<td><strong>63,888.7</strong></td>
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</table>

*The University will receive $750k through a Reimbursable Service Agreement (RSA) from the Department of Fish and Game*
FY14 Capital Budget Request Project Descriptions

**UA Deferred Maintenance (DM) and Renewal & Repurposing (R&R)**

**Deferred Maintenance (DM) / Renewal & Repurposing (R&R)**

Requested: FY14 (GF: $37,500.0, Total: $37,500.0)  
Appropriated: GF: $30,000.0

UA received partial funding, $30 million, for the Board of Regents’ requested $37.5 million for deferred maintenance and renewal & repurposing projects.

UA’s FY14 Deferred Maintenance requests of $37.5 million will continue to exclusively address the huge, Systemwide maintenance backlog. This will be the fourth year of the Governor’s 5-year plan to reduce the State’s DM backlog. The highest priority DM and R&R projects at the main campuses are the UAA Beatrice McDonald Building in Anchorage (*this project has been funded through other sources, pg. 21*), UAF Cogen Heating Plant Required Upgrades to Maintain Service in Fairbanks, and UAS Auke Lake Way Campus Entry Improvements and Road Realignment in Juneau.

**UA New Starts/Continuation**

**UAF Cold Climate Housing Research Center Sustainable Village Phase 2-4**

Requested: FY14 (NGF: $1,300.0, Total: $1,300.0)  
Appropriated: NGF: $1,300.0

In 2008, Chancellor Rogers’ Transition Team identified the need to create a more sustainable campus at UAF. Since then the Office of Sustainability was created as a partnership between the Chancellor’s Office and the UAF student body with this as a shared goal. This housing project will further the goal of sustainability at UAF through a partnership with the Cold Climate Housing Research Center’s (CCHRC) Sustainable Northern Communities program. Each phase will construct four houses to accommodate 16 students. The houses are designed to test sustainable, durable, healthy, and cost effective building technologies for people living in the Circumpolar North. Another $2 million of additional receipt authority will be required in the short-term.

**UAA Engineering Building Completion**

Requested: FY14 (GF: $60,600.0, Total: $60,600.0)  
Appropriated: GF: $15,000.0

The FY14 amount of $15M proposed by the Legislature provides sufficient funds for UAA to build the entire new building, but will not allow for procurement of furnishing and equipment for the new building. Funding for the parking garage, Mallard Lane realignment and renewal of the existing engineering building are still required.
UAF Engineering Building Completion  
Requested: FY14 (GF: $48,300.0, NGF: $10,000.0, Total: $58,300.0)  
Appropriated: GF: $15,000.0

FY13 funding for the Engineering Facility allowed UAF to begin facility construction. Current construction efforts will allow for the erection and enclosure of the facility, including the final exterior roofing, walls, glass, and insulation for a fully warm and dry shell. FY14 funds will be prioritized to purchase long lead equipment, place orders for items requiring additional coordination as the shell is built (i.e. casework and duct work in shafts), and begin completion of major mechanical, plumbing, and electrical rough-in.

Research for Alaska:

UAF Alaska Chinook Salmon Production and Decline  
(supports the Fisheries, Seafood and Maritime Initiative)  
Requested: FY14 (GF: $3,100.0, NGF: $6,200.0, Total: $9,300.0)  
RSA from Department of Fish and Game: $750.0

Chinook salmon support important subsistence, personal use, commercial, and recreational fisheries in Alaska. However, recruitment of Chinook salmon has been highly variable throughout Alaskan drainages over the last century. Recruitment failures, coupled with poor markets for wild salmon, have caused severe economic hardship for Alaskan residents, particularly in the Yukon-Kuskokwim drainages. Continued concern over Chinook salmon returns in the Yukon River, particularly related to meeting escapement goals to Canadian tributaries up-river, indicate that fishery restrictions and closures will be frequent in the future. As a result, biologists, managers, and stakeholders all seek to better understand the factors affecting Chinook salmon returns in Alaskan waters. Our current limited understanding of annual variations in abundance of Chinook salmon comes in part from a discontinuous time series of data that is generated from subsistence harvest estimates, in-river commercial catch and effort data, test fishery catch rates, tributary weir counts, counts of spawning salmon made from aerial surveys, and mark-recapture estimates of abundance. Accordingly, researchers trying to understand the mechanisms that regulate variation of Chinook salmon abundance in Alaska drainages have been hindered by not having a reliable time series of data on the number of fish returning each year to spawn or the impacts of variations in biotic and abiotic factors on abundance, growth, and survival. Therefore, addressing this information gap is a critical step in developing a better understanding of the causes for the recent declines in Alaska Chinook salmon stocks.
UAF Partnership to Develop Statewide Energy Solutions
Requested: FY14 (GF: $5,500.0, NGF: $3,000.0, Total: $8,500.0)
        FY15-FY16 (GF: $5,000.0, Total: $5,000.0)
Appropriated: GF: $2,500.0

The FY14 appropriation will allow the Alaska Center for Energy and Power (ACEP) to invest in developing a state-of-the-art diesel engine and renewable energy integration test bed at its research facility in Fairbanks, fund further hydrokinetic debris management research, collaborate with technology experts and permit student to work with researchers to address energy issues in the state.

The University of Alaska Fairbanks has significant capabilities to assist the State of Alaska, Alaska communities, and Alaska industries in making informed decisions about energy technology, analysis, and development. The University of Alaska Fairbanks can serve as a neutral information broker to impartially assess a wide range of potential energy options from numerous perspectives. This will inform Alaska's decision makers, industries, businesses, and residents who seek to develop and use Alaska's energy resources. As leaders in multidisciplinary energy research, the University of Alaska Fairbanks can provide key stakeholders with a trusted, multidisciplinary source of analysis, research, and technology development. Additionally, the university can leverage resources through an extensive national and international research network including national laboratories other universities, and private non-profit organizations.

The purpose of this request is to leverage the energy technology testing and development success of the Alaska Center for Energy and Power (ACEP) and to advance research in target areas of energy analysis and fossil fuel research. This request will leverage other funding to optimize existing capacity at the University of Alaska Fairbanks and add capacity where needed in three critical research areas: 1. Energy technology testing and development, 2. Energy analysis and decision making, and 3. Establishment of an integrated fossil fuels program.

Other Capital Needs

Juneau Campus Mining Workforce Development
Requested: FY14 (GF: $0.0, Total: $0.0)
Appropriated: GF: $88.7

The University of Alaska, Mining and Petroleum Training Service (MAPTS), uses the AJ Sheep Creek Portal for hands on training for new underground miners. Any mine requires continual maintenance to insure student and staff safety underground. This year, the mine needs a considerable portion of the first 2,500 feet of the mine to be rock bolted to hold the ground in place. The existing ground support has corroded to the point where it no longer can be trusted to hold. The second need is to maintain the mine drainage system to comply with permit conditions including reconstruction of the sump.
### University of Alaska

**FY14 Priority Deferred Maintenance (DM) and Renewal and Repurposing (R&R) Projects by MAU State Appropriations (in thousands of $)**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>DM</th>
<th>R&amp;R</th>
<th>Total</th>
<th>Budgeted</th>
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</thead>
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<tr>
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<td>750.0</td>
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*Project fully funded through other funding sources*
University of Alaska
FY14 Priority Deferred Maintenance (DM) and Renewal and Repurposing (R&R) Projects by MAU State Appropriations (in thousands of $)

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<th>Project Name</th>
<th>DM</th>
<th>R&amp;R</th>
<th>Total</th>
<th>Budgeted</th>
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| **UAF Community Campus**                          |          |          |          |           |
| Kuskokwim Campus Facility Critical Deferred and Voc-Tech Renewal -- Phase 2 | 900.0    |          | 900.0    | 970.0     |
| **UAF Community Campus Total**                    | 900.0    | 900.0    | 970.0    |           |

| **UAF Deferred Maintenance and Renewal & Repurposing Total** | 27,600.0 | 9,900.0 | 37,500.0 | 17,389.2 |

| **UAS Main Campus**                                |          |          |          |           |
| Auke Lake Way Campus Entry                          | 144.5    | 755.5    | 900.0    | 500.0     |
| Hendrickson Remodel and Renovation                  | 2,020.5  | 1,579.5  | 3,600.0  | 2,271.0   |
| Bill Ray Center Remodel                             | 1,750.0  | 1,750.0  | 3,500.0  |           |
| **UAS Deferred Maintenance and Renewal & Repurposing Total** | 3,915.0  | 4,085.0  | 8,000.0  | 2,771.0   |

| Statewide                                          |          |          |          |           |
| Butrovich Building Repairs ($1.2M in University Receipts) | 1,800.0  |          | 1,800.0  | 614.0     |
| **SW Deferred Maintenance and Renewal & Repurposing Total** | 1,800.0  | 1,800.0  | 614.0    |           |

| Systemwide                                         |          |          |          |           |
| University Building Fund Deferred Maintenance Backlog Reductions |          |          | 2,000.0  |           |
| **Systemwide Deferred Maintenance and Renewal & Repurposing Total** |          |          | 2,000.0  |           |

| **UA Priority DM and R&R Total**                   | 46,608.2 | 23,962.4 | 70,570.6 | 30,000.0  |

| **Additional DM and R&R**                          |          |          |          |           |
| UAA Main Campus                                    | 170,574.4| 129,032.6| 299,607.1|           |
| UAA Community Campus                               | 19,150.0 | 10,923.7 | 30,073.7 |           |
| UAF Main Campus                                    | 485,439.1| 259,247.9| 744,687.0|           |
| UAF Community Campus                               | 18,479.0 | 15,913.8 | 34,392.8 |           |
| UAS Main Campus                                    | 5,624.9  | 217.7    | 5,842.6  |           |
| Statewide                                          | 15,571.0 |          | 15,571.0 |           |
| **UA System Additional DM and R&R Total**          | 714,838.5| 415,335.7| 1,130,174.1|           |

| **UA DM and R&R Grand Total**                      | 761,446.7| 439,298.1| 1,200,744.8|           |

*Project fully funded through other funding sources
### University of Alaska

**FY14 Deferred Maintenance (DM) and Renewal & Repurposing (R&R)**

#### Distribution Methodology

(Based on Age, Size, and Value of Facilities)

<table>
<thead>
<tr>
<th>Location</th>
<th>#of Bldgs</th>
<th>Average Age (years)</th>
<th>Weighted Avg. Age (years)</th>
<th>Gross Area (sq. feet)</th>
<th>Adjusted Value (thousands)</th>
<th>Dist. %</th>
<th>DM Model of $37.5M</th>
<th>Distribution</th>
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<tr>
<td>Anchorage Campus</td>
<td>Anc.</td>
<td>62</td>
<td>25.7</td>
<td>2,325,179</td>
<td>821,494.7</td>
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<td>9,105.0</td>
<td>5,346.8 17.8%</td>
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<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td>1,879.0</td>
<td>1,879.0 6.3%</td>
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<tr>
<td>UAA Community Campus</td>
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<td>25</td>
<td>24.7</td>
<td>326,505</td>
<td>136,726.4</td>
<td>5.0%</td>
<td>1,879.0</td>
<td>1,879.0 6.3%</td>
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<td>Soldotna</td>
<td>6</td>
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<td>89,432</td>
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<td>Kachemak Bay</td>
<td>Homer</td>
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<td>19.0</td>
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<tr>
<td>Kodiak College</td>
<td>Kodiak</td>
<td>5</td>
<td>35.8</td>
<td>44,981</td>
<td>19,238.8</td>
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<td>Matanuska-Susitna College</td>
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<td>105,316</td>
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<tr>
<td>Prince Wm. Sound CC</td>
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<td>6</td>
<td>16.5</td>
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<td></td>
<td>87</td>
<td>29.3% 10,984.0 7,225.8 24.1%</td>
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<tr>
<td>Fairbanks &amp; CTC</td>
<td>Fbks.</td>
<td>238</td>
<td>36.7</td>
<td>3,216,476</td>
<td>1,311,049.4</td>
<td>59.1%</td>
<td>22,161.0</td>
<td>16,419.2 54.7%</td>
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<td>UAF Community Campuses</td>
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<td>29</td>
<td>29.2</td>
<td>128,614</td>
<td>73,399.5</td>
<td>2.6%</td>
<td>970.0</td>
<td>970.0 3.2%</td>
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<td>Bristol Bay Campus</td>
<td>Dillingham</td>
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<td>Chukchi Campus</td>
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<td>Interior-Aleutians Campus</td>
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<td>5</td>
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<td>29,111</td>
<td>14,840.9</td>
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<td>Kuskokwim Campus</td>
<td>Bethel</td>
<td>7</td>
<td>28.3</td>
<td>51,774</td>
<td>33,089.4</td>
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<td>Nome</td>
<td>14</td>
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<td>20,758</td>
<td>10,184.2</td>
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<td>267</td>
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<td>Juneau</td>
<td>34</td>
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<td>UAS Community Campus</td>
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<td>5</td>
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<td>115,908</td>
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<td>47,850</td>
<td>23,563.0</td>
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<td>Sitka Campus</td>
<td>Sitka</td>
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<td>70.0</td>
<td>68,038</td>
<td>18,482.0</td>
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<td>39</td>
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<td>614.0 2.0%</td>
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<td>30,000.0 100.0%</td>
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</table>

Facility data from 2011 Facilities Inventory

*This distribution is based on the individual building age and adjusted value by campus*
The project descriptions indicate the scope of the full projects and describe the type of work the distribution amount will be able to address. The distribution amounts reflect current project estimates, but depending on the final scope and when the work can be ongoing individual projects, the actual costs may vary. Each project will obtain the proper approval based on the BOR policy.

**UAA Main Campus Deferred Maintenance and Renewal & Repurposing**

*Distribution: $5,346.8*

**Campus Building Envelope & Roof Replacement**

Request: FY14 (GF: $1,000.0, Total: $1,000.0)  
FY15-FY19 (GF: $5,000.0, Total: $5,000.0)  

Distribution: GF: $900.0

The FY14 distribution of $900.0 will accomplish the replacement of the UAA Auto-Diesel Technology Building Roof.

New roof systems improve building efficiencies and protect the building. The Anchorage campus currently has approximately 1,000,000 gsf of roofing that requires replacement on a 20-year cycle. The requested funds will address the most severe roofing needs as outlined in a Roofing Replacement Study that was done in the summer of 2007. The project will also address other building envelope issues.

**Campus Mechanical/Electrical/HVAC Upgrades**

Request: FY14 (GF: $500.0, Total: $500.0)  
FY15-FY19 (GF: $2,500.0, Total: $2,500.0)  

Distribution: GF: $100.0

The FY14 distribution of $100.0 will be used for repair or replacement of failing mechanical, electrical, and/or HVAC systems.

Many of the original buildings on the UAA Campus were constructed in the early- to mid-1970s and the building systems are beginning to fail and are no longer adequate for the current demands and require replacement or upgrading. The Mechanical, Electrical and HVAC systems in particular fall into this category, however replacement parts for many of these systems are no longer available. The systems are very expensive to operate due to their low efficiencies. Replacement of these systems would allow for increased energy efficiencies and better environmental control throughout the building. This project will replace failing piping, inadequate electrical systems, inefficient lighting, boilers, fans, deficient VAV boxes and upgrade the building automation system controls.
Campus Roads, Curbs and Sidewalks

Request: FY14 (GF: $200.0, Total: $200.0)  
         FY15-FY19 (GF: $1,000.0, Total: $1,000.0)

Distribution: GF: $100.0

The FY14 distribution of $100.0 will be used for repair or replacement of failing roads, trails, sidewalks, parking areas, curbs and gutters.

The UAA campus is over 30 years old and many of the roads, trails, sidewalks, parking areas, curbs and gutters are part of the original construction or have been impacted by construction, repair and renovation projects over the years. This results in uneven surfaces, lack of adequate sidewalks and other deficiencies that pose a safety hazard or are increasingly susceptible to additional damage. The aviation technology parking lot is dirt and needs to be replaced with asphalt. Increased enrollment and subsequent staffing increases dictate a need to upgrade and repair these surfaces in order to maintain a safe and effective environment for students, staff and the public.

EM1 and EM2 Mechanical

Request: FY14 (GF: $1,345.0, Total: $1,345.0)  
         FY15-FY19 (GF: $1,345.0, Total: $1,345.0)

Distribution: GF: $1,500.0

The total required funding for this project will be accumulated over multiple years. The FY14 distribution of $1,500.0 will be applied to the design and correcting the more critical system deficiencies.

The Energy Modules (EM1, EM2) were constructed in 1977 and provide heating and cooling services for a number of campus facilities. The Energy Module boilers, pumps and piping systems are over 30 years old and have been failing due to age, corrosion and fatigue. Many of these failures have occurred during the winter months when additional stresses are placed on the systems due to increased heating demands and environmental impacts. These failures further impact other systems, thus driving up the associated costs. Emergency repairs are very expensive and have a severe impact on students, faculty and staff working in the buildings served by these modules.

Consortium Library Old Core Mechanical Upgrades

Request: FY14 (GF: $0.0, Total: $0.0)  
         FY15-FY19 (GF: $12,000.0, Total: $12,000.0)

Distribution: GF: $2,746.8

The Total Project Cost for this project was originally estimated to be $5,250,000. After initial design development, the Total Project Cost is estimated to be approximately $12,000,000. This increase will be incorporated into the FY15 Capital Budget Request. The FY14 distribution of $2,746.8 will be applied to the design and correcting the more critical system deficiencies.
The original HVAC systems consist, for the most part, of equipment over 29 years old located within the four central building cores. The boilers, main supply/exhaust fan units, heating/cooling coils, galv. piping and humidification systems have all reached the end of their useful life. Major component parts are no longer available for these units. Control systems are no longer able to properly regulate air flow resulting in irregular temperatures and conditions within the building. The 2004 Library addition contains newer HVAC systems with different control and delivery systems that have resulted in incompatibilities between the two systems and has affected the efficiencies of both systems.

**UAA Community Campus Deferred Maintenance and Renewal & Repurposing**

*Distribution: $1,879.0*

**KPC Kenai River Campus Goodrich, Brockel, and Ward Buildings Renovations to Accommodate Programmatic Change**

*Request: FY14 (GF: $1,477.5, Total: $1,477.5)*

*Distribution: GF: $546.5*

The total required funding for this project will be accumulated over multiple years. The FY14 distribution of $546.5 will be used to phase the backfill of spaces vacated by tenants moving to the new Career and Technical Education Center.

The construction of the KPC Career and Technical Education Center will result in the relocation of programs and equipment to new space and will require the renovation and back filling of the space vacated in the Goodrich and Ward building.

The affected areas of the Goodrich (KP102 built 1974) and Ward (KP105 built 1982) buildings have not been renewed since original construction.

**Kodiak College Campus Renewal**

*Request: FY14 (GF: $3,198.4, Total: $3,198.4)*

*Distribution: GF: $311.7*

The FY14 distribution of $311.7 will be used to continue the most urgent repairs to campus buildings and begin addressing the FY12 Energy Audit recommendations.

The buildings on the Kodiak Campus were constructed in the early to mid-1970's. The exteriors are painted wood siding that is being impacted by the exposure to the extreme climate conditions of Kodiak. The original windows suffer from worn seals that cause air infiltration. The mechanical and electrical systems are in need of renewal to meet the increased student demand and increased use of new technology. Improvements to layout and design will increase space efficiency and allow for replacement of worn and outdated fixed equipment. In FY09 and FY10, some funding was provided for the replacement of siding on two of the buildings and for some minor upgrades. In FY11, FY12, and FY13 additional funding was allocated and used to continue the most urgent repairs to the buildings. In FY14, additional funding is requested to cover the FY12 Energy Audit recommendations.
PWSCC Campus Renewal
Request: FY14 (GF: $4,036.0, Total: $4,036.0)
Distribution: GF: $298.0

The FY14 distribution of $298.0 will be used to partially replace failing building siding, and address other critical building systems as required.

The Growden-Harrison building was originally built shortly after the 1964 earthquake as an Elementary school and was added onto in a piecemeal fashion in the following years. This has resulted in aging mechanical, electrical, HVAC systems that are currently undersized for the facility and have included the use of asbestos containing materials. The piecemeal additions have resulted in draining and weathering problems that adversely impact the building envelope.

Mat-Su Parking/Road/Circulation
Request: FY14 (GF: $0.0, Total: $0.0)
FY15-FY19 (GF: $1,667.0, Total: $1,667.0)
Distribution: GF: $594.3

The campus need for additional parking has accelerated with the new MSC Valley Center for Arts & Learning currently under construction. The campus will use FY14 distribution of $594.3 to partially respond to this requirement and include the remainder in the FY15 Capital Budget Request.

The Mat-Su campus is over 30 years old and many of the roads, trails, sidewalks, parking areas, curbs and gutters are part of the original construction or have been impacted by construction, repair and renovation projects over the years. This results in uneven surfaces, lack of adequate sidewalks and parking and other deficiencies that pose a safety hazard or are increasingly susceptible to additional damage. The Snodgrass parking lot is currently a gravel lot, which causes dirt and mud to be tracked into the building damaging the carpets and floor coverings. Increased enrollment and subsequent staffing increases dictate a need to increase, upgrade and repair these surfaces in order to maintain a safe and effective environment for students, staff and the public.

KPC Kachemak Bay Campus Renewal
Request: FY14 (GF: $0.0, Total: $0.0)
FY15-FY19 (GF: $925.5, Total: $925.5)
Distribution: GF: $128.5

Although the FY14 Capital Budget Request did not include a project for the Kachemak Bay Campus, $128.5 will be distributed to this project to cover emerging deferred maintenance requirements. A significant portion of the Kachemak Bay Campus Building (KB-101, 7,200 sqft.) was originally built in 1988 as a post office. The roof and mechanical/electrical systems are original and were not updated as part of the campus addition in 2006.
UAF Main Campus Deferred Maintenance Renewal & Repurposing

Distribution: $16,419.2

Cogen Heating Plant Boiler and Turbine Replacement

Request: FY14 (GF: $0.0, Total: $0.0)
          FY15-FY19 (GF: $1,500.0, Total: $1,500.0)

Distribution: GF: $1,500.0

The existing coal boilers and steam turbine located at the UAF combined heat and power plant have reached the end of their useful life and need to be replaced prior to experiencing a catastrophic failure. FY14 will fund the first phase of the design.

Cogen Heating Plant Required Upgrades to Maintain Service and Code Corrections (Ph3)

Request: FY14 (GF: $2,000.0, Total: $2,000.0)
          FY15-FY19 (GF: $37,770.0, Total: $37,770.0)

Distribution: GF: $2,000.0

The UAF combined heat and power plant is a co-generation facility that provides electrical power, domestic and firefighting water, and steam for heating buildings. The plant is over 40 years old and many components have exceeded their useful life. This project will address revitalization of the highest priority deficiencies of utilities on the UAF Main Campus. The heating plant renewal items will include the steam and electrical system and water system. The items were identified in the 2006 Utility Development Plan as needing immediate action. Avoiding a major utility failure is the primary objective of this project.

Critical Electrical Distribution Phase 3

Request: FY14 (GF: $6,550.0, Total: $6,550.0)
          FY15-FY19 (GF: $3,125.0, Total: $3,125.0)

Distribution: GF: $3,300.0

The existing electrical distribution system at UAF is nearly 50 years old. With the completion of several new facilities, the antiquated equipment could be stretched beyond its capabilities and begin to fail. To ensure campus power is not shutdown, major upgrades must be made to replace the ancient switchboard and cabling to bring the campus distribution back into code compliance. This is a multi-phase project and $29.6M has already been appropriated in past years (2005-2013).

Fairbanks Campus Main Waste Line Repairs

Request: FY14 (GF: $2,000.0, Total: $2,000.0)
          FY15-FY19 (GF: $10,000.0, Total: $10,000.0)

Distribution: GF: $1,200.0

Much of the sanitary and storm sewer main piping on campus is original woodstove or clay piping dating back nearly 60 years. These mains, though not at full capacity, have far exceeded their useable life and are failing. Campus growth and an ever-changing regulatory environment require the modification and upgrade of the waste water handling infrastructure. The project will
replace several thousand feet of waste line main piping with new modern materials with a life that exceeds 60 years.

**Fairbanks Main Campus Wide Roof Replacement**
Request: FY14 (GF: $1,000.0, Total: $1,000.0)  
    FY15-FY19 (GF: $5,000.0, Total: $5,000.0)  
Distribution: GF: $300.0

UAF has many large campus structures that still have original roof systems. As buildings on campus age and do not receive adequate R&R funding, roofing system repairs only offer a band-aid solution to a long-term problem. Funding is required for a multi-year project to replace roofs that have surpassed their useable life and are at risk of complete failure.

**West Ridge Facilities Deferred Maintenance and Revitalization**
Request: FY14 (GF: $4,000.0, Total: $4,000.0)  
    FY15-FY19 (GF: $40,350.0, Total: $40,350.0)  
Distribution: GF: $5,000.0

The majority of the facilities located on UAF's West Ridge were built in the late 1960s and early 1970s. Irving 1/2, Elvey, O’Neill, and Arctic Health building serve multiple research and academic units on the Fairbanks Campus. The facilities house major academic programs for fisheries, biology, wildlife, physics, chemistry, agriculture and natural resource management. Elvey, home to the UAF Geophysical Institute, is a major center for many state emergency preparedness programs including the Alaska Earthquake information Center and the Alaska Volcano Observatory. The Arctic Health Building is home to several research programs that directly affect the health and welfare of thousands of Alaskans including the Center for Alaska Native Health Research and the School of Natural Resources and Agricultural Sciences. The Irving 1 facility is the home of the Institute of Arctic Biology and the Department of Biology and Wildlife. Hundreds of undergraduate, graduate, and master degree students learn, research, and teach in the building every day the research intensive Irving 2 facility serves the Institute of Marine Sciences and School of Fisheries.

These facilities, which represent nearly 500,000 gross square feet of space, are the key component to UAF's competitive edge in research relating to the people and places of the Arctic regions. Research performed in the building represents over 50% of the total research revenue for the campus. Academic programs represented on West Ridge also affect over 1500 undergraduates and graduates seeking a degree in a program offered on West Ridge.

The first phase of the project will provide a road map on how to effectively and efficiently address deferred maintenance and functional obsolescence in these facilities. A program of renovations will be developed to ensure the University is addressing the needs of the buildings in a timely manner and in such a way as to enhance the space for the existing programs on West Ridge. First project is expected to be relocation of the Irving 1 animal quarters into the basements of the BiRD and Virology Buildings. This requires the completion of these unfinished spaces.
ADA Compliance Campus Wide: Elevators, Ramps, and Restrooms
Request: FY14 (GF: $1,900.0, Total: $1,900.0)
       FY15-FY19 (GF: $7,419.0, Total: $7,419.0)
Distribution: GF: $219.2

The Campus Wide ADA Guidelines Compliance project is an ongoing effort to bring UAF and associated community campuses into compliance with ADA guidelines. This project includes accessibility improvements such as renovations to restrooms, improvements to accessibility routes, replacing drinking fountains, and modifying stairwell handrails.

Elevator Scheduled Upgrading and Replacement
Request: FY14 (GF: $500.0, Total: $500.0)
       FY15-FY19 (GF: $2,500.0, Total: $2,500.0)
Distribution: GF: $300.0

UAF Facilities Services manages the operation and maintenance for a fleet of more than 50 elevators and lifts with an average age of over 25 years. With the help of an FY01 audit, 28 elevators were identified as needing modernization upgrades. This request represents a multi-year modernization plan and will address ADA, code, and deferred maintenance improvements in the campus elevator systems.

Lower Campus Renovations to Accommodate Programmatic Change per 2010 Masterplan
Request: FY14 (GF: $1,250.0, Total: $1,250.0)
       FY15-FY19 (GF: $12,450.0, Total: $12,450.0)
Distribution: GF: $500.0

Many classrooms on the Fairbanks campus do not meet the needs of today's students. This project will update and renovate classrooms to make them more conducive learning environments including soundproofing, renovating vacant and underutilized spaces, and renovating spaces vacated by moves to new West Ridge facilities.

Patty Center Revitalization
Request: FY14 (GF: $1,000.0, Total: $1,000.0)
       FY15-FY19 (GF: $19,856.0, Total: $19,856.0)
Distribution: GF: $500.0

Constructed in 1963 to replace an existing 40 year old gym, the Patty Center now houses sports and recreational space for five NCAA Division II, and two NCAA Division I sports. This includes both men's and women's teams that are a vital part of the UAF Campus Life Master Plan. The construction project will correct an abundant list of code citations and extend the life of the 47-year-old facility. The facility must be upgraded to meet basic competition standards.
Campus Infrastructure: Roads, Sidewalks, Curbs, Gutters, and Ramps

Request: FY14 (GF: $750.0, Total: $750.0)
FY15-FY19 (GF: $3,750.0, Total: $3,750.0)

Distribution: GF: $100.0

The UAF Fairbanks campus is connected by a series of small roads that were constructed over 40 years ago when the student population and vehicle traffic was only a fraction of what it is today. Whether it is building access, road pavement, or student drop off locations, there are inadequate and aged pedestrian and vehicular facilities all over the campus.

UAF Fairbanks Campus roads and building access are in major need of renewal and renovation. Unlike the state, UAF does not receive federal maintenance funding per mile of road. UAF also does not receive funding for projects that address air quality issues such as bus pullouts and bike paths.

In addition to multiple sidewalks, curbs, gutters and ramps improvements, this project will create safe and attractive pedestrian walkways close to the roadway for non-motorized users.

Tilly Commons DM and Repurpose

Request: FY14 (GF: $2,000.0, Total: $2,000.0)
FY15-FY19 (GF: $9,000.0, Total: $9,000.0)

Distribution: GF: $500.0

In order to provide friendly and functional customer service to the UAF community, Lola Tilly Commons will be renovated for use as a One Stop Building for students, faculty, staff, and visitors. Given the location and accessibility of Lola Tilly Commons, it would be an excellent location for this type of front-end student services (admissions, registration, financial aid, fee payment). This relocation of existing services to the Commons would have the added advantage of creating vacated space in the center of campus for academic and administrative functions, particularly in the Gruening Building.

Student Services Renewal – Wood Center Student Union

Request: FY14 (GF: $3,250.0, Total: $3,250.0)
FY15-FY19 (GF: $8,750.0, Total: $8,750.0)

Distribution: GF: $1,000.0

The Wood Center has the advantages of a central campus location, the draw of some food service outlets, and very high levels of pedestrian traffic. Despite these advantages, Wood Center does not function as a “campus center” that attracts students in the evenings or on weekends or whenever they have spare time during the day. While there are areas within the building that are “destinations” for students, including the Pub and the bowling alley, the building as a whole is not a draw for students, even those who live on campus. Renewal work in the Wood Center will include renovation of existing spaces to allocate room for the consolidation of programs serving UAF students.
**UAF Community Campus Deferred Maintenance and Renewal & Repurposing**

*Distribution: $970.0*

**Kuskokwim Campus Facility Critical Deferred and Voc-Tech Renewal -- Phase 2**

Request:  
- FY14 (GF: $900.0, Total: $900.0)  
- FY15-FY19 (GF: $6,900.0, Total: $6,900.0)

*Distribution: GF: $970.0*

Current maintenance and repair funding levels are not sufficient to meet the critical maintenance needs at the rural campuses. Funding will allow for continued major renovations and code upgrades to over 50,000 square feet of space. Work generally includes new architectural finishes on the inside and outside, new electrical distribution, corrected plumbing systems, and installation of code compliant ventilations systems.

**UAS Main Campus Deferred Maintenance and Renewal & Repurposing**

*Distribution: $2,771.0*

**Auke Lake Way Campus Entry Improvements & Road Realignment**

Request:  
- FY14 (GF: $900.0, Total: $900.0)  
- FY15-FY19 (GF: $750.0, Total: $750.0)

*Distribution: GF: $500.0*

The 2003 UAS Campus Masterplan recommends 1) the elimination of through vehicular traffic along Auke Lake Way as it passes along the five original campus buildings and 2) the improvement of the Mendenhall Loop Road campus entrance to make it the primary entrance. The entrance from Glacier Highway cannot be improved. The road is a state right-of-way, across Federal land, with significant environmental constraints due to the Auke Lake drainage being directly adjacent. The existing roadway is too narrow to add even a sidewalk to the two existing narrow driving lanes.

**Hendrickson Remodel and Renovation**

Request:  
- FY14 (GF: $3,600.0, Total: $3,600.0)

*Distribution: GF: $2,271.0*

The first floor of the Hendrickson Building was built in 1978 and the second floor added in 1982. The use of both floors has changed over the years from the original vocational programs to a combination of general purpose classrooms, offices and Environmental Science labs. This project will renew and remodel the Hendrickson Building to provide more effective use of the space, replace building heating and ventilation systems, and interior finishes. The lower floor is dedicated to their Environmental Science programs including geology and GIS classrooms. The lower floor also contains a large general purpose classroom and performance stage for theater and storage for the art department. Some department staff and faculty occupy former storage rooms, depleting needed storage areas and putting employees in inadequate and under-ventilated space. On the upper floor underutilized classrooms are being used as makeshift office space due to a lack of office space on campus.
SW Deferred Maintenance and Renewal & Repurposing
Distribution: $614.0

Butrovich Building Repairs
Request: FY14 (GF: $1,800.0, NGF: 1,200.0, Total: $3,000.0)
Distribution: GF: $614.0

The Butrovich building was constructed in 1988 and is in need of repairs. There are five projects that are needed to address safety issues and to preservation of the building and surrounding infrastructure. These projects include repairing the retaining wall, refurbishing the front canopy, roof replacement, lighting upgrades and repairs to the sidewalks, curbs and parking lots.

Systemwide Deferred Maintenance and Renewal & Repurposing
Distribution: $2,000.0

University Building Fund Deferred Maintenance Backlog Reductions
Distribution: GF: $2,000.0

Legislation to create the University Building Fund (UBF) passed the Senate in FY14 and is pending in the House for action in January 2014. A portion of the $30 million FY14 Deferred Maintenance and Renewal & Repurposing funds will be held centrally for distribution aimed at reducing the deferred maintenance backlog on facilities that are expected to be coved by the UBF.
Capital Budget
References
### University of Alaska
Capital Budget Request vs. State Appropriation
FY05-FY14
(in thousands of $)

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<th>Add/Expand</th>
<th>New Facilities</th>
<th>Equipment</th>
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1 Includes research, small business development center and other capital funding requests or appropriations
University of Alaska
Capital Request and Appropriation Summary
FY05-FY14

Requested Appropriated

Thousands of $
# University of Alaska

## State Appropriation Summary by Category

FY05-FY14

(in thousands of $)

<table>
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<tr>
<th>Campus</th>
<th>Location</th>
<th>Renewal and Repurposing</th>
<th>Additions / Expansions</th>
<th>New Facilities</th>
<th>Equipment</th>
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1 Includes research, small business development center and other capital appropriations
State Appropriation Summary by Category FY05 -FY14

New Facilities and Major Expansions

**UAA**
- AK Cultural Center & PWSCC Training Center (FY07)
- Integrated Science Facility (FY06, FY07)
- Center for Innovative Learning - ANSEP (FY06)
- Kodiak College Vocational Technology (FY06)
- Matanuska-Susitna Campus Addition (FY06)
- Student Housing (FY06)
- Kachemak Bay Campus New Facility (FY08, Reapprop FY10, FY11)
- Health Sciences Building (FY09)
- Engineering Facility Planning, Design and Construction (FY11, FY13, FY14)
- Kenai Peninsula College Campus Student Housing (FY11, FY12)
- Kenai Peninsula College Campus Career & Technical Education Center (FY11)
- Matanuska-Susitna Campus Valley Center for Art & Learning (FY11)
- Community Sports Arena (FY09, FY11, FY12)

**UAF**
- Lena Point Fisheries Phase I & II (FY06)
- Museum of the North (FY07)
- Engineering & Technology Project Design, Development and Construction (FY11, FY13, FY14)
- Life Sciences Classroom and Laboratory Facility (FY11)

**UAS**
- Banfield Hall Dormitory Addition (FY12, FY13)

---

1 Includes research, small business development center and other capital appropriations
# FY14 Student Government Budget Request

## SUMMARY - University of Alaska Anchorage

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<thead>
<tr>
<th>REVENUE AND EXPENDITURE INFORMATION</th>
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<th>FY13 Budget</th>
<th>FY14 Proposed</th>
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<td><strong>Total University of Alaska Anchorage</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Revenue</td>
<td>1,326,323</td>
<td>1,437,507</td>
<td>1,453,554</td>
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<tr>
<td>Expenditure</td>
<td>1,190,068</td>
<td>1,437,507</td>
<td>1,453,554</td>
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## FY14 Student Government Budget Request
### SUMMARY - University of Alaska Fairbanks

<table>
<thead>
<tr>
<th>REVENUE AND EXPENDITURE INFORMATION</th>
<th>FY12 Actuals</th>
<th>FY13 Budget</th>
<th>FY14 Proposed</th>
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<tr>
<td><strong>Fairbanks Campus</strong></td>
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<tr>
<td>Revenue</td>
<td>1,598,213</td>
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<td>Expenditure</td>
<td>778,417</td>
<td>545,775</td>
<td>613,510</td>
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<td><strong>Kuskokwim Campus</strong></td>
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<tr>
<td>Revenue</td>
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<tr>
<td>Expenditure</td>
<td>172</td>
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<td><strong>Total University of Alaska Fairbanks</strong></td>
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<tr>
<td>Revenue</td>
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<td>Expenditure</td>
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<td>613,510</td>
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## FY14 Student Government Budget Request
### SUMMARY - University of Alaska Southeast

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<tr>
<th>REVENUE AND EXPENDITURE INFORMATION</th>
<th>FY12 Actuals</th>
<th>FY13 Budget</th>
<th>FY14 Proposed</th>
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<tbody>
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<td><strong>Juneau Campus</strong></td>
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<td>Revenue</td>
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<td>Expenditure</td>
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<td><strong>Ketchikan Campus</strong></td>
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<td>Revenue</td>
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<td>Expenditure</td>
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<td><strong>Sitka Campus</strong></td>
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<td><strong>Total University of Alaska Southeast</strong></td>
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<td>Revenue</td>
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<td>Expenditure</td>
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<td>208,000</td>
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AMENDED MEMORANDUM OF UNDERSTANDING

This AMENDED MEMORANDUM OF UNDERSTANDING is entered into the day of February, 1972,

the University of Alaska (hereinafter, the U of A), and Alaska Methodist University (hereinafter, AMU).

WITNESSETH:

WHEREAS, U of A plans to expand its campus at Anchorage, Alaska, and requires suitable land to carry out that expansion; and

WHEREAS, AMU has patent to land in the Anchorage area which is suitable for such expansion; and

WHEREAS, due to developments occurring subsequent to the execution of the MEMORANDUM OF UNDERSTANDING dated January 3, 1972, between the above mentioned parties, it is necessary to amend the same in accordance with the provisions hereinafter set forth;

NOW, THEREFORE, the parties agree as follows:

1. AMU agrees to convey to U of A in fee simple absolute approximately 197.5 acres of land described as follows:

   Parcel No. 1: The Southeast One-quarter (SE 1/4) of the Southeast One-quarter (SE 1/4) of Section Twenty-one (21), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

   Parcel No. 2: The South One-half (S 1/2) of the Southwest One-quarter (SW 1/4) of Section Twenty-two (22), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

   Parcel No. 3: The Northeast One-quarter (NE 1/4) of the Northeast One-quarter (NE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

   Parcel No. 4: The Northwest One-quarter (NW 1/4) of the Southeast One-quarter (SE 1/4) of the Northeast One-quarter (NE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West.
Parcel No. 5: The West One-half (W 1/2) of the Northeast One-quarter (NE 1/4) of the Southeast One-quarter (SE 1/4) of the Northeast One-quarter (NE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

Parcel No. 6: All that portion north of University Drive of the North One-half (N 1/2) of the Southwest One-quarter (SW 1/4) of the Southeast One-quarter (SE 1/4) of the Northeast One-quarter (NE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

Parcel No. 7: All that portion north of University Drive of the Northwest One-quarter (NW 1/4) of the Southeast One-quarter (SE 1/4) of the Southwest One-quarter (SW 1/4) of the Northeast One-quarter (NE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

Parcel No. 8: The easterlymost two and one-half (2 1/2) acres of the North One-half (N 1/2) of the Southwest One-quarter (SW 1/4) of the Northeast One-quarter (NE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

Parcel No. 9: The Southwest One-quarter (SW 1/4) of the Northwest One-quarter (NW 1/4) of the Northwest One-quarter (NW 1/4) of the Southeast One-quarter (SE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian; and The Southwest One-quarter (SW 1/4) of the Northwest One-quarter (NW 1/4) of the Southeast One-quarter (SE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian; and The Southwest One-quarter (SW 1/4) of the Southeast One-quarter
(SE 1/4) of the Northwest One-quarter (NW 1/4) of the Southeast One-quarter (SE 1/4) of Section Twenty-eight (28), Township Thirteen North (T13N), Range Three West (R3W), Seward Meridian.

2. All parcels have been patented to AMU under U. S. Patent No. 50-64-0186 and 50-64-0187, dated June 2, 1964, and the U of A's use shall be subject to the restrictions imposed in the original patents. This conveyance is subject to the approval of the Secretary of the United States Department of the Interior. Both parties agree to cooperate in planning for the use and development of their adjoining lands.

3. The U of A shall pay AMU the sum of One million nine hundred fifty thousand dollars ($1,950,000) for the above described parcels of land with one-half (1/2) thereof payable on March 20, 1972, as soon as a legislative appropriation for this purpose is enacted, and the remaining one-half (1/2) thereof payable on July 1, 1972.

4. AMU shall dedicate in perpetuity the balance of its main Anchorage campus which it holds under the November 28, 1958, U. S. Patent No. 1150278, including both land and existing and future buildings, to nonprofit education, health, recreation and conservation or related public purposes. The U of A has the right to enforce this dedication.

5. AMU and U of A shall implement the Memorandum of Understanding of August 11, 1969, commonly known as the "Consortium Agreement," to guarantee the sensible elimination of duplication of higher educational opportunities in Anchorage consistent with the stated objectives of the respective higher education institutions in the Anchorage area. AMU shall make available to the U of A classrooms and other facilities not now being fully utilized without further payment effective at once. The U of A and AMU shall establish and implement a common calendar for major terms in each academic year commencing with the 1972-73 academic year. The Legislative Council of the Alaska State Legislature shall oversee the implementation of the "Consortium Agreement" and shall enforce recommendations and settle disputes between AMU and U of A.
6. The implementation of this agreement is subject to legislative appropriation.

7. The Memorandum of Understanding is hereby declared null and void.

Dated at Anchorage, Alaska this 11th day of March, 1972.

UNIVERSITY OF ALASKA

By: [Signature]
President, Board of Regents

Attest:

Secretary, Board of Regents

ALASKA METHODIST UNIVERSITY

By: [Signature]
Chairman, Board of Trustees

Attest:

Secretary, Board of Trustees
IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT

UNIVERSITY OF ALASKA,

Plaintiff,

vs.

ALASKA PACIFIC UNIVERSITY,

Defendant.

No. 3AN-97-7779 CIV

AGREEMENT OF PARTIES AND FINAL JUDGMENT

Based upon the agreement of the parties, the Court enters final judgment as follows:

1. The land which is the subject of this judgment is:

The Northwest one-quarter (NW 1/4) of the Northeast one-quarter (NE 1/4) of the Northwest one-quarter (NW 1/4), the South one-half (S 1/2) of the Northeast one-quarter (NE 1/4) of the Northwest one-quarter (NW 1/4), the Northwest one-quarter (NW 1/4) of the Northwest one-quarter (NW 1/4), the South one-half (S 1/2) of the Northwest one-quarter (NW 1/4), and the North one-half (N 1/2) of the Southwest one-quarter (SW 1/4); all within Section 27 of Township 13 North, Range 3 West, Seward Meridian, Alaska; and

The East one-half (E1/2) of the East one-half (E1/2) of the Southeast one-quarter (SE 1/4) of the Northeast one-quarter (NE 1/4), and that portion of the East one-half (E1/2) of the East one-half (E1/2) of the Northeast one-quarter (NE 1/4) of the Southeast one-
quarter (SE 1/4) located east of the Bragaw Drive right-of-way, all within Section 28 of Township 13 North, Range 3 West, Seward Meridian, Alaska.

Portions of said property are included within Plats 83-309, 85-299, 88-1, 92-117, and 97-24, recorded at the Anchorage Recording District, Third Judicial District, State of Alaska.

2. Effective March 11, 1972, APU dedicated in perpetuity the above-referenced land and existing and future buildings to nonprofit education, health, recreation and conservation or related public purposes. Notwithstanding this restriction, U of A will not unreasonably challenge land usage by APU that is in keeping with the spirit of the Bureau of Land Management language that originally conveyed the land to APU, to wit,

   a. Net income to APU is used to support the educational programs of APU,

   b. The facility has a significant and substantial relationship to an educational program offered by APU, including "hands on" training in various educational and vocational skills.

3. Notwithstanding the foregoing, APU may lease a portion of its campus lands to Medistar Corporation (Medistar) for development and use as a health care facility by HealthSouth Corporation (HealthSouth) (the health care facility), consistent with a Conditional Use Application which Medistar submitted to the Municipality of Anchorage, dated July 9, 1998 (the conditional use application), to
allow for construction and operation of the health care facility. The health care facility may be operated upon six and two-tenths (6.2) acres of land which Medistar desires to lease from APU, and which is described in the conditional use application, and upon up to eight-tenths (.8) of an acre of adjoining land, for a total of up to seven (7.0) acres of land. The lease and use of land stated in this paragraph is conditioned upon the approval by the Municipality of Anchorage of the conditional use application in a form substantially similar to that submitted by Medistar on July 9, 1998 and upon receipt of plat approval for the subdivision by APU of the lands to be leased and use in a manner substantially similar to that identified in the conditional use application.

4. This Agreement of the Parties and Final Judgment is binding upon the parties' successors and assigns.

5. This Agreement of the Parties and Final Judgment may be amended at the request of either party to include a property description when plat approval of the health care facility is granted.

6. This Agreement of the Parties and Final Judgment may be recorded for multiple purposes by either party under AS 40.17.035(3).
7. Otherwise, this matter is dismissed with prejudice, each party to bear its own costs and attorneys' fees.

Agreed: 
President Mark A. Hamilton 
University of Alaska

Date: 10 Sept 98

Submitted by: 
Russell L. Winner 
Attorney for 
University of Alaska 
Alaska Bar No. 7811149

Date: 9/14/98

Agreed: 
President Douglas M. North 
Alaska Pacific University

Date: 9/14/98

Submitted by: 
Peter A. Lekisch 
Attorney for Alaska 
Pacific University 
Alaska Bar No. 691039

Date: 9/15/98

IT IS SO ORDERED

Dated this 4 day of Sept., 1998.

Brian G. Shortell
Superior Court Judge

I certify that on 9/24/98 a copy of the above was mailed to each of the following at their addresses of record: Winner, Shulock

Secretary/Deputy Clerk

The above is a true and correct copy of the original file in my office.

ATTN: 
Chief of the Court of Appeals
By: Deputy

Page 188
RESCISSION AGREEMENT
REGARDING JUDGMENT ENTERED SEPTEMBER 24, 1998
AND
AMENDED MEMORANDUM OF UNDERSTANDING DATED MARCH 11, 1972.

Comes now the University of Alaska, an instrumentality of the State of Alaska ("UA") and Alaska Pacific University, an Alaska Corporation ("APU") and enter into the following Rescission Agreement effective this ______ day of __________, 2013.

Recitals:

A. In 1958 and in 1964, APU then known as Alaska Methodist University, acquired federal land under several federal patents, (Patent 1188433 dated March 4, 1955, Patent 1150278 recorded at Book 183 Page 162, and Patents No. 50-64-0186 and No. 50-64-0187) issued under the Recreational and Public Purposes Act (43 USC sec. 869) (the “Patents”). The Federal Bureau of Land Management managed the land transactions and each patent contained a land use restriction that restricted APU’s ability to use or transfer the land for other than college purposes absent prior consent from the Secretary of Interior. Under Patent 1150278, this land use restriction was to last for twenty-five years and any violation could result in the reversion of the property to the United States, generally referred to as a reverter clause.

B. In the early 1970s, the University of Alaska and Alaska Pacific University began considering several joint transactions. One of these transactions resulted in the sale of approximately 197.5 acres from Alaska Pacific to the University of Alaska. This sale involved the lands that had been patented under Patent No. 50-64-0186 and 50-64-0187. These transactions lead to an Amended Memorandum of Understanding on March 11, 1972 (the “1972 Agreement”). Section 4 of the Agreement pertained to Alaska Pacific’s land received from the federal government but not transferred to the University of Alaska. Section 4 of the Agreement provided in relevant part:

A[P]U shall dedicate in perpetuity the balance of its main Anchorage campus which it holds under the November 28, 1958 U.S. Patent No. 1150278, including both land and existing buildings and future buildings, to nonprofit education, health, recreation and conservation or related public purposes. The U of A has the right to enforce this dedication.

C. On March 21, 1979, APU entered into an agreement with the United States Department of the Interior governing the 287.5 acres it had received by patent, which in part defined what “education and public purposes” the land could be used for and acknowledged the land could be pledged as collateral for financings so long as the financing recognized these restrictions as well. This Agreement was recorded at Book 389 Page 782, Anchorage Recording District, Third Judicial District, State of Alaska. (“BLM Agreement”) It established the reverter clause to 25 years from the date of that Agreement, and thus would have expired on or about March

D. In 1997, in University of Alaska vs. Alaska Pacific University Case No. 97-7779 Civ., the parties litigated the issue of the scope of the restrictions imposed under the Patents and the 1972 Agreement. By Agreement of the Parties and Final Judgment ordered and entered by the court on September 24, 1998 and recorded at Book 3329 Page 443 as well as Book 3329 Page 447, Anchorage Recording District, Third Judicial District State of Alaska, (the “Final Judgment”) the parties described the 1972 Agreement as Alaska Pacific’s dedication “in perpetuity the above referenced land and existing and future buildings to nonprofit education, health, recreation and conservation or related public purposes.” The parties also agreed that UA “will not unreasonably challenge land usage by APU that is in keeping with the spirit of the Bureau of Land Management language in the Patents that originally conveyed the land to APU.”

E. The land affected as described in the Final Judgment is described as follows:

The Northwest one-quarter (NW 1/4) of the Northeast one-quarter (NE 1/4) of the Northwest one-quarter (NW 1/4), the South one-half (S 1/2) of the Northeast one-quarter (NE 1/4) of the Northwest one-quarter (NW 1/4), the Northwest one-quarter (NW 1/4) of the Northwest one-quarter (NW 1/4), the South one-half (S 1/2) of the Northwest one-quarter (NW 1/4), and the North one-half of (N 1/2) of the Southwest one-quarter (SW 1/4); all within Section 27 of Township 13 North, Range 3 West, Seward Meridian, Alaska; and

The East one-half (E 1/2) of the East one-half (E 1/2) of the Southeast one-quarter (SE 1/4) of the Northeast one-quarter (NE 1/4), and that portion of the East one-half (E 1/2) of the East one-half (E 1/2) of the Northeast one-quarter (NE 1/4) of the Southeast one-quarter (SE 1/4) located east of the Bragaw Drive right-of-way; all within Section 28 of Township 13 North, Range 3 West, Seward Meridian, Alaska;

Portions of said property are included within Plats 83-309, 85-299, 88-1, 92-117, and 97-24, recorded at the Anchorage Recording District, Third Judicial District, State of Alaska.

(the “Property”)

AGREEMENT OF PARTIES AND FINAL JUDGMENT
University of Alaska vs. Alaska Pacific University Case No. 3AN-97-7779CI
F. Since the Final Judgment and 1972 Agreement, APU has continued to develop and lease improvements on its campus with UA approval and the parties have entered into joint agreements for the use and development of land as well.

G. The parties agree that the continuing restriction in perpetuity of APU’s use of its land and building to the specific purposes spelled out in the Final Judgment and UA’s enforcement powers are no longer useful and in many ways are counterproductive to the good relations between the two universities. It has been a long-term point of controversy and has restrained mutual agreement, mutual planning and mutual projects. The parties wish to proceed in the future without the encumbrances posed by the covenants as set forth in the 1972 Agreement and the Final Judgment. The parties wish to memorialize their new relationship going forward on the following terms as set forth in this Agreement.

For good and valuable consideration and upon these mutual covenants, the parties agree as follows:

1. **Section 4 of the 1972 Agreement and the Final Judgment, as well as the implied covenants and agreements that can be inferred from the 1972 Agreement, the Final Judgment, the Patents and the BLM Agreement (all collectively referred to as the “Agreements”) are hereby rescinded and terminated and shall hereafter be of no further effect.**

2. **All past development undertaken by APU on the Property that fell under the purview of the Agreements are deemed by UA to have been complaint with the restrictions imposed by the Agreements, or to the extent they were inconsistent, such inconsistencies are waived by UA.**

3. **The parties shall instruct their counsel to file this Rescission Agreement with the court of competent jurisdiction with a joint motion to have the Final Judgment terminated.**

4. **Any party may record the order terminating the Final Judgment upon issuance by the court in the Anchorage Recording District and any other recorder’s office as is necessary to give notice of the terms of this Rescission Agreement.**

5. **The parties agree to cooperate and execute such other agreements and consents as is reasonably necessary to effect the purpose and intent of this Rescission Agreement.**

6. **Each party warrants and represents: (i) that it is duly organized; (ii) it has full corporate power and authority to enter into this agreement. (iii) that the undersigned signatory is authorized to execute this agreement on behalf of such party; (iv) that no other consents or approvals are required for this agreement to be effective; (v) that entering into this agreement shall not violate any applicable laws, rules or ordinances; and (vi) this Rescission Agreement shall be enforceable against each party in accordance with its terms.**

7. **The language of this Rescission Agreement shall be construed simply according to its fair meaning and not strictly for or against any party. All words used in the singular will be construed to have been used in the plural, and vice versa, and each gender will include any other gender. The terms of this Rescission Agreement have been fully undertaken in consultation with counsel, and the wording of this Rescission Agreement shall be construed simply according to its fair meaning and not strictly for or against any party.**
Agreement has been arrived at as a result of their mutual discussions. Accordingly, no provision of this Rescission Agreement shall not be construed against a particular party or in favor of another party merely because of which a party (or its representative) drafted or supplied the wording for such provision.

8.6. This Rescission Agreement has been negotiated and executed in the State of Alaska. This Rescission Agreement shall be governed by and interpreted in accordance with the laws of the State of Alaska, including all matters of construction, validity, performance and enforcement, but without giving effect to principles of conflict of laws. The parties hereby consent, in any dispute, action, litigation, or other proceeding concerning this Agreement to the jurisdiction of the courts of Alaska as located in Anchorage Alaska.

9.7. No other agreements, covenants, representations or warranties, express or implied, oral or written, have been made by either party to the other with respect to the subject matter of this Agreement. All prior and contemporaneous conversations, negotiations, covenants and warranties with respect to the subject matter of this Agreement are waived, merged in this Agreement and superseded by this Agreement. This is an integrated agreement.

10.8. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute the same instrument. Facsimile signatures shall be effective as an original

Entered into at Anchorage Alaska at the dates as set forth below.

______________________  Date:________________________
President Patrick K. Gamble
University of Alaska

______________________  Date:________________________
President Don Bantz
Alaska Pacific University
IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

UNIVERSITY OF ALASKA,

Plaintiff,

vs.

ALASKA PACIFIC UNIVERSITY,

Defendant.

Case No.: 3AN-97-7779 CI

JOINT MOTION FOR RELIEF FROM JUDGMENT
UNDER ALASKA CIVIL RULE 60(B)(5)

The Defendant, Alaska Pacific University, moves the Court to grant relief from the judgment signed and distributed by this Court on September 24, 1998 in University of Alaska v. Alaska Pacific University, Case No.3AN-97-7779 CI. This motion is brought under Alaska Civil Rule 60(b)(5) because it is no longer equitable that the judgment should have prospective application.

The Plaintiff, the University of Alaska, does not oppose this motion and joins herein.

The motion is supported by the attached joint memorandum of the parties and the proposed Order.
ASHBURN & MASON, P.C.
Attorneys for Alaska Pacific University

DATED: _______________  By: ____________________________
Donald W. McClintock
Alaska Bar No. 8108061

UNIVERSITY OF ALASKA

DATED: _______________  By: ____________________________
Larry Zervos, Associate General Counsel
Alaska Bar No. 7906066

CERTIFICATE OF SERVICE

I certify that a copy of the foregoing was mailed on the _____ day of May 2013 to:

Larry C. Zervos
Associate General Counsel
University of Alaska
203 Butrovich Building
Box 755160
Fairbanks, Alaska 99775

ASHBURN & MASON, P.C.

By: ____________________________
Heidi Wyckoff

JOINT MOTION FOR RELIEF FROM JUDGMENT UNDER ALASKA CIVIL RULE 60(B)(5)
University of Alaska vs. Alaska Pacific University Case No. 3AN-97-7779Cl
IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

UNIVERSITY OF ALASKA,  
Plaintiff,  

vs.  

ALASKA PACIFIC UNIVERSITY,  
Defendant.

Case No.: 3AN-97-7779 CI

JOINT MEMORANDUM IN SUPPORT OF  
MOTION  
FOR RELIEF FROM JUDGMENT

On September 24, 1998, the Court issued a final order entitled Agreement of Parties and Final Judgment ("Judgment") based on the parties' settlement of this case.¹ The Judgment, among other things, memorialized Alaska Pacific University's dedication to use its land and existing and future building only for "nonprofit education, health recreation and conservation or other public purposes."² With the passage of time, the land restrictions are no longer necessary nor equitable.

I. FACTS

¹ See attached Exhibit 1.
² Exhibit 1, page 2.
In 1958 and in 1964, Alaska Pacific University, then known as Alaska Methodist University, acquired federal land under three federal patents. The Federal Bureau of Land Management managed the land transactions and each patent contained a land use restriction that required the Alaska Pacific University to use the land for school purposes. This land use restriction was to last for twenty-five years under Patent 1150278.

In the early 1970s the University of Alaska and Alaska Pacific University began considering several joint transactions. One of these transactions resulted in the sale of approximately 197.5 acres from Alaska Pacific to the University of Alaska. Eventually, on March 11, 1972, these transactions lead to an Amended Memorandum of Understanding on March 11, 1972. This agreement identified a portion of Alaska Pacific University land that was to be sold to the University of Alaska and then in Section 4 provided: “A[P]U shall dedicate in perpetuity the balance of its main Anchorage campus which it holds under the November 28, 1958 U.S. Patent No. 1150278, including both land and existing buildings and future buildings, to nonprofit education, health, recreation and conservation or related public purposes. The U of A has the right to enforce this dedication.”

In 1979, the Bureau of Land Management extended the expiration dates of the federal land restrictions on the land still owned by Alaska Pacific University to

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3 See attached Exhibit 2 (“1972 Amended Agreement”).

4 Exhibit 2 page 3.

In 1996 and 1997, a dispute arose between the Universities over the 1972 Amended Agreement and the land restrictions in the patents. This dispute lead to the filing of this lawsuit, and this suit resulted in the 1998 Agreement of the Parties and Final Judgment.  Paragraph 2 of that Judgment provides:

Effective March 11, 1972, APU dedicated in perpetuity the above-referenced land and existing and future buildings to nonprofit, educational, health, recreational and conservations or related public purposes. Notwithstanding this restriction, U of A will not unreasonably challenge land usage by APU that is in keeping with spirit of the Bureau of Land Management language that originally conveyed the land to APU, to wit:

a. Net income to APU is used to support the educational programs of APU,

b. The facility has a significant and substantial relationship to an educational program offered by APU, including ‘hands on’ training in various educational and vocational skills.

The parties recorded the Judgment in the Anchorage Recording District on September 24, 1998 at Book 3329, page 443 and 447.

The Bureau of Land Management restrictions expired in 2003. But pursuant to the parties’ 1972 Amended Agreement and the Judgment, these restrictions last for perpetuity and encumber Alaska Pacific University’s ability to develop its land.

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5 Exhibit 3.
6 Exhibit 1.
II. LAW

Alaska Civil Rule 60(B)(5) provides that "[o]n motion and upon such terms as are just, the court may relieve a party or a party’s legal representative from a final judgment, order or proceeding for the following reasons:

(5) the judgment has been satisfied, released, or discharged, or a prior judgment upon which it is based has been reversed or otherwise vacated, or it is no longer equitable that the judgment should have prospective effect."

Generally, the breadth of Rule 60(b)(5) is broad and is appropriate for use with judgments that contain injunctions of a continuing nature. In this case the parties agree that the continuing restriction for perpetuity of Alaska Pacific University’s use of its land and building to the specific purposes spelled out in the Judgment is no longer necessary and is counterproductive to the good relations between these institutional neighbors. It has created a long-term point of controversy and has restrained mutual agreement, mutual planning and mutual projects. Accordingly, the parties have entered into the RESCISSION AGREEMENT REGARDING JUDGMENT ENTERED SEPTEMBER 24, 1998, AND AMENDED MEMORANDUM OF UNDERSTANDING DATED MARCH 11, 1972. The Rescission Agreement directs the parties to file this motion to the court.

7 Lawrence v. Lawrence, 718 P.2d 142, 146 (Alaska 1986)(“On the other hand, Professor Moore has observed that ‘the breadth of (b)(5) is broad and encompasses any final judgment having prospective application.’ Thus in any circumstance where the judgment in question has prospective application, relief under Civil Rule 60(b)(5) may be granted from its prospective features when subsequent events make it no longer equitable that the judgment have prospective application.”)(citations omitted)

8 Attached hereto as Exhibit 4.

Memorandum in Support
Of Motion for Relief from Judgment
University of Alaska v. Alaska Pacific University
3 AN-97-7779 CI
{10112-011-00119981:2}
so that the court may issue an order with the intent that it is that the parties may record and effectively remove the title encumbrances of record created by the Judgment.

For these reasons the parties mutually ask the court to rescind the September 24, 1998 Judgment so that both parties may be relieved of its terms. The parties request that this Court enter the attached Order pursuant to the Rescission Agreement of the parties.

ASHBURN & MASON, P.C.
Attorneys for Alaska Pacific University

DATED: ____________________  By: ____________________

Donald W. McClintock
Alaska Bar No. 8108061

UNIVERSITY OF ALASKA

DATED: ____________________  By: ____________________

Larry Zervos, Associate General Counsel
Alaska Bar No. 7906066
CERTIFICATE OF SERVICE

I certify that a copy of the foregoing was mailed on the _____ day of May 2013 to:

Larry C. Zervos  
Associate General Counsel  
University of Alaska  
203 Butovich Building  
Box 755160  
Fairbanks, Alaska 99775

ASHBURN & MASON, P.C.

By: ____________________________  
Heidi Wyckoff
IN THE SUPERIOR COURT FOR THE STATE OF ALASKA

THIRD JUDICIAL DISTRICT AT ANCHORAGE

UNIVERSITY OF ALASKA, 

Plaintiff,

vs.

ALASKA PACIFIC UNIVERSITY, 

Defendant.

Case No.: 3AN-97-7779 CI

ORDER GRANTING JOINT MOTION FOR RELIEF FROM JUDGMENT UNDER ALASKA CIVIL RULE 60(B)(5)

The Court has considered the Joint Motion for Relief from Judgment Under Alaska Civil Rule 60(B)(5) and having no opposition thereto and good cause having been shown, the Court GRANTS the request.

The Court hereby orders that the Agreement of Parties and Final Judgment executed on September 24, 1998 and recorded at Book 3329, page 443-450, Anchorage Recording District, Third Judicial District, State of Alaska (the “Judgment”) and affecting the following described real property and improvements thereon:

The Northwest one-quarter (NW 1/4) of the Northeast one-quarter (NE 1/4) of the Northwest one-quarter (NW 1/4), the South one-half (S 1/2) of the Northeast one-quarter (NE 1/4) of the Northwest one-quarter (NW 1/4), the Northwest one-quarter (NW 1/4) of the Northeast one-quarter (NW 1/4), the South one-half (S 1/2) of the Northwest one-quarter
(NW 1/4), and the North one-half of (N 1/2) of the Southwest one-quarter (SW 1/4); all within Section 27 of Township 13 North, Range 3 West, Seward Meridian, Alaska; and
The East one-half (E 1/2) of the East one-half (E 1/2) of the Southeast one-quarter (SE 1/4) of the Northeast one-quarter (NE 1/4), and that portion of the East one-half (E 1/2) of the East one-half (E 1/2) of the Northeast one-quarter (NE 1/4) of the Southeast one-quarter (SE 1/4) located east of the Bragaw Drive right-of-way; all within Section 28 of Township 13 North, Range 3 West, Seward Meridian, Alaska;

Portions of said property are included within Plats 83-309, 85-299, 88-1, 92-117, and 97-24, recorded at the Anchorage Recording District, Third Judicial District, State of Alaska.

(hereinafter the "Property") is hereby rescinded and null and void and of no other effect and shall have no application to any past, present or future use of the Property.

The Court hereby orders that the Amended Memorandum of Understanding dated March 11, 1972, is further hereby terminated and rescinded in so far as that agreement addresses any past, present or future restriction on the Property or any other land on the Alaska Pacific University campus.

This order shall be recorded in any district where the Judgment has been recorded.

IT IS SO ORDERED.

DATED this ___ day of ____________, 2013.

Honorable Judge ________________

ORDER GRANTING JOINT MOTION FOR RELIEF FROM JUDGMENT UNDER ALASKA CIVIL RULE 60(B)(5)
University of Alaska vs. Alaska Pacific University Case No. 3AN-97-7779CI

(10112-011-00119996,2)
CERTIFICATE OF SERVICE

I certify that a copy of the foregoing was mailed on the ____ day of May 2013 to:

Larry C. Zervos
Associate General Counsel
University of Alaska
203 Butrovich Building
Box 755160
Fairbanks, Alaska 99775

ASHBURN & MASON, P.C.

By: ___________________________
    Heidi Wyckoff
AMAZING STORIES

UAA’s Strategic Direction Initiative
Setting Achievement Records

UAA Awards & Certificates Trend

AY04  AY05  AY06  AY07  AY08  AY09  AY10  AY11  AY12  AY13
1,741  1,702  1,842  2,022  2,072  2,171  2,326  2,310  2,421
Student Achievement and Attainment

Helping Students Achieve

- Streamlined credit transfer decreased processing time from 45 days to 3
- New scholarships included $2 million gift to stem brain drain
- New Access, Advising & Transition division provides integrated approach to enhancing first-year experience
- MAP-Works expanded to freshmen AND sophomores
Research & Development to Sustain Alaska’s Communities & Economic Growth

Encouraging Innovation & Entrepreneurial Ventures

• Innovate Awards
• Seawolf Holdings
• ZENSOR™, LLC – 1st start-up company
• 9 patents pending
• 25 invention disclosures
Research on Alaska Issues

- Studying how ocean pollutants may impact Alaska’s wild salmon
- Analyzing the supply of and demand for teachers in Alaska
- Tracking Providence Oncology Rehabilitation patient satisfaction and outcomes
- Evaluating strategies for mitigating the health impacts of climate change
Preparing Students for College

• Alaska Middle College School gives high school students a head start on college

• Early Accuplacer Testing helps students get college ready

• Summer camps introduce K-12 students to career/college options
Supporting K-12 Students & Teachers

• Chevak Initiative provides teacher training in home village

• Faculty develop K-12 curriculum to teach science by blending Native and Western perspectives

• Partnering in Kodiak continues marine science programs for students of all ages
Supporting Facilities

Partners recognize the need for well-trained workers.

- **Alaska Airlines Center** recognizes 30-year partnership and new $6.3 million gift
- $1 million from BP funds new **BP Asset Integrity and Corrosion Lab**
- In-kind and cash from six local firms create new **HVAC thermal system design lab**
UAA’s Public & Private Industry Partners

Supporting Programs

• ANSEP received nearly $750,000 from industry partners so far this year

• Nursing program expansion received $300,000 pledge from Fairbanks Memorial Hospital

• Aviation Maintenance students get hands-on training on a Boeing 727 donated by FedEx valued at $625,000
Responsible and Responsive

- Improving communication with our new brand and more than 20 “Hometown U” features in the Anchorage Daily News

- Launching a comprehensive program prioritization process to help manage our resources responsibly
Responsible and Responsive

• Hosted first ever Native Studies Conference

• Created a new focus on Alaska Native business in the College of Business and Public Policy

• Continued emphasis on improving energy efficiency standards in all new and renovated buildings
FY14 and Beyond

- New funding will move UAA forward on mandatory comprehensive student advising

- New start-ups in biomedicine, pharmaceuticals and engineering are in development

- Enhanced faculty support and technology will expand eLearning proficiency
FY14 and Beyond

- Renovations of Beatrice McDonald Hall, MAC Housing, and Allied Health buildings begin
- Breaking ground on the Engineering and Industry Building and Mat-Su Arts and Community Center
Student Achievement and Attainment

At UAA, amazing stories are being written every day. These stories speak to the innovative and entrepreneurial spirit found across UAA faculty, staff and students. Academic and professional enterprises are continually being developed to better serve students and our community. The work we are doing in classrooms, laboratories, cubicles, online, in the field and with our K-12, business, nonprofit and government partners, along with more than 42,000 UAA alumni, are helping to lead Alaska into the future.

UAA continues to improve services and programs supporting student achievement and attainment and we are seeing results. This year, MAP-Works began faculty alerts, warning them of students in 100-level courses falling behind. A partnership with the Alaska Commission on Postsecondary Education provided the funding for a MAP-Works advisor to support and encourage first-year full-time students through the transition from high school and first year of college. An ice cream social to support “Stay on Track” connected more than 300 students to their advisors. In December the Office of Student Affairs student intervention and outreach team contacted 1,095 first-time, full-time, degree-seeking students and provided support based upon their fall 2012 GPA.

These are just a few of the efforts contributing to nearly 90 percent of Anchorage campus degree-seeking freshmen (enrolled for the first time in fall 2012) continuing with their enrollment in spring 2013. A new record.

UAA is providing students with improved access to the information necessary to make the best decisions about their higher education needs.

UA ACCUPLACER alignment is improving placement across the MAUs. Streamlined credit transfers, increased collaboration with UAS and UAF resulted in 100 percent of General Education Requirement (GER) courses approved to meet GER requirements at each MAU as well as and access through eLearning to developmental courses in English, math, mentoring bootcamps, math labs, and writing labs are providing students flexibility in meeting higher education needs. Kenai Peninsula College (KPC) is providing

Reference 15
many of the developmental courses without the tuition costs normally associated with remedial coursework. Many factors contribute to student achievement and UAA is working to provide proven best practices to support student attainment of their higher education goals.

**Financial aid information is more accessible**
The UAA CashCourse website is a new resource designed to provide tools and information to help students make informed financial decisions.

**Significant new scholarships from individual donors:**
The First Generation Student Scholarship and Alaska Endowment for Excellence were created by a $2M estate gift to help stop “brain drain” of talented students.

The Randich Family Foundation and Greg and Patsy Romack Education Fund at the Alaska Community Foundation created the R and R Completion Scholarship to provide up to $20,000 per year for two years to enable a UAA engineering student to complete a baccalaureate degree.

UAA raises more than $700,000 a year from private donors to support student scholarships. This year the Celebrity Chef Invitational raised $39,000 and the Alumni Green and Gold Gala raised $78,000.

**Advising focused on transition, access and retention**
A new Division of Student Access, Advising and Transition was formed.

**New programming support**
Alaska Native Community Advancement in Psychology (ANCAP) is designed to encourage and support Alaska Natives working toward degrees in behavioral health fields.

Plus50 Initiative Bridge to College and Careers Workforce Credential a program designed for older adults seeking to develop skills necessary to compete in today’s job market or to prepare for college degrees or certificate programs.

**eLearning faculty expertise and access increased**
eLearning modules for developmental math and English developed by KPC faculty will become part of the Carnegie Mellon University’s Open Learning Initiative. PWSCC’s Second Life virtual world is winning national awards.

Distance delivery of the Bachelor of Science in Technology program opened its curriculum up to community campuses and is helping to meet student demand for Career and Technical Education teacher training in Alaska.

**Credit Transfer**
41% more credits transferred (275,000 in AY13).
65% more students transferred in credits (6,000 students).
93% faster, from 45 to 3 days.
100% of General Education Requirement courses transferable between UAA, UAF and UAS.

**First rural student transition coordinator**
The Eyak Corporation is providing $120,000 to fund a position that provides outreach to juniors and seniors in high school from the Prince William Sound Community College (PWSCC) region. The position supports first-year freshmen from rural communities throughout Alaska.

**Veteran Resource Center opens in Student Union**
New center provides access to VetSuccess on Campus coordinator, support for Student Veterans club and contributes to UAA’s recognition as a Military Friendly School for the fourth consecutive year.
UAA research and innovation are paving the way for sustainable communities and economic growth in Alaska

Relevant research is taking on a new meaning at UAA with the research, innovation and commercialization initiative spearheaded by Vice Provost for Research and Dean of the Graduate School, Helena Wisniewski. Under Dr. Wisniewski and with support from Chancellor funds, UAA established the INNOVATE Awards, to provide incentive for innovative research. Seawolf Holdings was approved last summer, establishing a pathway toward the commercialization of UAA research and this February, ZENSOR™ LLC became the first startup company incorporated in Alaska based upon research by UAA faculty.

Currently, UAA has 25 invention disclosures with nine patents pending. Provisional patents have been awarded for sensors for large wireless distributed networks (ZENSOR™ LLC), biomedical devices, de-icer using carbon fiber tape, educational software and a copper isotope application that is of interest to the mining community. A patent has been awarded for an authentication method using an eye-tracker device.

Research supporting state transportation, weather forecasting and spill response

- **Engineering project** to study loosening bolts on light poles that illuminate Alaska highways.
- **Aviation weather forecasting partnership** with National Weather Service Forecast and FAA.
- **Wind modeling partnership grant** from Exxon Valdez Oil Spill Trustee council and use of model in oil spill response.

Research supporting Alaska’s environment

Environment and Natural Resources Institute (ENRI) launched “Longitudinal variation in the physiology, growth and reproduction of white spruce at the Arctic treeline in Alaska.”

John Kennish, an environmental analytic chemist, is studying the effects of marine phthalates on the immune system of trout. The research may help explain devastating declines in Alaska’s wild salmon runs since juvenile salmon, genetically related to trout, may also be affected by marine phthalates.

Research supporting Education in Alaska

INNOVATE Awards

First round of awards (13) produced $350,000 in external funding awards, four invention disclosures and three evolved into patents pending. The second round, in 2013, received proposals from all colleges and schools.

First start up, ZENSOR™ LLC

Dr. John Lund, professor of electrical engineering, developed wireless sensors used for remote sensing, monitoring and surveillance. The long-lasting sensors, boasting a 50-plus year lifespan, present several advantages over current competitors on the market: no batteries required, effective with a small power source, maintenance-free, low cost and more.
Center for Alaska’s Education Policy Research (CAEPR) reported on “Educator Supply and Demand, and Teacher Turnover.” CAEPR is also partnering with the Alaska Statewide Policy Research Alliance to focus on preparing students for postsecondary success.

Faculty working on national and international research of note

Jeff Welker became the Fulbright U.S. Arctic Chair in Norway.

Justice Center Director, Andre B. Rosay was a Visiting Executive Research Fellow at the National Institute of Justice supporting research on violence against Indian women in tribal communities. Rosay is the first Alaskan awarded this fellowship.

Research supporting healthy Alaska communities

Research on effects of exposure to tobacco smoke lends new insights on potential harm from traditional Alaska Native smokeless iqmil.

UAA's School of Nursing Associate Director Maureen O'Malley, along with three colleagues, partnered with Providence Oncology Rehabilitation, to track patient satisfaction and outcomes in a combined qualitative and quantitative study.

ICHS is evaluating strategies for mitigating the health impacts of climate change as part of UA-wide collaboration, “Alaska Adapting to Changing Environments,” funded by a $20M grant from the National Science Foundation.

ICHS, in partnership with Alaska Native Trial Health Consortium, is working to reduce health disparities by implementing interventions in HIV/STI communities.

ICHS is developing recommendations for a screening process for health and other situational difficulties among Alaska families seeking temporary assistance.

ICHS, supported by the Alaska Mental Health Trust Authority and the Alaska Housing Finance Corporation, is evaluating relative program cost and quality of life issues of “Housing First,” a recent homeless intervention model.

Research supporting social and economic policies

The Institute of Social and Economic Research (ISER) and the UAA Justice Center produce research publications throughout the year to aid state and local policymakers.

Selected publications, 2012-2013

How Do Higher Fuel Prices Affect Alaska’s Transportation System and Economy
Economic Importance of the Bristol Bay Salmon Fishery
Trends in Alaska and World Salmon Markets
Petroleum: Jobs and Revenues
Maximum Sustainable Yield: Wealth Management for the “Owner State.”
2013 Alaska's Construction Spending Forecast
How Much Do Natural Amenities Add to Residential Property Values in the Mat-Su Borough
Toward Universal Broadband in Rural Alaska
Alaska Energy Statistics 1960-2011
Investments in Statewide Invasive Species Management Programs in Alaska: 2007-2011
Kids Count Alaska 2011-2012
Productive partnerships with Alaska’s schools

This spring, 42 high school students registered through the Mat-Su Borough School District, to take college classes in the Alaska Middle College School at UAA’s Community & Technical College’s Chugiak-Eagle River campus. The first Alaska Middle College School is a partnership between the Mat-Su Borough School District (MSBSD) and UAA that provides MSBSD high school students the opportunity to take college courses in a college setting while still in high school. These students earn credits toward a UAA associate of arts degree while completing their high school graduation requirements. (The Margaret A. Cargill Foundation awarded $160,000 for the 2013 Middle School Academy.)

The transition between high school and college can be difficult. The Alaska Middle College School is an example of a productive partnership between UAA and K-12 that creates a solid bridge between high school and college.

UAA is creating additional support through specialized teacher training initiatives, like the one in Chevak. Faculty are promoting science, technology, engineering and math (STEM) to high school students through projects like the NASA space grant-funded STEM learning event recently held at UAA for 135 K-12 students and 19 teachers from across the Anchorage School district (ASD). Another faculty-sponsored event drew 300 students from 13 communities around the state for the 2013 Statewide High School Robotics Championship.

College readiness

CTC is partnering with ASD to offer high school juniors and seniors early ACCUPLACER placement tests. UAA ACCUPLACER consultants meet with students and recommend steps to better prepare for college math and English.

Tech Prep career pathway program development

UAA/UA Career Pathways/Tech Prep Program of Study Initiative “For What’s Next” in Career & Technical Education for secondary and postsecondary partners. Alaska Tech Prep Consortium projects are connecting industry partners with high school students, developing a model career pathway for health careers and providing support to local schools and districts.
**Shared facilities and resources:**

- UAA/APU Consortium Library provides Live Homework Help, BrainPOP (education videos) and Teen Health and Wellness educational resources.
- Chugiak-Eagle River campus boasts joint use of high school class rooms for instruction at night.
- The aviation classroom at the Aviation Technology Center is shared with the King Career Center.

**Shared faculty**

The Kodiak Island Borough School District partnership with Kodiak College provides core science outreach to students of all ages through shared faculty like Kodiak College assistant professor of marine biology Switgard Duesterloh, at the Ocean Science Discovery Laboratory in the Kodiak Fisheries Research Center.

**Teacher training**

**Project LEAP** (Language Equity and Academic Performance), a partnership between the College of Education and the Mat-Su Borough, Anchorage and Juneau school districts, is funded by a $1.5M grant from the U.S. Department of Education to train in-service teachers to be leaders in their districts when working with English language learners. The outcome is an 18-credit graduate certificate in teaching ESL for elementary education.

**Health Careers Explorer Program (HCEP)** is a pilot project initiated by the partnership of UAA Allied Health Sciences, the UAA Center for Addressing Health Disparities through Research and Education (CAHDRE), and ASD. While HCEP is open to all eighth grade students, preference is given to ethnic minorities, those who are economically disadvantaged and those whose parents have less than a college education. The five-day program introduces students to different health careers, issues related to health disparities and involves students in interactive presentations and activities with a diverse group of health professionals. Students also learn skills in patient interviewing, research and oral presentation.

**University of Alaska Center for Economic Development (CED) partnership**

The University of Alaska Center for Economic Development - Lemonade Day Alaska partnered with schools across the state to ensure entrepreneurship related curriculum was available to teachers, incorporating Lemonade Day as a full class project. More than 3,500 kids participated in Lemonade Day Alaska learning many skills like financial literacy, basic life and work readiness skills and philanthropy.

**Assistant Professor of Science Education Irasema Ortega** is writing a collaborative science curriculum that trains Alaska Native teachers to teach science from Native and Western perspectives.

**Gennady Gienko**, associate professor in the School of Engineering, is introducing Geographic Information Systems (GIS) concepts to high school classrooms across Alaska where high school students can apply to solve real environmental, social and economic problems.

**Faculty support K-12 teachers and curriculum**

For the past two years the Selkregg Community Engagement & Service Learning Award has supported university faculty working with K-12 teachers.


**Geomatics theory for high school students**

Assistant Engineering Professor John Bean designed a collaborative program with students and ASD to design GIS activities based on the needs of ten different classes in six schools.
UAA’s public and private industry partners

UAA’s public and private industry partners provide support for facilities, programs and student scholarships. Partnerships come in many forms— in-kind donations, cash contributions, talent and mentorships, internships—all to support quality training and instruction for Alaska current and future employees.

The naming of the Alaska Airlines Center, in recognition of a gift of $6.3M, which includes a $1M scholarship fund, is a good example of a 30–year partnership growing as the university grows.

This year UAA opened the BP Asset Integrity and Corrosion Lab, made possible with a $1M gift from BP Exploration (Alaska). A $50,000 gift from a private donor has enabled the hiring of a lab technician.

UAA’s new Retail Management Certificate program partnership with the Western Association of Food Chains (WAFC) retail grocery industry organization and western region community college partners received a $1.16M award to support workforce development for the retail grocery industry, which includes three of the top four largest private sector employers in Alaska.

UAA’s Child Welfare Academy and the Office of Children’s Services are partnering to create a position to enhance support and outreach services to current and former foster youth ages 16-23. UAA alumna Amanda Metivier, B.S.W. ‘08, M.S.W. ‘12, is the newly named CWA Youth Education Coordinator.

From left, Director Matt Cullin, UAA President Patrick Gamble, BP Exploration (Alaska) Inc. President John Mingé and Chancellor Tom Case at the ribbon cutting of the new BP Asset Integrity and Corrosion Lab at the University of Alaska Anchorage Tuesday, Nov. 4, 2012. BP Exploration (Alaska) Inc. donated $1M to help create the lab, which will train engineering students in corrosion research and testing.

Thermal system design lab

A collaboration between mechanical engineering professor Steffen Peuker, engineering students and industry professionals developed three education units to be taught in the new thermal system design lab. The lab was made possible by cash, equipment and in-kind donations from industry partners: AMC Engineers, H&K Sheetmetal Fabricators, KLEBS Heating, Plumbing and Air Quality, Siemens Industry Inc., and Stinebaugh & Company. No university funding was used.
Corporate and foundation contributions supporting UAA programs

FedEx donation of a Boeing 727, valued at $625,000, provides hands-on training for students in the aviation maintenance program.

BP Exploration contribute $80,000 in support of 2013 UAA Engineering camps.

LGL Alaska Research Associates contributed $30,000 to the LGL Alaska Graduate Ecology Research Award which provides support to students pursuing an advanced degree to conduct Alaska-based ecological research.

Costco Wholesale Corporation donated $35,000 to the Recruitment and Retention of Alaska Natives into Nursing (RRANN) Program Scholarship.

Hecla Greens Creek Mining Company contributed $18,130 to the Hecla Greens Creek Scholarship.

MicroSurvey Software made an in-kind donation of 50 software package licenses, valued at over $500,000, to UAA Geomatics.

Icicle Seafoods made a gift of $300,000 to the University of Alaska with $150,000 benefitting UAA campuses.

Alaska Scientific Crime Detection Laboratory made in-kind donations worth nearly $150,000 to Chemistry and Biological Sciences departments.

Chugach Alaska Corporation gave $50,000 to Excellence in Alaska Native Business and Public Policy and $25,000 to Alaska Native Services.

Northrim Bank made gifts totaling $68,500 to UAA Small Business Development Center, College of Business and Public Policy, Center for Economic Development, Matanuska-Susitna College, and UAA Alumni.

The Kachemak Bay Campus of Kenai Peninsula College received over $28,000 from the Leo Rhode Charitable Trust.

Alyeska Pipeline Service Company donated $8,000 to the Last Frontier Theatre Conference.

The International Foundation for Research in Experimental Economics donated $27,019 to the CBPP Experimental Economics Laboratory.

ATS Alaska donated $25,253 to the ATS Alaska Scholarship, which supports students seeking a B.S. in engineering.

KeyBank Foundation donated $10,000 with a major portion to the UAA KeyBank Scholarship to support students seeking a career in financial services.

First National Bank Alaska made gifts totaling $120,000 to Alaska Statewide Mentor Project, Culinary Arts and Hospitality Program, APTI-UAA Journalism Internship Program, CBPP Communities in Schools Program, Dental Assisting Clinic and Excellence in Construction Management.

Northrim Bank made a grant of $100,000 to the Institute of Social and Economic Research (ISER), bringing their total contribution to $1M for the ongoing research initiative, Investing for Alaska’s Future. Scott Goldsmith, professor emeritus of economics at ISER, directs the initiative.

ANSEP received donations from Alyeska Pipeline Service ($300,000); ExxonMobil ($135,000), Udelhoven Oilfield System Services ($200,000); Shell Exploration & Production Company ($110,000); Pebble Limited Partnership ($75,000); Central Bering Sea Fisherman’s Association ($50,000); Donlin Gold ($40,000).

Alaska Kidney Foundation contributed over $52,000 to provide scholarship, program and research support in the School of Nursing.

Fairbanks Memorial Hospital pledged $300,000 to support the School of Nursing Expansion.

The Atwood Foundation pledged $150,000 for operation support to the Robert B. Atwood Chair of Journalism endowment. This is in addition to a $50,000 gift they made earlier this year for the Atwood Chair, and a $10,000 gift for the Elaine Atwood scholarship.
Accountability to the people of Alaska

Amazing stories are being written every day at UAA. The stories show how UAA is using its resources – human, financial, physical, and electronic – to best serve Alaskans. One of UAA’s greatest resources is its alumni. A new alumni initiative is using best practices to engage with more than 42,000 alumni. Our tremendous alumni network includes leaders, workers and members of the community in every sector of Alaska—business, nonprofit, government, education, environment, arts and culture. Our new brand campaign, Amazing Stories Being Written Every Day, provides the perfect vehicle for reporting to Alaskans how UAA is serving the state.

UAA donor events provide an opportunity to see the impact contributions are making on students’ lives and the university. “An Evening with the Honors College,” provided a personal and meaningful look at Honors College students, their research and program support and also raised more than $30,000 for the college.

Responsible resource management
We completed the three-year phased renovation of the Natural Science Building, the first completely renovated building in recent memory.

Completely renovated Natural Science Building

UAA is undertaking a program prioritization process to do a strategic cost and demand analysis as well as an analysis of how current programs and services align with our mission and Strategic Plan 2017. Two work groups, an academic and an administrative, are building criteria this summer for the assessment.

Recognized for national standard of excellence
- ANSEP made Harvard’s top 25 list of “Innovations in American Government”
- Named Military Friendly School fourth consecutive year
- Recognized by the President’s Higher Education Community Service Honor Roll for the third time
- Awarded Tree Campus USA designation

Improving communications
Since launching our new branding campaign, Amazing Stories Being Written Every Day, we’ve placed more than 20 Hometown U features in the Anchorage Daily News, and more than 125 unique “I AM UAA” profiles have been featured online and in print.

Responsive to cultural legacy
UAA hosted the first Alaska Native Studies Conference that drew more than 300 people to talk about ways to integrate Native language and cultural studies in higher education as well as increase the number of Alaska Native Ph.D’s. Two new programs created; Alaska Native Business and Public Policy in the College of Business and Public Policy and Alaska Native Community Advancement in Psychology.

Willie Hensley designed new curriculum centered on Alaska Native business and corporation management.
FY14 and beyond
Amazing stories are being written every day at UAA. Through expanded partnerships with K-12, public and private industry and our communities, UAA will continue to be a vital workforce, education and research resource for Alaska’s future.

UAA is working toward....

Mandatory comprehensive student advising
Student Affairs is realigning to focus on supporting first year students with the new Student Access, Advising & Transition division. The division will provide a seamless transition from high school through their first year of college, integrating and supporting students educationally and socially.

Expanded partnerships with Alaska’s schools to achieve student readiness
UAA will provide research, faculty collaboration, dual credit, and increased focus on collaborations with K-12 to increase student readiness for higher education, including career and technical education.

Raising the profile of research and development to support and sustain Alaska’s people and economy
We will continue to build on the success of the INNOVATE Awards to encourage collaboration across departments, programs and colleges to develop research that will benefit Alaskans today and into the future. New start-ups in biomedicine, pharmaceuticals and engineering are already in development.

Strengthening and expanding eLearning
We have a new home for eLearning and enhanced faculty support and development. UAA’s Faculty Technology Center will implement a formal ePortfolio program to promote student learning across multiple disciplines and co-curricular programs. Students see concretely where their learning activities are leading while building their electronic portfolios.

Proactive prioritization
UAA launched a program prioritization process in spring 2013, assembling task forces, establishing criteria and conducting training for the work ahead. This summer we begin gathering and analyzing data. By fall 2013 we will proceed with the analysis of programs with review findings and draft recommendations for presentation to UAA’s Cabinet in spring 2014. Embarking on this process now enables us to make better informed academic and administrative program funding decisions and allocate resources to programs that best align with our mission.

Strengthening evidence-based learning
UAA’s Faculty Technology Center will implement a formal ePortfolio program to promote student learning across multiple disciplines and co-curricular programs. Students see concretely where their learning activities are leading while building their electronic portfolios.

Focus on the first year experience
The new Division of Student Access, Advising and Transition will create a seamless comprehensive experience for students throughout their first year at UAA. The relationship begins before students enter the university, providing guidance through admissions then helping students navigate through the first year of college and beyond.

Goals:
- Improve student retention
- Develop a sense of belonging
- Increase student engagement at UAA
- Provide academic and personal skills development
- Support transition through the first year
- Increase opportunities for faculty-student interactions

Responsible Resource Management
UAA is updating the Master Plan in order to develop responsibly. We will continue to be a responsible and supportive member of the U-Med District. A faculty-staff survey, conducted as part of self-assessment for accreditation, provides framework for continuous improvement.
UAF SDI Report to Regents

June 6, 2013

UAF has been reporting monthly to President Gamble since last summer’s budget development on major activities using the Strategic Directions Initiative framework. It is difficult to separate SDI-related activities from others undertaken within the university; SDI infuses UAF strategies throughout the institution. This report will highlight two types of activities:

- Initiatives and activities undertaken in response to SDI themes, goals and metrics, and
- Activities that have a significant impact on achievement of SDI goals.

Student Achievement and Attainment

UAF is undertaking several academic-related initiatives within this theme, including:

- Improving degree and certificate program quality and relevance to the 21st century, by
  - updating the general education requirements
  - investing in current instructional equipment and instructional technology
  - training and incentivizing faculty to adopt new instructional modalities
  - continuing to meet the increasingly high standards of specialized accrediting organizations
  - continuing to recruit and retain well-qualified faculty, who advance knowledge in their disciplines and educate undergraduate and graduate students through research and creative activity
- Improving student academic success through intensive advising and academic support services. The longer-term goal is to attain baccalaureate 6-year graduation rates of at least 40% by 2018.
- Communicating UAF academic quality and the economic benefits of higher education to both current and prospective students.

Updating general education requirements

The UAF Faculty Senate’s General Education Revitalization Committee met throughout this academic year on revisions to the general education requirements (core curriculum). The Faculty Senate has adopted the American Association of Colleges and Universities framework of learning outcomes entitled "Liberal Education and America's Promise" (LEAP), which recognizes four broad goals of general education: increase disciplinary knowledge, develop thinking skills, connect academic work with societal issues, and prepare for lifelong learning. Members have been working with faculty from UAA and UAS in the General Education Learning Outcomes Committee to determine how best to align the three
universities’ general education requirements. UAF’s Faculty Senate intends to complete its revision
during the coming academic year.

Expanding UAF eLearning and Distance Education

UAF realigned its distance education program in summer 2012, transferring oversight from the vice
chancellor for rural, community and native education to the chancellor’s office. The revenue and credit
generation model for online learning is changing as well, and is being designed to incentivize all UAF
schools and colleges to provide more online offerings.

UAF eLearning and Distance Education has focused on improving overall rates of student completion and
success, with notable results. In the fall semester 2006, UAF eLearning recorded 926 enrollments in
online courses. Of those students, 511 (55 percent) earned a final grade of C or higher. Six years later (fall
semester 2012), UAF eLearning tallied 2,891 enrollments in online courses, with 2,024 (70 percent)
earning a final grade of C or higher. A 15 percent increase in overall success rate would be notable with
flat enrollment; it is doubly significant given the concurrent enrollment growth.

During this period of time, UAF eLearning began phasing out paper-based correspondence courses and
focused primarily on the more interactive online medium. They increased instructional design staff,
emphasizing faculty development and effective course design. Quality guidelines issued by UAF
eLearning encourage early contact with students, instructor presence, explicit learning objectives and
deadlines, timely feedback, and opportunities for student-to-student engagement. UAF eLearning has also
instituted an early warning intervention strategy, in which student services staff make phone calls to
students who are falling behind with coursework in an effort to help them get back on track. These
initiatives are paying substantial dividends in increased student success.

UAF e-Learning continues to expand its list of online course offerings. In all, more than 180 course
sections will be delivered online during the spring semester, with 17 of these offering being new. UAF
anticipates similar growth in offerings in the upcoming academic year.

Investing in smart classrooms

UAF is investing $1 million over two fiscal years (FY12 and FY13) in additional smart classrooms,
replacing current instructional equipment and instructional technology.

Alternative Scheduling of Classes

UAF continues to grow its offerings of Fairbanks classes using alternative schedules, including:

- Summer sessions
- WINTERMester
- Weekend College
Summer Sessions

Last year UAF Summer Sessions and Lifelong Learning (SSLL) offered over 300 courses. Enrollment for summer courses was up, with significant increases at the College of Engineering and Mines (111%), College of Liberal Arts (9.5%), and the School of Education (14%). Several classes had especially large enrollments, including Differential Equations with 56 students and Anatomy and Physiology with 54 students. In 2012, there were eight field-based courses, ranging from Anthropology at the Gerstle River to Field Painting in the US Park Service’s restored Coal Creek Mining site in Yukon Charlie National Preserve. Registration for summer sessions 2013 is running approximately even with summer 2012.

SSLL Financial Aid came in many forms. In-state tuition for all students continues to attract students from outside as well as encouraging current out-of-state students to stay in Fairbanks for the summer to continue work on their degrees. The Sweet Summer Deal, which offered tuition and housing discounts students taking a full-time course load from UAF and eLearning classes, grew by over 200 percent.

WINTERmester

2013 was the fifth year Summer Sessions and Lifelong Learning offered WINTERmester in early January. During this intensive 2-week session, students can complete a 3-credit class at a time when campus classroom space is available. Students who utilize this extra session are more apt to graduate faster. From its inception WINTERmester has been popular with degree-seeking students as well as the general public. Non-credit courses are also offered, welcoming the community to campus when parking is not a problem. Student enrollment has increased by over 50 percent, in large part by increasing the number of courses offered from 8 to 13.

The Weekend College

The Weekend College provides additional sections of high-demand courses. The additional course sections are scheduled on Saturday when classroom space is readily available. The sections are designed to help students stay on track by allowing them increased access to required courses. In spring 2013, Summer Sessions and Lifelong Learning offered four courses to determine student interest in the expanded schedule.

Comprehensive Advising

UAF’s most significant new initiative in this SDI theme is the comprehensive advising effort, expanded with the new funds provided by the legislature in FY13. This effort needs to be understood in context of overall UAF academic advising.
Academic Advising background

I. Overview of Academic Advising

When an undergraduate student is admitted to UAF, they are admitted as 1) a student in a major or program; 2) a General Studies student, who intends to complete a bachelor’s degree but has no declared major; 3) a pre-major, which means they intend to pursue a baccalaureate major but do not meet admissions requirements; and 4) a General Program or Associate of Arts student for associate-level degree with no declared major. Students who are admitted into a major and pre-major students intending to complete a specific major will be advised by either a faculty member or staff advisor in their major department. General Studies and pre-major general studies students are advised by staff advisors in the Academic Advising Center (AAC). Students enrolled in rural campuses are advised by staff and/or faculty at their respective campus of Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, or Northwest. CTC Student Assistance and Advising Center advises students who are enrolled on that campus.

UAF has mandatory advising, which means that all degree-seeking students must see an academic advisor to discuss their educational plans including next semester’s schedule before they are allowed to register for classes. All students have an assigned academic advisor, either through their major or in the AAC. Students sometimes also have a secondary advisor as there are other offices and programs that offer additional advising and academic support to particular groups of students, among them Rural Student Services (RSS), Student Support Services (SSS), International Programs, eLearning and Distance Education, and student-athlete advising.

II. Academic Advising Center

The AAC assists general studies and pre-major students as well as students in majors who are exploring other baccalaureate or pre-professional degree programs. Students who enter UAF without a declared major are considered to be General Studies students, and must declare a major before they reach 75 credits. The AAC provides many services beyond assisting with course registration: they help students determine academic and career goals, educational planning, advise on preparation for graduate work and recommend appropriate learning assistance. Other services offered by the AAC include major exploration, pre-professional advising, coordination of Supplemental Instruction across campus, student success workshops, peer advising, oversight of Interdisciplinary General Studies degrees, training for faculty/staff advisors, and UAF’s credit for prior learning program. There are two newly added advisors through Comprehensive Advising funding plus internally reallocated funding. One focuses solely on student-athletes and the other on students who have more than 100 credits but have “stopped out” or not made significant progress toward a major.

III. Other staff advisors

In addition to their assigned academic advisor, students may also receive support from a number of other offices and programs. Most academic units employ staff advisors who advise the majors in their programs, especially freshmen and sophomores. Rural Student Services (RSS) focuses on Alaska Native and rural students and provides comprehensive advising services that include assistance with admissions
and financial aid, career advising, and student advocacy. RSS also helps students navigate the cultural gap they may feel between their home communities and the Fairbanks and university setting. SSS (which has substantial federal grant support) targets low income, first generation, and students with disabilities. These students might face significant challenges in achieving their academic goals, and SSS provides a multi-faceted support system that includes tutoring, financial literacy workshops, mentoring, and cultural and social engagement.

IV. Faculty Advising

Students are often advised by faculty members once they have declared a major. In addition to the obvious expertise that a faculty member has in the student’s field of study, they may provide recommendations for jobs or internships, oversee research projects, and provide guidance in application to graduate school. There are also Faculty Advisors who work in the Academic Advising Center (currently four).

V. Comprehensive advising initiative

UAF was awarded $600,000 in legislative funding to expand the comprehensive advising services offered in order to increase the success of all students, particularly at-risk baccalaureate students. In Fall 2012, 55 percent of Fairbanks campus baccalaureate-seeking students were either low-income or first-generation college students. Comprehensive advising is a model similar to that provided by RSS and SSS: intensive, holistic advising that takes into account students’ goals and the possible barriers to their success. Academic advisors act as advocates and liaisons with other university offices such as Financial Aid or Residence Life and help students with time management and study skills in addition to helping them select courses.

In a comprehensive advising model, students are usually required to meet with their academic advisor on an on-going basis (in the case of SSS, five times a semester) so that problems can be identified and resolved before they interfere with a student’s success. UAF believes that this sort of personal connection and attention to students, particularly when they are struggling, will lead to increased attainment. Several new positions were added through this funding: two additional academic advisors in SSS (which will increase the number of students they are able to serve from 160 to 280), one staff advisor for the CLA, and two additional academic advisors in the AAC. Funding was also provided for scholarships for low-income, first generation students, increased tutoring/academic support services and additional Supplemental Instruction (SI) sections. SI is a peer-learning model where a student who has previously been successful in a course provides study sessions and tips to students who are currently enrolled.

While so far only one semester’s worth of performance information is available, the numbers indicate that Comprehensive Advising has a positive effect on Satisfactory Academic Progress (or SAP, defined as completing 2/3 of credits attempted with a GPA of 2.0 or better.) In Fall 2012, 86.8 percent of Comprehensive Advising students achieved SAP, compared with 78.7 percent of UAF students as a whole, according to Financial Aid data. These numbers are positive, given the fact that the students targeted by Comprehensive Advising are first generation, low income, or students with disabilities, who would normally perform less well than the average UAF student.
### Comprehensive Advising Student Performance

<table>
<thead>
<tr>
<th></th>
<th>Student Support Services</th>
<th>Academic Advising Center**</th>
<th>College of Liberal Arts**</th>
<th>All Comprehensive Advising</th>
<th>All UAF (i.e., all students, not just those served by comprehensive advising)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # individual students advised</td>
<td>118*</td>
<td>123</td>
<td>86</td>
<td>327</td>
<td>n/a</td>
</tr>
<tr>
<td>Percentage of students making Satisfactory Academic Progress (SAP)</td>
<td>89%</td>
<td>77.2%</td>
<td>97.6%</td>
<td>86.8%</td>
<td>78.7%</td>
</tr>
<tr>
<td>Percentage of students that did not graduate fall semester and that returned spring semester</td>
<td>94%</td>
<td>89.8%</td>
<td>90.7%</td>
<td>91.6%</td>
<td>90%***</td>
</tr>
</tbody>
</table>

*Approximately half of SSS’s advising budget is through Comprehensive Advising, so this number is half of the total reported by SSS.

**Both the Academic Advising Center and CLA advisors see students primarily in their first two years of study, while SSS typically serves students for 4-5 years. Because juniors and seniors are included in the SSS figures, the group performance is better than for the freshman-sophomore group served by the other two advising centers. Also, the AAC serves predominantly undeclared or General Studies students, who typically underperform relative to students with declared majors.

***The 2013 figure is not yet available. In recent years, the average was 90 percent for first-time, full-time baccalaureate-seeking freshmen.

### VI. Other advising efforts

UAF participates in the Stay-On-Track campaign, and actively encourages students to take 15 credits when it fits into their lifestyle and academic plans. There are any students for whom 15-credits a semester is neither feasible nor desired, but UAF is communicating the importance of being aware of the costs of each additional semester, having an academic plan, and sticking to it. The number of UAF students who enrolled in 15-credits or more was up by 7.3 percent between fall 2011 and fall 2012.

UAF has an Early Warning Program in which all instructors of core courses are asked to submit a list of students who they feel are at risk either due to lack of attendance, poor performance, inadequate preparation, or personal issues. The names of these students are compiled into a list by major and each one is assigned a contact person, preferably someone who has already had some interaction with the student in the past. The students are contacted by phone and email, and recommendations are offered about tutoring and other resources that might assist them. In fall 2012, 324 students were identified by this process.

In summary, UAF’s undergraduate academic advising model is based on mandatory semester advising interactions between the student and his or her faculty or staff advisor, equipping the student to develop a relevant educational plan based on the student’s interests, academic progress, and needs.
Other SDI Student Achievement and Attainment efforts

Student Services Process Workshop

UAF sponsored a workshop for front-line employees working with student registration and billing processes. There were representatives from administration, student services, UAF CTC and all rural campuses. The day started with leadership setting the stage by empowering those working most closely with the students to improve processes and communication. There were several opportunities identified to improve student experiences. It provided a good picture of the challenge UAF faces in serving diverse student types (i.e. GED to PhD) and how each campus’ student services office influences the service received by each student. Working groups were formed to implement improvement on the highest priority items identified.

National Association of Academic Advisors Regional Meeting

The regional meeting of the NACADA (National Association of Academic Advisors) was held for the first time in Alaska this year. A large group of UAF attendees took advantage of this opportunity to focus on academic advising, including faculty members, representatives from rural campuses, UAF CTC and eLearning. Almost half the UAF attendees were faculty, indicating the university’s increased attention to faculty advisor training and development.

Productive Partnerships with Alaska’s Schools

UAF has ongoing partnerships with school districts throughout its service territory, with the strongest partnerships including the CRCD rural campuses. Chancellor Rogers began monthly meetings with Fairbanks North Star Borough School District superintendent Pete Lewis to seek new opportunities for partnership and cooperation; several initiatives are planned for the coming year.

EKCS Early College High School with Interior-Aleutians Campus

Effie Kokrine Charter School (EKCS) opened in Fairbanks in 2005 and began offering college courses as an Early College High School in 2006. Along with a regular middle and high school curriculum, EKCS, in partnership with UAF and UAF’s Interior-Aleutians Campus, offers college-level general education and elective courses that allow students to fulfill requirements for associate and bachelor’s degrees. Through the Tech Prep program and sponsored courses, EKCS students can enroll in university courses at no or low cost to their families. For the 2012-2013 school year, more than 20 college courses were scheduled, including subjects such as geography and Geographic Information Systems, Alaska Native studies, atmospheric science, and many others.
Tech Prep

Tech Prep is one option for high school students looking into Career and Technical Education opportunities. Vocational pathways are expressed through programs of study that allow college credit for pre-approved articulation of high school courses. Recent program development has focused on distance delivery for Allied Health. These efforts align with UA Statewide’s goal of a unified approach to personal learning development planning and uniform articulation of course work across the system.

Yoshikawa Permafrost Monitoring

Dr. Kenji Yoshikawa, research faculty in the Institute of Northern Engineering at UAF, developed a permafrost monitoring network active in more than 165 K-12 schools in Alaska as well as schools in Canada, Russia, Norway, Greenland, Tanzania, Japan and China. Dr. Yoshikawa was awarded the Usibelli Award in Outreach for this work. This K-12 partnership has been in place since 2005 and continues to grow in Alaska and around the world where permafrost exists. Dr. Yoshikawa will present his work at the UAF showcase during the June 2013 Board of Regents meeting.

Collaborative Teaching Model

The College of Rural and Community Development has proposed to work with six school districts—Northwest Arctic, Bering Straits, Yukon Koyukuk, Yupiit, Lower Kuskokwim, and Kuspuk—in expanding career and technical education in the high demand career fields of health and the STEM area of math.

CRCD aims to improve the academic and career/technical skills of rural students by engaging them in a statewide Allied Health Program of Study (POS); the POS will lead to industry-recognized certifications/degrees in health. Health Math 116 will also be developed as an eLearning course to further student success in the greatest challenge area for students (mathematics). The Collaborative Teaching Model (CTM) will provide mentoring for teachers while a college professor actually teaches the course. Students will also benefit from an exploratory course in health careers that can lead to further professional pathways.

The CTM Math model allows students to complete their four years of mathematics concurrently with college level credit. A 3-year plan will follow to support CTE planning for school districts across the state of Alaska, providing access to all Alaskan high school students. A consistent and predictable allied health program of study CTE course sequence will link secondary and post-secondary coursework in health and math via E-Learning for 225 students over three years.

Alaska Native Education Equity Program

The UAF College of Liberal Arts and School of Education have recently received awards totaling over $2M through the Alaska Native Education Equity program. All are directed at improving educational opportunities for Alaska Native students in rural areas. Below are excerpts from the project descriptions posted on the US DOE website:
The Applied Linguistics Program and Alaska Native Language Center (ANLC) at UAF, in partnership with the Association of Village Council Presidents (AVCP), and the Lower Kuskokwim School District have come together to improve Education in Alaska Native Languages and for English Language Learners through graduate degree completion of educators and developing Computer Assisted Language Learning materials to be used in participating schools. Through this proposal, program partners will build on earlier work to graduate 20 Master’s students and four doctoral students from participating school districts. These students will study and do research in the areas of Alaska Native and English Language Education.

Raising Educational Achievement through Cultural Heritage (REACH) proposes to improve Alaska Native student knowledge of Inupiat and Yup’ik ways of knowing about climate, and to increase Alaska Native student science, technology, engineering and math (STEM) competency. A total of 2,871 K-6 students and 237 elementary teachers at 15 sites in northwest Alaska’s Bering Strait School District (BSSD) will be served by the project. REACH provides year-round professional development augmented by ongoing mentorship from Native Elders, scientists, and master teachers.

The third project responds effectively to the well documented need to improve the academic performance (math in this project) of Alaska Native students by incorporating the elders’ wisdom. Elders measure proportionally, use symmetry, splitting, and geometrical verification in performing everyday activities. These mathematical processes are the centerpiece of this proposal, providing an innovative way to show teachers and students a cohesive and culturally connected method for teaching school mathematics. UAF faculty will refine, develop, and implement instructional materials and professional development.

**Productive Partnerships with Alaska’s Public and Private Industries**

UAF continues to partner with Alaska industries for instruction, research and service programs, and for providing basic infrastructure for the Fairbanks campus. All of UAF CRCD rural campuses continue to have close and regular working relationships with all of the industries in their regions; their productive partnerships set a standard that UAF hopes to meet throughout its instructional and research programs.

**Instruction and Research Program Partnerships**

New or expanded initiatives

*Fisheries:* UAF faculty and staff participated in development of the UA Fisheries Seafood and Maritime Initiative and continue to partner with the Pollock Conservation Cooperative Research Center to address research needs of the offshore fishing industry. *Mining:* 2013 is the third year of UAF’s Mineral Industry Research Laboratory’s partnership with Kinross Fort Knox and Sumitomo Metal Mining/Pogo, both of which donated $1 million over three years to support graduate student participation in research. *Aviation:* UAF Community and Technical College received a Boeing 727 from FedEx to support its aviation maintenance programs. Other partnerships are included under the R&D SDI theme.
Partnership with Fairbanks Economic Development Corporation (FEDC)

UAF has developed and strengthened a strong working partnership with FEDC over the past three years. The chancellor serves on the FEDC Board of Directors, and UAF participates regularly in FEDC board meetings and finance committee meetings. Deans, directors, and other faculty and staff also participate on FEDC committees and projects. This partnership has proved valuable to UAF in many areas: commercialization of research, exploration of natural gas supplies to the community (hence UAF), unmanned aircraft, and promotion of research activities.

Cold Climate Housing Research Center (CCHRC) Sustainable Village Housing

One project that is both programmatic and infrastructure-related is UAF’s Sustainable Village. CCHRC completed four 4-bedroom houses in time for students to move in last fall. Constructed on UAF property adjacent to the CCHRC building, the “live-in laboratories” were designed with student input to showcase highly efficient, affordable, and livable housing constructed on marginal soils in a subarctic ecosystem. Residents participate in monitoring and reporting the buildings’ energy use, water consumption and comfort. The goal is to research and showcase sustainable housing for Alaska. Each house is approximately 1,400 GSF in size and cost about $225,000 to construct. A second phase is planned for summer 2014 based on experience during the first year of the project.

Infrastructure partnerships

UAF is pioneering a variety of partnerships with Alaska’s private industries to address core facilities needs on the Fairbanks campus.

Private-Public Partnership (P3): Wood Center Expansion

Following the March 30 groundbreaking, work started on the Wood Center Dining Addition and will be completed in August 2014. This 43,000 square foot project is a public-private partnership with Lorig, a developer from Seattle. It is financed by National Development Council (NDC) using tax-free bonds, and will be owned by a project-specific LLC set up by NDC. Ghemm Construction is building the project, designed by Perkins + Will with engineering by Design Alaska. This project will replace the 40-year old Lola Tilly Commons dining hall and consolidate most dining options at Wood Center, making it more of a destination for most students and enlivening the general atmosphere. UAF continues to work on options for a second phase that would expand student housing options, and will present those options to the Board of Regents when and if the partnership financial plan addresses all issues.

Energy Efficiency Projects Status

Beginning in 2011, all three UA universities selected an energy service company (ESCO) through a competitive RFP process to perform energy audits on many campuses across the state. This RFP process was unique in that the RFP selected the initial consultant to perform the audit and the consultant automatically became the contractor to implement the work effort resulting from the audit.
Siemens Corporation was the successful bidder on the UAF projects and completed the Investment Grade Energy Audits. These audits included a thorough study of the existing lights, fans, motors, HVAC systems, building envelopes, and cooling systems in the buildings selected for review. The result of each energy audit was a design and firm bid to implement a recommended list of Energy Efficiency Measures (EEMs) that address specific energy issues within the buildings.

Siemens began construction the last week of January 2013 on the first project, the KUAC offices located in the Fine Arts Complex. A total of 10 buildings on the Fairbanks campus will have EEMs implemented.

1. Lighting upgrades have been completed in the following areas: Fine Arts Music & Art wings, Library, Great Hall, and Student Recreation Center (SRC). At the SRC, metal halide lights were replaced with T5 HO fixtures and occupancy controls that were measured to have generated a 50 percent reduction the amperage load, while increasing light levels by 20 percent.
2. Pneumatic hydronic zone controls conversion to DDC controls were completed at the Patty Center, Patty Ice and Patty Gym lighting are next. All lighting upgrades should be completed by mid-August.
3. Ongoing HVAC upgrades including controls automation conversions, motors, variable frequency drives and envelope improvements are scheduled to be completed mid-July 2013.

Rural Campus Projects:

1. Bristol Bay Campus (Bethel) – construction to be completed in May 2013 to include automation, HVAC, lighting, and envelope improvements
2. Chukchi Campus (Kotzebue) – construction to be completed in June 2013 to include automation, HVAC, lighting, and envelope improvements

In the future Phase 2 Energy Project, an additional set of buildings will be evaluated for EEMs and the payback time to implement them. This work is not yet scheduled.

Solar Photovoltaic Array

A novel partnership may provide up to one megawatt of solar-generated electricity to UAF. Siemens Corporation approached UAF earlier in 2012 and proposed installing a photovoltaic solar panel array on the hillside just below the Butrovich Building. Siemens offered to construct and operate a PV system, contingent upon UAF entering into a long-term power purchase agreement (PPA) for the output of the array. Siemens would also need assurance of control and access to the parcel though a lease with UA. UAF presented a general outline of this opportunity to the Board of Regents at its September 2012 meeting.

Discussion and negotiations with Siemens have progressed since then. Siemens provided a draft PPA for discussion purposes. UAF contracted for a third-party review of the economics of the proposal. At this point, the economics are close, but too close to make a definitive call on whether to proceed to construction. To refine the cost implications, UAF and Siemens agreed on a contract allowing design to proceed on the project sufficient to determine capital costs, rate pricing, and rate escalation for a 20-year

UAF SDI Presentation to Regents -11- June 6, 2013
Research and Development to Sustain Alaska’s Communities and Enhance Economic Growth

One-third of UAF’s total budget is used for research activities, a significant portion of which is focused on activity that sustains Alaska’s communities and/or enhances economic growth. New initiatives this year, many supported by actions by the Board of Regents, included:

- Technology commercialization through the creation of the Nanook Innovation Corporation and its Nanook Tech Ventures subsidiary
- The creation of the Alaska Center for Unmanned Aircraft Systems Integration
- Addition of a new satellite dish for the Alaska Satellite Facility

Significant new research grants that are aligned with this SDI goal include the EPSCoR and CANHR grants detailed below.

Intellectual Property Commercialization

UAF’s Office of Intellectual Property and Commercialization (OIPC) completed the formation of both the Nanook Innovation Corporation (non-profit) and has nearly completed work to establish its for-profit subsidiary (Nanook Tech Ventures). The two organizations are designed to accelerate the commercialization of UAF intellectual property and create new businesses.

OIPC has moved forward with a suite of new technologies for development. In October 2012, OIPC filed a provisional patent on an infrasound microphone that can be used for defense and surveillance purposes. Northrup Grumman is ordering the prototype for evaluation purposes. For some of these inventions, especially in the area of volcanic ash forecasting, OIPC is investigating the creation of a local startup company through Nanook Tech Ventures.

The Nanook Innovation Corporation (NIC) is nearing completion of its master agreement with UAF under which it will be granted authority to commercialize UAF intellectual property. As a non-profit supporting organization, NIC will license technologies to established businesses or to its for-profit subsidiary, Nanook Tech Ventures (NTV). NTV will have the option of taking equity in start-up companies using UAF IP. The articles of incorporation for NTV are under review by the State of Alaska. Several potential start-up companies are anxiously awaiting the formation of NTV and the completion of the master agreement between NIC and UAF. All the while, invention disclosure forms (IDF) continue to be brought to the Office of Intellectual Property and Commercialization (OIPC) by UAF faculty, staff and students. OIPC is on pace to receive the same number of IDFs as last year’s record-breaking number (32).
Alaska Center for Unmanned Aircraft Systems Integration (ACUASI)

The Board of Regents authorized creation of ACUASI in December 2012, and activity levels have been high. The FAA has been tasked to establish six competitively selected unmanned aircraft test ranges across the nation. Their solicitation was a bit delayed due to privacy issues and concerns that needed to be addressed but their request for proposals was finally announced on February 14, 2013. UAF’s experience and leadership in airspace integration and the use of unmanned aircraft in civil missions has led to the university not only being a logical winner of one of these six sites, but also to a partnership between Alaska, Oregon, and Hawaii to expand the ACUASI’s capabilities and reach. This partnership will provide the center with additional opportunities, including direct connections to the significant unmanned aircraft industry manufacturing base in Oregon. These connections have already provided, by donation, advanced aircraft from Lockheed Martin Skunk Works, AeroVironment, and Boeing, and will possibly provide financial support to enhance aircraft platforms with new payloads and added arctic capabilities.

Expanded Research Initiatives

Alaska EPSCoR

The 5-year $20 million Alaska NSF EPSCoR (Experimental Program to Stimulate Competitive Research) grant started July 1, 2012. This major initiative involves all three Alaska universities and is designed to build research capacity while addressing critical research needs. Members of the Alaska EPSCoR leadership team have met repeatedly, in-person and telephonically, for planning purposes, including choosing specifications for sensor networks, allocating research and outreach funds, and discussing individual work plans for the Southeast, Southcentral, Northern, and statewide components of the project.

Center for Alaska Native Health Research (CANHR)

The National Institutes of General Medical Sciences awarded the Center for Alaska Native Health Research a $5.3 million grant that will allow CANHR to continue its work in Alaska Native health disparities for five more years. The new funding will maintain CANHR’s four cores, which provide administrative services, data management, community engagement, and clinical support, as well as dietary and physical activity assessments expertise for researchers. Over the 5-year grant, CANHR will also provide 12 pilot project awards to University of Alaska Fairbanks researchers. The pilot projects are structured to provide preliminary data and foster junior scientists’ ability to successfully seek funding from the National Institutes of Health or similar federal agencies for larger research projects.
**Accountability to the People of Alaska**

UAF is undertaking several administrative related initiatives within this SDI theme.

Assessment and Improvement: Do we maintain realistic expectations of our efforts and monitor projects effectively to maintain continuous improvement?

- UAF has invested in process improvements within existing resources through training a cross-campus team to lead administrative streamlining efforts. The facility system post-implementation, improving the grant and contract set-up process, and reducing the time to hire new employees are active areas. Reducing procurement processing time and travel processing are beginning this spring.

Stewardship including Fiscal Oversight: What innovations have we implemented that can be used as examples to develop similar changes and improvements?

- OnBase is a system-wide technology tool key to reducing paper and speeding processes. UAF has invested in a position and comprehensive training to implement OnBase administrative solutions. To date, improvements have been put in place in student and HR. Current efforts are advancing in grants and contracts award processing. System-wide there is potential for improvements in financial processes utilizing OnBase.

Investment and Reinvestment: What revenue enhancement ideas are being considered?

- With the successful P3 process and the new dining addition coming soon, UAF has a tremendous opportunity to transform the food service contract incentives. UAF’s plan is to develop contract incentives that will maximize the student, faculty and staff experience in the campus environment as well as provide a steady revenue stream. The contract specifics will be developed over the next 8-10 months and will be implemented when the new facility is available.

- Similarly, UAF will be developing a new bookstore contract focusing on cost effective text books, enhanced products advertising UAF, improved revenue stream, and support for renovating Lola Tilly Commons or an alternative location. The new contract will go into effect shortly after dining moves to Wood Center.

**Research Program Review**

At the January 2013 Board of Regents’ retreat, VP Thomas pointed out that while each of the three universities had a robust academic degree program review process, they were not fulfilling the full requirements of Regents’ Policy on program review, which require periodic review of “all instructional, research and service programs with respect to quality, efficiency and contribution to mission and goals.”
UAF is undertaking a new program review process to address this deficiency. Full program reviews will be completed during the upcoming academic year for:

- UAF research programs
- UAF academic programs – other than degree and certificate programs (which were all reviewed in 2010-2012 and continue to be reviewed on a 5-year cycle)
- UAF service programs (focusing on Cooperative Extension Service and Marine Advisory Program)

And while not specifically required by Regents’ Policy, UAF will conduct similar program reviews for:

- UAF bridging programs
- UAF student and support services
- UAF administrative and support services

This spring, research leaders worked with the chancellor’s office to determine (a) the units to be measured, and (b) the metrics that will be used for program review. Units to be measured will be subsets of research institutes in order to focus on program quality, efficiency and contribution to mission and goals. Drafts are currently circulating and work will be completed on this phase by the end of the fiscal year. The second phase, data collection, will occur over the summer. The full review phase, with appropriate involvement of faculty governance, will take place during the coming academic year.

A similar process will be used for support programs, with a goal of completing reviews by mid-year when possible. Metrics will obviously be different from those used for research and academic programs, and will focus more on internal trends (year-to-year over a decade) and comparisons to peer institutions.

Minors on Campus

UAF adopted a new Protection of Minors on Campus Policy. The policy covers employees and volunteers at all UAF campuses and sites utilized by UAF that participate in or provide programs, events, and activities for minors. The policy includes training and screening requirements and provides roles and responsibilities for all UAF employees. It was developed to meet the needs of various programs and activities, ensure the safety of minors and protection of employees, and provide the flexibility necessary to welcome minors to the UAF campus in all existing and future programs and activities. The policy went into effect at the end of May 2013.

Out-of-State Recruiting

Recruiting out-of-state undergraduate students to UAF is an important component of the overall enrollment strategy. UAF Institutional Research reports the following breakout of student residency for the fall 2011 – spring 2012 academic year:
• AK Residents – 80%
• Out-of-State – 15%
• International – 5%

During the last three years, the Office of Admissions and the Registrar (OAR) has employed the following recruitment strategies and tactics for out-of-state undergraduate student recruitment:

• Dedicated admissions counselors to recruitment in each of the U.S. time zones, as well as internationally.
• Traveled to California, Washington, Colorado, Texas, Oregon and Idaho each year.
• Assisted with international recruitment initiatives and the North2North (UArctic) program.
• Attended national college fairs (NACAC), national Hispanic college fairs (in California), transfer fairs, and regional fairs. Collaborated where possible with UAA and UAS to save money on travel and registration costs.
• Visited individual high schools and community colleges to offer presentations about UAF, to meet with students and guidance counselors, and to build network connections.
• Developed an articulation agreement with the Seattle Community College District.
• Hosted community college advisors from the Pacific Northwest for an in-depth campus experience.
• Contracted with several companies to reach a broader market of students through purchased or generated names, with a specific focus on Western Undergraduate Exchange states, plus Texas and Florida.
• Purchased Zopim Chat service to provide more accessibility online to UAF students both in Alaska and elsewhere.
• Allocated scholarships to out-of-state students when appropriate and applicable (merit and achievement scholarships).
• Improved communication plan with out-of-state students with a focus on promoting the benefits of the Western Undergraduate Exchange program.

New Supervisory Training Models

UAF continues to improve employee and supervisory training to reduce claims and improve productivity. In 2008, UAF HR implemented a supervisor training program in response to feedback from staff to then-Interim Chancellor Rogers. UAF HR staff designed the training program to increase supervisor awareness about legal compliance and also to expose supervisors to leadership and staff development techniques. In November 2012, HR launched a revamped training curriculum to condense classes and provide more interactive training, using experiential activities such as case studies to encourage discussion and understanding of the material. Current UAF supervisors are required to complete the training within three years; new supervisors are required to take all three modules within the first year of hire.
New UAF Brand Rollout

UAF launched a new statewide branding and marketing campaign in November 2012. The campaign featured UAF’s new brand line "Naturally Inspiring." The campaign’s primary audience is 18-24 year old prospective students, but the brand will be expanded and used throughout UAF’s marketing and communications strategies. The campaign consists of traditional media placements to include television, radio and print ads and a variety of electronic ads. The 2012 UAF Viewbook, a key component of UAF’s student recruitment strategy, was the first publication to employ the new branding and marketing theme.

The branding campaign included a series of 75 street banners installed around campus and at all entrances. Other campaign launch activities included a brand website featuring updated institutional identity guidelines, marketing templates, and a new “Brand Book” that provides other supporting marketing and communication tools.
UNIVERSITY OF ALASKA SOUTHEAST
STRATEGIC DIRECTION INITIATIVE (SDI) ACTIONS & PLANS

UA’s Strategic Direction Initiative (SDI) is about focusing intensively on meeting the educational and workforce development needs of all Alaskans. SDI encourages ‘continuous improvement’ within the university’s culture—informing by a clear vision and sound data, and leading to meaningful and measurable outcomes.

The following highlights steps taken over the past year at the University of Alaska Southeast (UAS) to help fulfill the five broad themes of SDI. For each theme, we also provide an indication of actions planned in FY14.

❖ STUDENT ACHIEVEMENT & ATTAINMENT

UAS Increases Degree Awards by Ten Percent Over 2012

• UAS increased its endorsement, certificate, and degree awards by ten percent to nearly 700 in 2013, more than double the number (204) in 1998. About half of all awards are master’s degrees focusing on teacher education, business management, and public administration.

UAS Meets High Demand Alaskan Workforce Needs

• Eighty-six percent (86%) of all graduates in FY12 received degrees in identified high demand fields—an increase of 8 percent over the previous year. In partnership with industry, UAS continues to develop targeted workforce programs—including business administration, accounting, mine mechanic, and fisheries technology degrees. For example, in FY13 UAS increased Accounting graduates by 50 percent.

Independent Surveys Confirm UAS Quality and Value

• UA Statewide Graduate Survey (McDowell Group 2013) reports “UAS graduates were more likely to be very satisfied with their UA experience in every category... Over half (51 percent) of UAS graduates were very satisfied with their overall academic experience, compared to 43 percent of UAF graduates and 38 percent of UAA graduates. Half of UAS graduates were very satisfied with their overall education... UAS graduates were more likely to report being very satisfied with their intellectual growth (59 percent)... For personal growth, 60 percent of UAS graduates were very satisfied...”
• McDowell Group’s UAS Retention Survey states “satisfaction with the overall educational experience at UAS is generally high, with 84 percent satisfied, and only 5 percent dissatisfied...The highest rated aspects of UAS were instructors/professors, responsiveness of UAS staff, instructional materials, and degree/certificate programs.”

UAS Focuses on Program Reviews to Increase Academic Rigor

• UAS is re-doubling efforts to use Academic Program Reviews—required by the Board of Regents—to make substantive improvements and changes to its academic programs. Recent reviews have led to enhanced investments (e.g. in Special Education and Accounting) while others have led to program suspension and deletion (e.g. Masters of Business Administration, Early Childhood Education).
• UAS faculty instituted a new Honors Program and created new Undergraduate Research and Creative Expression (URECA) awards to encourage academic excellence. In the past two years, 12 students made public presentations about exceptional URECA research and artistic projects supported by their faculty mentor.
• More UAS students are participating in interdisciplinary studies and programs involving active, engaged learning such as internships, practicum experiences, directed research, and portfolio development.
UAS Focuses on Retention through Mandatory Advising & Early Alerts

- In FY13 UAS implemented mandatory advising for all incoming freshmen, transfer students with less than 30 credits, and students admitted on probation.

UAS Creates Stay On Track Awards to Encourage Timely Student Completion

- UAS students can now receive a Stay On Track award of $500 if they increase enrollments from 12 to 15 credits in their junior and senior year—a move to encourage timely degree completion. Between 2009 and 2012 the number of students taking 15 or more credits increased over 50%. 128 students received the Stay on Track award during the spring of 2013.

UAS Expands eLearning Programs Statewide

- UAS continues to be a leader in expanding eLearning degree opportunities for students. Most popular are the Bachelor of Liberal Arts, Bachelor of Business Administration, and Masters of Art in Teaching. In AY2013, UAS offered 42 degrees, endorsements, and certificates largely or entirely by eLearning. An additional 40 programs were offered in blended or hybrid delivery, combining face-to-face instruction with eLearning.
- McDowell Group Retention Survey (2012) states “the ability to take online courses is the number one reason that students chose UAS, and it is the most-liked aspect of UAS.” Over 40 percent of UAS students are enrolled primarily through eLearning.
- UAS Education faculty offered the first Alaskan “MOOC”—Massively Open Online Course—focusing on educational technologies and pedagogies.

Outstanding Faculty and Staff Increase Opportunities for Alaska Native Students

- UAS doubled the number of Alaska Native faculty, who teach in the arts and sciences, education, and Alaska Native languages. Students can now complete an emphasis in Alaska Native Studies and Languages as part of the Bachelor of Liberal Arts (BLA) degree.
- Faculty member Xh’unei Lance Twitchell (Tlingit) was recognized as one of Alaska’s “Top 40 Under 40.”
- Faculty member Ernestine Hayes (Tlingit) created the celebrated ART OF PLACE series involving Elders and focusing on traditional and contemporary Tlingit language, art, foods, and cultures.

Looking Forward to Fiscal Year 2014

- FY14 Program Reviews are planned for Construction Technology (AAS), Art (BA), Associate of Arts (AA), Environmental Science (BS), Mathematics (BS), Outdoor Studies (Cert), Reading (MEd).
- Juneau’s new Freshman housing will be situated near classrooms, Egan Library, the Juneau Learning Center, and food service. The housing will be situated in a stunning location with views of glaciers and Auke Lake. The housing will make UAS even more attractive for students and promote student achievement and attainment.
- UAS will use its new FY13 General Fund allocation for Advising to continue improving student recruitment, retention, and completion.
- Faculty continue to work across MAUs to align student learning outcomes for all General Education Requirements. UAS Transfer Credit Capture and Integration project slated to improve course transferability.
- Beginning in the fall 2013, UAS will be using EMAS Retention Pro as an early alert system targeting high risk students—enabling them to create an Academic Recovery Plan and receive special advising and mentoring.

PRODUCTIVE PARTNERSHIPS WITH ALASKA’S SCHOOLS

UAS Supports UA Teacher Education Consortium

- UAS hosted the UA Teacher Education Consortium in Juneau in March 2013. Faculty and staff continue to work with colleagues at UAA and UAF to strengthen teacher education and placement across Alaska. Provost Caulfield now serves as Higher Education Lead for the statewide K-20 Smarter Balanced Assessment Consortium.
PITAAS Educates Alaska Native Teachers and Administrators

- The PITAAS (Preparing Indigenous Teachers and Administrators for Alaska) Program continues to educate skilled Alaska Native teachers and administrators for Alaska’s schools.

UAS Aligns Curriculum with K-12 Schools

- UAS collaborates actively with Juneau School District under a new MOA focusing on enhancing student success in English and Mathematics. Faculty and teachers meet annually to discuss alignment in English and Math.
- Education faculty established MOAs with Copper River and Yukon Flats School Districts to offer dual credit courses for future teachers in Exploring Education Careers.

Faculty Build Secondary-Postsecondary Career Pathways

- Juneau faculty member Mike Bell pioneered statewide delivery of the course “Introduction to Mining Operations and Occupations,” offered through the Alaska Learning Network (AKLN). High school students in over 25 communities participated and many were able to complete tours of operating mines as part of the course.
- UAS prioritized hiring a new Tech-Prep Coordinator to revitalize and expand Tech Prep agreements for high school students across Alaska so that talented students can earn college credit while still in high school.

Meeting High Demand Needs in Teacher Education and Certification

- Faculty secured Regents’ approval of the new Bachelor of Arts in Special Education certification program and the new endorsement in eLearning and Distance Delivery for Alaska K-12 Teachers.
- UAS faculty conducted College Board workshops for Juneau K-12 teachers and hosted a College Board counselor conference for Southeast Alaska school counselors.

Looking Forward to Fiscal Year 2014

- UAS expects to continue serving as a leader in quality teacher education, with particular focus on high demand areas such as special education, STEM, school leadership, and Alaska Native education.
- Our Southeast Alaska Tech-Prep Coordinator plans an active marketing and advising effort to grow opportunities for high school students to earn college credit in career and technical education fields.

PRODUCTIVE PARTNERSHIPS WITH ALASKA’S PUBLIC AND PRIVATE INDUSTRIES

Collaborative Investments with Industry to Build Alaska’s Workforce

- Implemented the Mine Mechanic training program at UAS Center for Mine Training with $300,000 investment from Hecla/Greens Creek Mining Company.
- UAS plays an active role in UA Fisheries/Seafood/Maritime Initiative—aligning industry needs with education and training partners across Alaska.
- UAS faculty and leadership engaged with Juneau Economic Development Council (JEDC) through regional cluster initiative, focusing on mining, tourism, forest products, ocean products, and research.

Creative Responses to Alaska’s Employers and Employees

- UAS offers accounting courses in Juneau’s State Office Building (SOB) during the lunch hour—meeting employers’ need for a more skilled workforce and employees’ needs for professional development.
- School of Management faculty collaborated with local accounting firms, private industries, and public agencies on hosting an Accounting Career Information Night to inform students about careers in accounting.
- UAS expanded its Career Services to promote internship and practicum opportunities for students.

Looking Forward to Fiscal Year 2014

- Expanding Statewide Fisheries Technology degree program delivery with support from Icicle Seafoods. New partnerships with Prince William Sound Community College, KPC/Kachemak Bay Campus, and UAF Bristol Bay Campus make this degree available throughout coastal Alaska.
RESEARCH/DEVELOPMENT TO SUSTAIN ALASKA’S COMMUNITIES & ECONOMIC GROWTH

Establishing & Enhancing Key Research Partnerships
- The Alaska Coastal Rainforest Center (ACRC) is a multi-agency partnership designed to facilitate research and education about coastal temperate rainforests in the North Pacific. ACRC has 17 public and private sector members and is seeking to leverage resources and talent to address pressing community research needs.
- UAS faculty have active and engaged partnerships with the USDA/Forest Service, including shared use of the new PNW Forest Sciences Lab in Juneau and collaborative management of the Heen Latinee Experimental Forest located 30 miles north of Juneau.
- UAS faculty joined colleagues from UAA and UAF in securing EPSCoR IV research funding, designed to expand our knowledge of bio-geophysical parameters and social impacts of climate change in Berners Bay, north of Juneau. The project will provide many opportunities for undergraduate research education and training.

Looking Forward to Fiscal Year 2014
- UAS’ continuing engagement with the Juneau Economic Development Council’s Cluster Initiative will help identify action steps to address workforce and educational/training needs in Southeast Alaska’s economic sectors.

ACCOUNTABILITY TO THE PEOPLE OF ALASKA

Three Campuses, One University—UAS Maximizes Campus Collaboration
- UAS leverages resources from all three of its campuses. Each contributes assets and resources for the benefit of all of Southeast Alaska. Students transfer seamlessly and take advantage of both face-to-face and eLearning instruction. No one of these campuses alone would be able to fulfill the expectations of the regions’ residents; working together creates critical mass and new opportunities.

SDI Aligns with Accreditation & Continuous Improvement
- UAS has a new (2010) mission and four core themes that align well with SDI. We successfully completed a NWCCU Year One regional accreditation review and are now preparing our Year Three Self-Study.
- We continue to focus on offering quality education that aligns with national and professional standards. UAS is currently preparing its business programs for specialized accreditation with IACBE, the International Assembly for Collegiate Business Education.

New UAS Master Plan Leads to Facilities Consolidation & Efficiencies
- The Board of Regents approved UAS’ new Campus Master Plan in April 2013. This comprehensive update of plans for Juneau, Ketchikan, and Sitka Campuses provides a template for consolidation and more efficient use of existing and planned facilities.

UAS Implements Streamlined Student Fee Structure on Juneau Campus
- The Juneau Campus now has a streamlined consolidated student fee structure that links fees to campus infrastructure in a more equitable and transparent way. Student response to the new fee structure has been positive.

Looking Forward to Fiscal Year 2014
- The upcoming sale of Bill Ray Center in downtown Juneau, with corresponding consolidation of facilities at the Auke Bay Campus, will allow for more efficient use of space and operational savings into the future.
- UAS will continue to manage its resources and assets to ensure accountability to the people of Alaska and to its students. Careful resource management, use of program reviews, and data-driven decision-making will enable UAS to achieve its mission and strategic goals.
Approval of Revisions to Regents’ Policy P02.04.300-320

CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED LANGUAGE CHANGES

P02.04.300. University of Alaska Fairbanks Councils.

The University of Alaska Fairbanks, in carrying out Alaska's land grant, sea grant, and space grant university functions, seeks a working relationship with citizens at both the state and national level in meeting the mandates of its mission. Toward the accomplishment of this purpose, the board establishes for the University of Alaska Fairbanks the following councils:

A. Board of Advisors Visitors;
B. Campus Councils; and
C. in recognition of its special mission and commitment to rural Alaska, a special Advisory Council for the functions of the College of Rural and Community Development.

(06-06-07)

P02.04.310. University of Alaska Fairbanks Board of Visitors.

A. There is hereby established for the University of Alaska Fairbanks an advisory board of advisors visitors of 7 to 15 members who are to be broadly representative of the general public at the state, national, and local level. Membership will be drawn from those sectors of the population that are the recipients and potential beneficiaries of the university's efforts in instruction, research, and public service. The board shall serve as a public advocacy body for the institution and shall provide guidance and advice to it in its efforts to fulfill its mission.

B. The Board of Advisors Visitors is to be a group of leaders with interest in Alaska and the North, who will assist the University of Alaska Fairbanks in meeting its responsibilities to Alaska and the United States now and in the future.

C. The chancellor, after consultation with current members, shall extend invitations to and appoint individuals to serve as members of the UAF Board of Advisors Visitors. Members shall serve without compensation but may be reimbursed for reasonable and necessary travel expenses in accordance with regents’ policy and university regulation.

(06-06-07)

P02.04.320. Responsibilities.

The Board of Advisors Visitors shall have the following responsibilities to the University of Alaska Fairbanks:

A. advocate the interests of the university;
B. provide guidance to the chancellor on ways the university can increase its responsiveness to local, state, national, and international needs;
C. assist the institution in the identification and development of private and public sources of revenue;

D. annually review program plans, budget requests, and priorities of the institution;

E. assist the university in explaining its mission and its needs to the public, the governor, and the legislature;

F. as needed, recommend changes to regents’ policy and university regulation; and

G. designate one or more members to participate in the search and screening process of candidates for the chancellor's position.

(06-06-07)

PROPOSED FINAL LANGUAGE

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F. recommend changes to regents’ policy and university regulation; and

G. designate one or more members to participate in the search and screening process of candidates for the chancellor's position.

(XX-XX-XX)
P05.10.080. Tuition and Fee Waivers.

A. The president or designee may waive tuition or student fees when such action is determined by the president to be in the best interest of the university.

B. Regular tuition shall be waived for Alaska residents who meet the following criteria: are otherwise they must be age eligible to receive full (unreduced) social security retirement benefits, who and they must register on a space available basis, that is, “Space available basis” means when courses can accommodate such students in addition to other enrolled students. Individuals who were eligible for senior citizen tuition waivers on September 21, 2005 under the previous regents’ policy shall continue to be eligible for the waiver.

C. Regular tuition, nonresident tuition surcharges, and for-credit course fees will be waived for an eligible dependent child under age 24 or spouse of a peace officer, fire fighter, or member of the armed services as described in AS 14.43.085 who was killed or died of injuries sustained in the line-of-duty, or is listed as missing-in-action or a prisoner-of-war. The deceased or missing person, at the time of the injury or incident, must have been an Alaska resident and:

1. a member of the Alaska National Guard, Alaska Naval Militia, or the armed services of the United States;

2. employed by a federal, state, or municipal fire department, or performing duties for a regularly organized volunteer fire department registered with the state fire marshal; or

3. a state trooper, municipal police officer, village public safety officer, U.S. marshal or deputy marshal, corrections officer, or officer whose duty is to enforce and preserve public peace.

D. A recipient under C. of this section must have been a spouse, natural or adopted child, stepchild, acknowledged illegitimate child, or dependent child under “loco parentis” for at least three years of the subject party or the deceased at the time of death. The recipient must also be and remain in good academic, financial aid, and student code of conduct standing in accordance with institutional standards of the campus attended.

(09-21-05)
PROPOSED FINAL LANGUAGE

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INTRODUCTION

The University is in the midst of a major institutional directional change called the Strategic Direction Initiative (SDI). Beginning almost two years ago now, UA solicited the people of Alaska to help us chart a new course. We were highly encouraged by their strong response, their passion and their commitment to support the work that they said we have ahead of us.

The focus is now on taking all of the input and discussions and making them into “effect statements” to transition the University into the next phase of SDI… the so called “doing phase.” It is work in progress and operational and tactical approaches are being discussed to achieve the selected effects. Discussions continue on how the UA System can become more productive and aligned with the priorities of students, employers and the people of the state. Once complete, SDI will provide the budget framework for the future. As with FY14, the budget requests will continue to support the five themes:

- Student Achievement and Attainment
- Productive Partnerships With Alaska’s Schools
- Productive Partnerships With Public Entities and Private Industries
- Research and Development to Sustain Alaska’s Communities and Economic Growth
- Accountability to the People of Alaska

The Governor has proposed a 5-year fiscal plan to manage Alaska’s reserves and limit government spending and has committed to stepping down the levels of spending over the next five years. The details of the plan have yet to be released. As part of the FY15 budget planning process the University will continue to look at ways of capping growth. With the state’s emphasis on reducing growth, and as we move into the last phase of SDI, the request level for new programs is expected to be much more reliant on internal offsets than on general fund increase requests.

During FY15, the University’s focus will continue to be on:

- Streamlined efforts to move students through efficiently, successfully, and affordably
- Improving student access to an ever-expanding e-learning menu
- Specific initiatives to improve student preparedness for post-secondary work at UA (including student advising services)
- Cost containment for growing high-demand program areas without sacrificing quality of the programs
  - Engineering
  - Fisheries
  - Mining
  - Teacher education
  - Health/biomedical
  - Workforce Development
  - Research – applied and basic research that has a strong focus on Alaska issues, such as alternative energy
- Program review, and where and when necessary, program prioritization
- Becoming known for our commitment to service
PROGRAM PRIORITIES

The budget aligns with and supports the highest priorities of our students, employers, and we believe aligns well with legislative intent. It focuses on:

- Initiatives to help more students graduate (sooner) and contribute to Alaska’s economy (faster)
- Support for training and education in Alaska’s high-demand jobs
- Research that tackles pressing Alaskan and National issues that UA is uniquely positioned to address, and that have the potential to attract high interest and create a source of alternative revenue

Educational output priorities for the University will not change significantly.

- Enhance college readiness and student success
- Continue emphasis on efficient student enrollment, advising, retention, and timely completion at all levels
- Prepare Alaskans for the State’s high-demand jobs
- Win more competitive research grants and create commercial value from UA intellectual property spin offs
- Develop a culture of service to students

As usual we will continue our efforts to align with the public interests, conduct outreach, increase development, and pursue engagement efforts. International opportunities will be encouraged at all three MAUs.

FIXED COSTS

Fixed Costs/Administrative Requests will be developed using system wide standards. Information Technology (IT) and business process improvement initiatives will be vetted through the Information Technology Executive Council (ITEC) and System-wide Administrative Leadership Team (SALT). As part of the fixed cost review process, each MAU will follow the new approval plan for new facilities.

PERFORMANCE FUNDING POOL

Each MAU will control the distribution of its FY15 performance funding pool, to be used in support of performance-related strategies. One percent of general funds are the expected funding pool size, although annual circumstances will dictate the exact amount chosen by the MAU for internal reallocation. In the FY15 budget and planning process, MAU performance evaluation and reporting requirements are based on the State of Alaska’s requirements. As the Strategic Direction Initiative continues, additional metrics will be developed to support the SDI areas of focus.

BUDGET ASSUMPTIONS

The budget will be developed using the following assumptions:

- The enrollment outlook is challenging however, various strategies are being considered to minimize any enrollment downturn such as increasing the number of Alaska Performance Scholarship (APS) students attending UA and new efforts to increase retention and increase the number of students getting to attainment and degree completion
- Externally funded research activity will be flat to slightly down
- Indirect Costs Recovery (ICR) will be flat to slightly down
- Tuition rate increases will be very modest, at best
- Compensation increases for staff and faculty will be below historical averages
• Retirement system employer contribution rates will remain at the FY14 levels
• Continue to look for ways to mitigate healthcare cost increases including a revamping of the wellness program

FY15 BUDGET TIMELINE

Below are key dates in the FY15 budget development process associate with BOR Action.

**June**
- BOR - FY14 Operating and Capital Budget Acceptance
- BOR - FY14 Operating and Capital Budget Distribution Plans Approval
- BOR - FY14 Natural Resources Fund Budget Allocation Approval
- BOR - FY14 Student Government Budget Approval
- BOR - FY15 Operating and Capital Budget Development Guidelines Approval

**September**
- BOR - First Review of FY15 Operating and Capital Budgets, and Capital Improvement Plan
- President’s formal budget meeting with Governor’s Office of Management and Budget (OMB)

**November**
- BOR - FY15 Operating and Capital Budget Request Approval
- BOR - FY15 Capital Improvement Plan Approval
- Submit Board of Regents’ FY15 Budget to the Governor’s Office of Management and Budget (OMB)
UNIVERSITY OF ALASKA

FY15 CAPITAL BUDGET DEVELOPMENT GUIDELINES

INTRODUCTION

Guidance from the Governor for the FY15 Capital Budget is expected to place emphasis on a decreased capital budget and reduction of deferred maintenance (DM). FY15 is the last year of the Governor’s five-year, $100 million annual commitment toward reducing deferred maintenance. With these things in mind, the FY15 capital budget requests should identify strategic investment needed to implement the Strategic Direction Initiatives (SDI) objectives and reduce DM backlog to an acceptable level.

Deferred Maintenance (DM) and Renewal & Repurposing (R&R) is, and will continue to be, the Board of Regents’ highest overall priority. Regularly scheduled Annual Renewal and Repurposing funding at a consistent level is necessary to realize UA’s sustainment funding goal… an annual investment of $50 million. Annual R&R funding helps revitalize the life of older buildings that need major system replacements before the systems deteriorate below their intended functionality. A large deferred maintenance backlog, ultimately leads to a loss in facility support for education program delivery, which is mission failure for UA. Legislation to create the University Building Fund (UBF) passed the Senate in FY14 and is pending in the House for action in January 2014. The capital budget request and long range 10-year Capital Improvement Plan (CIP) will reflect UA’s intent to position the University for UBF implementation.

UA’s Capital Improvement Plan will be consistent with the 10-year fiscal plan submitted to the State of Alaska. The plan provides the Board of Regents, President, executive staff, and university community a clear picture of the capital projects which follow from completion of the Program Resource Planning (PRP) process and identification of the annual operating costs associated with those projects. The long range Capital Improvement Plan aims to balance approved program needs across UA campuses with realistic expectations for capital appropriations.

GUIDING PRINCIPLES

- Develop short, mid, and long-term requests which position the University to implement the (UBF), reduce DM backlog, accomplish research for Alaska and upgrade critical infrastructure.
- Develop a 10-year Capital Improvement Plan based on guidance in the main and community campus master plans which includes new construction projects using the PRP process and identifies potential projects for consideration if the State of Alaska issues a General Obligation Bond.
- Recognize that DM reduction needs to be strategic and targeted, focused around discussions of the data elements included in the Strategic Investment Chart and the intent to cover additional buildings under the UBF.
- Address continuation of DM reduction, in case FY16 and beyond contains no overall state DM reduction program.

BACKGROUND

- UA maintains over 400 buildings worth nearly $3.5 billion as measured by replacement value. These facilities comprise 6.7 million gross square feet and have annual depreciation totaling about $58 million. More than half of UA’s buildings are more than 30 years old. UA estimates an annual investment of $50 million for facility R&R is necessary to prevent adding to the deferred maintenance and renewal backlog. Although new facilities are desirable, annual deferred
maintenance as well as facility renewal and repurposing, code corrections, and some upgrades for
University equipment has been, and will continue to be, the top capital budget priority. Extending
the life of existing facilities is absolutely essential. The longer UA goes without consistent adequate
facilities funding, the sooner the deferred maintenance backlog threatens UA with areas of mission
failure. That, in turn, impacts annual Operations and Maintenance (O&M) dollars that become
unprogrammatically diverted to the emergency response to problems.

- Through its operating budget, the University dedicates funding (approximately 2.5% of adjusted
  facility value) every year to routine and preventive maintenance and repair (M&R). Common
  industry standards prescribe 2% - 4% of current replacement value as the most appropriate annual
  investment for M&R. The specific percentage is determined based on various factors such as the age
  of the buildings, previous renovations, the level of building use, and the climate.

**FY15 BUDGET TIMELINE**

Below are key dates in the FY15 budget development process associated with BOR action.

**June**
- BOR - FY14 Operating and Capital Budget Acceptance
- BOR - FY14 Operating and Capital Budget Distribution Plans Approval
- BOR - FY15 Operating and Capital Budget Development Guidelines Approval

**September**
- BOR - First Review of FY15 Operating and Capital Budgets and Capital Improvement Plan
- President’s formal budget meeting with Governor’s Office of Management and Budget (OMB)

**November**
- BOR - FY15 Operating and Capital Budget Request Approval
- BOR - FY15 Capital Improvement Plan Approval
- Submit Board of Regents’ FY15 Budget to the Governor’s Office of Management and Budget
  (OMB)
Tuition Setting Principle Discussion

In preparation for the September Board of Regents meeting when the FY15 tuition rates will be set, the UA Administration would like to discuss tuition-setting philosophy with the Board. Current Board policy P05-10 provides a good starting point for this discussion. The relevant section of that policy is as follows:

Recognizing that state general fund support is not sufficient to pay the full cost of education and that students have a responsibility to contribute to the cost of their higher education, tuition and student fees will be established to the extent practicable in accordance with the following objectives: (1) to provide for essential support to the university’s instructional programs; (2) to make higher education accessible to Alaskans who have the interest, dedication, and ability to learn; and (3) to maintain tuition and student fees at levels which are competitive with similarly situated programs of other western states. Tuition revenues will be used primarily to maintain and expand the educational opportunities provided to students, to preserve and improve the quality of existing programs and support services, to respond to enrollment trends, and to implement new programs.

For discussion purposes we might summarize current policy with the following brief principles:

[A] No particular order implied.

- Essential support (could infer maintain or improve quality of programs)
- Access (infer affordability)
- Competitive with similar institutions in western states (infer affordability)

Are there other principles that should be included in setting tuition? If so, what other principles should be addressed? For example, tuition policy could help incentivize program completion and the principles could be listed as follows:

[B] No particular order implied

- Essential support (could infer maintain or improve quality of programs)
- Access (infer affordability)
- Competitive with similar institutions in western states (infer affordability)
- Incentivize Program Completion

Should there be an order to the principles? For example, the following ordered list could be considered:

[C] Order important

1. Essential support (could infer maintain or improve quality of programs)
2. Access (infer affordability)
3. Competitive with similar institutions in western states (infer affordability)
4. Incentivize Program Completion

Example 1
University of Wisconsin
Board of Regents Guiding Principles

1. Tuition and financial aid in the UW System should balance educational quality, access, and ability to pay.

2. As a matter of fiscal and educational policy, the state should, at a minimum, strive to maintain its current GPR funding share (65%) of regular budget requests for cost-to-continue, compensation and new initiatives, and fully fund tuition increases in state financial aid programs.

3. Nonresident students should pay a larger share of instructional costs than resident students, and at least the full cost of instruction when the market allows. Nonresident rates should be competitive with those charged at peer institutions and sensitive to institutional nonresident enrollment changes and objectives.

4. Where general budget increases are not sufficient to maintain educational quality, supplemental tuition increases should assist in redressing the imbalance between needs and resources.

5. Tuition increases should be moderate and predictable, subject to the need to maintain quality.

6. GPR financial aid and graduate assistant support should “increase at a rate no less than that of tuition” while staying “commensurate with the increased student budget needs of students attending the UW System.” In addition, support should also reflect “increases in the number of aid eligible students.”

7. General tuition revenue (to cover regular budget increases under the standard 65% GPR and 35% Fees split) should continue to be pooled system wide. Special fees may be earmarked for particular institutions and/or programs increasing those fees.

8. When considering tuition increases beyond the regular budget, evaluation of doctoral graduate tuition should consider impacts on multi-year grants and the need to self-fund waivers or remissions from base reallocation within departmental budgets.

Example 2

North Dakota State University
Guiding Principles

Some of the guiding principles followed under the system-wide study include:

- Intent is to keep institutional net revenue change neutral; or neutral as possible.
- Minimize cost impact to the typical full-time on-campus student.
- Tuition and other related costs should be transparent and easy to understand.
- Tuition should encourage timely degree completion.
- Tuition should reflect program cost.
- Tuition and other related costs should be easy to administer.
- The model will have not more than two residency rate categories.

The Student Success Tuition Model also aligns with goals stated for the SBHE Task Force on Student Fees:

- Ensure cost information is understandable and transparent for parents and students.
• Recognize and differentiate programs or courses that have unique costs.
• Simplifies the price model.

In summary, North Dakota State University’s proposed Student Success Tuition Model complies with intentions of the State Board of Higher Education, while addressing goals to promote student success and improve transparency to students.

Example 3

Portland State University
Guiding Principles

Revenue-tuition related principles

Premise: Tuition is the single largest source of revenue for core academic and related support activities

• Tuition should be set at levels that provide adequate resources for quality academic programs and support services

• Tuition should be set with consideration of program cost

• Student mix, established as part of the enrollment management plan, should be established to meet tuition revenue objectives

• Tuition Remissions (viewed as either lost revenue or an expense) should support the institutional objectives, e.g. access, attracting the best students, attracting non-residents students, research growth.

Example 4

University North Carolina Greensboro (UNCG)
Guiding Principles* of the UNCG Tuition Committee

1. UNCG must remain affordable for its neediest students.

2. UNCG must not significantly increase its rank among the constituent UNC institutions in terms of cost.

3. Recommended actions are believed to provide positive contributions toward the quality of the students’ educational/learning experience.

*These principles were established by UNCG’s first CITI (Campus Initiated Tuition Increase) Committee in Fall 2000 and observed by each subsequent committee.
# Board of Regents Program Action Request

## University of Alaska

Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one)  
   UAF

1b. School or College  
   School of Education

1c. Department or Program  
   Secondary

2. Complete Program Title  
   Bachelor of Arts in Secondary Education: Content Area (e.g., English, History, Biology, Mathematics)

3. Type of Program  
   - Undergraduate Certificate
   - AA/AAS
   - Baccalaureate
   - Post-Baccalaureate Certificate
   - Master's
   - Graduate Certificate
   - Doctorate

4. Type of Action  
   - Add
   - Change
   - Delete

5. Implementation date (semester, year)  
   - Fall  
   - Spring  
   - Year 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.  
   (Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (5th) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 19</th>
<th>Projected Annual Expenditures in FY $3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted General Fund</td>
<td>Salaries &amp; benefits (faculty and staff) $3000</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees $121,900-145,900</td>
<td>Other (commodities, services, etc.) $0</td>
</tr>
<tr>
<td>Indirect Cost Recovery $</td>
<td>TOTAL EXPENDITURES $3000</td>
</tr>
<tr>
<td>TVEP or Other (specify): $</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
</tr>
<tr>
<td>Restricted Year 1</td>
<td>(These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Federal Receipts $</td>
<td>Year 2</td>
</tr>
<tr>
<td>TVEP or Other (specify): $</td>
<td>Year 3</td>
</tr>
<tr>
<td>TOTAL REVENUES $121,900-145,900</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in: 4

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through new internal MAU redistribution</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funds already committed to the program by the MAU¹</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>f. Other funding source Specify Type:</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

8. Facilities: New or substantially (>=$25,000 cost) renovated facilities will be required.  
   - Yes
   - No

   If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

---

¹Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.
9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

<table>
<thead>
<tr>
<th>Year 1: 15</th>
<th>Year 2: 15</th>
<th>Year 3: 20</th>
<th>Year 4: 20</th>
</tr>
</thead>
</table>

Page number of attached summary where demand for this program is discussed: 4

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct</td>
<td>1 (0.033 FTE)</td>
</tr>
<tr>
<td>Term</td>
<td>0</td>
</tr>
<tr>
<td>Tenure track</td>
<td>0</td>
</tr>
</tbody>
</table>

11. Number* of TAs or faculty to be reassigned:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>0</td>
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<tr>
<td>Adjunct</td>
<td>0</td>
</tr>
<tr>
<td>Term</td>
<td>0</td>
</tr>
<tr>
<td>Tenure track</td>
<td>0</td>
</tr>
</tbody>
</table>

Former assignment of any reassigned faculty:
For more information see page 4 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher education programs at other MAU's.</td>
<td>Some students may be attracted to the Fairbanks campus because of the offering of this program. However, the impact to other campuses is likely to be minimal. It is anticipated that the highest number of recruitments will be from rural areas currently served by UAF.</td>
</tr>
<tr>
<td>Departments at UAF that offer content majors suitable for teaching (math, English, sciences, history)</td>
<td>Departments may see an increase in enrollment if students choose UAF because of the baccalaureate degree leading to a degree and teacher license. However, we anticipate that many of the students would have been content area majors if the BA in secondary education were not available.</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: N/A, minimal impacts.

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': National Council for Accreditation of Teacher Education (NCATE).
(As of January 1, 2013, NCATE will be called Council for the Accreditation of Educator Preparation (CAEP).

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Aligns with the following UAF Core Themes - Educate undergraduate and graduate students. Prepare: Alaska's Career, Technical and Professional Workforce Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge Aligns with the UA Strategic Directions Initiative theme, Productive Partnerships with Alaska's Schools.

Page in attached summary where alignment is discussed: 2-3

15. State needs met by this program (list): The Institute for Social and Economic Research 2011 report "Alaska's University for Alaska's Schools" indicates that 28% of all teachers statewide are prepared in the UA system. Research shows that teachers trained in Alaska stay longer, which means better continuity, especially in the rural areas. More continuity means higher achievement. The need for secondary teachers is significantly more pronounced than that for elementary teachers.

Page in the attached summary where the state needs to be met are discussed: 3

16. Program is initially planned to be: (check all that apply)
- Available to students attending classes at Fairbanks campus(es).
- Available to students via e-learning.
- Partially available students via e-learning.

Page in attached summary where e-learning is discussed: 2

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

[Signatures]

Provost  Date

Chancellor  Date
Recommend Approval
☐ Recommend Disapproval

UA Vice President for Academic Affairs on behalf of the Statewide Academic Council

5/14/2013

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☑ Summary of Degree or Certificate Program Proposal
☐ Other (optional)

Revised: 10/10/2012
SUMMARY OF NEW DEGREE PROGRAM REQUEST
Bachelor of Arts in Secondary Education:
Content Area (e.g., English, History, Biology, Mathematics)

I. The Proposed Program, its Objectives and Career Opportunities

The University of Alaska Fairbanks Secondary Education Department prepares teachers for grade 7-12 classrooms. The program’s aim is to develop teachers who can demonstrate through standards-based, performance assessment that they will be effective teachers for all students. The primary mission is to provide teachers for the unique environments of Alaska’s urban and rural communities. A post-baccalaureate licensure program in secondary education has been in place since 1996. The new, proposed baccalaureate degree allows students to complete a double major in a content field and education. The BA graduates will meet all of the requirements currently met by post-baccalaureate licensure students and the intended student learning outcomes are the same.

The specific objective of the Secondary Education Department is to develop teachers who successfully incorporate content, performance, and cultural standards into their instruction and who meet all Alaska Standards for Educators (http://education.alaska.gov/standards/pdf/beginning_teachers.pdf). The effective preparation of teachers requires participation of university faculty and master practitioners actively involved in the teaching profession. Currently, the secondary program involves collaborative partnerships among districts, schools and the university. It draws upon the expertise of public school teachers who serve as mentors throughout the academic year. The program seeks to build a collaborative learning community between the university and secondary faculties from schools throughout the state.

Students in the secondary teacher preparation program are assessed relative to state and national standards, including National Council for Accreditation of Teacher Education (NCATE) standards, the Alaska Teacher Standards, Alaska Content Standards, Alaska Standards for Culturally Responsive Schools and standards relative to academic specialty organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Council of Social Studies, National Science Teachers Association, American Council on the Teaching of Foreign Languages).

In order for students to be certified by the State of Alaska, they need to complete a teacher education program, as well as a content major for which they will be endorsed on their certificate. The BA Secondary Education degree is thus a double major that requires more than 120 credits; the total varies by content area. However, the BA in Secondary Education has been designed to minimize the total number of credits required. Assuming that they meet criteria for initial placement into freshman-level courses, students will be able to complete the degree in four years if they complete an average of 16-17 credits/semester or if they complete 15 credits/semester plus 6-10 credits (depending on content area) during the summer session or via A/P (Advanced Placement), CLEP testing, or similar means. However, the reality is that many students will not be able to complete their double major programs in four years, which is why we have developed advising plans for either four or five years, depending on student preparation and ability levels, other time commitments, and preference.

The central components of the new baccalaureate degree include:

1. Identified undergraduate majors in content areas suitable for public school teaching that can be completed concurrently with education courses leading to teaching certification.
2. Early, appropriate and consistent advising of students who seek to enter the teaching profession in an identified content area.
3. An integrated set of education courses and fieldwork experiences in school and community contexts throughout the degree offering to provide the foundation for a successful internship.
4. A year-long school internship with a mentor teacher with concurrent enrollment in professional coursework that focuses on the integration and application of theory, research and practice in both urban and rural school environments.

The goals of the baccalaureate degree are also consistent with those of the post-baccalaureate licensure program:

1. Identify individuals with the potential to be well-qualified secondary teachers for all children.
2. Develop knowledge, skills and disposition of program candidates throughout pre-service training.
3. Provide professional practitioners who are culturally responsive, effective practitioners for Alaska’s secondary schools.
4. Candidates are hired and retained as faculty members in secondary schools in Alaska.
5. Candidates take part in continuing professional development.

Delivery Method

The Bachelor of Arts in Secondary Education: Content Area (e.g., English, history, biology, mathematics) will be offered at the Fairbanks campus in its entirety. All education courses are also available through distance delivery in a variety of modalities (video-conference, E-live, audio, web-based), and internships can be arranged in many communities around the state. Some courses in content majors are limited to on-campus delivery modes at this time. However, UAF is encouraging several of the content areas to increase delivery via e-learning and we anticipate that several will be available entirely by distance within one to two years. Laboratory sciences, however, will continue to require Fairbanks campus residency for 1-2 years.

Career Opportunities

There are unlimited career opportunities for secondary teachers in the State of Alaska, as well as nearly every other state in the United States. This program is designed to help fill the hundreds of positions in the State of Alaska open every year to qualified teachers that are currently filled by candidates from outside the State. Existing and predicted shortages of teachers are well documented in the Alaska Department of Education and Early Development, in the Alaska Teacher Placement Office and in the U.S. Office of Education.

II. Relationship to University Mission and Goals

The proposed BA in Secondary Education directly addresses the Strategic Directions Initiative theme, “Productive Partnerships with Alaska’s Schools”.

The proposed Bachelor of Arts in Secondary Education; Content Area (e.g. English, history, biology, mathematics) supports these efforts as follows:

- The proposed degree allows for completion of a baccalaureate degree leading to teacher licensure within four years in most cases, thus allowing entrance into the job market sooner than is currently possible.
- Students who are off campus can complete degree requirements through distance delivery as content area majors make offerings available in modes other than face-to-face, consistent with university’s objectives.
- The school districts in Alaska, particularly small, rural districts are challenged in recruitment and retention of teachers. The proposed degree takes advantage of the strong program, Future
Educators of Alaska, throughout the state. Through that program we will recruit students who have shown an interest in education, assist them in completing degrees within four years, and allow them to return to local communities as teachers.

The proposed BA also aligns closely with UAF Core Themes and Objectives:

- Educate undergraduate and graduate students and lifelong learners.
- Prepare Alaska’s career, technical and professional workforce.
  This theme includes the specifically relevant objective, “Prepare students for jobs in Alaska”.
- Connect Alaska Native, rural, and urban communities by sharing knowledge and ways of knowing.
  This theme includes the specifically relevant objectives, “Partner with Alaska communities on issues of mutual interest,” and “Provide higher education access for Alaska Native, rural, and urban populations.”

III. Need and Enrollment Projections

Evidence of Need

There is certainly a need in Alaska for teachers, especially secondary teachers and teachers who are willing and able to teach in rural communities (Alaska’s University for Alaska’s Schools 2013). The addition of an undergraduate program would result in more students enrolling in the secondary education program, which would result in more secondary teachers available to meet the needs of the State, specifically teachers for rural Alaska and for STEM positions. Currently, the vast majority of secondary education students are place bound, because they have a spouse, children, or other commitments located in one of the major urban areas of Fairbanks, Anchorage, Mat Su, Juneau or the Kenai Peninsula. With an undergraduate program, students will be less likely to have established themselves in the urban areas and are more likely to accept positions in the rural areas. In the future, when several content area BAs are available online, some place committed rural students will have the opportunity to become certified secondary teachers without leaving their communities. Already, they could accomplish this with as little as a year of residence in Fairbanks.

Our recruiting efforts will be greatly enhanced with a baccalaureate degree. Currently, our recruitment focuses on college seniors and career changers, because prospective students must have a degree in a certifiable content area before looking at the Secondary Education program. With a baccalaureate degree, we can begin talking to high school students about an education degree within a content area.

Another major incentive for establishing a baccalaureate degree is the fact that most scholarship opportunities are not available to graduate students, while there are many available for undergraduate students, particularly the Alaska Performance Scholarship and the UA Scholars program. The Alaska Teacher Loan program, which is limited to undergraduate programs, is not available to potential majors in secondary education in the University of Alaska system because there are no undergraduate Secondary Education programs, and students applying to the Alaska Teacher Loan program have to be enrolled in a teacher education program to be eligible.

The proposed baccalaureate degree will add teachers who are prepared to work professionally and respectfully within our state’s unique Northern context and with all of Alaska’s peoples. It will build on an already existing Future Educators of Alaska network, active in rural Alaska, and offers students the opportunity to move into the profession in four years.
Projected Enrollment

Projections for enrollment are based on reviews of inquiries over the last five years and enrollment in the secondary education minor. Based on the number of inquiries received by advising staff, the initial enrollment should be approximately fifteen. A minor in secondary education has been in place since fall of 2008. There are currently ten enrollees in the minor, and some of these (especially if early in their programs) will probably move into the BA secondary education. From these two sources it is anticipated that enrollment will be 15 students for the first two years and 20 students thereafter. Planned, focused recruiting efforts through Future Educators of Alaska could yield additional students in rural communities. Since there is virtually no cost of offering the program, minimum enrollments to maintain it are small, only five students in the first two years, and 10 thereafter. As long as there are sufficient numbers of mentor faculty and field site placements, up to 40 students (including undergraduate and post-baccalaureate students) in the Fairbanks area can be served.

Budget

The Bachelor of Arts in Secondary Education; Content Area (e.g., history, biology, mathematics) requires almost no additional budget commitment. The education courses necessary for completion of the degree are already in place; one course EDSC 110 - Becoming a Middle/High School Teacher (1) credit has been added to introduce freshman and sophomore level students to the requirements for secondary teaching licensure and promote discussion of pertinent issues in teaching. It will be taught by an adjunct (typically a retired secondary teacher) at minimal cost. Current course offerings in education can accommodate all students in the baccalaureate program concurrent with the post-baccalaureate program already in place. No additional faculty or facilities are required. One month of an existing staff member's time will be assigned to support the program. The content majors also are already in place and can accommodate additional students who choose them based on a desire to become educators.

If enrollment projections are met, ultimately more than $120,000 in tuition revenue will be realized from BA Secondary Education students. However, probably not all of this will be in addition to current revenue, because some individuals who currently pursue the Education minor or the post-baccalaureate certificate will instead pursue the BA. Nonetheless, it seems certain that new revenue will exceed new costs.
Date: May 6, 2013
To: Thomas Case, Chancellor
From: Elisha Baker, Provost and Vice Chancellor for Academic Affairs
Subject: Request for Approval of Proposed Master of Science in Mechanical Engineering

The School of Engineering is proposing a Master of Science in Mechanical Engineering (MSME) program in response to growth of the Bachelor of Science in Engineering concentration in Mechanical Engineering and demand by employers, advisory boards, alumni, and students.

The elements needed to implement the MSME program are in place, including the current faculty, administrative support, and lab space of the department. Based upon enrollment projections, additional faculty hires and construction of additional lab space are not required for the proposed program. Graduate-level Mechanical Engineering courses are already being offered as advanced engineering electives in sufficient numbers to support this master’s degree. Existing library, student services, and academic services are sufficient and available to enrolling students.

The program proposal has been approved by the faculty, dean, and appropriate UAA curriculum committees. The program faculty have also coordinated with colleagues at the UAF College of Engineering and Mines and received positive responses regarding the proposed program and possible opportunities for collaboration. Following your approval, the prospectus will be submitted to the Board of Regents through the Statewide Academic Council.

Attachments:
BOR Program Action Request Form
MSME Program Prospectus and Executive Summary
Board of Regents Program Action Request  
University of Alaska  
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one)  
UAA

1b. School or College  
EN SOENGR

1c. Department or Program  
Mechanical Engineering (ME)

2. Complete Program Title  
Master of Science, Mechanical Engineering

3. Type of Program  
- [ ] Undergraduate Certificate  
- [ ] AA/AAS  
- [x] Baccalaureate  
- [ ] Post-Baccalaureate Certificate  
- [ ] Master's  
- [x] Graduate Certificate  
- [ ] Doctorate

4. Type of Action  
- [x] Add  
- [ ] Change  
- [ ] Delete

5. Implementation date (semester, year)  
- [x] Fall  
- [ ] Spring  
Year: 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master’s or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 14</th>
<th>Projected Annual Expenditures in FY 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>$767,520</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$403,054</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify): Foundation Industry Contributions</td>
<td>Year 2</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$1,375,574</td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in: 5

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through new internal MAU redistribution</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funds already committed to the program by the MAU¹</td>
<td>$1,170,574 (existing GF, tuition/fees with projected increase)</td>
<td>$0</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date Industry contributions for program labs (reduced to 5K in FY15 and expires at end of FY15)</td>
<td>$205,000</td>
<td>$0</td>
</tr>
<tr>
<td>f. Other funding source Specify Type:</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

8. Facilities: New or substantially (>25,000 cost) renovated facilities will be required.  
- [ ] Yes  
- [x] No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

¹Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.
9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

<table>
<thead>
<tr>
<th>Year 1: 17</th>
<th>Year 2: 24</th>
<th>Year 3: 34</th>
<th>Year 4: 48</th>
</tr>
</thead>
</table>

Page number of attached summary where demand for this program is discussed: 5

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

<table>
<thead>
<tr>
<th>Graduate TA</th>
<th>Adjunct</th>
<th>Term</th>
<th>Tenure track</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

11. Number* of TAs or faculty to be reassigned:

<table>
<thead>
<tr>
<th>Graduate TA</th>
<th>Adjunct</th>
<th>Term</th>
<th>Tenure track</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Former assignment of any reassigned faculty: 0
For more information see page 6 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering, Computer Science and Engineering, Electrical Engineering, Physics</td>
<td>A small number of MSME students may enroll in CE, CS, CSE, EE, or Physics courses or may collaborate with faculty or students on research or projects.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MSME students who choose the thesis option are encouraged to enroll in 6 credits of 400 level or above MATH or STAT courses. MSME students may collaborate with faculty or students on research or projects.</td>
</tr>
<tr>
<td>Project Management</td>
<td>MSME students who choose the non-thesis option are required to enroll in PM A601.</td>
</tr>
<tr>
<td>UAF Mechanical Engineering</td>
<td>Opportunities for new research collaboration between UAF and UAA ME faculty members, opportunities for the two MSME programs to complement each other by expanding existing course offerings through distance delivery. (Communicated with UAF College of Engineering and Mines and Mechanical Engineering Department.)</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: 3

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or ‘none’: None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): The proposed Master of Science in Mechanical Engineering (MSME) program advances the UA Academic Master Plan priorities by:

- Providing access to graduate-level study and continuing education in mechanical engineering to place-based students and employers
- Promoting more significant hands-on research opportunities for students and collaboration with local industry to solve engineering problems and generate intellectual property
- Enhancing interdisciplinary study, research and other collaborations

The proposed MSME Program advances the priorities in the UAA 2017 Strategic Plan by:

- Providing new opportunities for local mechanical engineering students and engineers at the graduate level, particularly for Professional Mechanical Engineers (Priority A)
- Advancing the level of student research through long-term relationships with faculty advisors (Priorities A and B)
- Collaborating with local employers to solve engineering problems and identify research projects (Priority B and E)
15. State needs met by this program (list): Alaska benefits from having a pool of highly qualified in-state engineers:
   • Hires from within Alaska have a higher retention rate and direct cost savings over hires recruited from outside Alaska; and
   • Master's level engineers offer greater levels of technical skill and specialization.
Anchorage employers benefit from a strong local university:
   • More than 100 engineering, energy, utilities, and construction employers operate within a five-mile radius of the UAA main campus;
   • Employers need more highly qualified engineers, scientists, and technically skilled managers who possess mastery and autonomy gained through graduate education;
   • Anchorage employs the largest number of Alaska's mechanical engineers; and
   • Replacement of skilled mechanical engineers who retire requires a level of knowledge and maturity that can be accelerated through completing an MSME program.
Professional Engineers (PES) are required to meet continuing education requirements to maintain their licensure:
   • Engineers need access to opportunities for professional growth, development and advancement;
   • Coursework outside of the Anchorage is not an option for most local engineers. Employed engineers have job and family commitments that limit their ability to travel for extended periods of time;
   • A strong need exists for a locally-available graduate degree program in Mechanical Engineering within the Anchorage area; and
   • A Master's degree is increasingly seen as the terminal degree for practicing mechanical engineers.
The proposed MSME Program has a strong level of support, described and quantified in detail in the full Prospectus, among both the SOE and ME Advisory Boards, current BSE ME students, BSE ME alumni, local engineering employers, and faculty and administrators throughout the UAA campus.

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

[Signatures and dates]

Recommend Approval
Recommend Disapproval

UA Vice President for Academic Affairs on behalf of the Statewide Academic Council

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.
New Program Proposal

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request.

Degree/Certificate Title & Responsible Program

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<th>School or College</th>
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</thead>
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<td>UAA</td>
<td>EN SOENGR</td>
<td>Mechanical Engineering (ME)</td>
</tr>
</tbody>
</table>

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<th>Complete Program Title</th>
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</thead>
<tbody>
<tr>
<td>Master of Science, Mechanical Engineering</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergrad Certificate</td>
</tr>
<tr>
<td></td>
<td>AA/AAS</td>
</tr>
<tr>
<td></td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Doctoral</td>
</tr>
</tbody>
</table>

The UAA Mechanical Engineering (ME) Department is proposing a Master of Science in Mechanical Engineering (MSME) program in response to growth of the undergraduate program and demand by employers, advisory boards, alumni and students. The proposed program is designed with a thesis option for students who wish to prepare for research-oriented occupations, a PhD degree, or advanced engineering practice, and a non-thesis option for students who wish to emphasize advanced engineering practice.

1. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

The proposed Master of Science in Mechanical Engineering (MSME) program advances the UA Academic Master Plan priorities by:

- Providing access to graduate-level study and continuing education in mechanical engineering to place-based students and employers
- Promoting more significant hands-on research opportunities for students and collaboration with local industry to solve engineering problems and generate intellectual property
- Enhancing interdisciplinary study, research and other collaborations

The proposed MSME Program advances the priorities in the UAA 2017 Strategic Plan by:

- Providing new opportunities for local mechanical engineering students and engineers at the graduate level, particularly for Professional Mechanical Engineers (Priority A)
- Advancing the level of student research through long-term relationships with faculty advisors (Priorities A and B)
- Collaborating with local employers to solve engineering problems and identify research projects (Priority B and E)
- Increasing opportunities for interdisciplinary study, research and collaboration (Priority D)
2. **History of the development of the proposed program.**

The proposed MSME program was developed as a natural extension of the growth of the UAA SOE ME Department enrollment, as well in response to demand for a graduate mechanical engineering program from the SOE and ME advisory boards, Bachelor of Science in Engineering mechanical engineering specialization (BSE ME) alumni and current students, and Anchorage engineering employers. The ME faculty increasingly received inquiries regarding an MSME program. Those inquiries and department growth to a level that made offering a program feasible spurred ME faculty to assess the demand of employers, alumni, and students for such a program. The assessment results indicated strong demand, and the MSME program proposal development and approval process was initiated.

The proposed MSME catalog copy was adapted from the well-established Master of Science in Civil Engineering (MSCE) catalog copy to be consistent with peer ME programs and meet the needs of employers, alumni, and students. The Civil Engineering (CE) Department and its programs have similar enrollment, professional goals, and Anchorage area employment numbers. Graduate level ME courses stacked with advanced engineering electives were developed by ME faculty to expand alternatives for undergraduate students while considering constituent needs and faculty expertise. Mechanical engineering graduate student research opportunities will be an extension of successful, established ME faculty research activity.

3. **Impact of the proposed program on existing UA programs, including the GER.**

The proposed graduate program is without GER requirements. It is anticipated that MSME students will enroll primarily in advanced ME courses and have ME faculty as their principal research and program advisors, and impact upon existing UA programs is expected to be minimal. Mechanical Engineering faculty have coordinated with and received support from several UAA departments, including Civil Engineering, Computer Science and Engineering, Electrical Engineering, Mathematics, Physics, Project Management, and WWAMI.

The proposed MSME program could complement existing graduate mechanical engineering programs within the UA system by expanding existing distance delivery course offerings. It could be possible for UAS, UAA and UAF students to interact with faculty with areas of expertise not emphasized at their home institution. UA students could be able to tailor their coursework to their interests, although traditional in-class and in-lab student experience is preferred and a UAA program will primarily serve place-bound Anchorage area students.

Coordination on the proposed UAA MSME program with UAF College of Engineering & Mines Dean Doug Goering, Professor, Ph.D., P.E., Mechanical Engineering, has been ongoing and first occurred at the September 2012 UAA SOE Advisory Board meeting. A February 2013 email with drafts of the proposed UAA MSME catalog copy and Prospectus Executive Summary attached was sent to the UAF CEM Dean Goering. Dean Goering’s response to the proposed program has been positive, acknowledging the efficiency of offering a UAA MSME program to Anchorage professionals and the opportunity for more collaborative teaching. He has not expressed any concerns regarding the proposed program.
In addition, a February 2013 email requesting feedback with the proposed UAA MSME catalog copy attached was sent to the UAF ME faculty. A follow-up telephone call was made to each email recipient. To date, responses from the faculty have been positive regarding the proposed program and catalog copy, as well as the possible opportunities for collaboration. The faculty comments have not included any significant concerns.

4. State needs met by the proposed program.

More than 100 engineering, energy, utilities and construction employers operate within the immediate area surrounding the UAA campus, with even more operating within the Municipality of Anchorage and the surrounding communities. These employers need more highly qualified engineers, scientists and technically skilled managers who possess the mastery and autonomy gained through graduate education.

Working engineers need access to opportunities for professional growth, development and advancement, including continuing education required to maintain Professional Engineer (P.E.) licensure. A master’s degree is increasingly seen as the terminal degree for practicing mechanical engineers. Most of Alaska’s mechanical engineers are employed in Anchorage and the surrounding areas and have job, family and other obligations that preclude their leaving the area for extended periods of time. Surveys of BSE ME alumni show that 47% have an interest in a master’s degree but have not enrolled in a graduate program because they do not want to move to another city or state. The proposed program will meet the needs of these place-bound mechanical engineers as well as current ME students who wish to pursue a master’s degree at the completion of the undergraduate program.

Surveys of employers, alumni, and current students indicate a high level of support for the proposed program, with 73% of employers, 83% of alumni, and 93% of current students supporting the proposed degree. These surveys also indicate that interest in enrolling in a program of ME graduate study is high among students (69%) and alumni (71%).

On a broader level, the proposed MSME program will strengthen the state of Alaska by increasing the pool of highly-qualified and skilled engineers. The program will foster an environment of scholarship and inquiry, with increased opportunities for research experience and collaboration with industry for both graduates and undergraduates.

5. Student opportunities, outcomes, and enrollment projections.

The proposed MSME has a thesis and a non-thesis option. The thesis and non-thesis options reflect the positive faculty experience at other institutions with MS programs with thesis and non-thesis options as well as the needs of employers, alumni, and students. The thesis option focuses on skills related to the acquisition of new knowledge and is designed for students who wish to pursue research-oriented occupations or a PhD degree, as well as to prepare for advanced professional engineering practice. The non-thesis option focuses on advanced engineering practice and is designed for students who prefer to substitute additional classroom education and a comprehensive written exam or a project for graduate research experience.
Distance learning will be used to accommodate and provide increased access to students who travel frequently as part of their jobs. For example, PM A601 is taught so that students both on campus and off can participate, providing a model that can be adapted as appropriate for each course's content in the program.

Research taking place within the ME Department involves collaboration with other departments and colleges and the Anchorage community. This has led to ongoing research projects that are unique within the state of Alaska. The faculty expect collaborative research projects to be an integral part of the MSME program, furthering research and design opportunities for graduate and undergraduate ME students.

### Table 5.1. Educational Objectives

The UAA MSME program objectives are to provide graduates with:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduate-level technical knowledge within mechanical engineering.</td>
<td>17</td>
<td>24</td>
<td>34</td>
<td>48</td>
<td>67</td>
</tr>
<tr>
<td>2. An ability to conceive and conduct graduate-level engineering research and problem solving.</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>3. An ability to effectively communicate graduate-level engineering concepts and applications.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

Enrollment and degrees awarded data from the CE undergraduate and graduate programs, the BSE ME undergraduate program, and the SOE were used to project MSME enrollments.

### Table 5.2. Enrollment Projections for the MSME Program

<table>
<thead>
<tr>
<th>Enrollment Headcount</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>24</td>
<td>34</td>
<td>48</td>
<td>67</td>
</tr>
<tr>
<td>FTE Enrollment</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Graduates (Degrees Awarded)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>12</td>
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</tbody>
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The FTE and graduate numbers are much lower than the enrollment headcount. Based upon CE program experience, 20% of MSME students enrolled will be full-time, completing their degrees in 1-2 years; the remaining 80% of students will be part-time while working full-time in industry, completing their degrees in 2-6 years. Most part-time students will require minimal academic or research advising. Existing classroom and course capacity will allow for the projected MSME program enrollment.

### 6. Faculty and staff workload implications.

The UAA Mechanical Engineering Department currently has seven full-time tenured and tenure-track tripartite faculty members. One faculty position was recently vacated. It is currently filled by a term faculty member, and the hiring process for a full-time tenure-track tripartite faculty member is under way. Many peer institutions with similar levels of faculty support have successful graduate programs. Eight faculty members are expected to be sufficient for the projected enrollment.
New Program Proposal

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request.

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<table>
<thead>
<tr>
<th>Complete Program Title</th>
<th>Master of Science, Mechanical Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Program</td>
<td>□ Undergrad Certificate □ AA/AAS □ Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>□ Masters □ Graduate Certificate □ Doctoral</td>
</tr>
</tbody>
</table>

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2. History of the development of the proposed program.

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Table 5.1. Educational Objectives

The UAA MSME program objectives are to provide graduates with:

<p>| | |</p>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>2. An ability to conceive and conduct graduate-level engineering research and problem solving.</td>
<td></td>
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The FTE and graduate numbers are much lower than the enrollment headcount. Based upon CE program experience, 20% of MSME students enrolled will be full-time, completing their degrees in 1-2 years; the remaining 80% of students will be part-time while working full-time in industry, completing their degrees in 2-6 years. Most part-time students will require minimal academic or research advising. Existing classroom and course capacity will allow for the projected MSME program enrollment.

6. Faculty and staff workload implications.

The UAA Mechanical Engineering Department currently has seven full-time tenured and tenure-track tripartite faculty members. One faculty position was recently vacated. It is currently filled by a term faculty member, and the hiring process for a full-time tenure-track tripartite faculty member is under way. Many peer institutions with similar levels of faculty support have successful graduate programs. Eight faculty members are expected to be sufficient for the projected enrollment.
The ME Department Chair or an ME faculty member will be responsible for program coordination, and ME faculty will be responsible for student advising. The current graduate ME courses, sufficient in numbers, quality and rigor for a master's degree, are already being taught as advanced engineering electives. The SOE administrative and student services support many well-established graduate programs and are sufficient to support the proposed MSME program. Significant faculty and staff workload adjustments will not be necessary for the projected enrollment.

7. Fiscal Plan for the proposed program.

As indicated above, no significant additional resources (personnel or facilities) will be needed for the proposed MSME program at the projected enrollments. New revenue from ME graduate student tuition and fees returned to the ME department will be used to offset the new expenses of offering graduate teaching assistantships to full-time students and research project support.

Along with existing general fund and tuition/fees revenue, the department also has Foundation funds from industry contributions to the program’s laboratories. The Foundation funds will be $205K in FY14 and $5K in FY15 (the final year of the grant). Expenses are tied directly to revenue, and costs will not be incurred when the Foundation funds expire. These funds are included in the BOR PAR form, but are not included in the incremental expenses table below because the proposed program will not affect the funds.

### Table 7.1. Incremental Expenses, Revenues, and Balances

<table>
<thead>
<tr>
<th>Year</th>
<th>New Expenses</th>
<th>New Revenue</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>37,330</td>
<td>37,330</td>
<td>0</td>
</tr>
<tr>
<td>Yr 2</td>
<td>51,371</td>
<td>51,371</td>
<td>0</td>
</tr>
<tr>
<td>Yr 3</td>
<td>70,100</td>
<td>70,100</td>
<td>0</td>
</tr>
<tr>
<td>Yr 4</td>
<td>93,600</td>
<td>93,600</td>
<td>0</td>
</tr>
<tr>
<td>Yr 5</td>
<td>131,030</td>
<td>131,030</td>
<td>0</td>
</tr>
</tbody>
</table>

1Graduate teaching assistantships for full-time students and research project support.
2Revenue from ME graduate student tuition and fees based upon projected enrollment returned to the ME department.
Date: May 1, 2013
To: Thomas Case, Chancellor
From: Elisha Baker, Provost and Vice Chancellor for Academic Affairs
Subject: Request for Approval to Delete Practical Nursing Undergraduate Certificate

The College of Health has proposed the deletion of the Practical Nursing undergraduate certificate. This program was initially approved in 2001, and has been suspended since 2005. The School of Nursing has determined that the need for licensed practical nurses (LPNs) has decreased, because their partner institutions prefer to hire Registered Nurses (RNs) rather than LPNs.

Since this program has been suspended since 2005, there are no students enrolled in the program. Fiscal resources and personnel have been redirected to other active programs within the School of Nursing.

The program proposal has been approved by the faculty, dean, and appropriate UAA curriculum committees. Following your approval, the prospectus will be submitted to the Statewide Academic Council for the next stage of review and approval.

Attachments:
- UAA Program Deletion Template
- BOR Program Action Request Form
### Board of Regents Program Action Request

**University of Alaska**

**Proposal to Add, Change, or Delete a Program of Study**

<table>
<thead>
<tr>
<th>1a. Major Academic Unit (choose one)</th>
<th>1b. School or College College of Health</th>
<th>1c. Department or Program School of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete Program Title
- Undergraduate Certificate, Practical Nursing

3. Type of Program
- **Undergraduate Certificate**
- **Baccalaureate**
- **Post-Baccalaureate Certificate**
- **Master's**
- **Graduate Certificate**
- **Doctorate**

4. Type of Action
- **Delete**

5. Implementation Date (Semester, Year)
- **Fall**
- **Year 2013**

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
   (Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached.) Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Projected Annual Revenues in FY N/A</th>
<th>Projected Annual Expenditures in FY N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$</td>
<td>$ (These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
<td>$</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>$</td>
<td>Year 2</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$</td>
<td>Year 3</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>c. Funded through new internal MAU redistribution</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>d. Funds already committed to the program by the MAU</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>f. Other funding source Specify Type:</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

8. Facilities: New or substantially (>25,000 cost) renovated facilities will be required.  
- **Yes**
- **No**

   If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

<table>
<thead>
<tr>
<th>Year 1: 0</th>
<th>Year 2: 0</th>
<th>Year 3: 0</th>
<th>Year 4: 0</th>
</tr>
</thead>
</table>

Page number of attached summary where demand for this program is discussed:

---

1Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.
10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

<table>
<thead>
<tr>
<th>Program</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct</td>
<td>0</td>
</tr>
<tr>
<td>Term</td>
<td>0</td>
</tr>
<tr>
<td>Tenure track</td>
<td>0</td>
</tr>
</tbody>
</table>

11. Number* of TAs or faculty to be reassigned:

<table>
<thead>
<tr>
<th>Program</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct</td>
<td>0</td>
</tr>
<tr>
<td>Term</td>
<td>0</td>
</tr>
<tr>
<td>Tenure track</td>
<td>0</td>
</tr>
</tbody>
</table>

Former assignment of any reassigned faculty: N/A
For more information see page 2 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA Nursing Programs</td>
<td>The BS and AAS Programs in the School of Nursing approved of this program deletion.</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: 1

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': N/A

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Consolidating programs to assure the best use of limited resources and focusing program offerings on the needs of our partner institutions are both consistent with the UAA Strategic Plan and the UA Academic Master Plan and Strategic Direction Initiative.

Page in attached summary where alignment is discussed: 2

15. State needs met by this program (list): The AAS and BS programs will continue to meet state needs.

Page in the attached summary where the state needs to be met are discussed: 1-2

16. Program is initially planned to be: (check all that apply)

- Available to students attending classes at campus(es).
- Available to students via e-learning.
- Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

Provost  1/05/13
Chancellor  1/05/13

UA Vice President for Academic Affairs on behalf of the Statewide Academic Council  5/14/2013

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:  Summary of Degree or Certificate Program Proposal  Other (optional)

Revised:  10/10/2012
To: University of Alaska Board of Regents
From: Catherine H. Sullivan, School of Nursing
Date: April 26, 2013
Re: Proposed Deletion of Practical Nursing Undergraduate Certificate Program

Program Background:
The Practical Nursing Certificate Program was initially approved in 2001 and has been suspended since 2005.

Justification for Program Deletion:
The need for licensed practical nurses (LPNs) has decreased. Our partner institutions prefer to hire RNs over LPNs.

Impact on Other Programs:
No other UAA programs will be impacted by this deletion. The BS and AAS Programs in the School of Nursing approved of the deletion of the Practical Nursing Certificate Program.

Impact on Students:
There are no students currently enrolled in the Practical Nursing Certificate Program.

Impact on Stakeholders:
There is a program in the community (AVTEC), which trains LPNs and produces sufficient numbers of graduates to meet community need.

Plans for Program Deletion:
Fall 2013
Specialized Accreditation or Other External Program Certification:
The Practical Nursing Certificate Program is not currently accredited.

Program Resources:
There are no resources currently dedicated to this program.

Projected Enrollments:
There are no students currently enrolled in the Practical Nursing Certificate Program.

<table>
<thead>
<tr>
<th>Projected enrollments (headcount of majors) during teach-out:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 0</td>
</tr>
</tbody>
</table>

Personnel Implications:
No positions will be eliminated as a result of this program deletion.

<table>
<thead>
<tr>
<th>Number of positions planned for elimination:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA: 0</td>
</tr>
</tbody>
</table>

Alignment with UA or Campus Strategic Plans:
The Provost requested that the UAA School of Nursing delete this certificate program because it has been suspended since 2005, and there is no student interest in it. Consolidating programs to assure the best use of limited resources and focusing program offerings on the needs of our partner institutions are both consistent with the UAA Strategic Plan and the UA Academic Master Plan and Strategic Direction Initiative.
Date: April 26, 2013
To: Thomas Case, Chancellor
From: Elisha Baker, Provost and Vice Chancellor for Academic Affairs
Subject: Approval to Delete Two Welding and Nondestructive Testing Certificates

The Community and Technical College has proposed the deletion of two undergraduate certificates in Industrial Welding Technology and Nondestructive Testing Technology.

The certificates proposed for deletion have been suspended since AY10 in response to a regular cyclical program review. The review found that the welding program was operating at or near capacity, but was producing few graduates. The curriculum has been revised to better meet industry and student needs. As part of these revisions, the existing undergraduate certificates will be replaced by three occupational endorsement certificates (OECs).

The department's financial, personnel, and student support resources will continue to support the existing AAS and the new OECs. There are no students currently enrolled in the certificates.

The program proposals have been approved by the faculty, dean, and appropriate UAA curriculum committees. Please note that Board of Regents Policy P10.04.020 and University Regulation R10.04.020 require approval of degree and certificate programs by the Regents, but delegate approval for OECs to the Chancellors. The OECs will be submitted to the NWCCU for the final stage of review and approval.

Attachments:
- BOR Program Action Request Forms (2)
- UAA Program Deletion Template
Reference 26

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAA
1b. School or College CTC
1c. Department or Program Welding

2. Complete Program Title Industrial Welding Technology

3. Type of Program
   ✗ Undergraduate Certificate
   ☐ AA/AAS
   ☐ Baccalaureate
   ☐ Post-Baccalaureate Certificate
   ☐ Master’s
   ☐ Graduate Certificate
   ☐ Doctorate

4. Type of Action
   ☐ Add
   ☐ Change
   ✗ Delete

5. Implementation date (semester, year)
   ✗ Fall
   ☐ Spring
   Year 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master’s or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY N/A</th>
<th>Projected Annual Expenditures in FY N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>Other (commodities, services, etc.)</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>(These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>Year 2</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>Year 3</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

Project # of attached summary where the budget is discussed, including initial phase-in: 2

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>SN/A</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>c. Funded through new internal MAU redistribution</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>d. Funds already committed to the program by the MAU1</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>f. Other funding source Specify Type:</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

8. Facilities: New or substantially (>-$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

<table>
<thead>
<tr>
<th>Year 1: 0</th>
<th>Year 2: 0</th>
<th>Year 3: 0</th>
<th>Year 4: 0</th>
</tr>
</thead>
</table>

Page number of attached summary where demand for this program is discussed: 1-2

*Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

UAA Welding/Non-Destructive Testing Deletions
10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>N/A</td>
</tr>
<tr>
<td>Adjunct</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Tenure track</td>
<td></td>
</tr>
</tbody>
</table>

11. Number* of TAs or faculty to be reassigned:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>N/A</td>
</tr>
<tr>
<td>Adjunct</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Tenure track</td>
<td></td>
</tr>
</tbody>
</table>

Former assignment of any reassigned faculty:

For more information see page [insert page number] of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA and KPC welding programs</td>
<td>Deletion part of a curricular revision. Content will continue to be offered through existing AAS and proposed new OECs (which do not require approval by the Board).</td>
</tr>
<tr>
<td>UAA Mathematics Department</td>
<td>No impact is expected because MATH 105 (the GER course prerequisite to WELD 261 and 263) will remain in the proposed OEC in Nondestructive Testing and existing AAS.</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: 1

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or ‘none’: None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): AMP: Goal 4 (Meeting state demands for technical and workforce training, increase the number of graduates with occupational endorsements)

UAA Strategic Plan: Priority A (Collaboration with private sector partners to develop workforce development programs; systematic program review; consolidating programs where indicated by review to assure best use of limited resources); Priority C (Improving efficiency of navigation from entry to completion)

Page in attached summary where alignment is discussed: 2

15. State needs met by this program (list): Existing state needs for welding and nondestructive testing positions will continue to be met through the existing AAS and proposed OECs.

Page in attached summary where the state needs to be met are discussed: 1

16. Program is initially planned to be: (check all that apply)

- [ ] Available to students attending classes at campus(es).
- [ ] Available to students via e-learning.
- [ ] Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

[Signature]
Provost
10/05/13

[Signature]
Chancellor
1 May 2013

[Signature]
UA Vice President for Academic Affairs on behalf of the Statewide Academic Council
3/14/2013

Recommend Approval

Recommend Disapproval

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: [ ] Summary of Degree or Certificate Program Proposal
[ ] Other (optional)

Revised: 10/10/2012

UAA Welding/Non-Destructive Testing Deletions

288
To: University of Alaska Board of Regents  
From: Eli Van Ringelenstein, Welding and Nondestructive Testing  
Date: April 26, 2013  
Re: Proposed Deletion of Undergraduate Certificates in Industrial Welding Technology and Nondestructive Testing Technology

Program Background:  
The Undergraduate Certificates in Industrial Welding Technology and Nondestructive Testing Technology have been offered since AY 2004. Admission to the programs has been suspended since AY 2010.

Justification for Program Deletion:  
The programs were reviewed to determine the cause of a low major-to-graduate rate (14:1). It was determined that students and employers would benefit from a sequence of occupational endorsement certificates embedded within the AAS in Welding and Nondestructive Testing Technology and that the undergraduate certificates in Industrial Welding Technology and in Nondestructive Testing Technology were less in demand.

Impact on Other Programs:  
The proposed changes were coordinated through the UAA faculty list serve for general questions. Hard copies of the curriculum documents were mailed to related programs at UAS, UAF, and KPC. Positive feedback was received from each of these programs. Potential GER impact is related to the MATH A105 prerequisite for WELD A261, and A263. No actual impact is expected because those courses remain in the proposed OEC in Nondestructive Testing and existing AAS in Welding and Nondestructive Testing Technology.

Impact on Students:  
No students are currently enrolled in the Undergraduate Certificates.

Impact on Stakeholders:  
The Welding and Nondestructive Testing Program Advisory Committee has provided input and supports the proposed curriculum changes including the deletion of the undergraduate certificates and implementation of the occupational endorsement certificates. State needs will continue to be met through the AAS and OECs.

Plans for Program Deletion:  
Our proposal is to replace the two undergraduate certificates with a series of three occupational endorsement certificates beginning with the Fall 2013 semester. (Policy P10.04.020 and Regulation R10.04.020 delegate approval authority for occupational endorsement certificates to the Chancellors.)

UAA Welding/Non-Destructive Testing Deletions
Section Two: External Approval Requirements

Specialized Accreditation or Other External Program Certification:
There are no specialized accreditation or certification requirements associated with either undergraduate certificate.

Program Resources:
There will be no changes in resources dedicated to the programs. Program content and student support will remain in the existing AAS and the series of three occupational endorsement certificates beginning with the Fall 2013 semester.

Projected Enrollments:
There are no students currently enrolled in either of the undergraduate certificates proposed for deletion.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Year 3:</th>
<th>Year 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Personnel Implications:
There will be no changes in resources dedicated to the programs. Program content and student support will remain in the existing AAS and the series of three occupational endorsement certificates beginning with the Fall 2013 semester.

<table>
<thead>
<tr>
<th>Graduate TA:</th>
<th>Adjunct:</th>
<th>Term Faculty:</th>
<th>Tenure Track Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Alignment with UA or Campus Strategic Plans:
These program deletions are consistent with the UAA Strategic Plan 2017 and the UA Academic Master Plan.

- AMP Goal 4: Meeting state demands for technical and workforce training; increasing the number of graduates with occupational endorsements
- SP 2017 Priority A: Collaboration with private sector partners to develop workforce development programs; systematic program review; consolidating programs where indicated by review to assure the best use of limited resources
- SP Priority C: Improving efficiency of navigation from entry to completion
Date: April 26, 2013
To: Thomas Case, Chancellor
From: Elisha Baker, Provost and Vice Chancellor for Academic Affairs
Subject: Approval to Delete Two Welding and Nondestructive Testing Certificates

The Community and Technical College has proposed the deletion of two undergraduate certificates in Industrial Welding Technology and Nondestructive Testing Technology.

The certificates proposed for deletion have been suspended since AY10 in response to a regular cyclical program review. The review found that the welding program was operating at or near capacity, but was producing few graduates. The curriculum has been revised to better meet industry and student needs. As part of these revisions, the existing undergraduate certificates will be replaced by three occupational endorsement certificates (OECs).

The department’s financial, personnel, and student support resources will continue to support the existing AAS and the new OECs. There are no students currently enrolled in the certificates.

The program proposals have been approved by the faculty, dean, and appropriate UAA curriculum committees. Please note that Board of Regents Policy P10.04.020 and University Regulation R10.04.020 require approval of degree and certificate programs by the Regents, but delegate approval for OECs to the Chancellors. The OECs will be submitted to the NWCCU for the final stage of review and approval.

Attachments:
- BOR Program Action Request Forms (2)
- UAA Program Deletion Template
Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAA
1b. School or College CTC
1c. Department or Program Welding

2. Complete Program Title Nondestructive Testing Technology

3. Type of Program
- Undergraduate Certificate
- Master's
- Graduate Certificate

4. Type of Action
- Add
- Change
- Delete

5. Implementation date (semester, year)
- Fall
- Spring
- Year 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Projected Annual Expenditures in FY N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>Other (commodities, services, etc.)</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
</tr>
<tr>
<td>Restricted</td>
<td>(These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>Year 1</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>Year 2</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>Year 3</td>
</tr>
<tr>
<td></td>
<td>Year 4</td>
</tr>
</tbody>
</table>

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$N/A</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>c. Funded through new internal MAU redistribution</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>d. Funds already committed to the program by the MAU</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>f. Other funding source Specify Type:</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

8. Facilities: New or substantially (>=$25,000 cost) renovated facilities will be required.
- Yes
- No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

| Year 1: 0 | Year 2: 0 | Year 3: 0 | Year 4: 0 |

Page number of attached summary where demand for this program is discussed: 1-2

---

\(^{1}\)Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

UAA Welding/Non-Destructive Testing Deletions
10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>N/A</td>
</tr>
<tr>
<td>Adjunct</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Tenure track</td>
<td></td>
</tr>
</tbody>
</table>

11. Number* of TAs or faculty to be reassigned:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate TA</td>
<td>N/A</td>
</tr>
<tr>
<td>Adjunct</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Tenure track</td>
<td></td>
</tr>
</tbody>
</table>

Former assignment of any reassigned faculty:
For more information see page 2 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA and KPC welding programs</td>
<td>Deletion part of a curricular revision. Content will continue to be offered through existing AAS and proposed new OECs (which do not require approval by the Board).</td>
</tr>
<tr>
<td>UAA Mathematics Department</td>
<td>No impact is expected because MATH 105 (the GER course prerequisite to WELD 261 and 263) will remain in the proposed OEC in Nondestructive Testing and existing AAS.</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: 1

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): AMP: Goal 4 (Meeting state demands for technical and workforce training, increase the number of graduates with occupational endorsements)
UAA Strategic Plan: Priority A (Collaboration with private sector partners to develop workforce development programs; systematic program review; consolidating programs where indicated by review to assure best use of limited resources); Priority C (Improving efficiency of navigation from entry to completion)

Page in attached summary where alignment is discussed: 2

15. State needs met by this program (list): Existing state needs for welding and nondestructive testing positions will continue to be met through the existing AAS and proposed OECs.

Page in attached summary where the state needs to be met are discussed: 1

16. Program is initially planned to be: (check all that apply)

- Available to students attending classes at campus(es).
- Available to students via e-learning.
- Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

Provost: [Signature] 01/05/13
Chancellor: [Signature] 11/05/2013

Recommend Approval
Recommend Disapproval

UA Vice President for Academic Affairs on behalf of the Statewide Academic Council: [Signature] 5/19/2013

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:  □ Summary of Degree or Certificate Program Proposal  □ Other (optional)

Revised: 10/10/2012

UAA Welding/Non-Destructive Testing Deletions
Reference 27

To: University of Alaska Board of Regents
From: Eli Van Ringelenstein, Welding and Nondestructive Testing
Date: April 26, 2013
Re: Proposed Deletion of Undergraduate Certificates in Industrial Welding Technology and Nondestructive Testing Technology

Program Background:
The Undergraduate Certificates in Industrial Welding Technology and Nondestructive Testing Technology have been offered since AY 2004. Admission to the programs has been suspended since AY 2010.

Justification for Program Deletion:
The programs were reviewed to determine the cause of a low major-to-graduate rate (14:1). It was determined that students and employers would benefit from a sequence of occupational endorsement certificates embedded within the AAS in Welding and Nondestructive Testing Technology and that the undergraduate certificates in Industrial Welding Technology and in Nondestructive Testing Technology were less in demand.

Impact on Other Programs:
The proposed changes were coordinated through the UAA faculty list serve for general questions. Hard copies of the curriculum documents were mailed to related programs at UAS, UAF, and KPC. Positive feedback was received from each of these programs. Potential GER impact is related to the MATH A105 prerequisite for WELD A261, and A263. No actual impact is expected because those courses remain in the proposed OEC in Nondestructive Testing and existing AAS in Welding and Nondestructive Testing Technology.

Impact on Students:
No students are currently enrolled in the Undergraduate Certificates.

Impact on Stakeholders:
The Welding and Nondestructive Testing Program Advisory Committee has provided input and supports the proposed curriculum changes including the deletion of the undergraduate certificates and implementation of the occupational endorsement certificates. State needs will continue to be met through the AAS and OECs.

Plans for Program Deletion:
Our proposal is to replace the two undergraduate certificates with a series of three occupational endorsement certificates beginning with the Fall 2013 semester. (Policy P10.04.020 and Regulation R10.04.020 delegate approval authority for occupational endorsement certificates to the Chancellors.)
Section Two: External Approval Requirements

Specialized Accreditation or Other External Program Certification:
There are no specialized accreditation or certification requirements associated with either undergraduate certificate.

Program Resources:
There will be no changes in resources dedicated to the programs. Program content and student support will remain in the existing AAS and the series of three occupational endorsement certificates beginning with the Fall 2013 semester.

Projected Enrollments:
There are no students currently enrolled in either of the undergraduate certificates proposed for deletion.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>0</th>
<th>Year 2:</th>
<th>0</th>
<th>Year 3:</th>
<th>0</th>
<th>Year 4:</th>
<th>0</th>
</tr>
</thead>
</table>

Personnel Implications:
There will be no changes in resources dedicated to the programs. Program content and student support will remain in the existing AAS and the series of three occupational endorsement certificates beginning with the Fall 2013 semester.

Number of positions planned for elimination:

<table>
<thead>
<tr>
<th>Graduate TA:</th>
<th>0</th>
<th>Adjunct:</th>
<th>0</th>
<th>Term Faculty:</th>
<th>0</th>
<th>Tenure Track Faculty:</th>
<th>0</th>
</tr>
</thead>
</table>

Alignment with UA or Campus Strategic Plans:
These program deletions are consistent with the UAA Strategic Plan 2017 and the UA Academic Master Plan.
- AMP Goal 4: Meeting state demands for technical and workforce training; increasing the number of graduates with occupational endorsements
- SP 2017 Priority A: Collaboration with private sector partners to develop workforce development programs; systematic program review; consolidating programs where indicated by review to assure the best use of limited resources
- SP Priority C: Improving efficiency of navigation from entry to completion
Approval of Revisions to Regents’ Policy 10.02.040

CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED LANGUAGE CHANGES

P10.02.040. Academic Unit Establishment, Major Revision, and Elimination.

A. Academic units are created within the university for the purposes of instruction, research, advanced study, outreach, or economic development. All such units, at any level of the university structure, must provide for the effective management and productivity of their activities. Degree and Certificate programs approved by the board or president in accordance with P10.04.020 may be offered only within accredited units.

B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval. Academic units at lower levels, if they employ or are intended to employ tenured or tenure track faculty, or if they deliver or are intended to deliver certificate or degree programs, such as part of a college, school, or research institute, or centers, may be created or eliminated by the president at the request of a chancellor with notification to the board, or at the discretion of the president, by the board. The president will determine when a revision to an academic unit is sufficiently major to require approval by the board. Elimination or major revision of a unit at any level, if the unit employs tenured or tenure track faculty or delivers degree or certificate programs, will require a program review as specified in P10.06.010 and university regulation. [The existing policy is too cumbersome; research units, in particular, have been created and eliminated mainly due to federal funding decisions.]

C. Faculty from more than one MAU may be affiliated with a unit, following agreement between the appropriate chancellors and the president as appropriate, as to the type of affiliation, accreditation requirements, and other contractual obligations.

D. Approval of the board is required to create units as specified in this section and to eliminate or significantly modify the following University units:

UNIVERSITY OF ALASKA ANCHORAGE

Community Campuses

   Kenai Peninsula College
   Kachemak Bay Branch
   Kodiak College
   Matanuska-Susitna College
   Prince William Sound Community College

College of Arts and Sciences

   Alaska State Climate Center (AS 14.10.085)
College of Business and Public Policy
   Institute of Social and Economic Research (AS 14.40.110)

College of Health
   School of Allied Health
   School of Nursing
   Institute for Circumpolar Health Studies (AS 14.40.088)
   School of Social Work
   WWAMI School of Medical Education

College of Education

School of Engineering

Community and Technical College
   Chugiak/Eagle River Campus
   University Center Campus
   University Honors College

UNIVERSITY OF ALASKA FAIRBANKS

College of Engineering and Mines
   Mineral Industry Research Laboratory (AS 14.40.115)

College of Liberal Arts
   Alaska Native Languages Center (AS 14.40.117)

College of Natural Science and Mathematics

College of Rural and Community Development
   Bristol Bay Campus, Dillingham
   Chukchi Campus, Kotzebue
   Interior-Aleutians Campus, Hq Fairbanks
   Kuskokwim Campus, Bethel
   Northwest Campus, Nome
   Community and Technical College, Fairbanks

Cooperative Extension Service

School of Education

School of Management

School of Natural Resources and Agricultural Sciences

School of Fisheries and Ocean Sciences
   Fishery Industrial Technology Center, Kodiak (AS 16.52.010-070)
Kodiak Center for Seafood and Marine Science
Institute of Marine Science (AS 14.40.080)
Seward Marine Center

Geophysical Institute
    Alaska Earthquake Information Center (AS 14.40.075)
    Alaska Volcano Observatory (AS 14.40.075)

Institute of Arctic Biology

International Arctic Research Center

Arctic Region Supercomputing Center

Office of Electronic Miniaturization
Rasmuson Library

University of Alaska Museum of the North

UNIVERSITY OF ALASKA SOUTHEAST

Juneau Campus
Ketchikan Campus
Sitka Campus

School of Management
School of Arts & Sciences
School of Career Education
School of Education

(06-03-11)

PROPOSED FINAL LANGUAGE

P10.02.040. Academic Unit Establishment, Major Revision, and Elimination.

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with notification to the board, or at the discretion of the president, by the board. The
president will determine when a revision to an academic unit is sufficiently major to
require approval by the board. Elimination or major revision of a unit at any level, if the
unit employs tenured or tenure track faculty or delivers degree or certificate programs,
will require a program review as specified in P10.06.010 and university regulation. [The
existing policy is too cumbersome; research units, in particular, have been created and
eliminated mainly due to federal funding decisions.]

C. Faculty from more than one MAU may be affiliated with a unit, following agreement
between the appropriate chancellors and the president as appropriate, as to the type of
affiliation, accreditation requirements, and other contractual obligations.

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  Kenai Peninsula College
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  Prince William Sound Community College

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College of Business and Public Policy
  Institute of Social and Economic Research (AS 14.40.110)

College of Health
  School of Allied Health
  School of Nursing
  Institute for Circumpolar Health Studies (AS 14.40.088)
  School of Social Work
  WWAMI School of Medical Education

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University Honors College
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   Mineral Industry Research Laboratory (AS 14.40.115)
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   Alaska Native Language Center (AS 14.40.117)

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   Chukchi Campus, Kotzebue
   Interior-Aleutians Campus, Hq Fairbanks
   Kuskokwim Campus, Bethel
   Northwest Campus, Nome
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Cooperative Extension Service

School of Education

School of Management

School of Natural Resources and Agricultural Sciences

School of Fisheries and Ocean Sciences
   Kodiak Center for Seafood and Marine Science
   Institute of Marine Science (AS 14.40.080)
   Seward Marine Center

Geophysical Institute
   Alaska Earthquake Information Center (AS 14.40.075)
   Alaska Volcano Observatory (AS 14.40.075)

Institute of Arctic Biology

International Arctic Research Center

Arctic Region Supercomputing Center
Rasmuson Library

University of Alaska Museum of the North
UNIVERSITY OF ALASKA SOUTHEAST

Juneau Campus
Ketchikan Campus
Sitka Campus

School of Management
School of Arts & Sciences
School of Career Education
School of Education
Approval of Revisions to Regents’ Policy 10.02.060

CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED LANGUAGE CHANGES

**P10.02.060. Community College Establishment and Elimination.** [Text in red could be moved to regulation].

A. Community colleges may be created or eliminated on approval by the president and board. A community college will report through a chancellor and comply with regents’ policy and university regulation as well as with that MAUs applicable rules and procedures. The president, after recommendation from the chancellor, will appoint a campus president for the community college and determine the administrative structure within which the campus president reports. The chancellor will ensure that the community college faculty and staff are involved in the development of MAU rules and procedures that apply to or affect the community college.

B. Existing community colleges are:

- University of Alaska Anchorage:
  - Prince William Sound Community College

C. Community colleges will may be formed from pre-existing extended colleges or campuses. An extended college or campus may be considered for community college status after a minimum of three years operation if growth projections are sufficient to warrant community college status. Factors to be considered in proposals for the formation of a new community college or its continuation will include the following:

1. **Academic and Non-Degree Programs:**
   a. A community college will be expected, at a minimum, to provide an academic transfer program, a career and vocational program, remedial and developmental education, a student services program, and a program of community services and continuing education;
   b. A community college will develop its own academic programs in accordance with regents’ policy and university regulation; board approved programs will be at the certificate and associate degree level, and coordinated where appropriate with the programs of the sponsoring university; coordination is also expected with the sponsoring university to facilitate the offering of baccalaureate and master's programs in the community college service area;

2. **Service Area and Student Base:** A community college will establish a service area supportive of a minimum student full time equivalent (FTE) base of 300.
3. Staffing: all community colleges, regardless of enrollment, will have basic start-up and continuing staff described in university regulation.

4. Agreement with Local Qualified School Districts or Political Subdivisions: a community college will be established, operated, and maintained under a cooperative agreement with local qualified school districts or political subdivisions, in accordance with AS 14.40.560-14.40.640 (the Community College Act) and any other applicable requirements established by board. This agreement will include an acceptable cost-sharing plan for defraying the ongoing operational costs of the community college. At a minimum, however, the local community's ongoing contribution must be one-third of the total operating budget, and cover the direct instructional and administrative costs for non-degree college programs and activities.

(12-08-05)

PROPOSED FINAL LANGUAGE

P10.02.060. Community College Establishment and Elimination.

A. Community colleges may be created or eliminated on approval by the president and board. A community college will report through a chancellor and comply with regents’ policy and university regulation as well as with that MAUs applicable rules and procedures. The president, after recommendation from the chancellor, will appoint a campus president for the community college and determine the administrative structure within which the campus president reports. The chancellor will ensure that the community college faculty and staff are involved in the development of MAU rules and procedures that apply to or affect the community college.

B. Existing community colleges are:

University of Alaska Anchorage:
    Prince William Sound Community College

C. Community colleges may be formed from pre-existing extended colleges or campuses.
P10.03.020. Honorary Degrees.

Honorary degrees may be conferred upon approval of the Board of Regents.

Nominations for award by a university campus will follow the process as outlined below.

A. Criteria

The criterion for individuals to receive an honorary degree from the University of Alaska is evidence of a significant and lasting contribution to the university, to the State of Alaska, or to the individual’s discipline or profession.

B. Campus Procedure

The chancellors of each MAU will establish a faculty committee and a procedure for nominating individuals for honorary degrees that provides for an open process for suggesting prospective nominees, and respect for a prospective nominee’s privacy. Each year the chancellors may forward the nominee’s names and supporting information to the president. No current regent or current university employee may be a prospective nominee.

C. President Review

The president will investigate the qualifications and character of each nominee. The president may forward nominees for an honorary degree to the board.

D. Board of Regents’ Conferral

The board may award an honorary degree to a nominee. The board will confer each honorary degree at the MAU that grants the degree. An honorary degree may not be awarded in absentia, but may be awarded posthumously if the board approved the recipient before their demise.

(09-25-09)
PROPOSED FINAL LANGUAGE

P10.03.020 Honorary Degrees.

Honorary degrees may be conferred upon approval of the Board of Regents.

Nominations for award by a university campus will follow the process as outlined below.

A. Criteria

   The criterion for individuals to receive an honorary degree from the University of Alaska is evidence of a significant and lasting contribution to the university, to the State of Alaska, or to the individual’s discipline or profession.

B. Campus Procedure

   The chancellors of each MAU will establish a faculty committee and a procedure for nominating individuals for honorary degrees that provides for an open process for suggesting prospective nominees, and respect for a prospective nominee’s privacy. Each year the chancellors may forward the nominee’s names and supporting information to the president. No current regent or current university employee may be a prospective nominee.

C. President Review

   The president will investigate the qualifications and character of each nominee. The president may forward nominees for an honorary degree to the board.

D. Board of Regents’ Conferral

   The board may award an honorary degree to a nominee. The board will confer each honorary degree at the MAU that grants the degree. An honorary degree may not be awarded in absentia, but may be awarded posthumously.
P10.03.030. Meritorious Service Awards.

Meritorious service awards may be conferred upon approval of the Board of Regents.

A. Criteria

The criterion for individuals to receive a meritorious service award from an MAU is evidence of significant public, academic, volunteer or philanthropic service to the MAU or one of its community campuses, or to an Alaska community.

B. Campus Procedure

The chancellors of each MAU will establish a meritorious service award committee and a separate procedure for nominating individuals for meritorious service awards that provides for an open process for suggesting prospective nominees and respect for a prospective nominee’s privacy. No current regent may be a prospective nominee. Each year each chancellor may nominate individuals to receive a meritorious service award and forward the names and supporting information to the president.

C. President Review

The president will investigate the qualifications and character of each nominee. The president may forward nominees for a meritorious service award to the board.

D. Board of Regents’ Conferral

The board may award a meritorious service award to a nominee. The board will confer each meritorious service award at the MAU that grants the award. A meritorious service award may not be awarded in absentia, but may be awarded posthumously if the board approved the recipient before their demise.

(09-25-09)
PROPOSED FINAL LANGUAGE

P10.03.030. Meritorious Service Awards.

Meritorious service awards may be conferred upon approval of the Board of Regents.

A. Criteria

The criterion for individuals to receive a meritorious service award from an MAU is evidence of significant public, academic, volunteer or philanthropic service to the MAU or one of its community campuses, or to an Alaska community.

B. Campus Procedure

The chancellors of each MAU will establish a meritorious service award committee and a separate procedure for nominating individuals for meritorious service awards that provides for an open process for suggesting prospective nominees and respect for a prospective nominee’s privacy. No current regent may be a prospective nominee. Each year each chancellor may nominate individuals to receive a meritorious service award and forward the names and supporting information to the president.

C. President Review

The president will investigate the qualifications and character of each nominee. The president may forward nominees for a meritorious service award to the board.

D. Board of Regents’ Conferral

The board may award a meritorious service award to a nominee. The board will confer each meritorious service award at the MAU that grants the award. A meritorious service award may not be awarded in absentia, but may be awarded posthumously.
## Key Indicators

### Enrollment Headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Change 2011-2012</th>
<th>Change 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Year and below</td>
<td>5,714</td>
<td>6,686</td>
<td>7,393</td>
<td>7,740</td>
<td>7,445</td>
<td>-4%</td>
<td>-4%</td>
</tr>
<tr>
<td>4 Year</td>
<td>11,681</td>
<td>12,383</td>
<td>13,198</td>
<td>13,811</td>
<td>13,813</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,384</td>
<td>2,582</td>
<td>2,664</td>
<td>2,676</td>
<td>2,617</td>
<td>-2%</td>
<td>10%</td>
</tr>
<tr>
<td>Yield rate: Percent of Applicants Accepted</td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
<td>71%</td>
<td>-4%</td>
<td>1%</td>
</tr>
<tr>
<td>Adult Alaskans 25+ years with AA Degree or Higher</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees, Certificates, Endorsements Awarded</td>
<td>3,505</td>
<td>3,427</td>
<td>3,754</td>
<td>3,983</td>
<td>4,174</td>
<td>5%</td>
<td>19%</td>
</tr>
<tr>
<td>High Demand Job Area (HDJA) Degrees Awarded</td>
<td>2,539</td>
<td>2,463</td>
<td>2,723</td>
<td>2,910</td>
<td>2,905</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>HDJA Grads Employed 1 Year Later</td>
<td>80.2%</td>
<td>80.5%</td>
<td>80.5%</td>
<td>80.8%</td>
<td>XXX</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>HDJA Vocational Pre- to Post-Training Wage Increase</td>
<td>31.7%</td>
<td>24.6%</td>
<td>21.1%</td>
<td>XXX</td>
<td>XXX</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Satisfaction Survey</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4-Year 150% Graduation Rate (Full-Time Only)</td>
<td>27.0%</td>
<td>29.7%</td>
<td>27.7%</td>
<td>28.6%</td>
<td>28.2%</td>
<td>-1%</td>
<td>4%</td>
</tr>
<tr>
<td>2-Year and Below 150% Graduation Rate (Full-Time Only)</td>
<td>9.8%</td>
<td>13.7%</td>
<td>12.4%</td>
<td>12.4%</td>
<td>12.7%</td>
<td>2%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Research & Creative Activity

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review Publications/Faculty</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>-</td>
</tr>
<tr>
<td>Grant-Funded Research Expenditures (Millions)</td>
<td>$122.9</td>
<td>$120.2</td>
<td>$131.0</td>
<td>$138.0</td>
<td>$132.7</td>
<td>-4%</td>
</tr>
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</table>

### Service

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Credit Instructional Units Delivered</td>
<td>2,129</td>
<td>2,186</td>
<td>2,229</td>
<td>2,485</td>
<td>2,545</td>
<td>2%</td>
</tr>
<tr>
<td>Outreach Publications</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>280,922</td>
<td></td>
</tr>
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</table>

### Facilities (Fall)

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sq. Ft. of Assignable Space (1,000s)</td>
<td>4,246</td>
<td>4,185</td>
<td>4,185</td>
<td>4,185</td>
<td>4,556</td>
<td>9%</td>
</tr>
<tr>
<td>Utilization Proportion</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>Sq. Ft. of Unfunded Deferred Maintenance &amp; Renewal (1,000s)</td>
<td>757</td>
<td>917</td>
<td>1,065</td>
<td>1,157</td>
<td>1,186</td>
<td>3%</td>
</tr>
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### Finance

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY11</th>
<th>FY12</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA Composite Financial Index (Norm = 3)</td>
<td>XXX</td>
<td>XXX</td>
<td>2.9</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Ratio of Unrestricted General Funds: University Receipt Authority</td>
<td>142%</td>
<td>132%</td>
<td>138%</td>
<td>132%</td>
<td>145%</td>
</tr>
</tbody>
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Note: XXX indicates that data collection is needed or data is pending.
### Theme I: Student Achievement & Attainment

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Programs Available by e-Learning</td>
<td>50+%</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>267</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Programs Available by e-Learning</td>
<td>100%</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates Taking at Least One e-Learning Class</td>
<td>77%</td>
<td>80%</td>
<td>82%</td>
<td>85%</td>
<td>86%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>Preparatory Students Completing College-Level Class in Math or English</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
<td>12%</td>
<td>-6%</td>
<td>9%</td>
</tr>
<tr>
<td>% of 4-Year Graduates with Capstone Experience</td>
<td>4.9%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.1%</td>
<td>5.4%</td>
<td>5.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>GERs - % Accepted via Inter-MAU Transfers</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grads who Earn Subsequent Graduate Degrees</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY11-FY12</td>
<td></td>
<td></td>
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<tr>
<td>FY08-FY12</td>
<td></td>
<td></td>
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</table>

### Theme II: Productive Partnerships with Alaska’s Schools

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS Recipients Meeting Annual SCH Requirements</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Time Freshmen Taking Preparatory Classes</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td>55%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>Proportion of Graduates with Dual-Enrollment Credits</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>19%</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td>Proportion of New Teacher Hires UA Educated</td>
<td>22%</td>
<td>11%</td>
<td>24%</td>
<td>17%</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>23%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Teachers</td>
<td>30%</td>
<td>16%</td>
<td>23%</td>
<td>22%</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Teachers</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY11-FY12</td>
<td></td>
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<tr>
<td>FY08-FY12</td>
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<td></td>
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</table>

### Theme III: Productive Partnerships with Alaska’s Public and Private Industries

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Investments in Workforce Education ($)</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Engineering Degrees</td>
<td>81%</td>
<td>94%</td>
<td>148%</td>
<td>137%</td>
<td>143%</td>
<td>4%</td>
<td>77%</td>
</tr>
<tr>
<td>Health Related Degrees</td>
<td>772%</td>
<td>715%</td>
<td>824%</td>
<td>786%</td>
<td>788%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Non-Credit Certifications Earned</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY11-FY12</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>FY08-FY12</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Theme IV: Research and Development to Sustain Alaska’s Communities & Economic Growth

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio Non-General Fund: General Fund Research Revenue</td>
<td>5.9</td>
<td>5.7</td>
<td>5.2</td>
<td>5.6</td>
<td>5.3</td>
<td>-5%</td>
<td>-10%</td>
</tr>
<tr>
<td>External Dollar (Non-Federal) Generated Per Dollar in State Research Funding</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Number of Invention disclosures</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>32</td>
<td>700%</td>
<td>256%</td>
</tr>
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</table>

### Theme V: Accountability to The People of Alaska

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Financial Aid Eligible Undergrads Who Received Non-Loan Aid of 50% Or More Of Total Net Cost 4-Year 2-Year</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan Default Rate</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UA Tuition &amp; Fees Compared with Peer Institutions</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year as percent of WICHE Median in FY11 ($7,553)</td>
<td>63%</td>
<td>66%</td>
<td>69%</td>
<td>72%</td>
<td>77%</td>
<td>6%</td>
<td>22%</td>
</tr>
<tr>
<td>2-Year as percent of WICHE Median in FY11 ($2,364)</td>
<td>160%</td>
<td>168%</td>
<td>176%</td>
<td>182%</td>
<td>193%</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>Percent of Alaska population that is Alaska Native/American Indian: 19.5% (2010 US Census), compared to percentage of UA that is Alaska Native/American in Fall semester:</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (Regular and Adjunct)</td>
<td>3.3%</td>
<td>2.9%</td>
<td>4.1%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Staff</td>
<td>7.0%</td>
<td>7.3%</td>
<td>9.1%</td>
<td>9.0%</td>
<td>8.4%</td>
<td>-6%</td>
<td>20%</td>
</tr>
<tr>
<td>Student</td>
<td>6.6%</td>
<td>6.7%</td>
<td>8.3%</td>
<td>7.5%</td>
<td>7.6%</td>
<td>1%</td>
<td>15%</td>
</tr>
<tr>
<td>Graduates</td>
<td>12.7%</td>
<td>10.9%</td>
<td>13.7%</td>
<td>10.7%</td>
<td>12.3%</td>
<td>15%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

Note: XXX indicates that data collection is needed or data is pending.

Reference 32

University of Alaska
Strategic Direction Initiative (SDI) Measures
Developmental Education at University of Alaska
Prepared for the Legislature of the State of Alaska

In Accordance with:
A recommendation made by
the Alaska Advisory Task Force on Higher Education and Career Readiness in 2011

Prepared by:
Provosts, faculty, and
institutional research personnel

Under the direction of:
Patrick K. Gamble, President, University of Alaska
Dana Thomas, Vice President for Academic Affairs, University of Alaska

Presented by:
The University of Alaska Board of Regents
June 2013
Executive Summary

In 2011 the Alaska Advisory Task Force on Higher Education and Career Readiness recommended that the University of Alaska (UA) Board of Regents review the efficacy and cost of developmental education programs and address alternative and emerging pedagogies utilized in other states. This report summarizes that review.

UA is dedicated to continuous improvement. UA’s Strategic Direction Initiative specifically targets reducing the need for developmental education and improving student achievement and attainment. Board of Regents’ policy regarding developmental education (P10.04.080) affirms the offering of developmental and remedial courses in basic skills to assist students in the successful completion of their educational goals.

Who are the students that require developmental education? Recent high school graduates make up less than one-third of undergraduates taking developmental courses at the University of Alaska. Students who enter or re-enter postsecondary education after pursuing work or family obligations comprise the majority of UA’s developmental education participants. However, proportionally more recent high school graduates require remediation than other students seeking undergraduate degrees.

The efficacy of current developmental education programs was assessed by examining developmental and collegiate course completion rates and graduation rates and time to degree for students beginning at various levels of developmental education. The completion rate for all developmental courses is only slightly below that of non-preparatory courses. Students at the highest preparatory level are much more likely to complete collegiate coursework within one year than those requiring more developmental coursework and students requiring developmental coursework in both math and English rarely complete collegiate level coursework. Graduation rates for students requiring developmental coursework are about half that of well prepared students for both two-year and four-year programs. No students who required remediation in both math and English at the lowest level of preparation in both areas graduated with their intended degree within 150 percent of the nominal time for their degree programs for any year examined.

UA has examined alternative and emerging pedagogies that show promise, especially those practices being utilized in other states. A great deal of work on improved course placement processes has been accomplished recently. For example, common English placement across the UA system is now a reality; this change significantly reduced the need for English remediation at UAA, UA’s largest institution. The report summarizes ongoing implementation and assessment of new developmental practices and pedagogies that appear appropriate for Alaska’s postsecondary population. In particular, placing better prepared English developmental students into collegiate level coursework with additional required support, intensive coursework intended to bring developmental students up to collegiate level in a shorter time period, and alternative curricular pathways for students have been implemented; the success of these programs will be examined after a few years to assess efficacy.

The report also summarizes the cost of developmental programs. Part-time adjunct faculty teach a substantial portion of developmental coursework, which helps keep costs down. Developmental education tuition revenue across the UA system fully covers the cost of that coursework.

During the next year, the results of this summary will be shared with faculty and administrators at UA’s institutions and revisions to course placement and developmental education policy discussed and implemented as appropriate.
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Introduction
This report constitutes the University of Alaska’s response to a specific recommendation made by the Alaska Advisory Task Force on Higher Education and Career Readiness (HECR) in its 2011 report. In that report, Recommendation 3.H provides as follows:

The University of Alaska Board of Regents should review their current models of providing developmental education, analyze what programs work best, what alternative and emerging pedagogies show promise, and what best practices are being utilized in other states. The review should consider the cost of developmental programs, including the efficacy of incentives to effectively move developmental students into standard curricula.

The HECR report established a time horizon for this review of 2012-2013. The university has made significant progress in understanding the impact of developmental education on certificate and degree attainment, sharing data with the Department of Education and Early Development, and reviewing alternative and emerging pedagogies used in other states.

Board of Regents’ policy regarding developmental education is (P10.04.080): To assist students in the successful completion of their educational goals, universities and community colleges of the University of Alaska will make available developmental and remedial courses in basic skills.

Developmental courses are those offered for credit but do not satisfy degree requirements because the content is below the collegiate level. While developmental courses are generally offered for credit and contribute toward meeting financial aid eligibility requirements for full- or part-time status, credits earned are not applied toward the student’s degree.

UA is still in the process of reviewing and trying out a variety of alternative and emerging pedagogies and practices used in other states. In particular, the following models for providing developmental education have been examined:

- The California Acceleration Project;
- The Accelerated Learning Project of the Community College of Baltimore County;
- Innovation at Scale used by Virginia Community Colleges
- Completion by Design, a five-year Bill & Melinda Gates Foundation initiative;
- Achieving the Dream, a national nonprofit dedicated to helping community college students;
- The Aspen Institute;
- The Community College Research Center (Teachers’s College);
- The National Association for Developmental Education (NADE); and
- The Education Commission of the States’ Getting Past Go NextDev Challenge: Moving the Needle on Developmental Education.

In addition, six faculty and administrators attended a developmental education reform session held by Complete College America. The educational approaches in these models have been shared with relevant faculty at UA’s institutions and the approaches that appear to be a good fit for Alaska’s student population are being tested.

In particular, the following specific acceleration approaches for revising developmental education have been advocated by the vice president of academic affairs at UA’s 3 major academic units, UAA, UAF, and UAS, and many of these approaches are being implemented on a trial basis now:
Mainstreaming developmental students who are close to the current placement requirements, i.e. level 3 students, but require additional support for these students.

Providing intensive one-semester sessions in math and English to more quickly qualify developmental students for collegiate level coursework.

Using existing, or develop new, alternative curricular pathways for students, particularly in mathematics, such as the Carnegie Quantway and Statway approaches. See http://www.carnegiefoundation.org/.

Improving the quality of the placement processes through technology driven review sessions for students, informing students of the consequences of placement testing so they will prepare better, and using information beyond placement scores to determine initial course placement.

Faculty representatives from UAA, UAF, and UAS have collaborated on a common set of revised placement criteria for English. A similar process is planned for mathematics this year.

Developmental Participants
In fall semester 2012, nearly 31,000 undergraduate degree-seeking and non-degree seeking students enrolled across the University of Alaska system. Of these, about 15 percent (5,080) took at least one developmental course. The proportion of undergraduates taking at least one developmental course increased over the last five years (Graph 1), primarily due to improved placement testing for incoming students. Students seeking two-year or shorter degrees and certificates are most likely to need remediation. This is common at community colleges nationwide.

The HECR recommendations focus on eliminating the need for remediation of recent high school graduates, however, it is important to note that recent high school graduates make up less than one-third of undergraduates taking developmental courses at the University of Alaska (Graph 2). Students who enter or re-enter the education continuum after pursuing work or family obligations comprised more than 70 percent of UA’s developmental education participants in fall 2012.

The vast majority of developmental coursework taken by students is in math or English. Less than ten percent of developmental students take preparatory courses in other subjects, e.g. developmental studies, to gain competency in basic study and life skills needed to be successful in college. The remainder of this report focuses on degree-seeking students taking math and English developmental courses and the associated outcomes. These two subjects make up the bulk of remedial activity and have corresponding college-level courses by which remediation success can be measured for each degree-seeking student.
The level of degree being sought and whether a student is a recent high school graduate is related to the type(s) of preparatory coursework a developmental student needs to take. One factor impacting the need for preparatory coursework between 4-year degree seekers and those seeking 2-year or lower level credentials is that a higher level of math competency may be required for admission to and graduation from 4-year degree programs. For example, Intermediate Algebra (Math 105) may meet the core math requirement for an associate’s degree, but is considered a developmental course for most 4-year degree programs.

Math and English preparatory courses are typically offered at three different levels, which indicate the amount of remediation a participating student needs to become "college-ready" in the subject area. Level 3 courses are taken by students who are nearly college-ready, level 2 courses by students who can become prepared with some remediation, and level 1 courses by students are not ready for college level coursework and require significant, additional preparation.

While recent high school graduates account for less than one-third of all developmental course-takers, proportionally more recent high school graduates require remediation than other students seeking undergraduate degrees (Table 1).

Relatively little national information is available on the need for remediation elsewhere, however Complete College America indicates that an average of 20 percent of students at 4-year institutions require remediation, and 52 percent of students at 2-year institutions require remediation. These figures include private and selective admission institutions so are not directly comparable to UA, but do provide some context.

Graphs 3, 4, 5 and 6 on the following page show a trend of the distribution for developmental course-takers who are recent high school graduates versus others by the level of degree being sought, either two-year and lower or a four-year degree. About 90 percent of developmental students who are seeking 4-year degrees and who have been out of high school for some time need math remediation, compared to about 80 percent of those seeking a 2-year or lower level credential. Regardless of the type of degree sought, about 80 percent of the recent high school graduates who need remediation require preparatory math coursework. Conversely, developmental students who are seeking 4-year degrees and who have been out of high school for some time are least likely to need developmental English coursework. Thus, math preparation for collegiate level course work is by far the primary challenge.

<table>
<thead>
<tr>
<th>Table 1. Degree-Seeking Undergraduates Requiring Remediation by Level, Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year or Lower</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Any Remediation</td>
</tr>
<tr>
<td>Recent High School Graduates</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Nearly College-Ready (Level 3)</td>
</tr>
<tr>
<td>Recent High School Graduates</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Some Remediation (Level 2)</td>
</tr>
<tr>
<td>Recent High School Graduates</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Significant Remediation (Level 1)</td>
</tr>
<tr>
<td>Recent High School Graduates</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Successful Remediation

One intermediate measure of successful remediation is whether a student passes the developmental class he or she enrolled in. For this analysis, a course is considered completed by a student if the student passes the course with a grade of C or better, while grades of C- or lower and incompletes are considered to be non-completions. This is because students with C- or lower grades are unlikely to be successful in subsequent courses. Table 2 below shows the average course pass rate for different types of students and courses. A comparison of this information for recent high school graduates versus other students showed little overall difference in pass rates. There was also virtually no difference in the pass rate by course level (1, 2, or 3) for developmental math or English courses within the three groups presented in the table below.

Table 2. Course Completion Rates, Fall 2008 – Fall 2012 Average

<table>
<thead>
<tr>
<th>Student's Degree-Seeking Status</th>
<th>2-Year or Certificate</th>
<th>4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental English</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>Developmental Math</td>
<td>55%</td>
<td>57%</td>
</tr>
<tr>
<td>College Level Course</td>
<td>60%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Completion rates are lowest for developmental math courses. Typically, students pass college level, lower division math courses at a lower rate than other lower division courses.

Beyond simply passing a preparatory course, passing a college level course within twelve months, or three semesters, in the same subject area is another, subsequent measure of successful remediation. Graphs 7, 8 and 9 show the proportion of developmental students who pass a college level class within 12 months, by the type of preparatory coursework needed. Over the last five years, an average of almost one-third of students needing remediation only in English completed a college level English course within 12 months, compared to an average of 13 percent for any student needing remediation only in Math. As might be expected, students needing remediation in both math and English were least likely to have successfully completed both a college level math and a college level English course within 12 months, with an average of just 4 percent doing so.
For nearly-college ready developmental math students, an average of 32 percent of first-time freshman completed a college level math class within 12 months, compared to 21 percent of other students. Regardless of the subject area a student needs preparatory coursework in, the likelihood a developmental student successfully completes a college level course within 12 months is lower for students needing some remediation or significant remediation.

Some students who successfully complete developmental coursework may not be retained or may not have attempted to take a college level math or English class within 12 months. For both full- and part-time students, just over half of first-time 2-year associate’s degree seekers are retained to the following year, regardless of whether preparatory coursework of any kind is needed. For full- and part-time, first-time 4-year bachelor degree seekers, retention to the following year differed by the college-readiness level of each student. On average, 76 percent of college ready students were retained, compared to 71 percent of nearly college ready students, 63 percent of students who needed some remediation, and 56 percent of those who needed significant remediation.

**Graduation Rates**

Another measure of success for any student is receiving the degree being sought within a reasonable amount of time. One measure of degree completion, commonly used by the National Center for Education Statistics, is the proportion of entering first-time, full-time freshman who complete a degree within 150 percent of degree time, e.g. within 6 years for a student seeking a 4-year degree, or within 3 years for a student seeking a 2-year degree. This measure does not account for UA’s significant number of part-time students or those who transfer into UA, but does provide for comparison with other institutions. For UA as a whole, regardless of developmental need, the proportion of first-time, full-time 4-year degree seeking students who graduate within six years was 27.6 percent for those students starting in fall 2007 graduating with a 4-year degree by FY12. Nationally, an average 29 percent of first-time, full-time freshman starting at public, open admission universities get a bachelor’s degree within six years. UA’s overall graduation rate is at a level similar to other public, open admission universities across the nation.
National comparison information for students needing preparatory coursework is limited, however Complete College America indicates that an average of 9.5 percent of developmental students at two-year institutions graduate within 3 years and an average of 35 percent of developmental students at four-year institutions graduate within 6 years. For college ready students, an average of 14 percent of two-year institutions graduate within 3 years and an average of 56 percent of at four-year institutions graduate within 6 years. Complete College America figures include private and selective admission institutions so are not directly comparable to UA, but do provide some context.

The amount of remediation, if any, a student needs when starting a UA undergraduate program impacts the likelihood the student will graduate within 150 percent of degree time. For first-time, full-time freshman seeking 4-year degrees, an average of 36 percent of those who are college ready graduate in 6 years, versus an average of 18 percent of those who require developmental coursework (Graph 10). Compared to national figures from Complete College America, UA’s graduation rates for both groups fall well below the national average.

Developmental students who only need English or Math remediation are more than twice as likely, on average, to graduate with a 4-year degree in 6 years than students who need both English and math remediation. Table 3 below summarizes the average graduation rate for first-time, full-time, 4-year degree seekers by college readiness level.

<table>
<thead>
<tr>
<th>Table 3. Average 4-Year Bachelor Degree Graduation Rate within 6 Years</th>
<th>Fall 2002 - Fall 2006 Starting Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Developmental</td>
<td>English AND Math 10.1%</td>
</tr>
<tr>
<td>Significant Remediation</td>
<td>English OR Math 22.1%</td>
</tr>
<tr>
<td>Some Remediation</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nearly College Ready</td>
<td>11.0%</td>
</tr>
<tr>
<td>College Ready</td>
<td>4.4%</td>
</tr>
<tr>
<td>College Ready</td>
<td>18.7%</td>
</tr>
<tr>
<td>Nearly College Ready</td>
<td>13.3%</td>
</tr>
<tr>
<td>College Ready</td>
<td>24.7%</td>
</tr>
<tr>
<td>College Ready</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

It is very unlikely that a student who needs some or significant remediation in both math and English will graduate with a 4-year degree in 6 years.
For 2-year degree seeking students seeking an associate’s degree at UA, the proportion of full-time students who graduate within 3 years is highly variable, and relatively low for all students regardless of college readiness level. Graph 11 below shows these rates over the last five years.

**Graph 11. 2-Year Associate’s Seeker Graduation Rate Within 3 Years, Fall 2005 - Fall 2009 Starting Cohorts**

![Graph 11](image)

**Time to Degree**

For students who graduate with a 2-year associate’s or a 4-year baccalaureate degree, the time it takes to earn the degree is one way of evaluating any impact of needing developmental coursework. Tables 4 and 5 below show the median time to degree for 2-year and 4-year degree recipients who started as first-time freshman at UA, by fiscal year of graduation. Here, time to degree is measured in years, with half of all graduates earning a degree in less than the median and half earning a degree in more than the median time.

The average length of time a student takes to get a degree may be impacted by his or her ability to be successful in college level coursework, however the median time to degree is highly variable in many cases.

**Table 4. Median Time to Degree For 2-Year Associate of Arts & Associate of Science Graduates Starting at UA as First-Time Freshman**

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Ready</td>
<td>1.3</td>
<td>2.0</td>
<td>1.2</td>
<td>1.0</td>
<td>1.3</td>
</tr>
<tr>
<td>Any Developmental</td>
<td>2.3</td>
<td>3.3</td>
<td>2.3</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Math Only</td>
<td>2.3</td>
<td>3.2</td>
<td>1.8</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>English Only</td>
<td>2.8</td>
<td>2.3</td>
<td>1.7</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Math &amp; English</td>
<td>2.3</td>
<td>3.7</td>
<td>2.3</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Nearly College-Ready in Math</td>
<td>2.3</td>
<td>4.2</td>
<td>3.0</td>
<td>1.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Some Remediation in Math</td>
<td>2.3</td>
<td>3.0</td>
<td>2.0</td>
<td>3.0</td>
<td>1.8</td>
</tr>
<tr>
<td>Significant Remediation in Math</td>
<td>3.3</td>
<td>2.0</td>
<td>0.7</td>
<td>2.0</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Generally, graduates who require developmental coursework do take longer to graduate than those who do not. Many 2-year students do not declare a major until they are close to finishing their program, therefore the median time to degree figures presented in Table 4 are biased down.

Table 5. Median Time to Degree For 4-Year Baccalaureate Graduates Starting at UA as First-Time Freshman

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Ready</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Any Developmental</td>
<td>4.3</td>
<td>4.7</td>
<td>4.3</td>
<td>5.0</td>
<td>4.7</td>
</tr>
<tr>
<td>Math Only</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.7</td>
<td>4.3</td>
</tr>
<tr>
<td>English Only</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>5.3</td>
<td>5.0</td>
</tr>
<tr>
<td>Math &amp; English</td>
<td>4.3</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Nearly College Ready in Math</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Some Remediation in Math</td>
<td>7.0</td>
<td>4.3</td>
<td>4.7</td>
<td>5.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Significant Remediation in Math</td>
<td>6.3</td>
<td>6.3</td>
<td>5.8</td>
<td>4.3</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Graduates counted here only partially overlap with the cohort examined in the 150 percent graduation rate section. About half of all 4-year degree recipients start part-time or transfer into UA. It is important to this measure does not consider length of enrollment for majors who dropped out or otherwise have not yet graduated from UA.

Cost of Developmental Programs
The average cost of providing developmental courses is about the same as the average cost of providing other lower division courses. The chart below shows a trend of tuition revenue per credit hour for these two types of courses, net instructional faculty salary paid to provide these courses.

While the cost of delivering developmental education varies by location across the university system, due to class size and use of adjunct or regular faculty, the net revenue generated per credit hour is similar for both developmental and other lower division courses. In fall 2012, tuition revenue covered 100 percent of faculty salary and benefits for developmental education as well as lower division collegiate level coursework.
Improving Student Success in Developmental Education and Freshman-level Courses

Accelerating Developmental Students through Intensive Coursework or Mainstreaming

Based on the Accelerated Learning Project, UAF is enrolling students with high developmental placement into a regular English composition course with a required additional support course. A trial was offered in spring 2013, and will be continued in fall 2013 if the results of the trial are positive.

UAS has developed an accelerated developmental-collegiate level combination course for Fall 2013, which can be completed in one semester. Class meets six hours per week. Two additional hours per week must be scheduled by the student to work on this class in the UAS Learning Center (times flexible), for a required total of 8 hours per week. This course is to be offered for at least 3 semesters to allow time to track students and assess the effectiveness of this approach. In addition, students who place lower in developmental English will be given the opportunity to enroll in an intensive 8-credit course, which when successfully completed will prepare them to enter English composition in the following semester (Spring 2014).

In fall 2013, UAF’s Interior-Aleutian Campus will test two models, one where high level developmental math students will take a developmental course and pre-calculus course together during one semester, and a second where pre-calculus is spread out over two semesters with the intent of improving student success. Both these models have been suggested as a means to help students be successful and progress in mathematics faster (www.utdanacenter.org/mathways/).

In spring 2013 UAA’s Community and Technical College began design and planning work for an accelerated learning program, which will use high-impact practices to offer enrollment options for students to be placed into coursework based on a multiple-measure assessment of readiness for college-level academic coursework.

Alternative Curriculum Approaches

UAF Developmental Mathematics will pilot the Carnegie Foundation for the Advancement of Teaching quantitative reasoning course in 2013-2014. This is a one semester course to prepare students at all DEVM levels for MATH 103, which is the only math course taken by many social science and humanities majors.

In addition, a Developmental Education faculty member is designing a modularized mastery learning developmental math course, to be implemented fall, 2014 at Fairbanks Campus. Students will be able to earn up to 6 credits in one semester, working independently using a computer/assessment and learning system, with faculty support. Students will be able to work on one credit at a time and only need to complete the ones they need, based on placement testing and modules already completed.

In spring 2013 UAA revised and enhanced their “Smart Start” learning community course structure in collaboration with discipline-based faculty to provide contextual learning options for developmental instruction linked to content coursework in three tracks (health,
transportation/trades, STEM). They also assessed Learning Resources Center Math Lab resources to determine feasibility of implementing a Math emporium model in collaboration with the College of Arts & Sciences Math Department.

Reducing the need for Developmental Education Through Partnerships with Alaska’s Schools
Dual enrollment programs, UAA’s Eagle River Middle College program, and Tech Prep programs help prepare high school students for collegiate level coursework. In addition, to campus based dual enrollment programs, UA partners with Alaska’s public schools to deliver dual enrollment coursework by distance through the Alaska Learning Network.

UAF’s Interior-Aleutian Campus is currently piloting math classes in four rural high schools with the support of Title III funding. This project aims to provide rural schools without dedicated math teachers with the expertise to prepare their students to enter the university “college ready”.

Since 2006, UAF’s College of Rural and Community Development, has offered a collaborative teaching mathematics and mentoring program that has a university faculty member working with high school teachers to design and deliver college preparatory courses in rural Alaska; about 100 students were engaged in this program in spring 2013. K-12 students engaged in this program typically enter UA prepared for collegiate level mathematics.

UAS has worked with Juneau School District faculty to implement more rigorous math requirements and made collegiate placement testing available for high school juniors.

Information is shared by UA with the Alaska Department of Education and Early Development via a statewide longitudinal database system under development, and directly with some school districts allowing for assessment and improvement of high school programs. UA provides school districts with information on the college-readiness level of incoming Alaska high school graduates, including the level of need for preparatory coursework and the subject area(s) where remediation is needed, as well as success in college level coursework.

Improved Course Placement and Advising
All three UA institutions analyze student success rates in developmental and required general education courses on a periodic basis and examine success rates in subsequent required courses. This information is used to refine course placement and prerequisite requirements.

The legislature increased UA’s funding for academic advising in FY13 and FY14. This funding has significantly enhanced the personal attention individual students are receiving concerning course placement and the use of technology to track student course progress. UAA has implemented the student tracking software MAP-Works to improve response time for academic support services for at-risk students; advisors make contact with these students and recommend actions the student can take to improve their success. Advising codes in the student information system were improved to allow documentation of placement advising referral to faculty. UAS implemented intrusive advising specifically targeting first-year students, Alaska Performance Scholars, and UA Scholars.

UAA implemented a scheduled group “Home Room” staffed for supplemental academic advising support for the cohort of students enrolled in developmental courses at their Learning Resources Center.
Faculty at all three MAUs have met and agreed to align course placement for freshman English composition statewide. This change is resulting in a realignment of all developmental and collegiate English courses across UA. At UAA this change is expected to result in approximately 20 percent fewer students placing into developmental English.

In 2012 UAA significantly revised placement testing processes to improve the quality of student course placement by implementing the following approaches:

a) scheduled testing appointments (eliminated walk-in testing on demand)

b) require an orientation presentation by Advising & Testing staff prior to the test to develop an awareness of the meaning and consequences of the placement test

c) opportunity for a student to defer testing after the orientation into order to practice and prepare for testing to better assess skills/knowledge

d) increased study resources online for students to practice and prepare

e) math test preparation workshops provided at Learning Resources Center by Math Lab staff

UAF implemented mandatory placement in freshman level courses in 2008. Based on admission or placement test scores, students were placed in math and English courses (from developmental to sophomore level) that matched their skill levels. Over the next two years, mandatory placement was extended to most general education courses and refinements have been made since. Student success data for the three years before and three years after mandatory placement were collected and analyzed:

- Completion rates went up 5 percent in target courses after mandatory placement was implemented. Fewer students were not completing.
- On the Fairbanks and Career and Technical College campuses, course success rate rose 11%.
- Required English composition course success rates for those who had placed in and taken the required developmental course rose 14 percent.
- Success rates also rose in other general education courses where prerequisites had been specified, such as introductory chemistry, history, and anthropology.

Student Alert Systems & Use of Technology

UAS instituted an early alert program in 2011 designed to identify students at risk in developmental (and other) courses early enough in the semester to receive proactive advising and tutoring. EMAS Retention Pro software is used to track student progress in their courses and to ensure consistent quality advising at the early point of their college career.

The UAF Interior-Aleutians Campus is responsible for most of the distance delivered developmental math and freshman collegiate level math courses for UAF’s rural campuses. Since 2007, IAC has proactively employed online resources, like interactive homework, to engage students. For example, digital ink tablets are sent to math students; this allows students to write on the whiteboard and promotes active participation in classroom activities. Math tutoring now incorporates Elluminate Live (Elive) for all math students starting from the first day of class. Five Elive tutoring sessions and 4 face-to-face tutoring sessions are offered each week, plus individual tutoring as needed. In fall 2013 Interior Aleutians Campus intends to test the use of the online resource New Life (see http://www.devmathrevival.net/?page_id=8) to improve mathematics literacy of developmental students.
UAS Sitka Campus uses ALEKS software available online in teaching developmental mathematics. Other campuses across UA are investigating the use of this software for both improved placement and improving instruction.

UAA implemented MAP-Works software to improve the efficacy of advising as noted above in the advising section.

**Bridge programs**
UAS is piloting a 2-week English Composition Refresher and a College Math Refresher in August over a three-year period to see if this ‘refresher’ approach enables students entering UAS in the fall to place into a higher level English and/or Math class. Initial indications are that some students, at least, are able to improve their placement to the next course level by participating in this refresher opportunity.

UAF Developmental Mathematics has been running a Math Fast Track since 2008. These classes are intensive, two-week (20 hour) review courses designed to help students improve their math class placement. Beginning Fast Track covers pre-algebra and beginning algebra and Advanced Fast Track covers beginning and intermediate algebra. Many students taking part in this program place into a higher class, reducing the number of semesters needed to complete their math requirements. Students who complete Fast Track courses pass the subsequent math class at a higher rate than students who do not take Fast Track.

UAF Mathematics implemented a Math Bridge Program on a limited basis in summer 2011 and grew the program in 2012-2013. The goal of the program is to improve the success of students in lower-level math courses. The program offers extra academic support to students enrolling in courses identified as historically having low success rates. All lower division math courses that serve non-math majors have been targeted. This program includes a technology-intensive pre-semester workshop that includes both mathematics instruction and instruction on study skills and semester planning. The majority of the students in the workshops were students who previously failed the course, had not taken any math course for a year or more, or who had marginal prerequisite skills (e.g., a C in the prerequisite course). Participating students passed their courses at a rate slightly higher than average, which for this group of students is a great success.

**Supplemental Instruction and Tutoring**
The International Center for Supplemental Instruction at the University of Missouri-Kansas City defines supplemental instruction as follows:

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by “SI leaders”, students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

The purpose of supplemental instruction is to increase student retention within targeted historically difficult courses and to improve student grades in those courses.
UAF uses supplemental instruction to improve student outcomes in several required general education courses each semester including mathematics. Supplemental instruction is available free of charge to any interested student.

UAF has used supplemental instruction successfully for a gateway math course (pre-calculus) required for students entering STEM fields. Students who attended at least one supplemental instruction session were significantly more successful in their course than non-participating students in terms of earning a passing grade.

All three UA institutions offer tutoring in math, English and other courses. Tutors are available for in-person sessions during the day, in the evening, and on weekends. Tutoring is also available online and by telephone.

**Conclusion**

UA institutions are experimenting with many different approaches to developmental education, which together encompass nearly all of the successful models that have been implemented at other colleges and universities. All are being carefully and systematically evaluated. After two to three years, there will be sufficient data to identify the best approaches for our student populations. Those approaches will be retained, and less successful approaches set aside. Because of learning differences among students and delivery methods, several different approaches may be needed to serve UA’s diverse student body.
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Appendix A. Summary of Developmental Participation by MAU

University of Alaska Anchorage

Recent first-time freshmen at UAA enrolled in four-year degree programs have been relatively steady in preparatory course enrollment for those who require both math and English. Those who are enrolled in math only and English only have increased since FY08. For recent first-time freshmen in two-year programs, those enrolled in both math and English developmental coursework have declined while those in math only and English only have increased.
University of Alaska Fairbanks

UAF does not have significant four-year degree seeking freshmen enrollment in preparatory English courses. Since fall 2008, the highest proportion of four-year degree seeking, recent first-time freshmen enrollment in English only preparatory courses was 1.8%. In comparison, in fall 2012, 25.1% of four-year degree seeking, recent first-time freshmen were enrolled in preparatory math classes. Due to the extremely low numbers for preparatory English enrollment, very few freshmen were enrolled in both math and English preparatory courses.
University of Alaska Southeast

UAS has shown a strong decrease in the number of four-year degree seeking first-time freshmen enrolled in math and English preparatory courses, going from 26.5% to 18.0% since fall 2008. English only preparatory students have shown an even larger drop from 18.6% to 4.5%. In comparison, math only students have increased over five years. Unlike the four-year degree seeking freshmen, a higher proportion of recent first-time freshmen seeking a two-year degree are enrolled in preparatory math and English, increasing from 19.7% to 30.6% since fall 2008.
Appendix B. Developmental Student Success

University of Alaska Anchorage

Table 1. Four-Year Degree Seeking First-Time Freshmen Course Completion by Preparatory Level

<table>
<thead>
<tr>
<th>Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1</td>
<td>74.6%</td>
<td>86.9%</td>
<td>71.9%</td>
<td>81.8%</td>
<td>75.3%</td>
</tr>
<tr>
<td>ENGL 2</td>
<td>77.1%</td>
<td>72.9%</td>
<td>79.6%</td>
<td>78.0%</td>
<td>75.4%</td>
</tr>
<tr>
<td>ENGL 3</td>
<td>73.4%</td>
<td>78.1%</td>
<td>70.3%</td>
<td>72.7%</td>
<td>77.7%</td>
</tr>
<tr>
<td>MATH 1</td>
<td>45.8%</td>
<td>60.8%</td>
<td>52.8%</td>
<td>51.9%</td>
<td>48.8%</td>
</tr>
<tr>
<td>MATH 2</td>
<td>61.4%</td>
<td>53.5%</td>
<td>57.9%</td>
<td>56.1%</td>
<td>57.9%</td>
</tr>
<tr>
<td>MATH 3</td>
<td>55.6%</td>
<td>51.3%</td>
<td>67.3%</td>
<td>59.1%</td>
<td>64.5%</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>73.1%</td>
<td>70.1%</td>
<td>72.1%</td>
<td>72.5%</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

Since fall 2008, the course completion rate for four-year degree seeking, first-time freshmen in non-preparatory courses has undergone a small decrease. Most of the levels have been relatively steady in completion rates except for math level three which increased significantly.

Table 2. Two-Year Degree Seeking Recent First-Time Freshmen Course Completion by Preparatory Level

<table>
<thead>
<tr>
<th>Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1</td>
<td>64.7%</td>
<td>65.0%</td>
<td>40.0%</td>
<td>66.7%</td>
<td>64.5%</td>
</tr>
<tr>
<td>ENGL 2</td>
<td>59.6%</td>
<td>63.4%</td>
<td>75.4%</td>
<td>64.5%</td>
<td>57.3%</td>
</tr>
<tr>
<td>ENGL 3</td>
<td>67.7%</td>
<td>72.3%</td>
<td>68.6%</td>
<td>66.7%</td>
<td>63.4%</td>
</tr>
<tr>
<td>MATH 1</td>
<td>47.2%</td>
<td>61.5%</td>
<td>55.1%</td>
<td>55.3%</td>
<td>62.5%</td>
</tr>
<tr>
<td>MATH 2</td>
<td>48.8%</td>
<td>56.8%</td>
<td>63.8%</td>
<td>52.4%</td>
<td>62.2%</td>
</tr>
<tr>
<td>MATH 3</td>
<td>48.4%</td>
<td>52.0%</td>
<td>61.9%</td>
<td>75.0%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>62.0%</td>
<td>65.2%</td>
<td>67.0%</td>
<td>63.9%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

The non-preparatory course completion rate for two-year degree seeking, first-time freshmen is significantly less than that of four-year degree seekers. With the exception of math level one, preparatory two-year degree seeking students have lower completion rates than non-preparatory four-year degree seeking students.

---

1 Two-year degrees in Appendix B and C do not include AASs, certificates, or OECs.
The completion rates for four-year degree seeking, first-time freshmen enrolled in non-preparatory classes has decreased slightly between fall 2008 and 2012. Course completions for English and math level one courses increased significantly over the past five years.

The course completion rate for first-time freshmen enrolled in a two-year program is significantly less than those students enrolled in a four-year program for each course level. Several of the levels have shown a drop in course completion over the past five years.

---

**Table 5. Four-Year Degree Seeking First-Time Freshmen Course Completion by Preparatory Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1</td>
<td>60.0%</td>
<td>100.0%</td>
<td>66.7%</td>
<td>83.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>ENGL 2</td>
<td>90.9%</td>
<td>63.6%</td>
<td>87.0%</td>
<td>90.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>ENGL 3</td>
<td></td>
<td>0.0%</td>
<td>55.6%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>MATH 1</td>
<td>73.7%</td>
<td>85.2%</td>
<td>66.7%</td>
<td>81.8%</td>
<td>92.9%</td>
</tr>
<tr>
<td>MATH 2</td>
<td>66.7%</td>
<td>67.2%</td>
<td>65.1%</td>
<td>64.1%</td>
<td>66.0%</td>
</tr>
<tr>
<td>MATH 3</td>
<td>76.2%</td>
<td>60.7%</td>
<td>70.0%</td>
<td>67.5%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>77.0%</td>
<td>78.8%</td>
<td>78.9%</td>
<td>75.8%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>

**Table 6. Two-Year Degree Seeking First-Time Freshmen Course Completion by Preparatory Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1</td>
<td>59.5%</td>
<td>70.8%</td>
<td>52.6%</td>
<td>82.6%</td>
<td>60.0%</td>
</tr>
<tr>
<td>ENGL 2</td>
<td>61.9%</td>
<td>67.8%</td>
<td>65.4%</td>
<td>68.3%</td>
<td>67.8%</td>
</tr>
<tr>
<td>ENGL 3</td>
<td>0.0%</td>
<td>70.0%</td>
<td>66.7%</td>
<td>33.3%</td>
<td></td>
</tr>
<tr>
<td>MATH 1</td>
<td>53.2%</td>
<td>53.3%</td>
<td>61.2%</td>
<td>50.6%</td>
<td>54.2%</td>
</tr>
<tr>
<td>MATH 2</td>
<td>40.3%</td>
<td>45.6%</td>
<td>32.9%</td>
<td>35.3%</td>
<td>34.3%</td>
</tr>
<tr>
<td>MATH 3</td>
<td>44.4%</td>
<td>38.9%</td>
<td>47.2%</td>
<td>31.3%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>54.5%</td>
<td>55.0%</td>
<td>53.3%</td>
<td>53.8%</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

---

2Blanks in Appendix B and C tables indicate that there were no students in that cohort, while 0 indicates that there were students in the cohort.
University of Alaska Southeast

Table 9. Four-Year Degree Seeking Recent First-Time Freshmen Course Completion by Preparatory Level

<table>
<thead>
<tr>
<th>Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2</td>
<td>70.0%</td>
<td>33.3%</td>
<td>65.5%</td>
<td>64.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>ENGL 3</td>
<td>65.9%</td>
<td>61.8%</td>
<td>70.3%</td>
<td>62.5%</td>
<td>85.0%</td>
</tr>
<tr>
<td>MATH 1</td>
<td>53.3%</td>
<td>47.1%</td>
<td>68.4%</td>
<td>44.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>MATH 2</td>
<td>56.1%</td>
<td>51.6%</td>
<td>56.8%</td>
<td>46.9%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>61.5%</td>
<td>73.3%</td>
<td>74.6%</td>
<td>69.8%</td>
<td>80.4%</td>
</tr>
</tbody>
</table>

Course completion for non-preparatory courses has undergone a large increase from fall 2008 to 2012, going from 61.5% to 80.4%. The completion rate for each preparatory level has also increased over the past five years.

Table 9. Two-Year Degree Seeking Recent First-Time Freshmen Course Completion by Preparatory Level

<table>
<thead>
<tr>
<th>Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2</td>
<td>33.3%</td>
<td>60.0%</td>
<td>52.9%</td>
<td>100.0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>ENGL 3</td>
<td>53.8%</td>
<td>71.4%</td>
<td>53.3%</td>
<td>75.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>MATH 1</td>
<td>71.4%</td>
<td>77.8%</td>
<td>55.0%</td>
<td>77.8%</td>
<td>45.5%</td>
</tr>
<tr>
<td>MATH 2</td>
<td>83.3%</td>
<td>56.3%</td>
<td>62.5%</td>
<td>53.8%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>62.5%</td>
<td>73.1%</td>
<td>69.7%</td>
<td>56.0%</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

Course completion rates for recent first-time freshmen enrolled in a two-year program are significantly less than those for students enrolled in a four-year program. There is a significant amount of fluctuation in the completion rates on a year to year basis for each level.
Appendix C. Developmental Student Retention and Graduation

University of Alaska Anchorage

Table 1. First-Time Freshmen Retention

<table>
<thead>
<tr>
<th>Degree</th>
<th>Status</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year</td>
<td>Preparatory</td>
<td>53.3%</td>
<td>53.6%</td>
<td>54.1%</td>
<td>53.7%</td>
<td>51.1%</td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>42.7%</td>
<td>50.0%</td>
<td>49.6%</td>
<td>44.7%</td>
<td>54.1%</td>
</tr>
<tr>
<td>Four-Year</td>
<td>Preparatory</td>
<td>67.4%</td>
<td>68.8%</td>
<td>63.8%</td>
<td>63.3%</td>
<td>64.8%</td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>71.5%</td>
<td>74.6%</td>
<td>72.6%</td>
<td>73.8%</td>
<td>73.7%</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>66.0%</td>
<td>67.9%</td>
<td>64.5%</td>
<td>64.8%</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

Non-preparatory first-time freshmen are the group most likely to be retained with an overall retention rate of 73.7% for four-year degree seekers entering in fall 2011. While the retention rates for non-preparatory first-time freshmen have increased over the past five years, the rates for preparatory first-time freshmen have dropped.

Table 2. Six Year Four-Year Degree Seeking Graduation Rate

<table>
<thead>
<tr>
<th>Preparatory Type</th>
<th>Level</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Math</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12% (26)</td>
<td>3% (32)</td>
<td>5% (39)</td>
<td>8% (40)</td>
<td>0% (31)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>15% (92)</td>
<td>15% (93)</td>
<td>10% (118)</td>
<td>11% (106)</td>
<td>12% (91)</td>
</tr>
<tr>
<td>English Only</td>
<td>1</td>
<td>*</td>
<td>0% (6)</td>
<td>*</td>
<td>*</td>
<td>20% (5)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12% (17)</td>
<td>22% (9)</td>
<td>13% (16)</td>
<td>15% (13)</td>
<td>29% (14)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20% (59)</td>
<td>35% (63)</td>
<td>27% (62)</td>
<td>16% (61)</td>
<td>22% (63)</td>
</tr>
<tr>
<td>Math Only</td>
<td>1</td>
<td>22% (18)</td>
<td>0% (20)</td>
<td>16% (25)</td>
<td>0% (17)</td>
<td>9% (35)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>19% (48)</td>
<td>18% (50)</td>
<td>15% (55)</td>
<td>17% (46)</td>
<td>14% (59)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>24% (86)</td>
<td>22% (82)</td>
<td>29% (89)</td>
<td>24% (99)</td>
<td>27% (113)</td>
</tr>
<tr>
<td>Non Preparatory</td>
<td>31% (427)</td>
<td>32% (449)</td>
<td>31% (495)</td>
<td>34% (474)</td>
<td>32% (552)</td>
<td></td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

Students without a preparatory level are much more likely to complete a four-year degree in six years than those enrolled in preparatory courses. Being enrolled in math and English courses significantly decreases the chances of completing a degree. Only 12.1% of level three math and English students graduated in the most recent cohort compared with 22.2% of English only level three students and 26.5% of math only level three students. It is important to note that initial student cohorts with less than five students were removed from the table above. For ‘English only’ and ‘math only’ categories, students enrolled in level 1 preparatory courses, were the ones who did not graduate. Furthermore, while 20 students who needed help in ‘Math only’ did not graduate in FY09, only 6 students in ‘English only’ category did not succeed. That fact reaffirms the notion that students less prepared in math have a lower chance to succeed at the university.

*Contains part-time students.
Table 3. Three Year Two-Year Degree Seeking Graduation Rate

<table>
<thead>
<tr>
<th>Preparatory Type</th>
<th>Level</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Math</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8% (12)</td>
<td>0% (18)</td>
<td>11% (28)</td>
<td>0% (14)</td>
<td>5% (20)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0% (19)</td>
<td>0% (20)</td>
<td>3% (36)</td>
<td>2% (48)</td>
<td>4% (46)</td>
</tr>
<tr>
<td>English Only</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>*</td>
<td>13% (8)</td>
<td>0% (8)</td>
<td>0% (6)</td>
<td>14% (7)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0% (10)</td>
<td>9% (11)</td>
<td>8% (12)</td>
<td>12% (25)</td>
<td>10% (29)</td>
</tr>
<tr>
<td>Math Only</td>
<td>1</td>
<td>0% (7)</td>
<td>8% (12)</td>
<td>13% (8)</td>
<td>10% (10)</td>
<td>5% (19)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>15% (13)</td>
<td>0% (10)</td>
<td>11% (18)</td>
<td>12% (26)</td>
<td>10% (20)</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td></td>
<td>11% (55)</td>
<td>7% (56)</td>
<td>9% (44)</td>
<td>8% (53)</td>
<td>15% (78)</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

Very few freshmen who enter as two-year degree seeking students complete the degree within three years. For the most recent cohort, the group with the highest graduation rate was those without a preparatory level, and that group had a graduation rate of only 15.4%. When analyzing the figures for students who did not graduate, it appears that these students are showing in all three preparatory levels for ‘English and math’ and ‘English only’ categories.

Table 4. Median Time to Degree⁴

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year</td>
<td>Preparatory</td>
<td>1.3</td>
<td>3.3</td>
<td>2.2</td>
<td>2.0</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>1.3</td>
<td>2.0</td>
<td>1.2</td>
<td>1.8</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Math and English</td>
<td>1.5</td>
<td>3.7</td>
<td>2.3</td>
<td>2.0</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>English Only</td>
<td>*</td>
<td>2.3</td>
<td>2.3</td>
<td>1.7</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Math Only</td>
<td>2.7</td>
<td>*</td>
<td>1.3</td>
<td>2.7</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Math 1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 2</td>
<td>2.0</td>
<td>*</td>
<td>1.5</td>
<td>3.2</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Math 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Four-Year</td>
<td>Preparatory</td>
<td>4.3</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>4.3</td>
<td>4.3</td>
<td>4.0</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>Math and English</td>
<td>4.3</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>English Only</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>5.3</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Math Only</td>
<td>4.3</td>
<td>5.0</td>
<td>4.3</td>
<td>4.3</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Math 1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 2</td>
<td>*</td>
<td>*</td>
<td>3.7</td>
<td>6.0</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>Math 3</td>
<td>4.3</td>
<td>5.0</td>
<td>4.3</td>
<td>4.3</td>
<td>5.0</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

⁴ Table only includes first-time freshmen and does not includee BIs.
Students not requiring development education complete degrees more quickly than those who need preparatory courses. The median time to degree for four-year preparatory students has increased significantly since FY08, while the median for four-year, non-preparatory students has remained stable.

University of Alaska Fairbanks

**Table 5. First-Time Freshmen Retention**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Status</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year</td>
<td>Preparatory</td>
<td>47.1%</td>
<td>52.6%</td>
<td>54.8%</td>
<td>53.3%</td>
<td>53.2%</td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>43.7%</td>
<td>52.6%</td>
<td>44.2%</td>
<td>45.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Four-Year</td>
<td>Preparatory</td>
<td>66.9%</td>
<td>78.7%</td>
<td>75.3%</td>
<td>67.6%</td>
<td>75.4%</td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>78.1%</td>
<td>80.3%</td>
<td>84.0%</td>
<td>81.2%</td>
<td>81.1%</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>67.4%</td>
<td>68.8%</td>
<td>69.2%</td>
<td>64.8%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>

Both preparatory and non-preparatory first-time freshmen at UAF have shown an increase in retention rates over the past five years in two-year and four-year degree programs. While the non-preparatory first-time freshmen enrolled in a four-year degree program have higher retention rates than those who are preparatory, the reverse is true for those enrolled in two-year programs.

**Table 6. Six Year Four-Year Degree Seeking Graduation Rate**

<table>
<thead>
<tr>
<th>Preparatory Type</th>
<th>Level</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and English</td>
<td>1</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0% (24)</td>
<td>9% (22)</td>
<td>0% (19)</td>
<td>6% (18)</td>
<td>0% (26)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>14% (7)</td>
<td>13% (8)</td>
<td>*</td>
<td>*</td>
<td>0% (9)</td>
</tr>
<tr>
<td>English Only</td>
<td>1</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Only</td>
<td>1</td>
<td>33% (6)</td>
<td></td>
<td>8% (13)</td>
<td>11% (9)</td>
<td>13% (8)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>28% (43)</td>
<td>7% (42)</td>
<td>20% (54)</td>
<td>25% (76)</td>
<td>29% (41)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>18% (77)</td>
<td>25% (100)</td>
<td>30% (97)</td>
<td>21% (82)</td>
<td>23% (77)</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td></td>
<td>32% (329)</td>
<td>40% (360)</td>
<td>38% (324)</td>
<td>37% (339)</td>
<td>40% (326)</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

Students without a preparatory level have increased their graduation rate significantly from FY08 to FY12, going from 31.9% to 39.9%. The graduation rates for preparatory students vary significantly from year to year, but remain well below the rate for those without a preparatory level. The highest numbers of students who did not graduate are showing in ‘Math and English’ level 2 preparatory courses. Interestingly, a certain percentage of the initial cohorts for the ‘Math only’ category successfully graduated compared to ‘English only’ category, where level 2 students in FY09 (7 of them) did not graduate (note, cohorts with less than 5 students were removed from the table).

*Contains part-time students.
### Table 7. Three Year Two-Year Degree Seeking Graduation Rate

<table>
<thead>
<tr>
<th>Preparatory Type</th>
<th>Level</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and English</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0% (14)</td>
<td>0% (7)</td>
<td>0% (5)</td>
<td>10% (10)</td>
<td>10% (10)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>English Only</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math Only</td>
<td>1</td>
<td>0% (8)</td>
<td>0% (8)</td>
<td>0% (3)</td>
<td>0% (6)</td>
<td>7% (15)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9% (22)</td>
<td>0% (12)</td>
<td>0% (7)</td>
<td>10% (10)</td>
<td>0% (10)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0% (13)</td>
<td>0% (5)</td>
<td>0% (1)</td>
<td>25% (4)</td>
<td>0% (8)</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>0% (30)</td>
<td>0% (18)</td>
<td>0% (20)</td>
<td>0% (17)</td>
<td>0% (24)</td>
<td></td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

Students at UAF rarely complete two-year degrees regardless of their preparatory status. No non-preparatory student completed a two-year degree in the past five years.

### Table 8. Median Time to Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Preparatory</td>
<td>2.3 (23)</td>
<td>3.3 (10)</td>
<td>2.2 (12)</td>
<td>2.3 (17)</td>
<td>2.7 (11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1.3 (6)</td>
</tr>
<tr>
<td></td>
<td>Math and English</td>
<td>4.7 (8)</td>
<td>*</td>
<td>*</td>
<td>4.5 (4)</td>
<td>2.3 (5)</td>
</tr>
<tr>
<td></td>
<td>English Only</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Only</td>
<td>2.3 (13)</td>
<td>3.3 (7)</td>
<td>3.0 (9)</td>
<td>2.3 (12)</td>
<td>2.8 (6)</td>
</tr>
<tr>
<td></td>
<td>Math 1</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 2</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 3</td>
<td>2.3 (10)</td>
<td>4.2 (6)</td>
<td>3.0 (7)</td>
<td>2.3 (9)</td>
<td>3.0 (5)</td>
</tr>
<tr>
<td>Four-Year Preparatory</td>
<td>4.3 (100)</td>
<td>4.3 (114)</td>
<td>4.3 (103)</td>
<td>5.2 (116)</td>
<td>4.3 (117)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Preparatory</td>
<td>4.3 (150)</td>
<td>4.3 (149)</td>
<td>4.3 (173)</td>
<td>4.3 (171)</td>
<td>4.3 (184)</td>
</tr>
<tr>
<td></td>
<td>Math and English</td>
<td>4.3 (11)</td>
<td>5.0 (17)</td>
<td>5.5 (16)</td>
<td>5.0 (9)</td>
<td>5.7 (17)</td>
</tr>
<tr>
<td></td>
<td>English Only</td>
<td>4.2 (8)</td>
<td>*</td>
<td>6.3 (5)</td>
<td>*</td>
<td>4.8 (6)</td>
</tr>
<tr>
<td></td>
<td>Math Only</td>
<td>5.0 (81)</td>
<td>4.3 (95)</td>
<td>4.3 (82)</td>
<td>5.3 (103)</td>
<td>4.3 (94)</td>
</tr>
<tr>
<td></td>
<td>Math 1</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 2</td>
<td>7.0 (17)</td>
<td>5.8 (14)</td>
<td>4.7 (7)</td>
<td>6.3 (13)</td>
<td>5.0 (11)</td>
</tr>
<tr>
<td></td>
<td>Math 3</td>
<td>4.3 (64)</td>
<td>4.3 (79)</td>
<td>4.3 (75)</td>
<td>5.0 (90)</td>
<td>4.3 (82)</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

---

6 Table only includes first-time freshmen and does not include BIs.
The median time to degree for four-year students is fairly similar for those who are preparatory and those who are not. Those who need math and English preparatory courses have a much higher median time to degree than the rest of the student body. There is large difference in the median time to degree for math 2 and math 3.

University of Alaska Southeast

**Table 9. First-Time Freshmen Retention**

<table>
<thead>
<tr>
<th>Degree Status</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Preparatory</td>
<td>60.0%</td>
<td>39.1%</td>
<td>56.4%</td>
<td>44.7%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>50.0%</td>
<td>50.0%</td>
<td>35.3%</td>
<td>35.0%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Four-Year Preparatory</td>
<td>48.5%</td>
<td>59.2%</td>
<td>52.5%</td>
<td>62.7%</td>
<td>53.4%</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>62.5%</td>
<td>72.3%</td>
<td>83.9%</td>
<td>67.2%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>55.6%</td>
<td>59.7%</td>
<td>61.8%</td>
<td>58.0%</td>
<td>55.3%</td>
</tr>
</tbody>
</table>

The retention rates for all student groups vary significantly from year to year. For example, baccalaureate degree seeking freshmen without a preparatory level had a rate of 75.5% in 2008 which increased to 83.3% in 2009 and then dropped down to 69.6% in 2010.

**Table 10. Six Year Four-Year Degree Seeking Graduation Rate**

<table>
<thead>
<tr>
<th>Preparatory Type</th>
<th>Level</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and English</td>
<td>1</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>*</td>
<td></td>
<td>0% (9)</td>
<td>0% (6)</td>
<td>0% (7)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6% (16)</td>
<td>20% (15)</td>
<td>8% (13)</td>
<td>13% (16)</td>
<td>8% (13)</td>
</tr>
<tr>
<td>English Only</td>
<td>1</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>29% (21)</td>
<td>46% (13)</td>
<td>25% (16)</td>
<td>10% (10)</td>
<td>0% (10)</td>
</tr>
<tr>
<td>Math Only</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20% (10)</td>
<td>30% (20)</td>
<td>13% (15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>1</td>
<td>13% (31)</td>
<td>31% (32)</td>
<td>16% (31)</td>
<td>34% (41)</td>
<td>17% (30)</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

No baccalaureate degree seeking freshmen enrolled in preparatory English levels one and two completed a degree in six years within the past five cohorts. Non-preparatory students are most likely to complete, though the rate varies a great deal from year to year. Note, the table above excludes cohorts with less than five students. As seen from the table, students taken ‘Math and English’ courses are the ones who don’t graduate the most.

---

7 Contains part-time students.
Table 11. Three Year Two-Year Degree Seeking Graduation Rate

<table>
<thead>
<tr>
<th>Preparatory Type</th>
<th>Level</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and English</td>
<td>2</td>
<td>6 (0%)</td>
<td>5 (0%)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5 (0%)</td>
<td>7 (0%)</td>
<td>5 (20%)</td>
<td>0% (6)</td>
<td>28% (7)</td>
</tr>
<tr>
<td>English Only</td>
<td>2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>5 (0%)</td>
<td>*</td>
<td>17% (6)</td>
</tr>
<tr>
<td>Math Only</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>14% (7)</td>
<td>*</td>
<td>29% (7)</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>1</td>
<td>*</td>
<td>11% (9)</td>
<td>0% (11)</td>
<td>0% (5)</td>
<td>25% (4)</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

No freshmen enrolled in the lowest level of any of the three preparatory groups completed an AA or AS within three years. Those enrolled in math level 2 showed a higher graduation rate for several cohorts than those without a preparatory level. The table above shows that the groups with a 0% graduation rate have rather small cohorts of 5 to 7 people compared to 9 to 12 students in non-preparatory cohorts.

Table 12. Median Time to Degree

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Preparatory</td>
<td>2.7 (8)</td>
<td>3.7 (9)</td>
<td>2.7 (7)</td>
<td>2.0 (9)</td>
<td>2.0 (15)</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math and English</td>
<td>2.5 (6)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>English Only</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1.7 (7)</td>
</tr>
<tr>
<td>Math Only</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1.7 (7)</td>
</tr>
<tr>
<td>Math 1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1.7 (6)</td>
</tr>
<tr>
<td>Math 2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1.7 (6)</td>
</tr>
<tr>
<td>Four-Year Preparatory</td>
<td>4.3 (26)</td>
<td>4.8 (20)</td>
<td>4.5 (20)</td>
<td>5.0 (18)</td>
<td>4.3 (12)</td>
</tr>
<tr>
<td>Non-Preparatory</td>
<td>4.3 (10)</td>
<td>4.3 (9)</td>
<td>4.0 (21)</td>
<td>5.7 (8)</td>
<td>3.3 (14)</td>
</tr>
<tr>
<td>Math and English</td>
<td>5.3 (13)</td>
<td>4.7 (12)</td>
<td>5.3 (8)</td>
<td>6.0 (7)</td>
<td>*</td>
</tr>
<tr>
<td>English Only</td>
<td>4.3 (12)</td>
<td>*</td>
<td>4.3 (5)</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math Only</td>
<td>*</td>
<td>*</td>
<td>4.3 (7)</td>
<td>5.0 (11)</td>
<td>4.3 (8)</td>
</tr>
<tr>
<td>Math 1</td>
<td>*</td>
<td>*</td>
<td>4.3 (7)</td>
<td>5.0 (10)</td>
<td>4.3 (7)</td>
</tr>
<tr>
<td>Math 2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* indicates cell suppressed due to N<5.

Due to the low numbers of graduates, the median time to degree fluctuates significantly from year to year. Students enrolled in preparatory math and English typically have a higher median time to degree than the rest of the student body.

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8 Table only includes first-time freshmen and does not include BIs.
Appendix D. Cost of Delivering Developmental Education

COST - UAA
From Yuan – “College level MATH classes are slightly more expensive than the Dev MATH across almost all UAA campuses. The English is at the opposite for UAA as a whole and for Anchorage Campus, with rest in a mix. The net in Anchorage campus is close to UAA average, because of its size. Higher net revenue per SCH has been observed in Kenai College, as compared it to others. Kodiak and PWSCC are two had "net cost" per SCH in some level ENGL and MATH.”
UAF Costs

Table 1. Revenue Per Credit Hour: Developmental English, Developmental Math, and Other Developmental Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Comparison Group</th>
<th>Dev English</th>
<th>Dev Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>$90.90</td>
<td>$94.53</td>
<td>$62.25</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>$94.75</td>
<td>$73.86</td>
<td>$64.80</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>$99.37</td>
<td>$128.18</td>
<td>$87.30</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>$111.36</td>
<td>$48.50</td>
<td>$101.16</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>$113.47</td>
<td>$122.02</td>
<td>$116.01</td>
</tr>
</tbody>
</table>

Revenue per Credit Hour

Revenue per credit hour increased steadily for the comparison group fall 2008 to fall 2012. Tuition covered the cost in all cases except for ENGL 2.

Revenue per credit hour also increased steadily for the developmental math group, but more steeply than for the comparison group. In fall 2008 revenue per credit hour for the developmental math group was lower, but by fall 2012 was slighter higher, than the comparison group.

Revenue per credit hour was variable for the developmental English group, but increased fall 2008 to fall 2012. In fall 2008, fall 2010, and fall 2012, revenue per credit hour was higher

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9 All UAF non-developmental lower-level courses except self-support courses and courses without instructor employment information
for the developmental English group, but in fall 2009 and fall 2011 was lower than the comparison group.

Revenue per credit hour for the MATH 1 group increased steadily and more steeply than the comparison group. In fall 2008 revenue per credit hour for MATH 1 was lower, but by fall 2011 was higher, than the comparison group.

Revenue per credit hour for the MATH 2 group increased steadily from fall 2009 to fall 2012, and except for a drop from fall 2008 to fall 2009, increased more steeply than the comparison group, surpassing revenue per credit hour for the comparison group by fall 2012.

Revenue per credit hour for the MATH 3 group increased steadily from fall 2008 to fall 2012, more steeply than either MATH groups or the comparison group, but was lower than the comparison group for all fall term.

Revenue per credit hour for the developmental English group increased steadily from fall 2009 to fall 2012, and except for a drop from fall 2008 to fall 2009, increased more steeply than the comparison group.
Note: this chart has a different scale than the previous two charts.

Revenue per credit hour was more variable for the developmental English groups than for the comparison group, particularly for the ENGL 1 and ENGL 2 groups which did not increase from fall 2008 to fall 2012.

Revenue per credit hour for ENGL 1 was higher in fall 2008 and fall 2010, but lower in fall 2009, fall 2011, and fall 2012 than the comparison group.

Revenue per credit hour for ENGL 2 was lower than the comparison group for all fall terms and was negative (positive for cost) in fall 2012.

Revenue per credit hour for ENGL 3 increased from fall 2008 to fall 2012 and was higher than the comparison group for all fall terms except fall 2011. The increase in revenue per credit hour for ENGL 3 from fall 2011 to fall 2012 was especially steep.

Salary to Tuition Ratio

Table 2. Salary to Tuition Ratio: Developmental English, Developmental Math, and Other Developmental Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Comparison Group</th>
<th>Dev English</th>
<th>Dev Math</th>
<th>Other Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>0.43</td>
<td>0.53</td>
<td>0.60</td>
<td>0.80</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>0.44</td>
<td>0.63</td>
<td>0.59</td>
<td>0.98</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>0.42</td>
<td>0.35</td>
<td>0.48</td>
<td>0.71</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>0.39</td>
<td>0.76</td>
<td>0.42</td>
<td>0.83</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0.41</td>
<td>0.70</td>
<td>0.40</td>
<td>0.86</td>
</tr>
</tbody>
</table>

The salary to tuition ratio (salary cost per tuition dollar) for the comparison group decreased slightly from fall 2008 to fall 2012.
The salary to tuition ratio also decreased, but more steeply, for the developmental math group. In fall 2008 the salary to tuition ratio for the developmental math group was higher, but by fall 2012 it was slightly lower than the comparison group.

The salary to tuition ratio was variable for the developmental English group but in general it increased from fall 2008 to fall 2012. The salary to tuition ratio for the developmental English group was higher than the comparison group in all fall terms except fall 2010 and the spread between the two groups increased from fall 2008 to fall 2012.

The salary to tuition ratio was highest for the “Other Developmental” group but increased only slightly from fall 2008 to fall 2012.

Table 3. Salary to Tuition Ratio: Developmental Math Levels

<table>
<thead>
<tr>
<th>Term</th>
<th>Comparison Group</th>
<th>Dev Math MATH 1</th>
<th>MATH 2</th>
<th>MATH 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>0.43</td>
<td>0.54</td>
<td>0.46</td>
<td>0.81</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>0.44</td>
<td>0.44</td>
<td>0.59</td>
<td>0.73</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>0.42</td>
<td>0.43</td>
<td>0.51</td>
<td>0.50</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>0.39</td>
<td>0.34</td>
<td>0.45</td>
<td>0.48</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0.41</td>
<td>0.35</td>
<td>0.39</td>
<td>0.45</td>
</tr>
</tbody>
</table>

The salary to tuition ratio for all three developmental math groups and the comparison group decreased from fall 2008 to fall 2012, but the decrease was stronger for the developmental math groups than for the comparison group.

In fall 2008 the salary to tuition ratio for the developmental MATH 1 group was higher, but by fall 2011 was lower than the comparison group.
The salary to tuition ratio was higher for the developmental MATH 2 group fall 2008 to fall 2011, but by fall 2012, it was slightly lower than the comparison group.

The salary to tuition ratio for the developmental MATH 3 group was higher than the other developmental math groups and the comparison group, but it decreased steeply from fall 2008 to fall 2012, so that by fall 2012 it was higher than the other groups by a much narrower margin than in fall 2008.

### Table 4. Salary to Tuition Ratio: Developmental English Levels

<table>
<thead>
<tr>
<th>Term</th>
<th>Comparison Group</th>
<th>Dev English ENGL 1</th>
<th>Dev English ENGL 2</th>
<th>Dev English ENGL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>0.43</td>
<td>0.49</td>
<td>0.60</td>
<td>0.50</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>0.44</td>
<td>0.75</td>
<td>0.68</td>
<td>0.47</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>0.42</td>
<td>0.37</td>
<td>0.51</td>
<td>0.17</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>0.39</td>
<td>0.86</td>
<td>0.68</td>
<td>0.76</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0.41</td>
<td>0.66</td>
<td>1.12</td>
<td>0.30</td>
</tr>
</tbody>
</table>

The salary to tuition ratio for the three developmental English groups was more variable than for the comparison group.

In general, the salary to tuition ratio for both developmental ENGL 1 and ENGL 2 groups was higher than the comparison group and increased from fall 2008 to fall 2012. The salary to tuition ratio increased more strongly for developmental ENGL 2 than for developmental ENGL 1.

Although variable, the salary to tuition ratio for developmental ENGL 3 decreased from fall 2008 to fall 2012. In fall 2008, the salary to tuition ratio was higher for developmental ENGL 3 than the comparison group, but by fall 2012 was lower than the comparison group.
Summary and Discussion

Salary cost, tuition rate, and the number of students enrolled in courses all affect the cost of course delivery. Per credit tuition rates for all groups compared here were the same (lower-level tuition) and changed at the same rate over time. Except where proportions of non-resident to resident enrollment might have differed between groups, we don’t expect the tuition rate to explain differences between groups. Therefore, salary cost and enrollment are the explanatory variables. Of these two, we don’t expect salary cost to change dramatically over time (except possibly where the number of instructors is small), but we do expect that there might be differences between groups.

We know that tuition per credit increased from fall 2008 to fall 2012 and enrollment also increased for UAF overall. As we might expect, revenue per credit hour increased fall 2008 to fall 2012 and the salary to tuition ratio decreased slightly for the comparison group.

Revenue per credit hour increased more steeply and the salary to tuition ratio decreased more strongly for the developmental math group than for the comparison group (which decreased only slightly in salary to tuition ratio), suggesting that enrollment increased more rapidly for this group than for non-developmental, lower-level courses in general. Among the developmental math course levels, MATH 3 increased in revenue per credit and decreased in salary to tuition ratio the most strongly, followed by MATH 2, and then MATH 1, suggesting that enrollment increased most strongly for the MATH 3 group, followed by MATH 2, and then MATH 1.

The behavior of the developmental English group was more variable, but comparing fall 2008 to fall 2012, revenue per credit hour increased slightly more for developmental English than for the comparison group. However the salary to tuition ratio decreased for developmental English. Among the developmental English course levels, only ENGL 3 increased in revenue per credit and decreased in salary to tuition ratio. ENGL 1 and ENGL 2 did not increase or decrease in revenue per credit, but increased in salary to tuition ratio, with the strongest increase occurring for ENGL 2. Salary cost may have increased and/or enrollment decreased for ENGL 1 and ENGL 2. The opposite is true for ENGL 3: enrollment appears to have increased and/or salary decreased, at least moderately, for ENGL 3. In general, the total number of credit hours that are generated by developmental English courses is smaller than for developmental math courses. We expect more variability in revenue per credit and salary to tuition ratio for developmental English.

By fall 2012, revenue per credit hour was higher for both developmental math and developmental English than for the comparison group. This means that class size and/or salary for developmental math and developmental English were more favorable, by fall 2012, than for the comparison group.

The salary per tuition ratio decreased over time for the developmental math group so that by fall 2012 it was comparable to the comparison group. However, the salary to tuition ratio remained higher for developmental English as a group than for the comparison group.

Of the three developmental math groups, by fall 2012 MATH 3 remained a little more expensive, while MATH 1 and 2 a little less expensive, than the comparison group. Of the three developmental English groups, ENGL 3 was less expensive than the comparison group, but ENGL 1 and especially ENGL 2 appeared to be more expensive than the comparison group, by fall 2012.

The “Other Developmental” group was lower in revenue per credit and had a higher salary to tuition ratio (and thus was more expensive) than developmental math or English, or the
comparison group. It’s not clear that this group substantially increased or decreased in either metric over the five year span.

**Methods**

Tuition and revenue were calculated for UAF for-credit semester courses delivered fall terms, fall 2008 through fall 2012. Course fees were not included.

Self-support courses were removed. Course sections that were missing instructor information were also removed. These included 1,163 course sections, or 8.9 percent of the total.

Developmental courses are listed below by level. The comparison group included all non-developmental lower-level courses.

Lower-level tuition was calculated for students enrolled in the courses on the basis of their residency status and total UA-system credit load for the term. If a non-resident student was enrolled in 4 or fewer credits system-wide, they were considered a resident. Tuition for non-resident students attending under the WUE program was calculated as 150 percent of the resident rate.

Credit hours for student residency, and revenue-per-credit-hour calculations, include audits. Credit hours were summed for all students enrolled in course sections.

Fall salary was calculated for instructors as the biweekly salary times 9.75, unless the total pay periods associated with the salary were 10 or less, in which case the “annual salary” was used. (The employee records were associated to course instructors by term and ID, so if the pay periods were less than 10, these would be for the term in question.)

Salaries associated with primary positions were first adjusted by the instruction workload percentage.

If an instructor taught developmental and non-developmental courses, or developmental courses at different levels in the same term, the proportion of his/her credit workload attributed to each of these was calculated and the salary for each level was calculated as the total salary times the fraction of that type of course taught.

The total credit load for instructor is affected by the courses that are missing this information.

For instructors who have secondary or overload positions it was not possible to tell which positions (primary, secondary, or overload) were associated with particular courses taught. However, only salaries associated with instruction were included (based on a NCHEMS value of ‘INSTRUCTION’, or where the employee group was “faculty extra service” or “adjunct”).

Multiple salaries that met the criteria above or any multiple salaries within job type were summed. The total salary was then attributed proportionally to course types based on the workload fraction of those course types.

Revenue per credit hour is the total revenue in tuition minus the total salary cost, divided by the total credit hours generated by courses in the group.

The salary to tuition ratio is the total salary cost divided by total tuition revenue for courses in the group.

Cost was negative except for one course level of developmental English in one term, and so is reported as revenue.
Developmental courses by level:
ENGL 1: DEVE F060, DEVE F068

ENGL 2: DEVE F070, DEVE F093

ENGL 3: DEVE F109, DEVE F193, ABUS F170, PRPE A108

MATH 1: DEV M F050, DEV M F051, DEV M F056, ABUS F155

MATH 2: DEV M F060, DEV M F062, DEV M F065, DEV M F066, DEV M F093, TTCH F131

MATH 3: DEV M F105, DEV M F106, MATH A105

Cost of Delivering Developmental Education at UAS

INTRODUCTION

The Alaska Advisory Task Force on Higher Education & Career Readiness\textsuperscript{10} emphasizes the importance of understanding the costs of delivering remedial education (p. 13):

Without coordinated longitudinal reporting to document outcomes as students progress (or fail to progress) through and beyond Alaska’s education system, Alaska cannot know that state education spending results in any specific benefit, much less understand the return on investment or be able to determine what cost efficiencies may be possible.

Institutions in a number of states are now reporting costs of delivering developmental education (see cited state reports, including Nevada\textsuperscript{11} and Arkansas\textsuperscript{12}). Unfortunately, cost comparisons to other course levels aren’t available in these reports, so the UA system may need to rely on MAU comparisons of the relative costs of delivering developmental and collegiate level courses.

COSTS OF DEVELOPMENTAL EDUCATION AT UAS

In financial terms, the cost of delivering developmental education is commensurate with the need for remediation, where need is expressed in terms of enrollment. Over the last five years, developmental education courses at UAS have represented about 8% of the student full-time equivalent generated in all lower division courses, similar to Ohio, where remediation represents 5% of undergraduate full-time equivalent\textsuperscript{13}.

\begin{center}
\begin{tikzpicture}
\begin{axis}[
    ybar, bar width=50pt,]

% Data points
\addplot coordinates {
(ENGL 2, 1.2)
(ENGL 3, 2.2)
(MATH 1, 1.3)
(MATH 2, 3.0)
(NotDev, 92.4)
};

% Custom labels
\legend{ENGL 2, ENGL 3, MATH 1, MATH 2, NotDev}

% Optional: See appendix for definitions.
\end{axis}
\end{tikzpicture}
\end{center}

\textsuperscript{10} Alaska Advisory Task Force on Higher Education & Career Readiness. Final Report of the Alaska Advisory Task Force on Higher Education & Career Readiness: A Plan for Increasing the Number of Alaska Prepared to Enter the Workforce or Postsecondary Programs of Study and Improving School Completion. April 2011.


Consequently, most of the revenue generated from lower division courses is from non-preparatory course enrollment. Net revenue (the revenue from tuition less the costs of faculty salaries) from 2009 – 2013 in developmental education represented 16.9% ($542,007) of the total net revenue in all lower division courses ($3,214,131). Similarly, the Maryland Higher Education Commission\(^\text{14}\) reported that cost attributed to developmental education was less than 10% of their total budget (in 2009).

After four years of growth, student full-time equivalent in all lower division courses decreased by 5.2% from Fall 2011 to Fall 2012, with a disproportionately greater decrease in developmental courses (-30%) compared to collegiate level lower division courses (-3%). Community colleges in the University of Hawaii system also noted a decreased overall demand for remediation, but in the previous year (in 2011)\(^\text{15}\).

Over the last five years, demand for developmental math at UAS has been notably greater than for developmental English. Moreover, there has been greater demand for more advanced preparatory levels (level 3 for English and level 2 for math) than for lower preparatory levels. The fact that remedial math has been the greatest area of need is consistent with reports from institutions in several other states: Colorado (40.7% of first-time freshmen in community colleges and 15.7% of those in four-year institutions)\(^\text{16}\), Florida\(^\text{17}\), Michigan (52% of all students requiring remediation)\(^\text{18}\), Ohio (31% of first-time freshmen, compared to 19% for English in 2006-2007)\(^\text{19}\), and Washington Community and Technical Colleges (51% of first-time students in 2009-2010)\(^\text{20}\).

\begin{figure}
\centering
\includegraphics[width=\textwidth]{UAS-Student-Full-time-Equivalent-in-Developmental-Courses-Fall-2009-2013.png}
\caption{UAS Student Full-time Equivalent in Developmental Courses Fall 2009 - 2013}
\end{figure}


Given the disparity in the number of course offerings and student enrollment in developmental education compared to collegiate-level lower division courses, salary to tuition ratios (salary cost per tuition dollar) were calculated to determine cost recovery by lower division course levels and subjects. Decreasing revenues in developmental education last fall correspond with the decreased demand in these courses.

Except for 2011, the ratios have been similar considering all preparatory levels for developmental courses in English and math. Lower ratios over the last two years correspond with the decreased demand in these courses.

In general, lower ratios for developmental courses are due to the adjuncts and term faculty teaching these courses at less cost to the university in salaries. The average adjunct and term faculty salary per credit taught over the last five years was $1,189, compared to $3,120 for regular instruction faculty.

Cost recovery in level 2 preparatory math has generally been better than for non-preparatory lower division math courses. The salary to tuition ratios have been similar for both levels of preparatory math for the last two years.

Greater salary to tuition ratios have been observed over the last five years or the level 3 preparatory English course, with a steeper increase over the last two years than other English courses.
Salary to Tuition Ratio
Developmental English

- ENGL 2
- ENGL 3
- NotDev
Appendix

Definitions

All calculations were based on courses delivered during the fall terms of the last five academic years, by course. Summaries are referred to by academic year; for example, “2009” refers to Fall 2008. Data source: UA Decision Support Database (DSD), compiled by UAS Institutional Effectiveness from closing extracts.

**Net revenues** for a course is the sum of revenue generated from tuition – the cost of faculty salaries.

**Average net revenue per credit** for a course was calculated as the (sum of revenues - the cost of faculty salaries) / the number of student credit hours generated by students in the course. Net revenue per developmental education credit excludes the revenues and salaries in courses taught by instructors also teaching collegiate level courses. The net revenue for development courses in such cases is included in the comparison group, “other lower division courses”.

**Revenues** were calculated from the resident tuition rate associated with a course, if any, and estimated resident or Western Undergraduate Exchange (WUE) surcharges associated with the students enrolled a course. Tuition is not collected for sponsored courses, which are taught by instructors not employed by the university. Course fees were excluded from the calculation. Non-resident and WUE surcharges were applied according to a student’s residency status and admission status for students in more than four credits for the semester in courses offered through the Juneau campus, averaged by the total number of credits for a student, and multiplied by the number of section credits for a given course.

The **cost of faculty salaries** was determined for the primary position of regular instructional faculty by applying half of the annual salary (equivalent to 9.75 pay periods x the biweekly salary), pro-rating that amount by the proportion of instructional workload assigned to the position, averaging the result by the total number of credits taught by an instructor, and multiplying by the number of section credits for a course. 100% of the salaries for instructors having an overload or secondary positions was applied to instruction, in proportion to the length of time a fall course was taught.

**Student credit hours** were calculated by multiplying the course enrollment by the number of section credits. Enrollment counts include auditors, who pay tuition.

**Full-time Equivalent (FTE)** was calculated from the sum of student credits generated for a course / 15 credits.

**Developmental education levels** are designated according to preparatory levels and subject.

- ENGL 2: an intermediate preparatory level; corresponds to ENGL S092, Improving Writing Skills, 4 credits.
- ENGL 3: refers to ENGL S110, Introduction to College Writing, 4 credits. The course does not count towards degree requirements.
- MATH 1: MATH S054, Preparatory Mathematics, 3 credits.
- MATH 2: MATH S055, Fundamentals of Algebra, 3 credits.

UAS does not offer a level 1 developmental English course or a level 3 developmental math course. MATH S105 satisfies the minimum general education requirement for associate degrees, and counts as elective credit toward baccalaureate degrees.
Handout 1. Proportion of Undergraduates Taking at Least One Developmental Course, Fall 2008 - Fall 2012

- **All Undergraduates, 15.1%**
- **4-Year, 16.3%**
- **2-Year and Below, 26.7%**
- **Non-Degree, 8.4%**
Handout 2. Recent High School Graduates as a Proportion of Developmental Course-Takers, Fall 2008 - Fall 2012
Handout 3. Course Completion Rate Average by Student's Degree Seeking Status and Course Type
Fall 2008 - 2012

- Dev. English, 63%
- Dev. Math, 55%
- College Level Course, 60%
- 2-Year or Certificate, 66%, 57%, 70%
- 4-Year, 74%, 57%, 76%
Handout 4. 4-Year Bachelor Degree Graduation Rate within 6 Years by Developmental Need
Average Fall 2002 - Fall 2006 Starting Cohorts

- Any Developmental: 10.1%
- Significant Remediation: 11.0%
- Some Remediation: 4.4%
- Nearly College-Ready: 24.7%
- College Ready: 35.6%
Mission Area Analysis and Statement of Need for UAF-CTC Emergency Services Training, Education, and Emergency Management Facility

May 2013

Executive Summary

The UAF Fire Department, Police Department, and Community and Technical College urgently need a new facility to meet current and future demand for educated, experienced law enforcement officers, firefighters and emergency medical responders. The CTC emergency services academies, degree programs, and occupational endorsements along with the UAF Bachelor of Emergency management program are essential to fulfilling UAF’s mission as it relates to integrating teaching and public service, educating students for active citizenship, and preparing them for lifelong learning and careers. They effectively support key UAF strategic planning goals and UA strategic direction. Combined, these CTC and UAF programs have established Interior Alaska as a nationally known emergency services training and education destination, attracting successful students from throughout Alaska and the United States. Old University Park School and the Whitaker building on the UAF campus have served these programs well but lack sufficient space to meet realized and anticipated growth in enrollments, and have significant mechanical and structural problems. Combining the CTC law enforcement, paramedic, and fire science programs into one modern public safety training, education, and fire/police station facility would enable these programs to meet current demand and future growth, to the benefit of the University, the local community, and those employers who rely on our highly trained, educated, and experienced graduates.

Scope of This Document

This document contains two components: a) mission area analysis (MAA) and; b) statement of need (SON) for UAF and CTC emergency services programs. These programs include UAF's police and fire departments, and CTC's law enforcement with occupational endorsement, paramedic academy and degree program, and fire academy and degree programs. In addition, the UAF School of Management's Bachelor of Emergency Management degree program shares several commonalities as well as many of the same students. The MAA explains these programs as they relate to UA's draft Strategic Direction Themes and UAF’s Strategic Plan. The SON summarizes the collective needs of these programs derived from the MAA. Once approved by
the Board of Regents, the next step would be the development of a business and financing plan, including a thorough review of associated building areas required to meet projected demand.

Mission Area Analysis: Introduction

The CTC emergency services academies and degree programs along with the UAF bachelor of emergency management program effectively support key UAF strategic planning goals and UA strategic direction. The CTC provides intensive year-round classroom, manipulative, and field/clinical instruction in law enforcement, emergency medical services, and firefighting. Classroom and laboratory instruction is primarily provided at the Old University Park School facility near the UAF campus. The UAF police and fire departments augment these degree and certificate programs by providing important experiential opportunities as students deliver emergency services to UAF and the surrounding community from the Whitaker Building on the UAF campus. These facilities - Old University Park School and the Whitaker Building - are essential to fulfilling UAF’s mission as it relates to integrating teaching and public service, educating students for active citizenship, and preparing them for lifelong learning and careers. These facilities directly support UAF's core themes of *educating undergraduate and graduate students and lifelong learners* and *preparing Alaska's career, technical and professional workforce*, in addition to these planning documents: UAF Master Plan 2012 (draft), the UAF Strategic Vision 2017 Plan, and the UAF Academic Plan for 2007-2012.

UA’s Strategic Direction Initiatives (SDI) is an organizational change effort created and led by President Gamble. SDI engages people from many different levels, both inside and outside the University system, looking for ideas and innovations to change UA for the better. The SDI themes are:

- Student Achievement and Attainment
- Productive Partnerships with Alaska’s Schools
- Productive Partnerships with Alaska’s Public and Private Industries
- Research and Development to Help Build and Sustain Alaska’s Communities and Economic Growth
- Accountability to the People of Alaska

SDI themes are supported directly and indirectly by the emergency services programs. Examples of accomplishments and activities that directly support these themes include:

- A successful record of producing certified, educated, and experienced candidates for future employment.
- A partnership with Hutchison High School firefighting curriculum in which UAF staff provide instructional support, and Hutchison "Fire Hawks" students get real hands-on experience with UAF firefighters.
• **Direct support for Camp Kickash in which rural high school students from nine Western Alaska villages who are exploring careers in emergency services get two days of hands-on rescue training, twice annually.**

• **Guaranteed placement in the law enforcement academy for Alaska industrial employers.**

The UA SDI provides an overarching goal structure for the university as a whole. The draft UAF Strategic Plan maps out goals for achieving success in both the long and short term. Increased emphasis on pursuing these directions and attaining these goals is being accompanied by growth in the emergency services programs and increased significance in the role of the facilities through which they are provided.

**Aligned With UAF Mission & Planning for the Future**

Directly supporting the UA strategic direction *student achievement and attainment*, UAF's strategic goals include:

- **Educate Students** to be informed, responsible, active citizens by incorporating real-world experiences and applications into the undergraduate curriculum.

- **Enhance UAF's competitive advantage** by attracting and keeping the best and brightest students and faculty.

The CTC's long-term goal is to be Alaska’s first choice for career and technical education, academic preparation, and lifelong learning. Combined, the suite of emergency related opportunities at the CTC and UAF have established Interior Alaska as a nationally known emergency services training and education destination, attracting successful students from throughout Alaska and the United States.

A student aspiring to a career in emergency services can achieve state and/or national certification in law enforcement, firefighting, or paramedicine following intensive field and classroom training in an academy setting.¹ These students can then gain valuable, relevant work experience as student employees of the UAF police or fire and ambulance services while completing general education requirements. The Associates of Applied Science degrees in Emergency Services and Paramedicine articulate directly to the Bachelor of Emergency Management degree. Within a few years, a student can develop a very impressive résumé including one or more associates degrees in emergency services, a bachelor of emergency management degree, and several years of real world field experience.

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¹ The paramedic academy leads to State of Alaska licensure and certification by the National Registry of Emergency Medical Technicians. The firefighting academy leads to State of Alaska certification, which is nationally accredited by the International Fire Service Accreditation Congress and Proboard. The law enforcement academy leads to Alaska Police Standards Council certification and an occupational endorsement.

*Emergency Services Facility Mission Area Analysis and Statement of Need*
Academy Certificate Programs

Law Enforcement Academy
The Law Enforcement academy is a rigorous 13-week (640 hours) training program that provides basic police training for Interior and rural municipalities in preparation for the Alaska Police Standards Certification. Students who successfully complete the program will be eligible for employment with any of the approximately 21 state enforcement agencies or 43 municipal police departments within the State of Alaska. In addition to these agencies, many private security companies give special consideration to hiring candidates who possess the training certificate.

Paramedic Academy
The Paramedic Academy is an intensive 3-semester course that includes 500 hours of classroom and laboratory instruction, 250 hours of clinical experience, and 480 hours of field internship training on an ambulance, for a total of 1230 hours of instruction and 36 lower division credits. Successful students are certified as a National Registry Emergency Medical Technician-Paramedic and are eligible to apply for state licensure. This course is accredited by the Commission on Accreditation of Allied Health Education Programs.

Firefighter Academy
The Firefighter Academy is held over six weeks each summer, and Firefighter I instruction is also offered during each spring and fall semester. This curriculum is 12 lower division credits toward the AAS or BEM degree and includes 240 hours of extensive manipulative and classroom instruction. Successful completion results in State of Alaska certification in Firefighter I and Hazardous Materials Operations. This course is accredited by Proboard and the International Fire Service Accreditation Congress, and is recognized by the Department of Defense and by state fire agencies across the United States.

Student Experience

UAF Police Department
The UAF Police Department employs a cadre of students as Community Service Officers (CSO). The program has a proud tradition on the UAF campus dating back to the early 1970s. The goal of the CSO program, in basic terms, is to protect UAF property, help secure a safe environment for those that live and work on the UAF campus, and to provide service to the campus community. The CSOs work extremely close with the professional staff of the police department. As a direct result of this interaction, the CSO program serves as a training ground for students who are pursuing a career in law enforcement or other justice related fields. The CSO program is open to students of all educational backgrounds, and as a result it serves as a valuable training ground for students going into other occupations as well.

UAF Fire Department
The UAF fire department hires student firefighters and paramedics to provide essential fire protection and ambulance service to UAF and the surrounding communities. Student employees
gain valuable field experience under the tutelage and supervision of experienced career fire officers and emergency medical technicians (who also serve as regular adjunct instructors in the CTC programs), responding to 1,600 emergency calls each year. Students live and work in the fire station while pursuing their academic degrees, and attend classes while on duty. This combination of academic knowledge and real world on-the-job training and experience is what sets this program apart from all other opportunities – full-time student employees protecting and serving other students.

Forecast of Program Demands

Alaska's major career fire departments - Anchorage, Fairbanks, Soldotna, and Juneau - will hire between 98 and 109 firefighters and paramedics into existing jobs over the next five years. Historically, many career fire departments in Alaska and throughout the United States tended to hire untrained candidates and provide all basic training internally. Economic pressures have caused fire chiefs to find ways to reduce their personnel costs, including hiring previously trained and certified firefighters. Paramedic training, in particular, is too specialized and costly for most fire departments to provide internally. Demand for ready trained firefighters, especially those with paramedic certification, is expected to increase steadily. According to Alaska Department of Labor and Bureau of Labor Statistics, paramedic and emergency medical technician jobs in Alaska are forecasted to increase 23.4%, or 103 new jobs, through 2020. New firefighting jobs are predicted to increase by 76, or 8.7%, during the same period. Considering the forecast for new jobs together with normal attrition in existing jobs, the market for trained firefighters, paramedics, and emergency medical technicians easily outpaces the university’s ability to provide qualified candidates.

In addition, the public safety industry has begun to recognize the value of higher education within their work forces. Whereas fire departments once required just a high school diploma, many now give preferential treatment to those with higher education degrees. The Anchorage Fire Department presently pays a 4% premium for any employee with an associate's degree, and 8% for a bachelor's degree. Other fire departments require a degree to be eligible for promotion.

Even among those fire departments that do not yet recruit previously trained candidates or require or reward higher education, applicants that do possess prior training, certification, and higher education degrees are more competitive. Thus, combined with recruiting efforts in Alaska, the Pacific Northwest, and elsewhere, interest in CTC and UAF as an emergency service training and education destination has been increasing. Enrollments in the fire sciences courses increased 60% in four years, while enrollment in emergency medical services courses increased 55%, straining existing classroom and training facilities. The waiting list for the 2013 Fire Academy’s 12 available slots is presently over 40 and growing; some will choose not to attend UAF CTC due to the lack of capacity. Additionally, the campus fire department hires between 12 and 15 student firefighters and turns away another six or more qualified applicants each year.

Similarly, police departments are changing. The officers that were hired during and toward the end of the Alaska pipeline construction are now eligible to retire. Each semester brings another
wave of retiring/hiring from agencies around Alaska. The academy is seeing more and more returning military attending the academy and entering into the police force. The Bureau of Labor Statistics predicts that 277 new security jobs and 88 new police officer jobs will be created through 2020. The academy currently averages 18 graduates per semester but can train as many as 24 per semester, which reflects a growth rate of 24% over four years.

Combined, enrollments in all emergency services courses including law enforcement, emergency medical services, and fire science increased 50% between 2008 and 2012.

Outputs, Outcomes, and Impact

Approximately 75% of student firefighters and paramedics who have completed their degree and/or certificate are now employed in public safety in Alaska and numerous other states. Over 70 alumni have been hired by the Anchorage Fire Department alone, with several now holding top management jobs. Dozens of others have been hired in the Fairbanks, Soldotna, and Juneau fire departments. Altogether, student employees in the University Fire Department complete approximately 1,200 credit hours per year and bring nearly $350,000 in in-state and out-of-state tuition to the institution.

Approximately 82% of the graduates from the UAF CTC fire science program either move on to the Bachelors of Emergency Management or are employed within one year of graduation. These students represent the firefighters serving in all parts of Alaska and many large metropolitan departments across the U.S. and Canada.

The Law Enforcement Academy has successfully graduated more than 400 graduates in the past 12 years. Those graduates include police officers, supervisors, pipeline security, private security, corrections officers, probations officers (both adult and juvenile probations), Alaska State Troopers, Village police officers, and others. Graduates are spread throughout the state from Unalaska to Petersburg, and from Kodiak Island to the North Slope Borough. There are a number of graduates who have moved to agencies in the continental U.S. and Hawaii.

Existing Capacity to Support Mission

Old University Park School, where CTC emergency services classes are primarily held, has insufficient space to meet realized and anticipated growth in enrollments. Collectively, enrollments in the emergency services and emergency management majors have increased 105% since 2008. (See Figure 1) The building lacks adequate indoor or outdoor space for manipulative law enforcement and firefighting skills training. Additionally, the continued future use of the building cannot be assured due to known mechanical problems.
The EMS classroom, paramedic lab, and law enforcement classrooms are in use nearly all day every day when the academies are in session. The paramedic academy runs two full semesters plus a summer externship. The law enforcement academy runs for 13 weeks twice each fall and spring semester. The 2012 fire academy was held at Hutchison High School since there was no available space at Old University Park School.

The mechanical problems at Old University Park School threaten to render the building uninhabitable should the heating system fail during winter months. There is sufficient concern about the state of the heating/ventilation system such that all occupied spaces were recently consolidated into its east wing. Should the system fail entirely, there is no medium-term plan to address the specialized needs of the law enforcement and paramedic academies. The UAF 2010 Campus Master Plan identifies this building for future demolition.

Similarly, the Whitaker Building that is headquarters for the University Police and Fire Departments has not kept up with growth of the student programs and has significant

Note: In 2011 numerous Emergency Services students enrolled in Emergency Management; these data reflect unduplicated students only.
infrastructure problems. There is inadequate dormitory, office, and functional space to meet current demands or future growth. Electrical capacity, plumbing, parking and training space are inadequate for the number of students. In addition, there are concerns about the building's ability to withstand a seismic event. A backlog of deferred maintenance items in the current facility will cause renovation costs to exceed replacement costs. The UAF 2010 Campus Master Plan has identified this building for adaptive reuse.

In addition, there is a need for training space for police agencies that require annual refresher training to maintain certifications. Many of these agencies come to the Fairbanks area to conduct training. The current academy location is used nearly year round by either the academy or various State and local agencies.

**Statement of Need**

Based on the analysis of the current situation, a new facility is needed to meet current demand and future growth of the emergency services programs if they are to continue to successfully meet the university's mission and goals. A combined, joint-use facility to meet the training, education, and emergency response needs of CTC and UAF would maximize the use of shared space, minimize operating costs, and reinforce the integration of training, education, and emergency response capability. Integrating School of Management emergency management office space would strengthen the connection between emergency response curricula and the emergency management program, and further increase the use of shared space. The ideal site is on or immediately adjacent to the UAF campus in order to reduce utility costs, leverage existing housing, and preserve the student-centric nature of the police and fire departments. The UAF 2010 Campus Master Plan allocates a site on lower campus near the Fairbanks Street Bridge for this purpose.

As an alternative to building dormitories into the police/fire station, the campus needs would be better served by modifying and dedicating a portion of Lathrop hall for resident and visiting emergency services students. This offers the advantage of keeping responders collocated and available for emergencies, builds a campus dormitory community, and leverages existing infrastructure. It also increases the potential for offering seminars, institutes, and training classes for visiting rural students.

The Fairbanks North Star Borough currently contracts with UAF to provide fire and emergency medical services off campus and provides most of the fire trucks and ambulances the department uses. It is estimated that in such a combined joint use facility, approximately 28% of the assignable space would be dedicated to the fire station and emergency management, 18% to the police station, and 49% to the CTC training and education component. The remaining 5% would be shared space. Altogether, 72% of the space would be UAF and CTC space and 28% (the fire station component) might be borne by the FNSB.

Combining the CTC law enforcement, paramedic, and fire science programs into one modern public safety training, education, and fire/police station facility would enable these programs to
meet current demand and future growth, to the benefit of the university, the local community, and those employers who rely on our highly trained, educated, and experienced graduates.

**Annual Operating Budget Impact**

Unless or until Old University Park School is demolished, a new combined use emergency services training, education, and response facility will introduce new utility, maintenance, and operating costs. These costs are difficult to estimate as the facility will certainly utilize current energy and ventilation codes, resulting in decreases in electrical use and thermal envelope heat loss, and increases in heating more outside air used to ventilate the building. Repurposing the existing Whitaker building will reduce the drain on utilities, maintenance, and repairs as the building transitions from 24-hour usage to part-time daily use. The pressure of deferred maintenance funds would also be lessened as the building converts from residential to other uses. Once Old University Park School is demolished, the overall utility and operation costs could approach a nearly complete offset with the added benefit of a new, modern training and education facility. In addition, utilizing part of Lathrop Hall for resident and visiting emergency services students would increase residential revenue. Nearly all of the 42 student firefighters currently live in the Whitaker building or off campus.
Alaska Business Week

The Alaska Business Week high school leadership program will be held on the UAF campus from June 1 through June 8 this summer, thanks to the support of the UAF Chancellor and a strong partnership with the UAF School of Management. This weeklong summer program is designed to give students hands-on experience in running a company, as well as providing students with an opportunity to explore their leadership talents and skill sets. Now in its fourth year, it is based on the very successful and long-running Washington Business Week program. Students come from all over the state and are led by senior business executives who mentor the students and guide the teams to winning strategies. Students participate in nine presentations by Alaska business leaders and explore subject areas in leadership, ethics, marketing, entrepreneurship, and future jobs in Alaska. The program is entirely funded with private contributions. This is an action-packed week that promises to give students a jump-start to their career goals and aspirations. Graduates of this program have described it as a ‘life changing’ experience. To view the 2012 ABW program video and learn more about the program, see: http://www.uafleadership.com/programs/alaska-business-week/

UAF Upward Bound

The Upward Bound Program (UB) is within the Division of General Studies at the University of Alaska Fairbanks. UB at UAF has been funded for more than 30 years by grants from the U.S. Department of Education TRiO Program. The goal of UB is to increase the graduation rate of participants (low income and first generation college students) in secondary education and to have them successfully complete a 2- or 4-year postsecondary degree. Through receiving the full benefits of the UB Program, the participants have an opportunity to experience an on-campus life in an urban setting while also gaining tools that will be helpful in their postsecondary education endeavors. The UAF UB program has two distinct components: the first component offers academic services to 160 eligible students from 10 target high schools around Alaska. Examples of services provided to students throughout the academic school year include: after-school academic tutoring, academic guidance, exploring postsecondary education opportunities, and cultural and recreational activities. The second component is the option to participate in a six-week summer program held on the UAF campus for 50 UB students. This includes three unique summer tracks for students to attend based upon their age and academic standing (freshman, sophomore, junior or senior).

Alaska Summer Research Academy

The Alaska Summer Research Academy (ASRA) promotes creativity and intellectual curiosity through hands-on, open-ended experiences in STEM (science, technology, engineering, and mathematics). A SRA students engage with mentors and peers to explore scientific concepts, investigate student-driven questions, and solve problems. Module sizes are small with an average of nine students and two instructors. Our instructors include faculty, graduate students and industry professionals. Modules are designed to be fun and engaging while offering challenging content. There are no grades, tests or homework. ASRA modules highlight UAF research themes, and offer a platform for strong community partnerships. The Biomedicine module, for instance, features a formal partnership between the Fairbanks Memorial Hospital and UAF, in which the hospital donates about $50K of in-kind support. ASRA was first offered to 21 students in
2001. Today, ASRA has matured into a program that offers both a middle school and a high school academy, with a total enrollment of 175 students in 2012.

Highlights:

- ASRA has been in operation for 13 years.
- Total enrollment from 2001-2012 was 1308 students (many students attend for more than one year, so are counted multiple times).
- Of all ASRA enrollees from 2001-2010, 28% have enrolled at UAF (7 or more credits completed).
- In a post-program survey in 2010, 64% of students said that attending ASRA increased their odds of attending UAF.
- ASRA conducts additional outreach throughout the year on campus and in remote locations across the state.

**Visual Arts Academy**

The Visual Arts Academy is an intensive visual arts program for students from grades 6–12. The Academy is entering its ninth year and has averaged about 60 students per summer. Faculty of professional Alaskan visual artists teach classes in: Animation, Cartooning, Ceramics, Computer Art, Costume and Fashion Design, Digital Photography, Drawing and Design, Metalsmithing, Painting, Printmaking, Sculpture & 3D Design.

Students can participate as full-day students taking four classes per day or as half-day students taking two classes per day. Each class is 95 minutes, five days a week (Monday - Friday) for two weeks.

Students have an opportunity to exhibit their work created during the academy in exhibits in the art department.

**Rural Alaska Honors Institute**

The Rural Alaska Honors Institute (RAHI), is a 6-week college preparatory bridge program for high achieving Alaska Native and rural high school students. In addition to the rigorous academic program, students learn study skills, leadership, and time management. Students completing the program leave with an average of nine college credits. The proven record shows they are ready for the challenge of succeeding in college. This year marks 31 years of success. Alums number over 1,450 and include a medical doctor, eight lawyers, and six PhDs. RAHI alumni have earned 66 master’s degrees, 319 bachelor’s degrees and 243 associate degrees and certificates. RAHI is preparing the future leaders of Alaska, one summer at a time.
ONE SHORT WEEK
COULD CHANGE YOUR
LIFE (REALLY!)

High school students can earn two college credits

Whether you are home-schooled or attend public or private high school, this program will give you a great start to your future. Develop your leadership skills and achieve your goals and dreams.

Imagine the Possibilities

Alaska Business Week is again partnering with the very successful Washington Business Week program and the UAF School of Management to bring you this program. Alaska Business Week is designed especially for high school students finishing grades 9-12.

Work with dedicated senior business executives and other students to develop a winning business strategy, defend your business plan, earn college credits, meet top business leaders – and, oh yes – have FUN!

Application deadline: May 15, 2013*

Program starts on Saturday, June 1 through Saturday June 8

$475 tuition includes room, board, fees and materials

Needs-based scholarships available

Transportation may also be available

To enroll, go to: www.uafleadership.com
Or call 907-474-5942

* Or until positions are filled
You ARE the future!

Meet with top Alaska CEOs and leaders and gain insight into successful business strategies as you formulate your own tactics with your team.

Learn what it takes to be a leader.

Work closely with senior business executives dedicated to helping you achieve a successful business strategy.

“I came to this program not knowing what to expect and I left an entrepreneur. This experience has changed me in ways I will never forget.”
Kevin S., Thunder Mt. High School and ABW 2011 grad

They are waiting to hire you!

This program is made possible by many generous businesses and organizations that understand you will be running the show in the near future. They are waiting for you, so don’t delay in enrolling in this program to get you started!

Enroll today and change your life!

To enroll, go to: www.uafleadership.com
Or call 907-474-5942
<table>
<thead>
<tr>
<th>Target Grade</th>
<th>Freshmen &amp; Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
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<tr>
<td>Program Title</td>
<td>UB Classic Six-Week Program</td>
<td>UB College Prep-Academy</td>
<td>Pathway-2-College</td>
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<tr>
<td>Program Dates</td>
<td>June 10th thru July 20th</td>
<td>June 15th thru July 29th</td>
<td>May 28th thru July 5th</td>
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<td>Program Focus</td>
<td>During the traditional Alaska Upward Bound six-week summer program the participants are introduced to life on a college campus. The week days are filled with interesting learning activities and the weekends are packed full of active energizing fun events. Typically the mornings focus on language arts and mathematics and the afternoons are filled with active hands-on activities that inform and stimulate interest in career opportunities that require a 2 or 4 year postsecondary degrees.</td>
<td>The Upward Bound College Preparation Academy is for Juniors who are entering their Senior year. This specialized camp is for inquisitive and mature students who are focused on entering college and are interested in learning more about a particular career field. This six week program is divided into three 2-week academic focuses that will increase a participants success when they go to college. <strong>Expressing Yourself.</strong> During the first two weeks students learn new techniques and approaches that improving their writing abilities. <strong>Making it Count.</strong> The second two weeks focus on mathematics instruction that strengthens skills and increases confidence on performing well on college entrance examinations. <strong>Alaska Science Research Academy.</strong> In the final two weeks student attend the UAF Alaska Science Research Academy. Students join 140 other students from Alaska and the lower 48 to experience first-hand top career fields in scientific exploration and research.</td>
<td><strong>Pathway2College</strong> (P2C) students are active college students who are enrolled in the first six-week UAF summer session. Students earn 5 to 7 credits of 100 - 200 level college credit and get an early start on beginning college in a positive, supportive environment. P2C students progressively transition to be fully independent successful decision makers who excel as first year college freshman. Participation in the program is a safe and nurturing environment for students to strengthen their time management strategies, develop college level study habits; develop healthy sleep and dietary practices, become familiar with the college classroom, and comfortable working with college advisors and professors.</td>
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| Application Due Date | March 15, 2013 (applications are accepted until spaces are filled with qualified participants) | February 27, 2013 (must complete the ASRA applications to be considered for participation in the program) | March 15, 2013 (applications are accepted until spaces are filled with qualified participants) |
| Number of Students | 30 students spaces available | 10 student spaces available | 10 student spaces available |
| Eligibility Requirements | • Enrolled in UB College Bound program  • Good school attendance  • Positive recommendation from UB site coordinator  • Complete student essays | • Enrolled in UB College Bound program  • Good school attendance  • Positive recommendation from UB site coordinator  • Complete ASRA application (uaf.edu/asra)  • Strong interest in attending college | • Enrolled in UB College Bound program  • Good school attendance  • Positive recommendation from UB site coordinator  • Submitted at least one college application  • Submitted complete P2C application  • Completed FAFSA application  • Plans to attend post-secondary education in either the fall or spring semester following high school graduation |
Alaska Summer Research Academy

Director: Laura Conner
Program Manager: Tiffany DeRuyter
Administrative Assistant: Lori Gildehaus
Goals

• To develop STEM-related knowledge
• To raise awareness of the nature of science and scientific processes
• To encourage students to consider STEM-related careers
• To highlight UAF research themes
# Structure

Students enroll in a “module” with ~ 9 students and 2 instructors

- Archeology
- Biomedicine
- Civil Engineering
- Fiber and Electronics
- Forensics
- Plug In! (ACEP)
- Robots, networks, and Arduinos
- Smart Circuits
- Sounds of Science
- Vetmedicine
- Undersea Aliens

- Aquatic Ecology
- Dirt Made My Lunch
- The Joy of Chemical Reactions
- Math in Nature
- Robotics
- ROV
Outcomes

• Increased interest in enrolling in UAF (64% in 2010 said they were more likely to attend)
• Strong community partnerships (e.g. Biomedicine, Vetmedicine)
• Venue to learn new teaching practices
• Students engage with peers in hands-on, problem-solving STEM tasks
• Students are exposed to college environment
Fiber and Electronics
Marine Biology
Biomedicine
Oobleck
THANKS TO OUR 2012 SPONSORS!!!
PAYMENT
The cost to attend the Visual Art Academy full-day is $500.00 plus a $75.00 materials fee. Half-day tuition is $300 plus a $40.00 materials fee. A non-refundable $75.00 tuition deposit is required with your registration form.

The remaining tuition and materials balance is due in full by May 25, 2013.

If tuition and fees are not paid in full by May 25, the registration deposit will be absorbed and the student’s enrollment in the Academy will be voided.

Visual Art Academy
June 3-14, 2013

PLEASE CALL 474-7530 TO PAY WITH CREDIT CARD.

Mail registration and check payments to:

UAF Summer Visual Art Academy
Art Department
P.O. Box 5640
University of Alaska Fairbanks
Fairbanks, AK 99775-5640

The cost to attend the Visual Art Academy full-day is $500.00 plus a $75.00 materials fee. Half-day tuition is $300 plus a $40.00 materials fee. A non-refundable $75.00 tuition deposit is required with your registration form.

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UAF Summer Visual Art Academy
Art Department
P.O. Box 5640
University of Alaska Fairbanks
Fairbanks, AK 99775-5640
PRESENTED BY THE UAF ART DEPARTMENT

REGISTRATION FORM

Academy Dates: June 3–14, 2013
Circle one:

<table>
<thead>
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<th>FULL-DAY</th>
<th>HALF-DAY</th>
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<tbody>
<tr>
<td>$575</td>
<td>$340</td>
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</tbody>
</table>

STUDENT INFORMATION

STUDENT NAME ________________________________
ADDRESS ___________________________________
CITY ___________________ STATE _______ ZIP __
AGE: _______ GENDER: _________________________
GRADE COMPLETED (SPRING 2013) __________________

PARENT/GUARDIAN INFORMATION

PARENT NAME: ________________________________
EMAIL: _____________________________________
TELEPHONE: _________________________________
EMERGENCY CONTACT: __________________________

Mark below the areas of interest by numerical choice 1–11.

CHOICE #

- Animation
- Cartooning
- Ceramics
- Computer Art
- Costume/Fashion Design
- Photography
- Drawing and Design
- Metalsmithing
- Painting
- Printmaking
- Sculpture & 3D Design

Check out our website and download forms
www.uaf.edu/art/artacademy

For more information contact UAF Art Department at (907) 474–7530 or email us at fyart@uaf.edu

FROM JUNE 3–14, 2013 THE UAF ART DEPARTMENT WILL HOST AN INTENSIVE VISUAL ARTS PROGRAM FOR STUDENTS FROM GRADES 6–12. OUR FACULTY OF PROFESSIONAL ALASKAN VISUAL ARTISTS WILL BE TEACHING CLASSES IN:

- Animation
- Cartooning
- Ceramics
- Computer Art
- Costume/Fashion Design
- Photography
- Drawing and Design
- Metalsmithing
- Painting
- Printmaking
- Sculpture & 3D Design

Students participate as full-time or part-time students. Full-time students take 4 classes per day. Half-time students take 2 classes per day. Each class meets for 95 minutes. Classes meet Monday–Friday from 8:30AM until 4:30PM for 2 weeks. Students have an independent lunch break each day from 12 noon to 1:00PM.

VAA is supported in part by a grant from Patrick Mechanical, UAF’s College of Liberal Arts and the UAF Art Department.
University of Alaska Fairbanks

Visual Art Academy

since 2005

In the first half of June for past eight summers the UAF Art Department has hosted an intensive and quality visual arts program for students in grades 6–12 taught by professional Alaska artists.
This summer is our ninth annual Visual Art Academy.

Since its inception we have averaged over 60 students in each academy taking classes in Animation, Ceramics, Cartooning, Computer Art, Costume & Fashion Design, Drawing, Metalsmithing, Painting, Printmaking, Photography and Sculpture & 3D Design.
Visual Art Academy
Art Show 2012
opening: Thursday, June 14
at 4:30
UAF Art Gallery

This message is approved and sponsored by THIS lama on THIS sail boat

by Eli Simmons
OPENING THURSDAY, JUNE 14
4:30 PM
AT THE UAF ART GALLERY
UAF Visual Art Academy is a blast!
RAHI is a competitive program, with applications from all over the state. A RAHI selection committee reviews all completed applications, and from their recommendations students are selected.

Let RAHI change your life and help you succeed in college. Apply today. See our website www.uaf.edu/rahi to apply online or see a school counselor. Please call or email us for further information: 1-800-478-6886, rahi@alaska.edu

What do these people have in common? They all attended RAHI!

*Kyan Olanna, Shishmaref, B.A. UAF ‘98 J.D. Yale Law School ’02
*Mae Pitka, Russian Mission, B.E.D. UAF ‘93 M.A. Applied Linguistics UAF ’10
*Kendri Cesar, Juneau, B.A. Environmental Studies, Dartmouth ’08, JD, Harvard ’12
*Deborah Mekiana, Anaktuvuk Pass, B.A. UAF ’97 M.A. Psychology UAF ’05
*Sperry Ash, Nanwalek, B.Ed. UAF ’02 M.Ed. Education, Language UAF ’05
*Dr. Alberta Laktonen, Kodiak, B.S. Harvard ’97 M.D. UW Medical School ’02
*Kathryn Milligan-Mylhe, Kotzebue, B.S. U. of Wisconsin ’99, PhD. Microbiology U. of Wisconsin ’09
*Adrienne Tveit, Kodiak, B.A. UAF ’01 Dr. of Pharmacy Washington State University ’07
*January Scott, Kake, B.S. Reed College ’02 M.A. Education UAS ’06
*Randall Yates, Ketchikan, B.A. Finance & Int’l Business Oregon St. ’04, JD, Berkeley Law School ’10
*Pamela Lestenko, St. Paul Island, B.S. UAF ’02 M.S. Zoology U. of British Columbia ’08
*Angela Totemoff, Tatitlek, B.S. UAF ’07 M.B.A. Info. Technology Alaska Pacific University ’09
*Terry Don, Mekoryuk, B.A. UAA ’96 M.B.A. Business Admin. UAF ’04
*Nathan Ayotte, Valdez, B.S. Petroleum Engineering UAF ’07
*Majour Wayne Don, Mekoryuk, B.A. UAF ’94 M.B.A. UAF ’04

RAHI 2013 Program dates:
May 28 – July 12, 2013
Deadline to apply: Received in RAHI office by March 1, 2013

RAHI is funded through the College of Rural & Community Development, the University of Alaska Fairbanks, and various grants and donations.

The University of Alaska is accredited by the Commission on College of the Northwest Association of Schools and Colleges. UAF is an AA/EO employer and educational institution.

Photos by RAHI Staff and Todd Paris
The Rural Alaska Honors Institute, RAHI, is a program of academic enrichment and preparation for traditional undergraduate life at a university campus. Students selected for the six-week academic adventure work at the very limits of their capabilities to:

- Develop strong work ethic
- Build self confidence
- Acclimate to dorm/undergraduate life
- Earn 8-10 college credits!

Academic concentration is on writing and Study Skills, with electives in:
- Math
- Chemistry
- Business
- Education
- Process Technology
- Computer Applications
- Recreation (Yoga, Karate, Native Dance)  
  (Subject to Change)

RAHI prepares students for college success. RAHI is a memorable experience that changes lives.

RAHI Mission Statement

The UAF Rural Alaska Honors Institute, known as RAHI, founded at the request of the Alaska Federation of Natives in 1982, was established to prepare rural and Alaska Native high school students for academic excellence and college success.

APPLY ONLINE

www.uaf.edu/rahi

Rural Alaska Honors Institute (RAHI)
University of Alaska Fairbanks
201 Brooks Building
P.O. Box 756305
Fairbanks, AK 99775-6305
Telephone: 907-474-6886
Fax: 907-474-5624
Toll Free in Alaska: 1-800-478-6886
Email: rahi@alaska.edu
Website: http://www.uaf.edu/rahi/

Application deadline:
March 1, 2013
RAHI 2013 Program dates:
May 28 – July 12, 2013

* Program costs are covered 100% for those accepted, a value of over $7,000.
* Six-week summer residency on the UAF campus.
* Take college courses, up to 10 university credits awarded.
* Build or strengthen academic and social skills for future college success.
* Make new lifelong friends from all over Alaska.
* Apply if you’re a rural or Alaska Native high school junior or senior with a 3.0 cumulative grade point average.
Campus Life

Residential Students live in a UAF residence hall with a RAHI roommate and full-time residence staff who supervise, tutor, and give support to students to live comfortably and to work efficiently. Students are divided into family groups of roughly eight each. Weeknight study hours are required and tutors are on hand to help with all courses.

Students eat meals at the campus dining facility.

Recreation Recreational offerings on weekends are available, with a fun, stress relieving midterm break weekend outing. Student Recreation Center, Wood Student Center, and Patty Pool are among campus recreational facilities available for use.

Graduation A cap and gown ceremony graduation ends the program on July 11 followed by an evening banquet. UAF tuition waivers are awarded to the top two academic students in RAHI. RAHI Research students are eligible for a number of scholarship and academic recognition awards.

Is RAHI Research for you?

Are you curious? Not afraid of hard work? Willing to really stretch your mind? Ready for a challenge? RAHI Research is all of that and more. You’ll learn to be a competent and confident part of a lab team, taking part in the real day-to-day world of a university biological research lab. Methods you learn are also used in forensics, new drug discovery, biotechnology, and medical research. Come on – jump into RAHI Research!

For more information, contact

Denise Wartes, RAHI director, or
Tim Murphrey, RAHI assistant manager
Toll-free 1-800-478-6886
rahi@alaska.edu
www.uaf.edu/rahi
P.O. Box 756305, Fairbanks, AK 99775-6305

Paige Gingrich, RAHI Research and Alaska BioPREP Coordinator, or
Sue Hills, Alaska BioPREP Director
Voice 907-474-5106
Fax 907-474-5326 • bioprep@alaska.edu

“I really enjoyed the opportunities that I wouldn’t normally have had, from working in a lab on real research to presenting a poster of my findings...”

—Marlena Acord (Class of 2010)
Most of the amazing advances of the 20th century were the result of scientific breakthroughs in physics; in the 21st century, discoveries in biology, especially genetics, will revolutionize our lives. From personalized medicine to understanding cancer and infectious diseases, modern molecular biology is the foundation. This course gives you the confidence and skills for undergraduate molecular biology research as you begin college rather than waiting until you are a junior or senior, making the material more interesting and relevant.

You will start with lab methods such as pipetting and work up to DNA extraction, electrophoresis, polymerase chain reactions, and cloning — backed up with the fundamental concepts of biochemistry and genetics necessary to understand the research. It is accelerated, concentrated, and fascinating.

Your new knowledge and skills will be put to use as you work alongside University researchers in one of the many biological labs at UAF. You will become part of the lab team — conducting research, discussing results, taking part in the discoveries as they happen — all under the mentorship of an experienced graduate student mentor.

**Curriculum**

UAF courses are offered for full university credit (7 to 11 credits). Completion of the RAHI Research courses will give the student the skills for undergraduate research or work in a molecular biology research lab. The integrated, intensive RAHI Research program includes scientific writing, lab math, molecular biology theory and practice, and ethical discussions of the responsible conduct of research. Credits earned may help satisfy some requirements for high school graduation, depending upon your school district policy. Course work loads are substantial. With small classes and individual research mentors, RAHI Research has a safety net to give individual help and encouragement for all students.

**To Apply**

To apply, submit a RAHI Research application, available at www.uaf.edu/rahi or from your science teacher or school counselor. You will be notified by mid-April of the decision. Not everyone is accepted. To be successful you should:

- Be committed to earning a college degree
- Have a cumulative GPA of at least 3.0
- Finish your junior or senior year in 2012
- Be 18 or younger on August 1, 2012
- Read at or above grade level
- Have taken a previous RAHI chemistry class, high school biology, chemistry, or genetics class
- Be curious and ready to stretch your mind!

**Student Safety**

Responsibility to self and to each other, plus university and state law all combine to shape RAHI rules of conduct outlined in a student contract. Safety, comfort, and the need to ensure an atmosphere that supports learning are all objectives of this policy. Students are expected to attend classes, be prepared and on time, and participate in program social events. Students respect each other, instructors, and residence staff, as well as property. RAHI Research students work in labs with research-grade equipment and materials and will complete a lab safety training course.

**Permission to Leave Campus:** Students may be checked out to leave the campus only with adults, approved in writing, in advance, by parents or guardians, and only at times that do not conflict with academic schedules. Students may not be checked out overnight or weekends.

**Schedule and Costs**

Travel to Fairbanks is May 28; orientation is May 29. The fast-paced RAHI Research program will begin after orientation on May 30. Students may not start RAHI Research late or leave early. No late starts! No early departures! If you quit and leave before completion you will not graduate or earn college credits.

**Costs** All program costs ($11,000 per student for RAHI Research) including travel, books, supplies, room, tuition, board, and weekly stipend are provided through the program and are free to students accepted into the program.

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**History of Rural Alaska Honors Institute**

RAHI was founded at the request of the Alaska Federation of Natives in 1982 to prepare rural and Alaska Native high school students for academic excellence and college success. RAHI II Next Step, now known as RAHI Research, was added in 2007 to give high school students in-depth knowledge of molecular biology and experience working in research labs to understand research and modern biology and to encourage students to major and graduate in the sciences.

“I now understand how valuable actual experience was in conjunction with taking classes, as it makes the material more tangible and therefore easier to learn.”

—Ben Renshaw (Class of 2009)
The UAF Rural Alaska Honors Institute, known as RAHI, was established to prepare rural Alaska Native high school students for academic excellence and college success, and was founded at the request of the Alaska Federation of Natives in 1982.
CAMPUS MASTER PLAN AMENDMENT

Name of Project: Campus Wide Solar Array Installation
Project Type: New Construction
Location of Project: UAF, Fairbanks Campus, Fairbanks
Project Number: 2013065 CWSAI
Date of Request: May 2, 2013

<table>
<thead>
<tr>
<th>Approval Required:</th>
<th>Full Board</th>
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<tr>
<td>Prior Approvals:</td>
<td>Campus Master Plan Approval</td>
<td>June 3, 2010</td>
</tr>
<tr>
<td></td>
<td>Engineering Building Amendment</td>
<td>September 23, 2011</td>
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</table>

A Campus Master Plan Amendment (CMPA) is required when the development of a Capital Project deviates from the existing Campus Master Plan. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.

Action Requested
"The Facilities and Land Management Committee recommends that the Board of Regents approve the University of Alaska Fairbanks Campus Master Plan Amendment for the Campus Wide Solar Array Installation as presented. This amendment will be incorporated in the existing 2010 Campus Master Plan. This motion is effective June 6, 2013."

Campus Master Plan Amendment Abstract
The UAF Campus Master Planning Committee recommended amending the 2010 Campus Master Plan (2010 CMP) to change the land use designation of the area located on the hill below the Butrovich Building, north of Tanana Loop and west of the new Nanook terrain park from “Ecosystem Research, Instruction, and Recreation” to a new land use designation “Renewable Resources”. No other changes are requested or required for the solar array project to be in compliance with the 2010 CMP.

RATIONALE AND REASONING

Background
The Solar Array project was presented to the UAF Master Planning Committee in November 2012. At that time, the committee approved the concept of the project and the fact that the 2010 CMP would have to be amended to accommodate the solar array. On November 28, 2012, the Master Planning Committee sent a Master Plan amendment recommendation to the UAF Chancellor. On that date Chancellor Rogers signed the amendment recommendation.
Site Consideration
This site was chosen for three main reasons: 1) The array is large and needed an accessible piece of land that could physically accommodate it; 2) The site is ideal for its gentle unobstructed south facing slope. This works to decrease construction costs and provide for the highest power generation with the proposed fixed photovoltaic array; 3) This site is directly above a UAF utilidor. Power can feed directly into the utilidor without large infrastructure costs or line losses.

The site to the south of Tanana Loop, east of the Botanical Gardens was evaluated but deemed too small for the array size required.

Amendment Impact
This amendment impacts the existing 2010 CMP in potential future use of the land. The land was designated to be used for trails and ecosystem research as desired by professors. It had no concrete use or buildings designated for the area. The trails impacted by the construction of the solar array will be rerouted as part of the project. Potentially, the solar array could be used for research by engineering students and the community as a study in alternative energy production in a northern climate.

Policy Compliance
This amendment complies with Regents’ Policy in that it provides a guideline for land use in a designated area.

1. Projected enrollment and other factors affecting the need for facilities and infrastructure: None, there is no impact on enrollment, this is an infrastructure project.

2. General areas for land acquisition and disposal: None, no land is being acquired or disposed of for this project.

3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities: The proposed solar array would impact the ski trail that traverses the field. It is proposed that the ski trail be relocated parallel to the road and run to the south of the array.

4. Demolition of buildings, structures, and facilities: No buildings or structures will need to be demolished to accomplish this project. The only impact to facilities will be the need to relocate the ski trail.

5. General location, size, and purpose of new buildings, structures, and facilities: The anticipated footprint of the array is shown in the attached sketch. There are no outbuildings or other structures required as a part of this project.

6. Guidelines for landscaping: The array will be fenced to prevent unauthorized entry. The fence aesthetics will be coordinated with the campus architect. The owner of the array will be responsible for all maintenance of the landscaping and the fence.
7. General location and intent for open spaces, plazas, etc.: 
As this is not a building, there will be no open space incorporated.

8. Guidelines for signage, both freestanding and on buildings and structures: 
Any permanent signage will be constructed in accordance with exterior UAF sign requirements.

9. Architectural guidelines for all buildings, structures, and facilities: 
This project consists of a solar array, a similar photo of which is attached. Solar arrays have a visual impact in that they are panels mounted on short bases, all facing south. The fence to be built around the array will be designed to be aesthetically pleasing yet sturdy enough to accommodate the structures.

10. Environmental and cultural issues, ADA access, and energy conservation: 
This project will demonstrate UAF’s commitment to sustainable energy production concurrent with planning for a replacement solid fuel CHP plant. The project also demonstrates UAF’s commitment to a complete energy profile.

This is an infrastructure project with very limited access so ADA access will not be a requirement.

11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances: 
No ordinances or land use issues need to be addressed with this project.

12. General priorities for capital projects: 
This project will not impact the campus capital 10-year plan or priorities. It is a Public Private Partnership; development costs will be covered by the private partner.

Supporting Documents
Site Plans
Master Planning Committee recommendation

Approvals
A CMPA requires approval by the Board of Regents.
Master Planning Committee
of
University of Alaska Fairbanks

Date: November 28, 2012

To: Brian Rogers, Chancellor

From: Josh Greenberg, Chair

Re: MPC Recommendation 2012-07 – Master Plan Amendment – Change of land use designation for photovoltaic electrical generation array.

The Master Plan Committee amends the 2010 Master Plan to change the use designation of the area located on the hill below Butrovich Building, north of Tanana Loop and west of the proposed Nanook Terrain Park from ‘Ecosystem Research, Instruction, and Recreation’ to a new land use designation: ‘Renewable Utilities.’ The new designation is consistent with the placement of a photovoltaic electrical generation array being considered by the University.

The MPC recommends the following conditions on the placement of the photovoltaic electrical generation array:

- Responsibilities be defined and assigned for maintaining existing, or creating new, corridors to cross country ski trails, access to the Butrovich Building, and utilities.
- Does not encroach on the proposed terrain park.
- Height and aesthetic choice of fencing be selected to lessen the effect to the viewshed.
- Landscaping be installed and maintained to no less than APPA Level-4 standards.
- Responsibility and cost for landscape maintenance be defined and assigned as part of any agreement on placement of the array.

The above mentioned conditions must be addressed in the final plan for the photovoltaic electrical generation array and reviewed and approved by Design and Construction, the Landscape Subcommittee, and the Master Plan Committee.

This amendment is effective upon a signed agreement between UAF and Siemens Inc. for a photovoltaic electrical generation array.

Motion made by Gary Newman, seconded by Doug Braddock.

Motion passed unanimously (6-0).

Thank you.
FORMAL PROJECT APPROVAL

Name of Project: Campus Wide Solar Array Installation
Project Type: New Construction
Location of Project: UAF, Fairbanks Campus, Fairbanks
Project Number: 2013065 CWSAI
Date of Request: May 1, 2013

| Total Project Cost: | $ TBD during project development (Currently Estimated at $4,105,000) (Approx $4,000,000 in capitalized costs to be borne by Array Owner. Initial design costs of up to $105,000 will be the University’s obligation.) |
| Approval Required: | FLMC |
| Prior Approvals: | Preliminary Administrative Approval April 30, 2013 |

A Formal Project Approval (FPA) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

FPA represents approval of the Project including the program justification and need, scope, the total project cost, and the funding and phasing plans for the project. Requests for formal project approval shall include a signed project agreement or facilities pre-design statement, the proposed cost and funding sources for the next phase of the project and for eventual completion of the project, and a variance report identifying any significant changes in scope, budget, schedule, deliverables or prescriptive criteria associated with a design-build project, funding plan, operating cost impact, or other cost considerations from the time the project received preliminary administrative approval. It also represents authorization to complete project development through the schematic design, targeting the approved scope and budget, unless otherwise designated by the approval authority.

Action Requested
The Facilities and Land Management Committee recommends that the Board of Regents approve the Formal Project Approval request for the University of Alaska Fairbanks Campus Wide Solar Array Installation, as presented in compliance with the amended campus master plan, and authorizes the university administration to proceed through Schematic Design not to exceed a total University expenditure of $105,000, with the cost of the solar array of $4,000,000 to be borne by Siemens Industries, as the owner of the solar array, for a total project cost of $4,105,000. This motion is effective June 6, 2013.

Project Abstract
The university received an unsolicited proposal from Siemens Industries, Inc. in May 2012, to provide the university with up to 1MW of solar power via a Power Purchase Agreement (PPA). Siemens proposes to build a photovoltaic solar array in the field south of the Butrovich Building and west of the new terrain park, as seen in the attached photo sketch. The partnership is structured so that Siemens will design,
finance, build, operate and maintain the array. The university will supply a Land Lease to Siemens for the use of the land for the duration of the PPA. This form of a public-private partnership shifts the risk for energy production to the private entity while allowing the private entity to take advantage of tax credits for solar energy projects. In exchange, a long term Power Purchase Agreement (PPA) is entered into by the public partner to cover the cost of the project across time. The PPA defines the methods for the sale and purchase of the power produced by the field. The PPA will assume an initial 20 year duration and give the university the option of purchasing the field at various prescribed points throughout the initial period.

The university negotiated a Letter of Intent with Siemens which sets out the basic agreed upon Terms and Conditions to allow Siemens to design the project.

**Programmatic Need**
The need addressed in this project affects all units on campus. If the university can produce its own power through a Public Private Partnership for a comparable cost to purchasing it, the users will all be better served. GVEA’s rates are subject to regular escalations as the price of fuel oil needed for power generation increases. Fuel oil prices in Fairbanks have tripled in the last eight years and the cost of electricity has doubled. Generation of renewable power at a cost comparable to purchased power could serve UAF well in its permitting process for replacement of the Atkinson Power Plant. In the short term, the university’s best opportunity to reduce its electrical utility expenditures lies in its ability to reduce the annual amount of power it purchases from GVEA.

**Strategic Importance**
This project supports the student sustainability initiative begun in 2009. The basic purpose of the initiative was to bring awareness of sustainable practices to the campus with greener purchasing, installation of alternative energy systems and sustainable programs. This project is directly aligned with the initiative by helping to reduce the campus’ reliance on fossil fuels in favor of renewable energy.

**Impact Analysis**
Constructing the array in the field will attract attention and goodwill with certain segments of the community about the university venturing into alternative power generation. However, one can expect a reaction by some portion of the public to the visual impact of a solar array on the west ridge below the Butrovich Building. Counter to the possible negative reaction to the changed “viewscape” aesthetics are the public benefits of a sustainable energy project being erected on campus concurrent with planning for a replacement solid fuel CHP plant. The project demonstrates commitment to a complete energy portfolio.

Because of the partnership with Siemens and the structure of the PPA that will be signed before construction begins, there will be no need for phasing or obtaining additional funding part way through the project. Siemens will be responsible for procuring all the funding prior to executing the contract. Since UAF’s financial commitment is based on purchasing only electricity generated, the risk of under-performance or delays with the system rest with Siemens.

**Needs Assessment**
This project will require no special university facilities investment or participation. The contract with Siemens will include the maintenance and operations of both the solar array itself and the grounds keeping of the field surrounding the array.

**Project Impact**
The walking and skiing paths that run through this field will be rerouted around the array as a part of the project. The disc golf course will also require relocation to accommodate the solar array. The exact location of the disc golf course around the array will be coordinated with the campus during design.
Project Site Considerations
This site was selected for its large, unobstructed south facing slope. No other site on campus offers an area large enough to contain a solar array of this magnitude.

Variance
None

Special Considerations
The 2010 UAF Campus Master Plan will require a Board of Regents’ amendment to change the land use designation of the area encompassing the solar array from “Ecosystem Research, Instruction, and Recreation” to “Renewable Resources”. The UAF Master Planning Committee passed a motion supporting this land use change in November 2012. The Campus Master Plan Amendment is being presented at the June 2013 meeting.

Proposed Funding Plan
Costs to the university are limited to the annual purchase of power through a negotiated PPA. The project planning estimate for the project for total capitalized costs by Siemens is $4,000,000.

If the project is deemed financially viable and is approved by the president and board, the costs for the initial development will be paid for as part of the 20 year PPA. Power costs would be paid through the UAF utility in the same manner as purchased power from GVEA. Optimally, increased costs for solar power are to be offset by decreased costs for GVEA purchased power on an annual basis.

If the project is not deemed financially viable or the approvals to proceed are not obtained from the president or the board, then a single payment will be paid from university operating funds to cover the initial design fees.

In the event that Siemens and the university cannot negotiate an acceptable rate per kWh that would “meet or beat” projected future purchased power costs, UAF has explored the possibility of partnering with GVEA and the Student Sustainability Group (RISE), as there is interest by others to support such a project.

Total Project Cost and Funding Sources

<table>
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<tr>
<th>Funding Title</th>
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<tbody>
<tr>
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<tr>
<td>Total Project Cost</td>
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</table>

Annual Program and Facility Cost Projections
This project will replace existing utility purchases from GVEA. Optimally, there will not be an increase in the Annual Program costs. There may be a minimal increase in cost, which is acceptable to show UAF's commitment to energy diversification.

Project Delivery Method
The project is a public private partnership through the use of a Power Purchase Agreement between UAF and Siemens Industries, Inc. This delivery method was deemed most appropriate for the project in that it transfers the majority of the risk and financial burden off the university and onto Siemens. The university’s only obligation is to purchase the power actually produced, the rate for such power being negotiated prior to signing the contract.

Affirmation
This project complies with Regents’ Policy, the amended campus master plan and the Project Agreement.
Supporting Documents
One-page Project Budget
Drawings
   Site Plan
   Photo of Solar Panels

Approvals
The level of approval required for FPA shall be based upon the estimated TPC as follows:

- **TPC > $4.0 million** will require approval by the board based on the recommendations of the Facilities and Land Management Committee (FLMC).
- **TPC > $2.0 million** but not more than $4.0 million will require approval by the FLMC.
- **TPC > $1.0 million** but not more than $2.0 million will require approval by the Chair of the FLMC.
- **TPC ≤ $1.0 million** will require approval by the AVP of Facilities and Land Management.
<table>
<thead>
<tr>
<th>UNIVERSITY OF ALASKA</th>
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<tbody>
<tr>
<td>Project Name: Campus Wide Solar Array Installation</td>
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<tr>
<td>MAU: UAF</td>
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<tr>
<td>Building: Field south of Butrovich Building</td>
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<td>Campus: Fairbanks</td>
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<td>Project #: 2013065 CWSAI</td>
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<td>Total GSF Affected by Project:</td>
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### PROJECT BUDGET

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<tr>
<td>Advance Planning, Program Development</td>
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<td>Consultant: Construction Phase Services</td>
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<td>Consul: Extra Services (List:______________________)</td>
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**Construction Cost per GSF**

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<th>C. Building Completion Activity</th>
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<tr>
<td>Project Plng, Staff Support</td>
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<td>Project Management</td>
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<tr>
<td>Owner Activities &amp; Administrative Costs Subtotal</td>
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<table>
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<tr>
<th>E. Total Project Cost</th>
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**Total Project Cost per GSF**

$ 105,000

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<tr>
<th>F. Total Appropriation(s)</th>
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<td>$ 105,000</td>
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Name of Project: Campus Wide Solar Array Installation
Location of Project: UAF, Fairbanks Campus, Fairbanks
Project Number: 2013065 CWSAI


**SCHEMATIC DESIGN APPROVAL**

<table>
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<tr>
<th>Name of Project:</th>
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<td>Project Type:</td>
<td>New Construction</td>
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<tr>
<td>Location of Project:</td>
<td>UAF, Fairbanks Campus</td>
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<tr>
<td>Project Number:</td>
<td>2013029 AIASF</td>
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<td>Date of Request:</td>
<td>May 13, 2013</td>
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| Total Project Cost: | $6,000,000 | (Phase II amount $5,000,000) |
| Approval Required:  | Full BOR    |
| Prior Approvals:    |            |
|                     | Preliminary Administrative Approval | August 15, 2012 |
|                     | Formal Project Approval Ph I | August 20, 2012 |
|                     | Schematic Design Approval Ph I | August 20, 2012 |
|                     | Formal Project Approval (Full Project) | December 7, 2012 |

A Schematic Design Approval (SDA) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

SDA represents approval of the location of the facility, its relationship to other facilities, the functional relationship of interior areas, and the basic design including construction materials, mechanical, electrical, technology infrastructure and telecommunications systems, and any other changes to the project since formal project approval. Unless otherwise designated by the approval authority or a material change in the project is subsequently identified, SDA also represents approval of the proposed cost of the next phases of the project and authorization to complete the design development process, to bid and award a contract within the approved budget, and to proceed to completion of project construction. Provided however, if a material change in the project is subsequently identified, such change will be subject to the approval process.

**Action Requested**
“**The Facilities and Land Management Committee recommends that the Board of Regents approve the Schematic Design Approval request for the University of Alaska Fairbanks Antenna Installation Alaska Satellite Facility AS311 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved budget, and to proceed to completion of project construction not to exceed a Total Project Cost of $6,000,000. This motion is effective June 6, 2013.”**

**Project Abstract**
The project, to be completed in two phases, will install a new and improved satellite dish west of the IARC Building on the West Ridge Campus. As part of this project, NASA will improve the ski trails adjacent to the two satellite dishes.
RATIONALE AND RECOMMENDATION

Background
Alaska Satellite Facility (ASF) is part of the Geophysical Institute at UAF and employs approximately 50 individuals responsible for a variety of technical functions. For nearly 20 years, ASF has operated two satellite tracking antenna systems on behalf of NASA. The two antenna systems operated by ASF include a 10-meter antenna (designated AS2) on the roof of the Elvey building and an 11-meter antenna (designated AS1) in the forest on North Campus.

One of the existing antennas, AS2 on top of Elvey, has surpassed its operational period and NASA intends to replace it with a system similar in size and function to the AS1 system that is located west of the IARC Building. Preliminary site and structural analysis and NASA’s logistical study determined that direct replacement of the antenna on Elvey was not cost effective. It would require structural upgrades to the building due to the fact that the new 11-meter antenna is larger than the 10-meter antenna and rotates faster with more torsion forces when it stops.

A number of sites were reviewed for the possible location of the replacement antenna and were determined not to be suitable. The reasons for unsuitability, included but are not limited to, lack of power and communication infrastructure, obstructions to Elvey Building, wetlands, poor soil conditions and ice lenses, cutting down numerous trees, and potential radio frequency interference (RFI) from existing cellular communication towers. The other sites that were reviewed were the Large Animal Research Station (LARS), Range Road, Animal Paddock, North Taku, Agricultural Fields, and the West Ridge site west of the existing AS1 antenna. ASF, in concurrence with the North Campus Committee and UAF Master Planning Committee, determined the West Ridge site east of the existing AS1 antenna as the most suitable site.

Programmatic Need
The ASF satellite tracking program that includes the AS1, AS2 and AS3 antennas employs approximately 50 people at UAF doing a variety of technical functions. This program supports the down-linking science data from NASA and partner spacecraft to support spacecraft operations. In this capacity, ASF has grown to be one of the premier university-operated ground stations in the world. NASA funds ASF in excess of $7M per year to support the NASA SAR Data Center. This project supports the university’s research and academic partnering goals.

Project Scope
Phase I: Phase One was completed in the summer of 2012. It involved site work on an area of approximately 150 feet by 150 feet, foundation and construction of a 20-foot high concrete base. The site preparation included clearing brush and trees, excavation and trenching, grading and improvements to the existing service road. It also included realigning the adjacent existing ski trail and expanding the training/ski head area for beginners.

Phase II: Phase Two work will complete the concrete base and the required attachment system to install the pre-assembled 40 foot high L-3 Datron 11 meter antenna dish, tie-ins of the communications and electrical system. The L-3 Datron antenna will be shipped in pre-assembled sections that will be fully assembled on site for installation.

Project Impacts
The construction of this new satellite dish will temporarily limit access to the immediate area of the proposed dish. During the summer, this area is used for running, walking and/or hiking. While the area is closed, other trails will remain available to use. The site is located a sufficient distance away from the
main campus thoroughfare such that there will be limited construction noise for the building occupants of West Ridge, unless they are hiking or walking in the woods nearby.

**Variances**
None

### Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund Account</th>
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<td><strong>Total Project Cost</strong></td>
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<td><strong>$6,000,000</strong></td>
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</tbody>
</table>

Total funding for this project estimated at $6,000,000 is fully funded through NASA and its contracting partner ITT Exelis.

### Annual Program and Facility Cost Projections

There are no anticipated costs for which the university will be responsible. O&M costs for this project are fully funded through NASA. NASA funds ASF approximately $1.75M per year to operate and maintain the antennas.

### Project Schedule

**Design/Build Pre-Design & Design**

- June 2012 – August 2012

**Construction**

- Phase I (site clearing and foundation)  
  - August 2012 – October 2012
- Phase II (concrete base and assembly)  
  - June 2013 – September 2013

**Commissioning and Testing**

- September 2013 – November 2013

**Mission Readiness**

- December 2013 – January 2014

### Project Delivery Method

Method of project delivery will be Design-Bid-Build.

### Supporting Documents

- One-Page Budget
- Drawings:
  - Reflector Assembly Area Foundation (Figure 2.1)
  - Vicinity Map (Plan C1.1)
  - Civil Site Plan (Plan C1.2)
  - Cross Section (C1.3)
  - Structural General (S1.1)
  - Structural and Section Details (S2.0)

### Affirmation

This project complies with Regents’ Policy and the campus master plan.
Approvals
The level of approval required for SDA shall be based upon the estimated TPC as follows:

- **TPC > $4.0 million** will require approval by the Board based on the recommendations of the Facilities and Land Management Committee (FLMC).
- **TPC > $2.0 million but not more than $4.0 million** will require approval by the FLMC.
- **TPC > $1.0 million but not more than $2.0 million** will require approval by the Chair of the FLMC.
- **TPC ≤ $1.0 million** will require approval by the AVP of Facilities and Land Management.
## UNIVERSITY OF ALASKA

**Project Name:** Antenna Installation Alaska Satellite Facility AS311  
**MAU:** UAF  
**Building:** 0  
**Date:** May 13, 2013  
**Campus:** UAF  
**Prepared By:** Jonathan Shambare  
**Project #:** 2013029  
**Account No.:** 0

### Total GSF Affected by Project: 1,600

#### PROJECT BUDGET

<table>
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<tr>
<th>A. Professional Services</th>
<th>FPA Budget</th>
<th>SDA Budget</th>
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<td>Consultant: Design Services</td>
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**Professional Services Subtotal** $180,000 $180,000

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**Construction Subtotal** $763,000 $763,000

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<td>Other (List:____________________)</td>
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<td>OIT Support</td>
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<td>Maintenance/Operation Support</td>
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**Building Completion Activity Subtotal** $5,014,000 $5,014,000

<table>
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<th>D. Owner Activities &amp; Administrative Cost</th>
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<td>Project Management</td>
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<tr>
<td>Misc Expenses: Advertising, Printing, Supplies</td>
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**Owner Activities & Administrative Cost Subtotal** $43,000 $43,000

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**Total Project Cost per GSF** $3,750.00 $3,750.00

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NOTE:
Hardware to be procured by the customer.

Figure 2.1 Reflector Assembly Area Foundation

PROJECT
ITT

JOB NO.
AS3

SITE NAMES
UAF FAIRBANKS, AK

SDA – Antenna Installation Alaska Satellite Facility AS311
UAA Master Plan Update
Draft Master Plan
June 2013

ECI/Hyer Architecture
ZGF Architects
CRW Engineering
Corvus Design Landscape Architecture
Kittelson & Associates
Ira Fink & Associates
Key Themes

Consolidation & Density
Renewal & Rejuvenation
Research & Innovation
Collaboration
Alaskan Native Identity
Vehicular & Pedestrian Circulation
International Emphasis

Student Life
Community Connections
Alumni Engagement
Academic Pedagogy
E-Learning
Sustainability
Intercultural
- Main Campus Area - 387 Acres
- Type A Wetlands - 8.18% - 32 Acres
- Type B Wetlands - 6.49% - 25 Acres
- Type C Wetlands - 10.24% - 40 Acres
- Leased to ASD - 3.35% - 13 Acres

Note: Wetland acres based on GIS mapping
Campus Zoning

Community Interface Zone

East Academic Zone

Health Zone

Recreation Zone

Greenspace

West Academic Zone

Engineering Zone

Student Housing Zone

Transitional Zone

Community Core Zone

Community Interface Zone

Off-Campus Zone

Reference 42
West Academic Zone

- **Intent** :: Development in this zone should support academic foundations for the entire UAA community with a focus on advanced technical and occupational skills, and professional development in the business, public policy, education, and vocational fields. New and replacement facilities should increase density and height while retaining the traditional quad characteristic of the zone.

- **Existing Facilities** :: Eugene Short Hall, Sally Monserud Hall, Beatrice McDonald Hall, Lucy Cuddy Hall, Professional Studies Building, Wendy Williamson Auditorium, Allied Health Sciences Building, West Bridge, and Rasmuson Hall

- **Potential Future Actions** :: College of Education Expansion, Tanaina Child Development Center Relocation, Classroom Building, Army & Air Force ROTC
Implementation :: Overview

Approved Programmatic Needs

Site Selection Process
- Identify Optimal Zone(s)
- Evaluate Possible Sites
- Recommend Primary and Alternate Site(s)

Facilities Sub-Committee
Planning and Budget Advisory Council (PBAC)
Chancellor’s Cabinet
Implementation :: Site Selection

Zone Selection
Identify the Optimal Zone
Infrastructure & Support Services Evaluation
Adjacent & Alternate Zone Evaluation

Site Selection
Re-purpose Existing Facility
New Construction / Demolition
Campus Impact
User Access / Parking / Utilities
Build-ability / Constructability / Operability
Community Compatibility
Timing / Sequencing
Cost

Optimal Site & Preferred Alternate Site(s)
<table>
<thead>
<tr>
<th>Campus Name</th>
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<tbody>
<tr>
<td>University of Alaska Anchorage</td>
<td>Master’s Colleges and Universities (large programs)</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Research University (high research activity)</td>
</tr>
<tr>
<td>Southern Connecticut State University*</td>
<td>Master’s Colleges and Universities (large programs)</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>Research University (very high research activity)</td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td>Research University (high research activity)</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro *</td>
<td>Research University (high research activity)</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>Research University (high research activity)</td>
</tr>
</tbody>
</table>

Source: Ira Fink and Associates, Inc., based on data from the Carnegie Foundation for the Advancement of Teaching.

Note: This information is based on the 2010 edition of the Carnegie Classifications.

* UAA Institutional Peer
Space Comparison of ASF per Faculty,
University of Alaska Anchorage vs. Benchmark Institutions

Source: Ira Fink and Associates, Inc.

- Includes only the existing Engineering Building at UAA.
- Includes both the existing Engineering Building and the new Engineering and Industry Building at UAA.
Capital Improvement Plan (CIP)

Renewal and Renovation Highlights:
• Fine Arts Mechanical System Renewal
• Cuddy Phase II Renewal

New Construction Highlights:
• Campus Road Improvements
• Wells Fargo Sports Center Renovation & Student Recreation Addition
• Alaska Native Arts Program Building
• Health Sciences Phase II Building and Parking Structure
• Library North Entrance and Student Services Addition
• Community Arena and Athletic Facility

Projects in Progress:
• Alaska Airlines Center
• Engineering Phase I - Engineering Instructional Lab Building
• Beatrice McDonald Building Renewal
• HSB/Engineering Spine Connection
Master Plan Update Schedule

Community Open House :: Review & Comment :: June

Final Master Plan Board of Regents Comments :: July 31st

Final Master Plan Presentation :: September 26 - 27 :: Juneau

UAA Master Plan Blog :: uaamasterplan2012.blogspot.com/
Acknowledgments

ACKNOWLEDGEMENTS

UA Board of Regents
UAA Representatives
UAA Chancellor’s Cabinet
UAA Facilities, Planning & Construction

UA CAMPUS MASTER PLAN WORKING GROUP (CMPWG) REPRESENTING:

• Chris Turletes – F&CS – Co-Chair
• John Faunce – FP&C – Co-Chair
• Lonnie Mansell – FP&C - Project Manager
• Krystal Haase - CAS
• Susan Kalina PhD – Academic Affairs
• Sarah Kirk – Faculty Senate
• Lynn Koeshcama PhD – CBPP
• Dewain Lee PhD – Student Affairs
• Kathleen McCoy – University Relations
• Robert McDonnell – Business Services
• Rachel Morse – Alumni Relations
• Younger Oliver - Union of Students
• Marsha Oberlender – COH

• Eric Pedersen – Enrollment Management
• John Petratis PhD – CAS
• Kimberly Rigs – SOE
• Jonathon Roder – Union of Students
• Stephen Rollins PhD – Library
• Dana Sample – APT Council
• Hilary Seitz PhD – COE
• Sheila Selkregg – CBPP
• Timothy Smith PhD – CAS
• Stephen Strom PhD – CTC
• Amanda Watt – Advancement
• Paula Williams PhD - Office of Sustainability

CONSULTANT TEAM

ECI/Hyer Architecture & Interiors
Anchorage, Alaska

ZGF Architects Inc.
Portland, Oregon

CRW Engineering Group, LLC
Anchorage, Alaska

Corvis Design Landscape Architecture & Planning
Anchorage, Alaska

AMC Engineers
Anchorage, Alaska

Kittelson & Associates, Inc.
Portland, Oregon

Ira Fink & Associates, Inc.
Berkeley, California
Chancellor’s Message

TEXT IN DEVELOPMENT
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   3.5. Acquisition/Disposal

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   5.2. Guiding Considerations
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      6.1.2. Regents Policy Compliance
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      6.3.2. SF Analysis & Benchmarking
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         6.4.1.1. Facility Condition Assessment
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         6.4.1.3. Utility Network
      6.4.2. Land
      6.4.2.1. Wetlands
      6.4.2.2. Streams
      6.4.2.3. Drainage ways
      6.4.2.4. Setbacks
      6.4.2.5. Soils
      6.4.2.6. Trees
      6.4.2.7. Topography
   6.4.3. Wayfinding/Circulation/Transportation
      6.4.3.1. Gateways/Loop Road
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      6.4.3.3. Parking Overview/Mapping
      6.4.3.4. Roads
      6.4.3.5. Seawolf Shuttle
      6.4.3.6. Snow Storage
   6.4.4. Open Space
      6.4.4.1. Quads/Outdoor
      6.4.4.2. Open Space Types
      6.4.4.3. Views

7. BIBLIOGRAPHY
   7.1. Signage
   7.2. Utility Master Plan
   7.3. Transportation Study
   7.4. Peer Space Benchmarking Study
   7.5. U-Med
   7.6. Resources

Red Text :: Under Development
The University of Alaska Anchorage has an important role in providing higher education opportunities for the State of Alaska, the Municipality of Anchorage, and Southcentral Alaska.
The UAA Master Plan serves as a framework to ensure that capital projects are planned, designed and implemented in accordance with the University strategic, academic, and guiding documents. It provides a vision for future development and redevelopment of the campus. It establishes the inter-relationships between facilities throughout the campus and is sufficiently flexible to admit the inclusion of unanticipated facilities. While it is not possible to know in what order or form development on campus will occur, it is possible to provide guidance that is flexible yet achieves a functional campus and attractive physical environment.

The Master Plan serves as a tool to:

• Create predictability and common expectations for campus growth and (re)development.
• Establish development expectations for stakeholders, the University and the Anchorage community at-large.

The Master Plan is intended to be a practical reference document that will be regularly used by the Administration, Facilities Planning & Construction (FP&C), and consultants to guide all levels of decision-making for the betterment of the campus and the institution. It provides a detailed zoning analysis and design guidelines that respond to the desired future vision and characteristic of the UAA campus. They address a comprehensive set of interconnected design elements including: sining, orientation, functionality, sustainability, and maintenance as well as image and scale.

The Master Plan should be referenced and adhered to during all project phases from project planning through construction and occupancy. In addition to describing a future vision, the Master Plan also establishes guidelines for development. Proposals that depart significantly from the Master Plan shall follow the formal amendment process as outlined in the University of Alaska Bylaws of the Board of Regents.

It is the intent of the Master Plan to acknowledge current planning efforts in the community while forging an interactive relationship between UAA, its neighbors, and the Municipality of Anchorage. Suitable partnerships and complementary resources of both UAA and other groups can bring new investments to the University, while expanding UAA’s influence and contribution to the larger Anchorage and Alaskan communities.

It is important to be clear about what is not included in the scope of this document. As a strategic master plan for UAA, it establishes the vision and guidelines for facilities and the built environment, but the identification and development of academic programs is entirely outside the scope of this document. Thus, future buildings shown are diagrammatic in nature and based on current conditions, which are to be verified through the implementation of the Master Plan during the project development.
1.2 :: MISSION

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

1.3 :: GUIDING DOCUMENTS

The Master Plan is a strategic document with enduring principles of campus organization that are based on the core guiding documents defining UAA and its mission. The Master Plan has its foundation in the following Guiding Documents:

- Strategic Direction Initiative
- UA Board of Regents Master Plan Policy – Twelve Elements
- UAA Strategic Plan 2017
- UAA Accreditation Plan 2017
- UAA Academic Master Plan 2005-2009 (update underway)
- UA Academic Master Plan 2011-2015

It is important that the Master Plan be responsive to changes in guiding documents, rather than lagging behind them. It is recommended that an entity in the University administration be charged with reconvening the Campus Master Plan Working Group (CMPWG) at intervals not exceeding seven years for the purpose of deciding whether the campus master plan is sufficiently up-to-date to serve its intended purpose. This responsibility should be attached to a position, rather than an individual, so that it is not forgotten in a personnel transition. At UAA this responsibility resides with the Associate Vice Chancellor, Facilities and Campus Services.

1.4 :: PROCESS & VISION

This campus master plan updates and replaces one which was formulated in 2004 and updated in 2009. Although most of the buildings represented in the Master Plan are still in use, changes have occurred incrementally, overtaking the assumptions of the previous master plan.

At the beginning of the process a group of individuals representing the faculty, staff, and students of UAA convened to form the Campus Master Plan Working Group (CMPWG). Their purpose was to provide guidance for the master plan, represent their constituents, and advise the consultant team. The consultant team led an extensive data collection and interview process of UAA faculty, staff, and students as well as outreach to the surrounding community. This resulted in a broad set of visions and themes which were instrumental in the development of the Master Plan.

**UAA Interview Key Themes:**

- Alaskan Native Identity
- Alumni Engagement
- Academic Pedagogy
- Collaboration
- Community Connections
- Consolidation & Density
- E-Learning
- Intercultural
- International Emphasis
- Renewal & Rejuvenation
- Research & Innovation
- Student Life
- Sustainability
- Vehicular & Pedestrian Circulation
1.5 :: CONTEXT

Anchorage

Anchorage is situated between the Chugach State Park to the east, Turnagain and Knik Arms to the west and south and Joint Base Elmendorf-Fort Richardson to the north. With its strategic location on the Pacific Rim, Anchorage is closer to Asia than any other major North American City. Anchorage is Alaska’s largest city and it is the State’s primary trade, transportation, finance, service and administrative center. Today’s population is around 298,000 residents.

University of Alaska Anchorage

The UAA campus gains a powerful identity from its natural setting, from the Chugach peaks to the east and the more distant Alaska Range to the west, to the creeks, lakes and bogs with stands of black spruce and birch that occur on campus, and the subarctic flora and fauna that inhabit the land. Nowhere else is a major university set in both a wild, northern landscape and major urban city.

U-Med

The U-Med District encompasses approximately 1,100 acres within the Anchorage Bowl and is one of the fastest growing areas in the city. The Municipality of Anchorage Comprehensive Plan “Anchorage 2020” designates the area as a major employment center and strongly supports the growth of UAA and its partners, including associated infrastructure important to their success. The U-Med District Framework Master Plan adopted in 2003 and currently being updated, is a collaborative planning effort between the MOA and U-Med District members. The focus of the plan is to guide area growth to support academic and medical uses while protecting valuable natural resources.

UAA also has a rich institutional history dating to 1954, before Alaska gained statehood, when Anchorage Community College was founded. In 1977, it merged with the Anchorage Senior College to become a single entity: University of Alaska Anchorage. This union resulted in the linear arrangement for the campus which currently stretches a mile from Lake Otis Parkway to the northeast. Within the campus are elements of iconic quality that help to organize its overall form. One of these remarkable and unifying elements is Chester Creek and its wooded margins that pass under the Spine and connect the Campus Core with Student Housing.
1.6 :: ENROLLMENT

It is anticipated that UAA will continue to see steady demand in programs that meet Alaska’s critical higher education needs in workforce development, especially the high priority programs in health, engineering, business, teacher education, and vocational/technical fields. As these programs continue to develop, so will the demand for mathematics, science, English, and other general education requirements needed to support them.

The current conservative estimate is that enrollment will grow over the next twenty years at a rate of 0.0 to 0.5 percent per annum. Recent growth at UAA correlates almost directly to population growth in the Anchorage bowl and the Matanuska-Susitna Valley. The primary focus of Student Affairs and Enrollment Services in the short term is retention, graduation and student success. If growth does occur, it is expected to include distant learning and physical enrollment of (1) International students, (2) a larger percentage of the graduating high school students, (3) students taking coursework to retrain or prepare to seek employment, (4) students preparing for increasing employer demands for trained individuals to work in the natural resource sector of the economy, and (5) overall population growth.

The Capital Improvement Plan summary is based on peer benchmarking, projections of enrollment, and the gross floor space of proposed facility additions that represent known and substantiated needs on the campus. Unfilled demands for a stronger transportation system, traditional student housing, student life facilities, and recreation must be addressed to accommodate current needs and future growth. Funding for these facilities will come from different sources, so the precise timing of each cannot be predicted. Those included are presented in the order of their priority at the time of writing. These have been identified by a consensus among senior UAA personnel as top priority projects to be built within the next ten years.

1.7 :: FACILITY PROJECTIONS

UAA is a young university that still needs to grow in relation to its peers as indicated in the UAA Peer Space Benchmarking Study conducted by Ira Fink & Associates concurrently with the Master Plan update. Any enrollment, increase in retention rates, or student credit hour growth will put heavy pressure on special purpose and general use infrastructure. To achieve the vision of UAA Administration and student demands for a larger traditional residential community, additional housing and student life facilities will be needed. Success in attracting top Alaska academic students through a combination of the University of Alaska scholars program, a vibrant on-campus community, high quality faculty and an attractive student-to-faculty ratio will necessitate more infrastructure development.

The UAA zoning figure and Capital Improvement Plan reflect a consensus on the facilities that are likely to be necessary to meet academic and student life needs over the next ten years. There are many variables that could change the mix and priority of improvements. Notable among variables is a significant change in enrollment growth rates, future program development and expansion, and the unpredictability of project funding.

The Capital Improvement Plan (CIP) Summary: Renewal and Renovation Highlights:
- Beatrice McDonald Building Renewal
- Fine Arts Mechanical System Renewal
- Cuddy Phase II Renewal

New Construction Highlights:
- Engineering Phase I - Engineering & Industry Lab Building
- Campus Road Improvements
- Wells Fargo Sports Center Renovation & Student Recreation Addition
- Alaska Native Arts Program Building
- Health Sciences Phase II Building, Parking Structure & Bridge to Campus
- Library North Entrance and Student Services Addition
- Community Arena and Athletic Facility
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Infrastructure

Section 2

The Fireside Cafe provides a gathering place north of the Alaska Quad.
The natural landscape is one of the most memorable features of the UAA campus. It plays a significant role in defining the character and image of UAA and is highly valued by students, faculty, staff, and visitors. The natural areas provide for views, active and passive recreational use, and important biological and ecological functions. One of the premier assets is the Chester Creek riparian zone that meanders under the pedestrian Spine through the heart of campus. The creek, an anadromous fish stream (Stream Number 247-50-10050), is home to coho salmon (Oncorhynchus kisutch) and also supports rainbow trout (Oncorhynchus mykiss) and Dolly Varden char (Salvelinus malma). Undeveloped land north of Mosquito Lake and east of Goose Lake are a combination of forested uplands and wetlands. The areas provide a rich habitat for moose, fox, coyote, bear, raptors, waterfowl, and songbirds.

Chester Creek, Mosquito Lake, and Goose Lake as well as the majority of land adjacent to them are classified as jurisdictional wetlands with values and functions important for water quality and flood control, and fish and wildlife migration, breeding, and habitat.

LEGEND:
- Main Campus Area - 387 Acres
- Type A Wetlands - 8.18% - 32 Acres
- Type B Wetlands - 6.49% - 25 Acres
- Type C Wetlands - 10.24% 40 Acres
- Leased to ASD - 3.35% - 13 Acres

Note: Wetland acres based on GIS Mapping
The Anchorage Wetland Management Plan classifies the wetlands as follows:

- **Class A** wetlands have the highest biological and hydrological functions and values. These wetlands are generally not to be developed, cleared or otherwise altered unless the action would restore or enhance a site’s functions and values.

- **Class B** wetlands typically have a mixture of higher and lower values and functions. The intent of the B designation is to conserve and maintain a site’s key functions and values by limited and minimizing fills and development to less critical zones while retaining higher value areas.

- **Class C** wetlands have the lowest value and are generally suitable for development to support community expansion and infilling.

The Anchorage Wetlands Management Plan also requires setbacks and buffers from water bodies, streams, and wetlands to protect wildlife corridors, sensitive riparian zones, and water quality. Setbacks and buffers generally range from 25 feet to 100 feet. All three wetland types within the campus have soil characteristics that are challenging for development due to shallow depths to water, areas of topographic relief, or organically rich soil.

The U.S. Army Corps of Engineers regulates discharges of dredged and/or fill material in wetlands and the Anchorage Wetlands Management Plan defines management strategies and enforceable policies. Work in anadromous streams is also regulated by the Alaska Department of Fish and Game. As part of the permitting process, applicants must include a mitigation statement that describes how impacts to waters of the U.S. have been avoided or minimized. Compensatory mitigation is required to offset unavoidable impacts and can be achieved through restoration, enhancement, establishment and/or preservation of aquatic sites, mitigation banks or in-lieu fees calculated using the Anchorage Credit/Debit Methodology.

The Spine carries pedestrians across Chester Creek and gives them an intimate view of the natural landscape.
2.2.1 :: Non-motorized Pathways :: Existing

The layout of the UAA campus leads to lengthy travel between buildings and other areas of campus. Much of this travel occurs on foot and is accommodated in the weather-protected elevated walkway, commonly known as the “Spine.” The Spine provides the most direct route between many of the more popular destinations on campus throughout the day in every season. The Spine has evolved into a place to study or socialize at different places along its half-mile length. As it crosses Chester Creek among the treetops, the Spine provides its users a view of pristine Alaska, leaving a valuable and indelible memory of the campus on its future alumni.

The UAA campus also has a hierarchy of walkways and multi-use trails that serve pedestrians, cyclists, and Nordic skiers, year round. An extensive system of trails laces through the Goose Lake recreation area and the UAA and Alaska Pacific University properties, providing access to the natural landscape that contributes to the unique character of the campus. The trails are highly valued by nearby institutions and provide recreational opportunities for the entire Anchorage community. Bicycle commuters also use the trail system and local roadways to reach UAA or destinations within the U-Med district.

**LEGEND:**

- Sidewalks
- Multi-Use Pathways
- Regional Trail System
- Spine - Existing
- Generalized Flow
- Transitional Node
Providing safe and convenient multi-modal access to, and circulation within the campus is a priority. Through incremental densification of the campus, missing links in the at-grade pathway system and Spine will be completed increasing connectivity and enhancing the user experience. Over time, pedestrians and bicyclists will dominate the campus, with vehicular movement and parking elegantly accommodated on the periphery.

**LEGEND:**
- Sidewalks
- Multi-Use Pathways
- Regional Trail System
- Spine - Existing
- Spine - Future
- Generalized Flow
- Transitional Node
The UAA campus is located within one of the most dense employment districts in the city, surrounded by institutional partners and residential neighborhoods. Primary vehicular access is provided by Elmore Road, Tudor Road, Lake Otis Parkway, Northern Lights Boulevard, and Boniface Parkway. In addition, the campus is bisected by two major streets, Providence Drive and UAA Drive, relying heavily on these roads for access and cross-campus vehicular circulation. In light of that context, these major access roadways not only serve UAA, but also its institutional neighbors.

A number of local streets have developed as the campus has evolved, such as Alumni Drive, Spirit Way, Seawolf Drive, West Campus Drive, Career Center Drive, and Mallard Lane. These facilities serve the dual purpose of providing vehicular access/circulation and link to 4,400 campus parking spaces. The dispersion of parking throughout the campus also contributes to congestion and creates a less efficient pedestrian circulation.
As UAA evolves, cars will continue to have a presence on campus but moving parking to periphery, and making walking, cycling and transit use easier, the number of vehicles traveling to and across campus can be reduced. The loop road concept communicates a perimeter boundary for vehicular circulation and parking access, while preserving the inner campus core as a pedestrian-friendly place. Establishing this boundary and the policy of a car-free campus core will improve the quality of campus life. This concept is further advanced when parking can be consolidated and strategically located adjacent to the loop road and by improving the loop road connections to the major access roads. As the campus vision is realized, more of the overall campus parking system is provided in structures. Finally, each parking structure is provided with high-quality, direct pedestrian connections to the surrounding campus and shuttle system.
2.2.3 :: Seawolf Shuttle ::
Existing

The People Mover bus system serves the UAA campus via six routes, including several connections to the Downtown and Midtown cores. UAA provides free bus passes through the UPASS system to all students, faculty, and staff to encourage transit use and reduce parking demand. Current Seawolf Shuttle routes operate throughout campus and provide connections to off-campus UAA destinations, reducing the need to drive within the campus boundaries. However, these routes operate on 15-minute schedules (or longer), limiting their effectiveness during class change periods. UAA has developed the WolfTracks web interface to provide real-time shuttle location mapping to reduce wait times and enhance the shuttle experience for students and faculty.

Note: Existing Seawolf Shuttle routes will be added in next revision of Master Plan

LEGEND:
- Green: ‘Class’ Connector
- Red: Parking/Access Connectors (2 Routes)
- Blue: Residential Connector
- Gray: External Campus Shuttle
- Dark Gray: Shuttle Stop
- Black: Indicates Direction of Travel

Figure in development
Transit and shuttle service will play an ever-increasing role in providing access to the campus and circulating within it. With improvements to the frequency of People Mover service to the campus, UAA can expect greater numbers of students, faculty, and staff to choose this option. With adaptations of Seawolf Shuttle routes and service frequencies to support cross-campus movements in less than 15 minutes, the core of campus is preserved for pedestrian use.

Targeting shuttle service at specific trip types—such as class changes, residential connections, and periphery parking—yields a mix of frequent core shuttle service and periphery coverage routes.

- The “Class” Connector (green route), provides express service between the east and west campus cores so that riders can make class changes in less than 15 minutes.
- The Residential Connector (blue route), carries resident students to the campus in time to make each class.
- The Parking/Access Connectors (red routes), carry arriving campus users to core areas of campus every 10 minutes.

**LEGEND:**
- ‘Class’ Connector
- Parking/Access Connectors (2 Routes)
- Residential Connector
- External Campus Shuttle
- Shuttle Stop
- Indicates Direction of Travel
2.3 :: Facility Key & Condition Assessment

Narrative in development.

**LEGEND:**

- Green: Due for a Major Renewal/Replacement within 30+ years*  
- Yellow: Due for a Major Renewal/Replacement within 20 years*  
- Orange: Due for a Major Renewal/Replacement within 10 year  

* Dependent on Funding

**PRELIMINARY FOR REVIEW**
## Anchorage Off-Campus Buildings

<table>
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<th>Building ID</th>
<th>Building Name</th>
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<tr>
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<td>Aviation Technology Center *</td>
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<tr>
<td>AO102</td>
<td>Aviation Technology Storage *</td>
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<tr>
<td>AO103</td>
<td>No longer in inventory (Adult Learning Center) *</td>
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<tr>
<td>AO104</td>
<td>ENRI Building *</td>
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<tr>
<td>AO105</td>
<td>Diplomacy Building</td>
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<td>AO106</td>
<td>University Lake Building</td>
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<tr>
<td>AO107</td>
<td>University Lake Building Annex</td>
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<tr>
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<td>AO109</td>
<td>Transportation Research Center *</td>
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</tr>
<tr>
<td>AO110</td>
<td>State Fairground Cabin *</td>
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## Anchorage Main Campus Buildings

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<td>Beatrice G McDonald Hall</td>
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<tr>
<td>AS104</td>
<td>Gordon W Hartlie Hall</td>
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<tr>
<td>AS105</td>
<td>Edward &amp; Kathryn Rasmuson Hall</td>
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</tr>
<tr>
<td>AS106</td>
<td>Lacey Cuddy Hall</td>
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</tr>
<tr>
<td>AS107</td>
<td>West Bridge</td>
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</tr>
<tr>
<td>AS108</td>
<td>Greenhouse</td>
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<tr>
<td>AS109</td>
<td>Greenhouse Storage Shed</td>
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<tr>
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<td>Auto/Diesel Technology Building</td>
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<tr>
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<td>Professional Studies Building</td>
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<td>AS112</td>
<td>Wendy Williamson Memorial Auditorium</td>
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<td>Building Removed (Marc Bourassa Hall) *</td>
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<td>AS114</td>
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<td>AS115</td>
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<td>Wells Fargo Sports Center</td>
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<td>AS118</td>
<td>Bookstore</td>
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<tr>
<td>AS119</td>
<td>Student Union</td>
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<td>AS120</td>
<td>Arcade &amp; Bridge Lounge</td>
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<td>Building Removed (Campus Storage Building) *</td>
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<td>Templewood Bldg &quot;D&quot;</td>
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<td>Templewood Bldg &quot;E&quot;</td>
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<td>Templewood Bldg &quot;F&quot;</td>
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<td>East Hall</td>
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<td>AS144</td>
<td>North Hall</td>
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<tr>
<td>AS145</td>
<td>Grounds Main Office Building</td>
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<td>AS146</td>
<td>Grounds Staff Building</td>
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<td>AS147</td>
<td>Grounds Equipment Shop</td>
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<td>AS148</td>
<td>Grounds Irrigation Equipment Shop</td>
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<td>AS149</td>
<td>Custodial Storage Shed</td>
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<td>AS150</td>
<td>Central Parking Garage</td>
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<td>AS151</td>
<td>Ecosystem-Biomedical Health Laboratory</td>
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<td>AS152</td>
<td>Engineering Greenhouse</td>
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<td>AS153</td>
<td>Alaska Native Science &amp; Engineering Programs</td>
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<td>AS154</td>
<td>ConocoPhillips Integrated Science Building</td>
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<td>AS156</td>
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<td>Alaska Airlines Center</td>
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<td>AS162</td>
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## Current Lease Space

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<td>AL108</td>
<td>Eagle Center - Eagle River Campus *</td>
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<tr>
<td>AL115</td>
<td>Cordova Extension *</td>
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<td>AL117</td>
<td>SBDC-Anchorage *</td>
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<tr>
<td>AL122</td>
<td>Behavioral Health Research &amp; Services *</td>
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<tr>
<td>AL124</td>
<td>Gambell Professional Building *</td>
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</tr>
<tr>
<td>AL125</td>
<td>University Center Lease *</td>
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<tr>
<td>AL127</td>
<td>SBDC-Soldotna *</td>
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<td>Publix Storage *</td>
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<td>AL132</td>
<td>Tudor Storage *</td>
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<td>AL133</td>
<td>Alaska Communications Systems - Satellite Site *</td>
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<td>AL134</td>
<td>Northland Vault *</td>
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<tr>
<td>AL135</td>
<td>Providence Childhood Learning Lease *</td>
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</tbody>
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* Indicates facility ID not mapped
Land Use & Zoning

Section 3

Rasmuson Hall and western terminus of the Spine
Zoning Overview & Guidelines

3.1 :: OVERVIEW

This revision to UAA Master Plan has been developed utilizing a network of campus zones, each with a distinctive identity and role in support of UAA’s mission, both academic and strategic. The zones provide a framework and guideline to allow each zone to evolve and develop distinct characteristics while still maintaining a holistic campus wide vision. This section of the Master Plan identifies the intent, opportunities, and key elements of the campus zones and their application as a tool to guide future development.

The outlined zones establish the baseline criteria, with the goal of enabling long range visioning and coordination across current and future projects to improve operational effectiveness. They are integral to any planning, design, and construction process at UAA. To ensure this campus wide approach is integrated, a detailed process including zone analysis, infrastructure integration, and design guidelines are outlined in Section 4 - Implementation of the Master Plan.

LEGEND:

- Community Interface Zone
- West Academic Zone
- Campus Core Zone
- Engineering Zone
- Transitional Zone
- Health Zone
- East Academic Zone
- Recreation Zone
- Student Housing Zone
For each of the defined zones, the following information is provided:

**Summary:**
Describes the location and primary landscape and architectural fabric for the zone as well as any significant historical or contextual elements.

**Intent:**
Conveys the concept for the zone and outlines the overall role and organization as it relates to the existing and future vision for UAA. Key defining characteristics and quality of place to be retained or achieved are discussed.

**Existing Facilities:**
Summarizes the facilities existing at the time the 2013 Master Plan was completed.

**Potential Future Actions:**
Characterizes program and infrastructure development examples that are appropriate applications to the Zone Intent. Actual zone placement for a particular building or program may vary from this list if a better location is identified through the Implementation Process as described in Section 4. Items cross referenced from the Capital Improvement Plan are indicated with a ‘CIP-ranking #’.

**Design Guidelines:**
See Section 5 – Design Guidelines

**Connectivity:**
Describes and illustrates the zone’s high level relationship to the future UAA vision for wayfinding, circulation, parking, and the loop road.

**Open Space:**
Describes the present and future UAA vision for the Open Space overlay.

*Indicates elements specific to each zone. Campus Wide Zone Criteria are outlined in Section 5 – Design Guidelines.
Community Interface Zone ::
Overview

Summary ::
The Community Interface Zone includes lands that front the greater Anchorage community. As a result, any development will become identified as gateways to UAA. The majority of the land is currently undeveloped with the exception of the King Career Center and the west parking lot. Existing recreational trails meander through the UAA lands near to Northern Lights Boulevard and provide connectivity to Goose Lake and Alaska Pacific University. The trail network is highly valued by the Anchorage community.

Intent ::
The surrounding landscape and adjacencies to the Anchorage community allow for development that focuses on bringing UAA and community partners together for educational partnerships and public service. This zone becomes a visible bridge between academics and the community. Key characteristics and design elements include community access and services, collaboration, and recreation.

Existing Facilities ::
• King Career Center
Community Interface Zone ::
Site Analysis

Potential Future Actions ::
- Performance Ice Facility
- Public Safety
- Community Partnerships
- Turf
- Student Recreation
- Mixed-Use Development
- Parking Structure(s)

Connectivity (Community Interface West) ::
- Provide link to the main east/west at-grade non-motorized pathway. (see Section 2.2.1)

Connectivity (Community Interface East) ::
- Maintain and enhance the connectivity to the adjacent MOA non-motorized pathways, specifically the east/west connection to Goose Lake Park and a north/south connection to the Chester Creek trail system.
- Provide for a north/south at-grade pathway that links to the East Academic zone.

Open Space (Community Interface West) ::
- None specific to only this zone

Open Space (Community Interface East) ::
- This zone shall receive a large multi-purpose open space area.
West Academic Zone ::
Overview

Summary ::
The West Academic Zone is bordered by Lake Otis Parkway, Providence Drive, West Campus Drive, and the future Campus Core Quad. It houses the earliest buildings on the University property. Most of these buildings were built for the community college and were later absorbed into the University when the University of Alaska Anchorage merged in 1987. As a result, it has the highest percentage of older facilities with a lower height than other areas of campus. As the Community Interface Zone to the west is developed and becomes a gateway, this zone will transition into a defining edge along Providence Drive.

Intent ::
Development in this zone should support academic foundations for the entire UAA community with a focus on advanced technical and occupational skills, and professional development in the business, public policy, education, and vocational fields. New and replacement facilities should increase density and height while retaining the traditional quad characteristic of the zone.

Existing Facilities ::
- Eugene Short Hall - AS101
- Sally Monsrud Hall - AS102
- Beatrice McDonald Hall - AS103
- Rasmuson Hall - AS105
- Lucy Cuddy Hall - AS106
- West Bridge - AS107
- Professional Studies Building - AS111
- Wendy Williamson Auditorium - AS112
- Allied Health Sciences Building - AS114
West Academic Zone ::
Site Analysis

Potential Future Actions ::
• College of Education Expansion
• Tanaina Child Development Center Relocation
• Classroom Building
• Army & Air Force ROTC

Connectivity ::
• Maintain the main east/west at-grade non-motorized pathway. (see Section 2.2.1)
• Maintain and enhance the north/south at-grade non-motorized pathways to the Transition Zone and Community Interface Zone.
• Maintain and enhance the central Spine dispersal point and connections to the at-grade non-motorized pathways.

Open Space ::
• Maintain the Cuddy Quad.
• Develop an open space to the west of the new Engineering & Industry Building that provides a visual connectivity to a mirrored open space in the Health Science zone.
Campus Core Zone ::
Overview

Summary ::
The Campus Core Zone is located next to Chester Creek and is encircled almost entirely by adjacent zones. Due to its location and existing program elements, this zone is the primary hub and connector for the campus as a whole. Historically, by hosting the recreation and student union programs, it became the bridging element for the integration of the community college and the university. Expansion and densification in this zone will require repurposing or replacing existing facilities in addition to strategic infill developments.

Intent ::
This zone serves as the heart of UAA. It is a place of gathering and the primary interface between academics, student life and the visitors. In addition to this core zone, student amenities are dispersed throughout the UAA Campus to develop an integrated and cohesive student life experience.

Existing Facilities ::
• Energy Module No. 1 - AS115
• Wells Fargo Sports Center - AS117
• Bookstore - AS118
• Student Union - AS119
**Potential Future Actions:**
- New/Expanded Student Union
- Alumni Center
- Student Services Building
- Multi-Cultural Facility
- Honor's College
- Central Classroom Building
- Student/Faculty Amenities
- Administration

**Connectivity:**
- Provide link to the main east/west at-grade non-motorized pathway. (see Section 2.2.1) The connection will generally run parallel and along the south side of the Spine across Chester Creek.
- Maintain and enhance the central Spine dispersal point and connections to the at-grade non-motorized pathways.

**Open Space:**
- Provide access to the adjacent proposed quad in the Engineering Zone.
- Develop a major open space adjacent to Chester Creek greenbelt with direct connection to the east/west pathways.
Engineering Zone :: Overview

Summary ::
The Engineering Zone parallels Chester Creek and UAA Drive with a high level of connectivity to adjacent zones. It is linear in nature and relies on the Campus Core Zone for facility integration.

Intent ::
The common goal of this zone is to inspire learning and research through the discipline of engineering, and to spark research collaboration with adjacent Health and East Campus zones. Key zone characteristics are a collaborative, multidisciplinary approach to education, research, professional development, and community partnerships.

Existing Facilities ::
- Arcade & Bridge Lounge - AS120
- Engineering Building - AS121
- ANSEP - AS153
- Engineering and Industry Building - AS162
- North Parking Garage - AS163
**Potential Future Actions ::**
- Engineering Phase II
- Architecture & Planning
- Spine upgrades to improve vertical transitions

**Connectivity ::**
- Provide the main east/west at-grade non-motorized pathway (see Section 2.2.1). The connection will generally run parallel and along the south side of the Spine across Chester Creek.
- Provide spine connection to the Health Zone.
- Channelize pedestrians, cyclists, and skiers to designated crossings of UAA Drive.
- With redevelopment, modify existing spine connection to allow a more direct and intuitive interior crossing above UAA Drive.
- Provide a safe pedestrian crossing of UAA Drive. Priority should be given to a grade-separated option.

**Open Space ::**
- Maintain Chester Creek in a natural state.
Transitional Zone ::
Overview

Summary ::
The Transitional Zone is bordered by Mallard Lane to the north and has strong connections to the Community Interface Zone and the Anchorage School District. Its lands are internal to the campus and primarily composed of surface parking lots that support the adjacent zones to the south. Any new development in this zone will displace surface parking.

Intent ::
The key characteristic of this zone is a place in transition. The long-term vision is a bridge between the community through technical and applied academics.

Existing Facilities ::
• Gordon Hartlieb Hall - AS104
• Auto/Diesel Technology Building - AS110
Potential Future Actions:
- CTC Industry & Technology Center
- Construction & Design Technology
- Academic Flex Space
- Facilities & Campus Services (F&CS)
- Parking Structure(s)

Connectivity:
- Provide north/south pathway linking to the loop road and West Academic Zone.

Open Space:
- Provide new open space that has a relationship to and is an extension of the Campus Core and/or Cuddy Quad.
Health Zone ::
Overview

Summary ::
The Health Zone was a recent expansion of UAA and has been approached as a planned development, with all future facilities potentially identified. It has close adjacencies to the central region of campus as well as strong ties to the surrounding medical community. Much of its growth will be through new program development as well as relocation of programs that currently reside primarily in the West Academic Zone. Its location across Providence Drive creates opportunities for collaboration across the U-Med District.

Intent ::
The common goal of this zone is to inspire learning through the disciplines of health and social welfare. It has direct adjacency to the surrounding medical community and key zone characteristics are a collaborative, multidisciplinary approach to education, research, service, and community partnerships.

Existing Facilities ::
- Health Sciences Building - AS156
Health Zone :: Site Analysis

Potential Future Actions ::
- Health Sciences Phase II, III, IV
- Parking Structure(s)

Connectivity ::
- Provide at-grade non-motorized pathway to link to the Health Zone to Chester Creek. (see Section 2.2.1)
- Provide spine connection to the Engineering Zone
- Provide a Spine dispersal point and connections to the at-grade non-motorized pathways.

Open Space ::
- Develop an open space that provides a visual connectivity to a mirrored open space across Providence Drive.
East Academic Zone ::
Overview

Summary ::
UAA Drive, Alumni Drive, and Providence Drive mark the primary boundaries of the East Academic Zone with additional land to the north, adjacent to Goose Lake. This part of the campus is made up of a variety of buildings that are arranged around the Alaska Quad as well as a linear grouping along the east/west Spine. In addition to a multitude of academic facilities, this zone houses the Consortium Library, which has a key student and academic life function and serves as an extension of the Campus Core, serving UAA and APU.

Intent ::
Development in this zone should center primarily on education in the liberal arts and sciences as well as academic institutions for the entire UAA community.

Existing Facilities ::
• Energy Module No. 2 - AS116
• Natural Science Building - AS122
• Social Science Building - AS123
• Consortium Library - AS124
• Administration Building - AS125
• Administration Utility Building - AS126
• Fine Arts Building - AS127
• Central Parking Garage - AS150
• Ecosystem-Biomedical Health Laboratory - AS151
• ConocoPhillips Integrated Science Building - AS154
• East Parking Garage - AS155
• Fireside Cafe - AS158
Potential Future Actions:
- Classroom Building
- Native Arts Facility
- Performing Arts Center
- Parking Structure

Connectivity:
- Provide the main east/west non-motorized pathways. (see Section 2.2.1) The connection will generally run parallel and along the south side of the Spine across Chester Creek.
- Provide a north/south non-motorized pathway to the Community Interface Zone (see Section 2.2.1)
- Provide Spine connection to Recreation Zone.
- Maintain the northern east/west at-grade pathway.
- Enhance the Spine dispersal point and connections to the at-grade pathways.

Open Space:
- Maintain the Alaska Quad.
- Maintain and enhance the library plaza.
Recreation Zone ::
Overview

**Summary ::**
The Recreation Zone is a gateway to UAA on the corner of Providence Drive and Elmore Road. It acts as a bridge between academics and resident life as well as the larger community. The Alaskan Airlines Center acts as a landmark for the region. Future development in this zone will be defined by the limited land resources and event parking requirements.

**Intent ::**
The vision of the recreation zone is the promotion of the health and welfare for UAA and the surrounding community.

**Existing Facilities ::**

- Alaska Airlines Center - AS157
Recreation Zone :: Site Analysis

**Potential Future Actions ::**
- Student Recreation Facility
- Ice Arena
- Parking Structure

**Connectivity ::**
- Provide Spine connection to East Academic Zone.
- Maintain the north/south non-motorized pathway linking Housing to the East Academic Zone. (see Section 2.2.1)

**Open Space ::**
- None specific to only this zone.

**SKETCHES SHOWING POSSIBLE BUILD-OUTS**

**POTENTIAL DEVELOPMENT SITES**

Reference 43
Student Housing Zone ::
Overview

Summary ::
The south part of the campus is where all existing student housing is located. The housing is composed of a cluster of multi-story buildings, built between the mid-1980s and late 1990s. Providence Alaska Medical Center is to the west and Alaska Pacific University marks the eastern boundary. A benefit of this cluster of housing is that it is in close proximity to Tudor Road where there is the potential for development of a mixed-use university village. Such a development would be expected to prosper due to increases in student residents, employees, and potential customers from the neighboring hospitals and medical offices. Student housing is close to academic facilities, yet enjoys a certain independence from them.

The University owns land adjacent to the Student Housing Zone lying east of Elmore Road on University Lake Drive. The northern part is developed with two single story buildings. The existing low density development and proximity to the current student housing makes this area ideal for future expansion of a variety of housing types.

Intent ::
Development in this zone should focus on housing and mixed-use facilities with the intent of creating a strong sense of place for all resident UAA students.

Existing Facilities ::
- University Lake Building - AO106
- University Lake Building Annex - AO107
- MAC Housing - AS128-133
- Templewood Housing - AS135-140
- Commons - AS141
- East Hall - AS142
- West Hall - AS143
- North Hall - AS144
Student Housing Zone :: Site Analysis

Potential Future Actions ::
- Additional student housing
- Mixed retail, service and amenities
- Parking Structure

Connectivity ::
- Provide the north/south at-grade non-motorized pathway to link to the main east/west campus connection. (see Section 2.2.1)
- Maintain east/west connectivity to the Chester Creek and University Lake trail systems. (see Section 2.2.1)

Open Space ::
- This zone shall receive a large multi-purpose open space area.
- Maintain Chester Creek in a natural state.
Off Campus Zone ::

Overview

Summary ::
Some UAA Community and Technical College programs and functions are currently accommodated away from the campus. Primary among those is the University Center which is located a mile west of the campus at Old Seward Highway north of Tudor Road. The University Center is occupied by job training programs, computer labs, classrooms, and enrollment services (admissions, financial aid, new student recruitment, registration and records, UAA One-Stop). Three other major UAA off-campus facilities are: the Aviation Complex at Merrill Field, the Downtown Center at 7th and A Streets, and the Diplomacy Building near the Alaskan Native Tribal Health Consortium along Tudor Road. The UAA Aviation Complex provides instruction and certification for a variety of aviation related fields. The Downtown Center has been primarily used for research institutes and community programs. The Diplomacy Building is currently being used by the Graduate School and several UAA affiliated research groups and its close proximity to the main campus is beneficial. An additional off-campus facility is the UAA Chugiak Eagle River Campus, which serves a geographically different student base.

Intent ::
The Off-Campus Zone provides an opportunity to continue to enhance and grow the ever expanding academic programs. Key program and design elements have strong community outreach and location specific missions. Programs that require stronger connection to on-campus programs should be evaluated and brought back to main campus if an opportunity presents itself. Similarly, programs or administrative services that do not need to be on campus can be considered for relocation off-campus.

Existing Features ::
- UAA Chugiak/Eagle River Campus - AL108
- Aviation Technology Center - AO101
- 7th & A Building - AO104
- Diplomacy Building - AO105
- University Center - AO108
- Bragaw Office Building - Leased

PRELIMINARY FOR REVIEW
Off Campus Zone ::
Site Analysis

**Potential Future Actions ::**
- Facilities Maintenance & Operations (FMO) – Equipment & Transportation Operations
- Other acquisition/disposal assets

**Connectivity ::**
- Provide connections to the Seawolf Shuttle, People Mover, and regional multi-use trail systems.

**Open Space ::**
- None specific to only this zone.
3.3 :: Open Space Overlay

Summary ::
Campus open space includes land and water areas open to the sky, shaped to provide for campus function or the maintenance of natural resources. For UAA, open space provides a wide spectrum of services including active and passive recreation, programmed event space, a pedestrian transportation network, and ecological services and benefits. Open space can generally be examined using a spectrum from fully programmed user-focused areas to areas with high ecological value and function. For each type of open space, there is an integrated campus system composed of a hierarchy of use area sizes and connections between them, which has taken the form of formal quads to high value wetlands. As development occurs, open spaces may be shaped to accommodate programs, but any loss or devaluing shall be avoided. Open spaces should be deemed as important as the buildings that frame them, and development should be done mindfully with full integration of the program and facilities into the open space infrastructure.

Intent ::
The open space system ties the campus together and serves as the bridge between the natural and urban environments. Growth and development need to carefully assess the value of open space components, as open space (whether natural or programmed) may have a higher value than further developed land. Include design elements for gathering, recreation, and ecological benefits.

Existing Features ::
Campus Quads, South Fork Chester Creek, Goose Lake, Mosquito Lake, and a recreation trail system

Potential Future Actions ::
Expansion of open space through additional quads or open space areas of a variety of sizes, and the pathway corridors to connect them. Future buildings and development comply with the underlying zone with an emphasis on retaining natural vegetation, enhanced landscaping, improved pedestrian connectivity, addition or enhancement of landscaped quads/plazas, and promotion of views.

LEGEND:
- High priority natural area (Class A wetland and/or riparian corridor)
- Medium priority natural area (Class B wetland)
- Existing priority natural area (or validated within existing Master Plan)
- Existing programmed open space (or validated within existing Master Plan)
Summary:
Service & Amenities are those campus components where convenience contributes to their success. This convenience can be measured by the time that it takes for a user to travel from any given location to the component. Some components will only require one location on the campus, but others will need to be provided in each zone in order to accommodate users.

Intent:
Planning at the scale of service & amenity areas relates to campus-wide systems that are nodal in application. This level of planning seeks to ensure that they are convenient, and occur at a frequency that is related to their importance of use.

Existing Features:
Food services, support services, retail, seating area, gathering areas, and child development center

Potential Future Actions:
As development and redevelopment occur, provide services and amenities as recommended by the design guidelines to complete campus coverage by these components.

LEGEND
- 15 minute walk zone (i.e. restaurant meal)
- 8 minute walk zone (i.e. frequent purchase or quick meal)
- 4 minute walk zone (i.e. coffee or cold sandwich)
- Indicates Future
3.5 :: Acquisition & Disposal Goals

UAA should strategically consider land acquisition and disposal opportunities outside the main campus to shape the evolution, expansion, and goals of specific campus programs and initiatives. This is especially important given the limited developable land remaining in the U-Med District and at the main campus. Acquisition should focus on properties adjacent to zones that are at or near development capacity. This includes opportunities for land transfers with neighboring institutions, which would offer mutual benefits.

UAA should aim to dispose of properties in satellite locations that do not support consolidation and densification, are not geographically advantageous to the UAA mission, and/or, contribute to land use conflicts in a particular neighborhood or municipal zone.

As a bridging strategy, the use of leased land and facilities is an advantageous interim solution for rapid response space allocation, grant-funded space that may be more temporary in nature, or for specialized functions that are better served from a community location.

The overall goals for acquisition, disposal, lease, and land transfers should address:

- Consolidation and increased density of programs and services
- Reduce duplication
- Result in sustainable operations and energy efficiency
- Industrial space not suitable for main campus
- Student Housing requirements
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IMPLEMENTATION :: 4.53
2013 CAMPUS MASTER PLAN

Section 4

4.1 :: OVERVIEW

Implementation of the Master Plan vision will be achieved over time through incremental changes made through individual projects. To direct this change, the site selection process outlines a consistent and efficient means to identify the best location for new, expanded or relocated programs that further the goals of the Master Plan. The site selection process begins after a project has been formally approved by the President through the University of Alaska Statewide Capital Plan and Project Approval Process and is turned over to UAA Facilities, Planning, and Construction (FP&C) for initial design.

Under the leadership of the FP&C, the sole purpose of the site selection process is to identify, evaluate and recommend optimal locations for approved capital projects. FP&C begins the site selection process by generally quantifying the space needs of the project including necessary support structures and infrastructure. FP&C also identifies any strong existing or reasonably foreseeable relationships the proposed use has with other academic programs.

FP&C documents the process and decision in a brief site selection report that is presented for acceptance by the Planning and Budget Advisory Council (PBAC) through the Facilities sub-committee, and ultimate approval by the Chancellor.

Student life is a vital component of campus life in every season; abundant opportunities to be outdoors in the summer and facilities that can be used through the long winter are equally important.
4.2 :: ZONE/SITE EVALUATION PROCESS

1. Zone Evaluation
   a. Identify the optimal zone for the proposed project/program
      i. Which zone does it have the strongest relationship with?
      ii. How does siting the project/program in the zone achieve the long-term objectives of the Master Plan?
      iii. Of all the projects/programs that could be located in the zone, is the one under consideration the highest and best development given the available land and/or building space for redevelopment/repurposing?
   b. Infrastructure/support services
      i. Identify necessary infrastructure improvements that must be undertaken prior to development of the project/program in this zone.
      ii. Identify concurrent projects that should be undertaken as part of the main project/program.
   c. Adjacent or alternate zone (to be considered if optimal zone has limited development potential)
      i. Does the project/program also meet the intent of the Master Plan?
      ii. Does the project/program also meet the intent of the Master Plan?
      iii. Of all the projects/programs that could be located in the zone, is the one under consideration the highest and best development given the available land and/or building space for redevelopment/repurposing?
   iv. How will locating it in this zone functionally enhance the program and adjacent programs?

b. Zone Evaluation
   i. Identify the optimal zone for the proposed project/program
      a. Re-purposing of an existing or portion of an existing facility
         i. Are there existing spaces that can be repurposed?
         ii. Can an existing program be relocated to a more appropriate zone in order to accommodate the project/program? Will there be a positive, negative or neutral impact on the existing program being relocated?
   ii. Program
      a. Is the location on campus more important for alternative use to achieve the Master Plan long-term vision?
      b. Is alternative space available to accommodate all displaced functions?
   iii. Campus impact
      a. Is the location of the project/program have a positive or negative impact on adjacent facilities in the short-term and in the long-term?
      b. User access (vehicular, pedestrian, bicycle, service and delivery).
      c. Consider quality of access to the site from other areas of campus and the general community including visitor and handicap access.
      i. Does it provide connectivity or an opportunity to enhance connectivity to the existing multi-modal circulation networks?
      ii. Where is the nearest UAA shuttle or MOA public transportation stop?
      iii. Does it allow for the ingress/egress of service vehicles and personnel?
      iv. Consider building shadows, parking, traffic, public safety, views, multi-modal connectivity, etc.
       a. Consider land coverage ratios, open space, connectivity requirements, building orientation, building heights, wetlands, soils, slopes, land clearing requirements, etc.
       b. Is the development area large enough to accommodate the project/program and associated infrastructure?
       c. Is the land use efficiency maximized?
       d. Does the site provide opportunities for strong outdoor spaces?
       e. Are there site specific factors that should be taken into account?
       f. Are the adjacent land and sites of sufficient size to be included in future site selections processes.
   iv. Demolition
      i. Consider this criteria when faced with a choice between renovation of an existing facility or demolition and replacement with a new facility.
         a. Is the cost of renovation such that it approaches 75% of the cost of a new facility? This accounts for initial or capital costs as well as the life cycle cost of maintenance and operation for the existing facility compared to a new facility over a 20 year period.
      b. Are the adjacent land and sites of sufficient size to be included in future site selections processes.
v. Parking
Consider parking availability near the site and accommodations for visitor and handicap spaces.
1. Is visitor parking necessary for the project/program?
2. Is sufficient parking available within a reasonable distance from the site or on a shuttle route?
3. Does additional parking need to be added to the campus to serve the new facility or program?

vi. Utilities
Consider size, location, and availability of utilities needed to support the project/program.
1. Are the required utilities available to the site and in good condition?
2. Are they sized appropriately for expected capacities?
   Will a preparatory infrastructure project be required?

vii. Community compatibility
Consider the visibility of the proposed facility to the surrounding community.
1. How do the height, width, shape, and function impact the viewshed and environment from the community’s perspective?
2. What are the likely community concerns and/or benefits?
3. Can concerns be mitigated? Can benefits be enhanced?

viii. Timing
Consider the time necessary to complete development of project within the selected zone(s).
1. When does the new program/activity need the space?
2. Will the user agency’s activities start before the project can be completed? Is a temporary facility or leased space required?
3. If existing space is to be repurposed, can programs be efficiently relocated within the proposed timeframe?

ix. Cost
1. Order of magnitude life cycle cost estimates
2. Construction Cost
3. Operations and Maintenance
4. Personnel Costs

The Seawolf Shuttle provides a safe and comfortable means of travel around the UAA campus during the cold winter months in Anchorage. Each year, ridership increases, demonstrating unmet demand for transit.

Recreation is a vital component of campus life in every season and facilities that can be used through the winter are particularly important.
Design Guidelines

Section 5

The Chugach Mountain Range is a dramatic landmark providing views that lend unique identity to the campus.
5.1 INTRODUCTION

The Design Guidelines provide guidance for campus development that encourages functional design, reinforces a campus character and visual identity and allows for creativity within this larger campus framework. This section is organized with five basic levels of discussion:

- **Guiding Overlays**: The philosophical framework within which all decisions should be made.
- **Community**: The integration of the campus within its larger Anchorage community.
- **Campus**: The elements that contribute to campus identity and the functioning of campus-wide systems.
- **Zone**: The characteristics that may be unique to successful development in each zone.
- **Site & Architecture**: The needs to be met for each individual development site. (These needs are summarized within this Master Plan document, and reference a future Design Guidelines document where a greater level of detail will be presented.)

The goal for this section is to generally illustrate the following for each subject area:

- **Intent**: A summary description of importance and relevance.
- **Requirements**: Specific aspects which are required.
- **Guidelines**: Specific aspects that are highly recommended.

The graphics to the right illustrate the sphere of influence for the four design guideline levels of community, campus, zone and site.
5.2 GUIDING CONSIDERATIONS

5.2.1 Cultural
- Recognize the university as a driver for the economic, cultural and intellectual development of Alaska.
- Celebrate Alaska Native cultural traditions as part of the Alaskan heritage of the campus.
- Embrace diversity in the University, modeling community and fellowship around academic programs.
- Be responsive to high demand state needs and programs that focus on Alaska’s unique geographic location.
- Create a built environment that is reflective of and celebrates the Alaskan environment and its culture, and is grounded within sustainability.

5.2.2 Social
- Accommodate student needs for incidental study areas with varying degrees of social interaction.
- Configure facilities to encourage interaction between faculty and students.
- Establish and maintain the University’s identity within the U-Med district.
- Develop criteria for selecting off-campus locations for UAA programs.

5.2.3 Character and Identity
- Develop a campus with an overarching visual identity.
- Develop and reinforce a desired campus character.
- **Reference to Brand Character and Brand Personality as already developed by UAA**

5.2.4 Character Defining Features
- Recognize character defining features and enhance/protect their presence.

5.2.5 Off-Campus Landscape
- Chugach Mountains
- U-Med District and adjacent neighborhoods

5.2.6 On-Campus Landscape
- West Campus Quad
- Alaska Quad
- Proposed major open spaces
- East/west at-grade pedestrian open space corridor
- Goose Lake Area
- University Lake Area
- Mosquito Lake Area
- South Fork Chester Creek & Greenbelt

5.2.7 Built Environment
- Alaska Airlines Center
- Consortium Library
- The Spine

5.3 COMMUNITY SCALE

Planning at the community scale relates the campus and its connections to the Anchorage community surrounding it. This level of planning is intended to provide a campus that when viewed from the outside is consistent with, yet a unique entity within, the surrounding neighborhoods.

5.3.1 General:
5.3.1.1 Intent:
- Create a campus that is well-integrated with its adjacent and larger community.
- Develop the campus perimeter in harmony with adjacent development plans, encouraging interaction and integration, but thoughtfully buffering where needed.
- Create a campus that embraces Winter City design.

5.3.1.2 Requirements:
- Follow established codes, regulations and other requirements such as those established within larger district or area plans. Examples include:
  - Municipality of Anchorage Title 21
  - **Insert other regulatory documents**

5.3.1.3 Guidelines:
- Recognize design intents and other regulatory recommendations that provide guidance for the development of the campus, with specific attention to those affecting the perimeter and its relationship to adjacent neighborhoods. (**Reference Appendix XX for list of relevant documents**)
- Extend streets and pathways across campus boundaries into adjacent systems.

Reference 43
An existing footbridge crossing Chester Creek is an example of minimizing impacts on the important natural features of the UAA campus.

The vast multi-use trail system at UAA provides multiple recreational opportunities for each season.
5.4 CAMPUS SCALE

5.4.1 Campus Systems

Planning at the campus scale relates to the overarching systems of the campus that apply similarly to all areas. This level of planning provides visual and functional continuity across the campus.

5.4.1.1 Intent:

• Develop an integrated campus with consistent resources, amenities and systems throughout.
• Design buildings and open spaces as components of an integrated system, the purpose of which is to accommodate and support the changing needs of the University.
• Create a unified image that is reflective of the place and its cultural heritage, yet comprised of facilities that are forward looking and practical.
• Achieve visual consistency while acknowledging the diverse architecture that characterizes the Anchorage campus through careful orchestration of new buildings and remodeling efforts, and through careful husbanding of natural features.
• Give expression to the Arts in the architecture and landscape of each campus through integral design.

5.4.1.2 Requirements:

• Implement Campus Master Plan
• Implement Campus Signage Guidelines

5.4.1.3 Guidelines:

• Site Selection:
  ° Follow site selection process.
  ° Views - Implement the Master Plan so as to respect views, both general and of identified specific features (see Section XXX)**

• Open Spaces:
  ° Provide a network of connected open spaces that create a hierarchy of outdoor use from large multipurpose open spaces to small plazas and seating areas.
  ° Provide open spaces that can be programmed with a variety of active and passive uses.
  ° As feasible, integrate open spaces to provide multiple functions (such as recreation, habitat value and snow storage)

• Natural Systems:
  ° Balance the needs of development with the preservation of value for natural systems and the multitude of benefits they provide to the campus.
  ° Prioritize the retention of existing vegetation
  ° Recognize and respond to the natural hierarchy of spaces among lakes, wetlands, woodlands, open meadows, and high and low ground.

• Wayfinding:
  ° Provide an intuitive wayfinding experience that uses a comprehensive set of tools to guide and lead people to destinations (architecture, open space and signage)
  ° Consolidate and simplify signage to avoid visual clutter and confusion.
  ° Use signage as an element of continuity and UAA identity throughout the campus.
  ° Locate signage in predictable locations to aid visitor orientation.
  ° Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
  ° Accommodate the differing viewpoints of drivers, cyclists and pedestrians to whom signs are addressed. This will influence placement and scale of signs.
  ° Coordinate circulation systems with buildings and facilities to promote intuitive wayfinding.

• Circulation:
  ° Pedestrian:
    ° Prioritize pedestrian and non-motorized movement through the campus.
    ° Provide an integrated and continuous system of internal and external connections between buildings.
    ° Provide a clear system of main pathways to connect between zones and throughout the campus.
    ° Implement a hierarchy of pathways to comfortably accommodate expected pedestrian traffic volumes.

• Vehicular:
  ° Provide shuttle stops that in tandem with shuttle scheduling provide adequate time to travel within campus between class times.
  ° Provide convenient access to parking on the campus perimeter.
  ° Provide convenient access for drop-off/pick-up within campus zones.
  ° Minimize vehicular traffic within the campus.

• Parking:
  ° Move new parking to the perimeter of the campus.
  ° Minimize the visual intrusion of parked vehicles.
  ° Parking shall be balanced at the Campus level. (i.e. any given zone may not provide all of its necessary parking)

5.4.2 Campus Services

Planning at the scale of service areas relates to those elements which pertain to campus-wide systems, but are nodal in application. This level of planning seeks to ensure that services are convenient, and planned so that their convenience is related to their frequency and importance of use.

5.4.2.1 Intent

• Develop a full-range of services to provide for on-campus user needs.

5.4.2.2 Requirements

• Provide the minimum level of services necessary to allow students, faculty and staff to meet their responsibilities.

5.4.2.3 Guidelines

• Provide duplication of services as necessary to allow reasonable access from any part of campus.
5.5 ZONE SCALE
This scale of planning relates to the zone-specific attributes that may differ from adjacent zones.

5.5.1.1 Intent:
• Reference and follow defined character of zone.
• "Further develop zone character to (as desired) reference building heights and form, open space and natural space character and balance, zone important views, etc..."*

5.5.1.2 Requirements:
• Implement Campus Master Plan
• Implement Campus Signage Guidelines

5.5.1.3 Guidelines:
• Views:
  ◦ Site buildings so as to optimize views into and out of buildings, and to beneficially shape general campus views.
• Open Spaces:
  ◦ Develop building groupings to create coherent open spaces and to complement adjacent natural features.
  ◦ Define outdoor spaces through massing and orientation of buildings.
• Natural Systems:
  ◦ Optimize placement of buildings to minimize negative impacts on adjacent natural systems, and to maximize beneficial relationships such as views.
• Wayfinding:
  ◦ Orient pedestrians within zones and provide an intuitive wayfinding experience

• Circulation:
  ◦ Pedestrian:
    ▪ Provide clear and easy connections to main campus pedestrian routes.
    ▪ Prioritize internal and external pedestrian connections.
  ◦ Transit:
    ▪ Provide sufficient shuttle stops within each zone to facilitate timely movement.
    ▪ Provide shelter for shuttle stops.
  ◦ Vehicular:
    ▪ Provide convenient drop-off/pick-up within campus zones.
  ◦ Parking
    ▪ At-grade parking shall be discouraged, but if present prioritized for visitor parking, ADA accessibility parking, and maintenance access.
    ▪ Parking shall be calculated at the Zone Level.

5.6 SITE SCALE
Under Development
This scale of planning addresses site and facility specific design requirements and guidelines. Their intent is to balance the benefits of variation in design expression with the establishment of baseline requirements for projects. This will ensure a campus with visual variety and interest, within a framework of functional and aesthetic consistency.

The general format within each section will be of four components:
• Intent – Summarizing the relevance of the section and general overview of its application.
• Guidelines – Provision of specific guidance relating to the successful implementation of the section.
• Sustainability – Summarizing the sustainability components of the section and provision of specific guidance.
• Maintenance Considerations – Provision of potential maintenance concerns that should be planned for or considered.

5.6.1 Intent:
• The landscapes and open spaces of the campus are a key component to how the campus is viewed and experienced. The master plan and its design guidelines are intended to ensure that a proper level of outdoor facilities and amenities are provided, as well as that the campus landscape contributes to cohesive visual identity and character.
5.6.2 Guidelines:

- **General**: Overarching guidelines and requirements for how sites will be developed.
- **Planting**: Retention of existing vegetation where possible, and guidelines for the level and type of plantings.
- **Paving**: Guidelines for surfacing types.
- **Lighting**: Guidelines for lighting design and fixture selection.
- **Furnishings**: Guidelines for site furniture such as benches, bike racks and litter bins.
- **Site Grading**: Guidelines for general site grading and design of landforms.
- **Site Drainage**: Guidelines for stormwater design.
- **Circulation Systems**: Guidelines for pedestrian circulation, vehicle circulation, drop-off/pick-up locations, general parking, maintenance parking and accessible parking.
- **Signage**: Guidelines for regulatory, informational and wayfinding signage.
- **Art**: Guidelines for campus artwork.
- **Services**: Guidelines for the development of a service network for purchased services such as food and supplies.

5.6.3 Sustainability

Under Development

5.6.4 Maintenance Considerations

Under Development

5.7 ARCHITECTURAL GUIDELINES

Under Development

5.7.1 Intent:

- Due mainly to the fact that the campus has grown organically over time, it does not have a consistent architectural character. Master plans have typically provided the freedom for buildings to be of their time, with encouragement to be unique yet fit within an overall campus framework. The master plan and its design guidelines are intended to ensure that buildings meet functional requirements, benchmark levels of efficiency, and balance unique design directions with overall campus visual identity and character. Architecture should complement the zone requirements and overall campus framework.

5.7.2 Guidelines:

- **General**: Overarching guidelines and requirements for how facilities will be developed.
- **Building Orientation and Location**: Guidelines for best practices for building design and location.
- **Relationship of Interior to Exterior at Ground Floor**: Guidelines for best practices for optimizing interior building uses with visual and direct connection to the outdoors.
- **Building Massing and Articulation**: Guidelines to ensure buildings integrate with adjacent buildings and open spaces, and are in keeping with campus and zone character.
- **Building Materials, Systems, and Color Palette**: Guidelines for the selection of functional building systems and material choices.
- **Building Response to Climate**: Guidelines for the development of buildings that respond to the opportunities and challenges of a northern climate.

5.7.3 Sustainability

Under Development

5.7.4 Maintenance Considerations

Under Development

Connections with nature and scenery surround the University of Alaska Anchorage Campus and are important to the quality of the university environment.
Appendix
Section 6

6.1 :: STRATEGY & POLICY COMPLIANCE

6.1.1 :: SDI Matrix

Under Development

6.1.2 :: Regents Policy Compliance

Compliance with UA Board of Regents Master Plan Policy

<table>
<thead>
<tr>
<th>Section</th>
<th>Policy</th>
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<tbody>
<tr>
<td>1.6/1.7/6.3</td>
<td>1. Projected enrollment and other factors affecting the need for facilities and infrastructure;</td>
</tr>
<tr>
<td>3.5</td>
<td>2. General areas for land acquisition and disposal;</td>
</tr>
<tr>
<td>2/6.4</td>
<td>3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;</td>
</tr>
<tr>
<td>4</td>
<td>4. Demolition of buildings, structures, and facilities;</td>
</tr>
<tr>
<td>3</td>
<td>5. General location, size, and purpose of new buildings, structures, and facilities;</td>
</tr>
<tr>
<td>5</td>
<td>6. Guidelines for landscaping;</td>
</tr>
<tr>
<td>3.3/5</td>
<td>7. General location and intent for open spaces, plazas, etc.;</td>
</tr>
<tr>
<td>5</td>
<td>8. Guidelines for signage, both freestanding and on buildings and structures;</td>
</tr>
<tr>
<td>5</td>
<td>9. Architectural guidelines for all buildings, structures, and facilities;</td>
</tr>
<tr>
<td>5</td>
<td>10. Environmental and cultural issues, ADA access, and energy conservation;</td>
</tr>
<tr>
<td>1.5/2/4/5</td>
<td>11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and</td>
</tr>
<tr>
<td>1.7/6.3</td>
<td>12. General priorities for capital projects.</td>
</tr>
</tbody>
</table>

6.2 :: UAA HISTORY

Alaska was still a territory in 1915 when the United States Congress set aside federal lands near Fairbanks for a land-grant college. In 1917, Alaska's territorial legislature approved a statute establishing the Alaska Agricultural College and School of Mines which opened in 1922. In 1935, the institution was renamed the University of Alaska. Today, there are three universities in the state system: University of Alaska Southeast, University of Alaska Fairbanks, and the University of Alaska Anchorage. The University of Alaska Anchorage (UAA) is the largest university in the system and includes seven community campuses: Kenai Peninsula College, Matanuska-Susitna College, Prince William Sound Community College, Kodiak College, Fort Richardson, Eagle River Campus, and Elmendorf Air Force Base.

The community college took form in 1970 when four buildings were completed around a rectangular maintained green space. Each of these buildings is still in use today. In 1972 the Cuddy Center was built, which provided a place for the community college students to eat, gather, and also learn about the hospitality industry.

The University of Alaska first offered classes in Anchorage in 1930 at Fort Richardson. Anchorage Community College (ACC), a joint venture of the Anchorage Independent School District and the University of Alaska, opened in 1954 in the second floor of what is now West High School. Five years later, Alaska became the 49th state in the union. It was not until the 1960's that the campus was moved to the Goose Lake area, now known as the University Medical District (U-Med).

The Alaska Senior College was founded in 1971 to the east the community college and the Chester Creek greenbelt. The Consortium Library was the first building constructed and was shared by all three learning institutes in the U-Med District: Anchorage Community College, Alaska Senior College, and Alaska Pacific University (a private institution). By 1974 the College of Arts and Sciences building (now referred to as the Social Sciences building) was added and connected physically to the Consortium Library.
In the 1990s new construction consisted of the Business Education building, student housing, and a parking garage. The Business and Education building, now known as Rasmusson Hall, building was the first new building built on the former community college campus. This building is also the western starting point for the enclosed elevated walkway referred to commonly as the “Spine.” The elevated walkway was not entirely enclosed until 2002, providing full weather protection. Today the Spine includes informal student gathering spaces, study areas, and extends from the Business Education building to the Consortium Library. Other buildings include the addition to the Consortium Library and the Ecosystems Biomedical Laboratory (EBL).

Significant new construction since the year 2000 includes the Alaska Native Science and Engineering Program (ANSEP) building, the Conoco Phillips Integrated Sciences building and adjacent parking garage, and a new Health Science building on recently acquired land on the south side of Providence Drive. A new undeveloped parcel has also been acquired at the southeast corner of Providence Drive and Lake Otis Parkway. Currently under construction is the Alaska Airlines Center, and a new Engineering Building.

Other off-campus additions have been made to the UAA real estate holdings in the past thirty years: the Aviation Building at Merrill Field, the 7th and A Street Building in downtown Anchorage, the University Center, and the Diplomacy Building which is located in the U-Med District. All of these buildings provide teaching, research, and learning spaces for the university.

The UAA campus has evolved in the last 35 years from its beginnings as a community college to a full scale university that competes on a national level in academics, research, and athletics. It also provides a unique experience to students as a university in a major sub-Arctic city.
6.3 :: ENROLLMENT & FACILITIES PROJECTION

6.3.1 :: Enrollment Projection

Figures and brief narrative to be added at a later date. See summary in Section 1.

6.3.2 :: SF Analysis and Peer Benchmarking

6.3.3 :: Capital Improvement Plan :: Framework

A companion to the Master Plan is the UAA Capital Improvements Plan (CIP). Its purpose is to identify specific options for implementation of the Master Plan one project at a time. The CIP is a separate document because as each project is accomplished, the range of options for other projects – for possible building sites, for example – is diminished, thus limiting the useful life of the document. By contrast, the Master Plan is a strategic document in which enduring principles of campus organization and improvement are presented.

The purpose of the CIP is to present to the University’s decision makers the range of options open to them in locating each new planned facility as directed by the Master Plan. For any proposed new facility, available sites on campus are limited by the supply of developable land within each appropriate zone, by the ability to access and service the site properly, by functional adjacency needs of the new facility, and often by the need to relocate and enhance displaced facilities, such as pathways, utilities or parking.

The CIP is arranged by potential development projects and their anticipated sites based on the Master Plan implementation process. Many sites could satisfy the needs of several different facilities, while others might be suited only to a particular type of facility as identified by the zone, such as student housing. The characteristics of each site within the zones are described, and a conclusion is drawn as to which of the priority projects identified in the master plan best fit the intent of the particular site, and what ancillary responsibilities must be funded as part of the project. Thus the basis for total construction cost, as opposed to isolated facility construction costs, can be generated when a decision on siting is imminent.

Much of the strategic direction provided by the Master Plan can be implemented through application of the guiding principles, infrastructure, zoning, and design guidelines. The CIP and the Master Plan implementation process provide the tools for project development that is consistent with the recommendations of the Master Plan. It packages that information concisely so that University decision-makers can have ready access to it, and are thus enabled to make well-informed decisions about the allocation of investment in campus facilities and their impact on the future vision of UAA.

### Table I-1

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>Carnegie Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Alaska Anchorage</td>
<td>Master’s Colleges and Universities (large programs)</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Research University (high research activity)</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>Master’s Colleges and Universities (large programs)</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>Research University (very high research activity)</td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td>Research University (high research activity)</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro</td>
<td>Research University (high research activity)</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>Research University (high research activity)</td>
</tr>
</tbody>
</table>

Source: Ira Fink and Associates, Inc., based on data from the Carnegie Foundation for the Advancement of Teaching.
Note: This information is based on the 2010 edition of the Carnegie Classifications. According to the Carnegie website, the update cycle for future editions has not yet been decided.
6.3.4 :: Space Reallocation Criteria

Prior to including a project on the Capital Improvement Plan, FP&C developed guidelines for space and facility assessment to accommodate academic programs and campus services. Every facilities plan (‘Plan’) should satisfy as many of the following nine provisions as possible:

- Plan should align with state needs:
  - Satisfy high priority preference as defined by UA Guiding Documents and aligned with institutional planning (e.g., education, nursing, allied health science, etc.).
  - Accommodate program development and enrollment changes in a manner consistent with academic plans.
- Evaluate Distant Learning integration, classroom and laboratory spaces.
- Plan should be consistent with UAA Master Plan.
- Plan should develop building identities:
  - Align with other programmatic functions in the defined campus zones.
  - Ensure efficient consolidation of schools, colleges, or other departmental units, if required in the future.
- Plan should enhance services to students, faculty, and staff.
- Plan should accommodate future anticipated building construction (e.g., new library, future science building).
- Plan should accommodate future upgrades in space to meet contemporary needs.
- Plan should reflect costs consistent with available funds.
- Plan should minimize multiple moves by occupants.
- Plan should enhance secondary use of vacated space:
  - Enhance the generation of other revenues (e.g., auxiliary operations, indirect cost recovery, and rent generation).
  - Strengthen building identities

6.3.5 :: Capital Improvement Plan :: Facility Improvements

Under Development

6.4 :: INFRASTRUCTURE: EXISTING & PLANNED FUTURE CONDITIONS DETAIL

Under Development

Reference 43
Bibliography
Section 7

SECTION IN DEVELOPMENT
Memorandum

To: Dr. Ashok K. Roy, VP for Finance & Administration/Chief Financial Officer

From: Kit Duke, Associate Vice President
Robert McMaster, Senior Property Manager

Date: May 9, 2013

Re: Washington DC - Condo Unit at Waterford House – Unit 711

In response to your memorandum dated May 7, 2013, we have answered your questions below in the order posed.

1. **Who owns the property? It is my understanding that it was purchased with proceeds from our Inflation-Proofing fund of the Land Grant Endowment. As such, any proceeds from the sale of the property should go back to the said Endowment.**

   **Facilities & Land Management Response:**

   The Board of Regents has the right and authority to direct any proceeds (Cash Flow / Sales Proceeds) per University policy and regulations.

2. **The Condo has been vacant for 15 months. Why did we not start the conversation earlier?**

   **Facilities & Land Management Response:**

   At the time the Waterford House Condominium (“Condo”) was vacated in February 2012, Land Management (“LM”) had only one Senior Property Manager (“SPM”) on staff and two open SPM positions to be filled. Other LM business that had priority or a higher potential to generate University revenue was attended to before all the necessary steps to rent the condo could be concluded. Additionally, the changes necessitated by University policy to the management company’s (“WMS”) standard property management agreement could only be addressed by the company’s owner and senior officers, as the potential management fee of $176 per month did not justify having the company’s legal counsel work on the agreement. Needless to say, this particular piece of new business was not a high priority to WMS. Thus, the management agreement went...
through several rounds of “redline” exchanges and negations that were begun and stopped by either pressing University or WMS business.

3. **Your Analysis depicts an Internal Rate of Return (IRR) of 7.5%. This is considered marginal for real estate investment particularly one which is isolated.**

**Facilities & Land Management Response:**

We believe the initial decision to purchase the Condo was driven more as an operating cost measure and not necessarily as a pure real estate investment on behalf of the LGTF. The limited market and financial analysis completed by former SW Land Management staff indicates that the escalating 2000 to 2006 Washington DC real estate market influenced their confidence that purchasing the Condo would not result in a poor investment for the University.

The Washington DC real estate market is one of only a dozen or so markets that have a relatively stable and ingrained economic driver (US Federal Government) that makes it one of the most coveted and safest real estate markets in the world, similar to New York or London or even Houston. This is not to imply that the DC market isn’t subject to bubbles or downturns, but simply that all things being equal, investors are normally willing to accept lower yields in these world-class markets as the perceived long term market risk is fairly low.

Additionally, the Real Estate Research Corporation (“RERC”), one of the most recognized real estate research, valuation and consulting firms in the nation, produces the RERC Investment Survey every quarter that details actual Pre-tax Yields (“IRR%”) earned on all Property types, as reported by Investors, REITs, Hedge Funds, Life Insurance Co., etc. The 4Q 2012 national report indicates that the current IRR% being sought for residential rentals ranges between 5% and 10% with the national average being 7.4%. By this measure, the projected 7.4% IRR for the Condo would be considered a very good return for the DC market.

4. **Our Land Grant Endowment return for the last 9 months has been 10%. So, if we sell the property and invest it in our Land Grant Endowment, one could argue that over the long term, the Land Grand Endowment fund should out-perform the IRR of 7.5% calculated for a sale in 2021.**

**Facilities & Land Management Response:**

As part of LM’s analysis, it considered the opportunity cost of not returning the Condo’s capital to the LGTF for several more years. While the last 9 months may have produced
a 10% return (is the 10% return a “cash on cash” return or a true IRR yield?) it would not be prudent to project the LGTF’s yield over the next several years based upon such a short term (9 mo.) result. A more accepted methodology to forecasting yields is to apply historical averages or historical trends that match the future yield periods and anticipated economic conditions in the analysis.

The LGTF’s 10 year yield ending in 2012 returned an average 5.86%. The fund’s 20 year average is 7.77%. The most recent 4 year average equates to 4.48%.

LM stands by its recommendation to hold the Condo for 2 to 4 years in order to achieve the projected 7.4% IRR yield. The answer to question 7 below further demonstrates that holding the Condo for a 7.4% return results in a better financial position than selling the Condo today and investing the proceeds in the LGTF.

5. **Crystal City is a high end area. However, if we hold it for 15 years the Condo will become very old resulting in significant re-modeling costs.**

Facilities & Land Management Response:

LM does not agree with the statement above. Professional management companies, like WMS, normally craft a capital improvement program for units under their control that anticipates system failures, appliance life cycles, etc. If the Board decides to hold the Condo for an additional 7 – 10 years, LM would create a Replacement Reserve program with WMS that escrowed funds from annual operational income, so that as capital improvements were incurred in the future, the Replacement Reserve escrow would have the funds to keep the Condo preforming in order to maximize the market’s rental rate.

LM believes that the Condo’s location in Crystal City and close proximity to the DC mall area and transit facilities is a far more important factor to the property’s future price appreciation then whether the Condo has updated cabinetry, fixtures or appliances.

LM recommends holding the Condo for another two to four years to ride the gathering price appreciation upsurge and not to hold the Condo for the 15 year holding period. LM completed the 15 year IRR table as part of its sensitivity analysis to reach an optimum hold period. LM included that analysis to demonstrate that holding the Condo for only a few more years essentially equals the yield that a longer term strategy would produce.
6. While your analysis is rigorous, we are skeptical of basing a decision on housing prices escalating over the next couple of years. Moreover, renting the condo will require management oversight and expenses. Does the university want to be in the rental business?

Facilities & Land Management Response:

LM is not sure what your skepticism is based upon. Do you have other data sources that counter the prevailing wisdom of the DC real estate industry? LM has numerous other sources that indicate the DC housing market is entering one of its proven historical upswings. It did not provide these additional data sources, as we did not anticipate doubt in the face of the historical trending data provided with our initial memo.

For instance, a Kiplinger report from January 2013 indicates that the “One-year change in home prices” was a positive 13.3%. It further states that the DC “… economy and housing recovery are undergirded by population growth and employment in government, defense and tech.” RealtyTrac reported on February 18, 2013 that the 36% drop in available homes from January 2012 to January 2013 “… is fueling double-digit rises in home prices.” We would be happy to send you some of these other data sources for your review.

LM does not want to be in the rental business, hence the hiring of WMS to handle the actual property management of the unit, which for a fee of $176 per month is a bargain.

7. Under Option #1 and Option #2 you depict Net Sales Proceeds as $410,840 and $602,000. Then in the last paragraph you recommend “selling the Condo in an appreciating market in 2015/16”. We have to believe it will appreciate. Also, what are the opportunity costs for proceeds when we sell?

Facilities & Land Management Response:

Please see the answer to the question above concerning doubt about value appreciation.

We have attached a simple analysis that demonstrates that the opportunity cost is higher if we sell the Condo in today’s market and reallocate the proceeds to earn the LGTF’s average return even if the LGTF’s short term rate of return of 10% is used for comparison purposes. Question 4 above assumes that the projected 7.4% IRR for the recommended 10 year hold period is linear (the same for each year), when in fact the annual Return on Investment (a one year snapshot) accelerates substantially from 2012 to 2015. This is
why the IRR for the 7 year hold period is 4.65%, but holding the investment for just an additional 3 years during an appreciation upswing changes the IRR from 4.65% to 7.4% over the entire life of the investment. The attached “IRR Comparison” analysis comparing the projected IRR’s for the LGTF and Condo investments starting with the same beginning and end dates results in a higher IRR for the recommended Rent & Hold strategy than by moving the Condo investment to the LGTF in 2013.

8. Under Option #2, the Potential Rental Rate ($2,200 per month) does not change. Why is there no escalation?

Facilities & Land Management Response:

Unlike commercial leases that will often have annual escalation clauses, residential lease agreements are typically limited to one year. If the tenant elects to remain in the unit for another year a new lease is executed and if the management company believes it can increase the rent it will do so in the new lease.

LM chose to hold the rent constant over several years in order to be somewhat conservative in its future projections. It should be noted that the standard rental income escalation rate used by the residential rental industry in multi-year pro-formas is 1%.

9. The Washing DC Real Estate Forecast (which you have included) shows a forecast of “3%”. This appears to contradict the argument to “hold” the property where you say the forecast indicates an annual price appreciation of “8% to 11%”. Also, if “3%” is accurate, then why should we not sell the property and invest in the Land Grant Trust Fund?

Facilities & Land Management Response:

The 3.04% rate that you note above is based upon the 2008 – 2011 trailing average. The date of this report is December 18, 2012 and the 3% forecast was for September 2013. Other data sources, see answer #6 above, demonstrates that this forecast was not reliable as appreciation in 2012 exceeded 13%. LM include this report for the 30 year historical trending patterns and not for the flawed forecast based upon 4 of the worst years in DC real estate history.
## Condo Sales Scenarios

<table>
<thead>
<tr>
<th>Sell Condo in</th>
<th>Sell Condo in</th>
<th>Sell Condo in</th>
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<tbody>
<tr>
<td>July-13</td>
<td>December-15</td>
<td>June-21</td>
</tr>
<tr>
<td>Projected Sales Price of Condo</td>
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<td>less Make-Ready Costs</td>
<td>($5,000)</td>
<td>($5,000)</td>
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<td>less RE Sales Commission (7%)</td>
<td>($31,682)</td>
<td>($42,168)</td>
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<tr>
<td>less other Closing Costs</td>
<td>($4,526)</td>
<td>($6,024)</td>
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<tr>
<td>Net Sales Proceeds - Amount Invested in LGTF</td>
<td>$411,389</td>
<td>$549,213</td>
</tr>
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## Investment Scenarios

### Sell DC Condo during Summer of 2013 and Invest in LGTF at Projected 10% Annual Return on Investment

<table>
<thead>
<tr>
<th>Year</th>
<th>LGTF</th>
<th>DC Condo</th>
<th>RE Value Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 14</td>
<td>Basis as of 2013</td>
<td>Cash Flow for Reinvestment</td>
<td>Annual Appreciation</td>
</tr>
<tr>
<td>FY 15</td>
<td>$411,389</td>
<td>$41,139</td>
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<tr>
<td>FY 20</td>
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<td>FY 21</td>
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### Rent DC Condo until Selling it in December 2015

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<thead>
<tr>
<th>Year</th>
<th>LGTF</th>
<th>DC Condo</th>
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</thead>
<tbody>
<tr>
<td>FY 14</td>
<td>Basis as of 2013</td>
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<td>FY 21</td>
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### Rent DC Condo until Selling it in June 2021

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<thead>
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<th>Year</th>
<th>LGTF</th>
<th>DC Condo</th>
<th>RE Value Avg.</th>
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<tr>
<td>FY 14</td>
<td>Basis as of 2013</td>
<td>Cash Flow for Reinvestment</td>
<td>Annual Appreciation</td>
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<tr>
<td>FY 15</td>
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<tr>
<td>FY 21</td>
<td>$411,389</td>
<td>$41,139</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

**Note:**

1. FLM recommends renting the DC Condo until 2015/2016, then selling it. All things being equal, this scenario represents the highest potential investment return.
2. The reason the "8 yr IRR" (15 yr hold period) scenario is less than the "2.5 IRR" (7 yr hold period) scenario is due to the RE value appreciation rate during the last 3 years of the hold period is projected to decrease to 3%/yr from 10%/yr based upon DC Metro historical RE price trends.
Facilities and Land Management  
1815 Bragaw Street, Suite 101  
Anchorage, AK 99508-3438  
Phone: 786-7766 Fax: 786-7733

Memorandum

To: Ashok Roy, VPF&A  
Thru: Kit Duke, AVP FLM  
From: Robert McMaster, SPM  
Date: 05-3-2013  
Re: Washington DC - Condo Unit at Waterford House – Unit 711

Per our conversation, I have outlined below the rationale for maintaining ownership of the condo for at least 2 ½ more years as opposed to placing it on the market when the condo was vacated in 2012.

WATERFORD HOUSE CONDOMINIUM – Unit 711

Facts:

The Waterford House (WH) condo is a 935 sq. ft., 1 bedroom, 1 bath unit located on the “interior” (no view of river or DC) side of an 18-story building located in the highly desirable Crystal City neighborhood of Arlington, VA. The property abuts public parks, high end retail, other residential developments and office towers. It is within walking distance of a DC Metro station and has convenient access to I-395. It is less than a mile to the Capital Mall area of DC. WH provides 24-hr. concierge service, underground parking and secured access. A number of high profile and wealthy individuals have units at WH.

Condo was used for 6 years to house the University’s Washington based lobbyist. This saved the University rent of approximately $2,200/month, while costing the University $568/mo. for the WH HOA fee and $130/mo. for Real Estate Taxes.

<table>
<thead>
<tr>
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<th>Amount</th>
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<tr>
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<td>Net Benefit of Ownership vs. Rent per Month:</td>
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Option #1 - Sell Condo during the Summer/Fall of 2013:

Projected Sales Price Range: $400,000 - $452,000 (per discussions with local real estate brokers)

Less
Sales Commission (7%): $28,000 - $31,640
Title, Closing Costs: $4,000 - $4,520
Make-Ready (Paint, Carpet, etc.): $5,000

Net Sales Proceeds: $363,000 - $410,840

7 yr. Hold - Internal Rate of Return: 4.65% ("Best Case" - assumes sales price of $452,000)

Option #2 - Rent Condo (2013 – 2015) and hold as an Appreciating Asset

Potential Rental Rate: $2,200 per month (includes water covered by Condo Fee)
Utilities Payable by Renter:
Telephone/Cable/Internet/Electric
WC HOA Fee - $568/ mo.
RE Taxes - $130/ mo.

3-Party Management Fee for Rental of Unit:
Vacancy Rate for Unit over time: 8% of monthly rent ($176/mo.)
Rental of Unit Begins: May/June 2013
Rent / Expense Escalator: Held Constant through Rental Period
Capital Expenditure Reserves: $500/year
Cost to Make-Ready for Renting: $5,000 (Paint, Cleaning, Misc. Repairs, etc)

Sell Condo during the Summer/Fall 2015

Projected Sales Price Range: $602,000
Less
Sales Commission (7%): $42,140
Title, Closing Costs: $6,020
Make-Ready (Paint, Carpet, etc.) $5,000

Net Sales Proceeds: $546,850

10 yr. Hold - Sale in 2015 - Internal Rate of Return: 7.38%

15 yr. Hold – Sale in 2021 - Internal Rate of Return: 7.53%

The key factor that increases the Internal Rate of Return ("IRR") for the 10 & 15 year holding periods is the projected increased rate of appreciation of the Condo’s current value. A 30 year historical analysis of Washington DC residential real estate appreciation rates shows that the 6 to 9 year period following a multi-year phase of near zero or negative appreciation results in annual appreciation rates in the double-digits. Indeed, following the real estate recession of the early 1980’s, the DC market saw 6 years of appreciation that averaged 10.92% per year. Likewise, following the lull between 1990 and 1997, Washington real estate experienced a 9 year cycle of annual appreciation rates that averaged 14.21% that ended in 2006.

Recent real estate reports (Greater Capital Area Association of Realtors, Forecast Charts.com) indicate that Washington real estate has once again begun an appreciation up-cycle that should last for 3 – 7 years. 2012 had a 3.5% annual price increase of Washington DC homes, after 5 years of -1.4% average annual appreciation rates. 2013 forecasts indicate an annual price appreciation of approximately 8% to 11%. Applying historical trends to this most recent upswing indicates that the next 2 to 5 years should result in average annual appreciation rates of at least 10%.

The internal rates of return calculated above assume approximately 5 years of 10% appreciation of DC metro homes. Facilities and Land Management recommends renting the condo for the next 2 to 3 years and then selling the condo in an appreciating market in 2015 / 2016. This strategy results in a 59% increase in the investments’ IRR and approximately $170,000 of increased proceeds by waiting to dispose of the condo for an additional two and half years.
# INTERNAL RATE OF RETURN ANALYSIS

(7yr IRR Actual Costs)

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<th>Date</th>
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## UA - FY

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<th>Date</th>
<th>Condo Purchase Amt.</th>
<th>Qtrly Rent Received</th>
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## Avg. Condo Appreciation % Applied

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**Note:**
- Make-Ready Costs for Rental or Sale
- Realtor's Fee & Closing Costs of 8% subtracted from Sales Price

**IRR:** 4.65%
# INTERNAL RATE OF RETURN ANALYSIS

(10yr IRR Actual Costs)

## Property Name:
1200 Crystal Drive - Unit 711

## Location:
Washington, DC

### Purchase Price:
$365,800

### Settlement Costs:
$4,514

### Total Investment:
$372,314

### Monthly Rent Saved by Owning:
$2,200

### Annual Savings of Rent:
$26,400 (2006 - 2012)

## IRR:
7.383%

## Annual Ownership Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Monthly</th>
<th>Annual</th>
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<tbody>
<tr>
<td>Annual Condo Owners' Fees</td>
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<td>RE Taxes</td>
<td>(130)</td>
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<td><strong>Subtotal</strong></td>
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## UA - FY Yearly Quarters

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<th>Qtrly. Rent Received</th>
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** Totals: **

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** Notes:**
- Make-Ready Costs for Rental or Sale
- Real Estate Fee & Closing Costs of 8% subtracted from Sales Price

IRR: 7.383%
# INTERNAL RATE OF RETURN ANALYSIS

## (15yr IRR Actual Costs)

### Property Name:
1209 Crystal Drive - Unit 711

### Location:
Washington, DC

### Purchase Price
343,560

### Settlement Costs
4,834

### Total Investment
372,394

### Monthly Rent Saved by Owning
2,260

### Annual Savings of Rent
26,560 (2005-2032)

### IRR
7.53%

### Annual Ownership Expenses

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<th>Month</th>
<th>Annual Condo Owners Fee</th>
<th>Monthly Condo Owners Fee</th>
<th>RE Taxes</th>
<th>Monthly RE Taxes</th>
<th>Management Fee (85% of Rent)</th>
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### Condo Purchase Assn

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<th>Condo Purchase Assn</th>
<th>Make-Ready</th>
<th>Apr. 2006 - 2012</th>
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<tbody>
<tr>
<td>1 30-Sep-05</td>
<td>(372,354)</td>
<td>2,200</td>
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<tr>
<td>31-Dec-05</td>
<td>6,600</td>
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<tr>
<td>31-Mar-07</td>
<td>6,600</td>
<td>(1,836)</td>
<td>4,764</td>
</tr>
<tr>
<td>31-Jun-07</td>
<td>6,600</td>
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</table>

### Qtly. Rent Received

<table>
<thead>
<tr>
<th>Year</th>
<th>Qtly. Rent Received</th>
<th>Qtly. Rent Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 30-Sep-05</td>
<td>6,600</td>
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</tr>
<tr>
<td>31-Jun-07</td>
<td>6,600</td>
<td>(1,836)</td>
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### HOA Fees, etc.

<table>
<thead>
<tr>
<th>Year</th>
<th>HOA Fees, etc.</th>
<th>HOA Fees, etc.</th>
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</thead>
<tbody>
<tr>
<td>1 30-Sep-05</td>
<td>6,600</td>
<td>(1,836)</td>
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<tr>
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<tr>
<td>31-Jun-07</td>
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<td>(1,836)</td>
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### Condo Sale Proceeds

<table>
<thead>
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### "Ownership Costs"

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<tbody>
<tr>
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</tr>
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</tr>
<tr>
<td>31-Jun-07</td>
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### 2006 - 2012

<table>
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<tr>
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<td>31-Jun-07</td>
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### 2013 - 2016

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<th>Year</th>
<th>2013 - 2016</th>
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<tbody>
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<td>31-Jun-07</td>
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### 2017 - 2032

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</table>

### "IRR Calculation Stack"

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<td>31-Jun-07</td>
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### Avg. Condo Appreciation Value

<table>
<thead>
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<th>Year</th>
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</thead>
<tbody>
<tr>
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<td>4,764</td>
</tr>
<tr>
<td>31-Jun-07</td>
<td>4,764</td>
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### Avg. Annual Appreciation %

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<td>31-Jun-07</td>
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### Applied Percentage

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<td>31-Mar-07</td>
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<td>31-Jun-07</td>
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### Average Annual Ownership Costs

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Annual Ownership Costs</th>
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</thead>
<tbody>
<tr>
<td>1 30-Sep-05</td>
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<td>4,764</td>
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<tr>
<td>31-Jun-07</td>
<td>4,764</td>
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### Avg. Quarterly Costs

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<thead>
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<td>4,764</td>
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<tr>
<td>31-Jun-07</td>
<td>4,764</td>
</tr>
</tbody>
</table>

## Copy of Waterfront Ho Condo - Washington DC - IRR Analysis - Updated 5-4-13.xlsx

15yr IRR Actual Costs

3 of 4

Printed: 5/8/2013

531
## INTERNAL RATE OF RETURN ANALYSIS

(15yr IRR Actual Costs)

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Quarterly</th>
<th>Make-Ready</th>
<th>Qnty Rent</th>
<th>Savings by Owning</th>
<th>Qnty Rent Received</th>
<th>RE Taxes</th>
<th>Electric</th>
<th>HOA Fees, etc.</th>
<th>&quot;Ownership Costs&quot;</th>
<th>Condo Sale Proceeds</th>
<th>&quot;IRR Calculation Stack&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>20-Mar-20</td>
<td>1st</td>
<td>6,600</td>
<td>(2,633)</td>
<td>3,977</td>
<td>733,362</td>
<td>733,302</td>
<td>23,199</td>
<td>3.0%</td>
<td>(10,003)</td>
<td>(2,633)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-Jun-20</td>
<td>2nd</td>
<td>6,600</td>
<td>(2,633)</td>
<td>3,977</td>
<td>733,362</td>
<td>733,302</td>
<td>23,199</td>
<td>3.0%</td>
<td>(10,003)</td>
<td>(2,633)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-Sep-20</td>
<td>3rd</td>
<td>6,600</td>
<td>(2,633)</td>
<td>3,977</td>
<td>733,362</td>
<td>733,302</td>
<td>23,199</td>
<td>3.0%</td>
<td>(10,003)</td>
<td>(2,633)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-Dec-20</td>
<td>4th</td>
<td>6,600</td>
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<td>3,977</td>
<td>733,362</td>
<td>733,302</td>
<td>23,199</td>
<td>3.0%</td>
<td>(10,003)</td>
<td>(2,633)</td>
<td></td>
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</tr>
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<td>(5,000)</td>
<td>(5,000) *</td>
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</table>

**Totals**

424,116.56

* Make-Ready Costs for Rental or Sale

** Realitor's Fee & Closing Costs of 8% subtracted from Sales Price

IRR 7.53%
Forecasts, charts and analysis...

### Washington DC Real Estate Forecast

**Target Month** | **Forecast** | **HDTFA**
--- | --- | ---
Sept, 2013 | 3.0% | 5.3%

Updated Tuesday, December 18, 2012.

Forecast: Annual real estate appreciation rate for single family homes in the Washington DC residential housing market for the 12 months ending in the target month shown at the left.

### Washington - DC Real Estate Appreciation Rate - 5 Year History

![Graph showing real estate appreciation rate from 2007 to 2013.](Image)

Average annual Washington DC house appreciation RATE according to the [House Price Index](http://www.forecastchart.com/washington-dc-real-estate) (HPI) is shown in gray. The forecast for annual appreciation through the target month is shown in green.

[Forecast Chart](http://www.forecastchart.com/washington-dc-real-estate)

#### Forecast & Real Estate Commentary

**Commentary 11438**

3rd Quarter, 2012 Data: Washington DC

The 12 month forecast for Washington DC Real Estate prices is in the table at the top of this page. ForecastChart.com is forecasting a rise in Washington DC Home Prices of 3.04%. The table shows a HDTFA of 5.32% which suggests that appreciation rates over the next year for Washington DC Real Estate could easily end up anywhere between 8.36% and -2.29%. Links to Forecasts for 49 other states and the District of Columbia may be found on the right side of this page.

The average real estate forecast for all 50 states is 0.17%. So Washington DC Real Estate prices are forecasted to outperform the rest of the country. The highest appreciation rate forecast of all Real estate forecasts at this site is 5.02% for Arizona. The lowest is -4.49% for Georgia.

**Historical Home Price Appreciation: Washington DC**

<table>
<thead>
<tr>
<th>Period</th>
<th>Rate</th>
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</thead>
<tbody>
<tr>
<td>Last Quarter</td>
<td>1.34%</td>
</tr>
<tr>
<td>Last Year</td>
<td>3.5%</td>
</tr>
<tr>
<td>Last 5 Years</td>
<td>-6%</td>
</tr>
<tr>
<td>Last 10 Years</td>
<td>76%</td>
</tr>
<tr>
<td>Last 20 Years</td>
<td>201%</td>
</tr>
<tr>
<td>Decline From All Time High</td>
<td>5.52%</td>
</tr>
</tbody>
</table>

**Annual Home Price Appreciation Rates: Washington DC**

- 1982: -4.52%
- 1983: 1.35%
- 1984: 7.50%
- 1985: 5.08%
- 1986: 12.54%
- 1987: 13.80%
- 1988: 17.14%
- 1989: 9.50%
- 1990: 0.91%
- 1991: 2.49%
<table>
<thead>
<tr>
<th>Year</th>
<th>Appreciation Rate</th>
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<tbody>
<tr>
<td>1992</td>
<td>0.57%</td>
</tr>
<tr>
<td>1993</td>
<td>0.17%</td>
</tr>
<tr>
<td>1994</td>
<td>-6.67%</td>
</tr>
<tr>
<td>1995</td>
<td>5.07%</td>
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<tr>
<td>1996</td>
<td>-1.50%</td>
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<tr>
<td>1997</td>
<td>0.25%</td>
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<td>1998</td>
<td>8.51%</td>
</tr>
<tr>
<td>1999</td>
<td>9.45%</td>
</tr>
<tr>
<td>2000</td>
<td>14.68%</td>
</tr>
<tr>
<td>2001</td>
<td>10.54%</td>
</tr>
<tr>
<td>2002</td>
<td>15.14%</td>
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<td>2003</td>
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<td>2005</td>
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<tr>
<td>2006</td>
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<td>2007</td>
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<td>2008</td>
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<td>2009</td>
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<tr>
<td>2010</td>
<td>0.75%</td>
</tr>
<tr>
<td>2011</td>
<td>1.69%</td>
</tr>
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</table>

The highest annual appreciation rate in Washington DC Real Estate was 27% in the twelve months ended with the 2nd Quarter of 1978. The worst annual appreciation rate in Washington DC was -13% in the twelve months ended with the 1st Quarter of 1982.

The highest appreciation in Washington DC Real Estate over a three year period was 81% in the three years ended with the 2nd Quarter of 1979. The worst appreciation over a three year period in Washington DC was -11% in the three years ended with the 1st Quarter of 2010.

This page provides a five year chart of appreciation rates and a forecast for the Washington DC House Price Index. The chart shows the five years ended in the 3rd Quarter of 2012. For links to longer term charts, look at the links under the five year chart (above). One link opens a chart showing over thirty years of historical appreciation rates for Washington DC Real Estate. Another opens a graph showing over thirty years of the Washington DC House Price Index. Just one glance at our long term charts can provide tremendous insight into the historical trends of residential property values. And those pages contain more than just charts. You’ll find a wealth of other useful statistics about Washington DC Real Estate.

Historical data on the Washington DC House Price Index is available back to the first quarter of 1975. All calculations are based on the quarterly value of the House Price Index for Washington DC.

In this site, you may view the one, five & ten year home appreciation rates for Washington DC and the other 49 states in one convenient table. Click the 50 State Home Appreciation Rate Table link above. The link is under the Washington DC Real Estate Appreciation Rate Chart at the top of this page. You’ll see a snapshot of historical Home Prices for Washington DC as compared to U.S. home appreciation rates.
UAA Alaska Airlines Center (formerly Seawolf Sports Arena) Information Item

A vehicular traffic/pedestrian Management Plan for large capacity events will be the final MOA and this will be coordinated with the U-Med District participants prior to occupancy of the building in July 2014. Kittelson & Associates will begin this process soon now that fee negotiations are complete for this addition to their scope of work. Public use easements and Memorandum of Agreement with DOTPF are nearly complete and the new roundabout work should begin along Elmore Road once fully executed. All design/easement issues with ML&P have also been satisfactorily been resolved.

Five contract modifications have now been issued and fully executed since reconciliation of the final $86,000,000 GMP contract. Total GMP contract currently stands at approximately $87,300,000. The bid documents included a total of over 40 Additive Alternates. These alternates have been prioritized by the Athletic Department and the project Team and, to date, nine of the Level 1, 2, & 3 priority items have been added into the project including: Auxiliary Gym divider curtain; replacing bleacher seating in portions of the performance gym; and build-out of the Green Room as well as the cheerleader locker rooms. Additional alternates will be incorporated into the project as construction progresses and remaining construction contingency funds can be released back into the project. An amendment has also been executed with the architect to include the design for all Tier 1 Graphics work. Once complete, these items (like the Additive Alternates) will be selectively added into the project as funds become available.

Cooling well reinjection submittals are still being reviewed by the Dept. of Natural Resources and a final decision/approval is anticipated shortly. Structural steel erection continues in the building with all trusses including the performance gymnasium large span trusses complete. Stairs #1-4 are now in place and the precast panel installation in the performance bowl area is complete with the exception of a small section on the east end of the building being left open for crane/equipment movement. Concrete slab-on-deck (including mech/elec rough-in) work continues throughout the building with anticipated final pour scheduled for late May. Metal stud framing continues both on the exterior perimeter of the building as well as the interior of the basement level. Fireproofing, plumbing, ductwork and electrical work are all proceeding in the basement area. Installation of the exterior skin insulating panels began mid-April along the northwest corner of the building.

Overall percentage of construction completion is approximately 35%.

The current schedule for completion is:

Planning & Design: August 2008 – Summer 2012  
Construction: May 2012 – July 2014  
Occupancy: August 2014
UAA Engineering and Industry Building Project Information Item

The RFP for the construction manager at risk (CMAR) pre-construction services for the UAA School of Engineering Building was issued August 24, 2012. Through an evaluation process required in the RFP, Neeser Construction of Anchorage, Alaska, was selected. The contract was issued to Neeser in October 2012. The project components in the CMAR contract can include: 1) a new 4 story, 75,000+ gross square foot laboratory/classroom building and 2) renovation of the existing 3 story, 40,000 gross square foot engineering building.

Meetings began in early January 2013 with representatives from the design team, UAA Facilities Planning and Construction and the CMAR contractor. In addition to the reconciliation of the construction costs between the design team and contractor, discussions included cost reviews for the early site work/footings and foundation design/construction package and the structural steel procurement package.

The 28th Alaska State Legislature session began in mid-January 2013 and ended in mid-April 2013. The original capital budget for the engineering project did not include any funding to complete the project. The FY 14 capital budget that passed the legislature and was submitted to the governor included $15 million for the UAA engineering building.

With the available funding and possibility of receiving an additional $15 million, UAA focused efforts to the construction of the new building. With the additional $15 million, the building will be completed without any funding for furnishings and equipment. In the event the capital funding is vetoed, UAA will proceed with site work, footings and foundation, underground utilities, structure steel and an exterior envelope for a “core and shell” facility until additional funding is received.

With efforts focused on the construction of the new building, discussions centered on the development of three (3) Guaranteed Maximum Price (GMP) packages. GMP package #1 would include site work, underground utilities including water, sewer, gas, electric and telecommunications, and structural steel. GMP package #2 will include concrete work, mechanical/electrical/plumbing under-slab, and installation of mechanical/electrical equipment. The final GMP, package #3, will include work to complete the building including miscellaneous metal studs/structural steel, interior walls, complete mechanical/electrical/plumbing systems, interior finishes, etc. for a complete and usable facility.

As UAA negotiates the GMP’s with the design team and CMAR contractor, UAA reserves the right to re-scope/reconcile the GMP packages to coincide with funding available with the summation of GMP costs for all construction packages not exceeding the total funding available (partial or full) for the construction of the new building. The reconciliation for the first GMP package for site work and the purchase, delivery and installation of structural steel was held
April 26, 2013. Costs were reconciled below the target cost. Contract documents are being prepared with a notice to proceed expected to be issued in early May 2013. Construction coordination meetings with the contractor, consultants, and UAA groups are in progress. UAA property near Lake Otis and Providence Drive has been identified for use for contractor employee parking, material and equipment staging for the new building construction. The property is screened by vegetation on the north and west sides for concealment; the property is in close proximity to the project construction site.

The public hearing process has been coordinated with the University facilities staff, design team, MOA and local community councils. The MOA Urban Design Commission (UDC) meeting was held February 13, 2013. Meetings with the local community councils were held throughout the month of February. At the UDC meeting, although there were negative comments regarding the parking structure presented by several local area community council representatives, the UDC approved the project subject to 19 conditions. The conditions were addressed at the UDC meeting on April 10, 2013 with the primary discussion for the UDC consent agenda focused on the condition to provide an architectural treatment for at least 1/3 of the length of the façade of the parking structure for the side facing UAA Drive. The architectural treatment proposed by the design team was approved by the UDC and is shown in these reference materials.

The current schedule for construction of the new building and renovation of the existing building is as follows:

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>New Building</th>
<th>Existing Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit (New Bldg)</td>
<td>April 2013</td>
<td>April-May 2013</td>
</tr>
<tr>
<td>Footings/Foundation</td>
<td>May 2013</td>
<td>July 2013</td>
</tr>
<tr>
<td>Structural Steel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction: Existing Building</td>
<td>August 2015-June 2016</td>
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</tr>
<tr>
<td>Occupancy: New Building</td>
<td>August 2015</td>
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</tr>
<tr>
<td>Occupancy: Existing Building</td>
<td>July 2016</td>
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</tbody>
</table>

Design and construction services for the parking structure were not included in the CMAR contract. The parking structure will be constructed using the design-bid-build delivery system. With the current emphasis on the construction of the new building using available funding, the construction schedule for the parking structure has been deferred:

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Original Schedule</th>
<th>Projected Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design:</td>
<td>February 2012-March 2013</td>
<td>February 2012-March 2013</td>
</tr>
<tr>
<td>Permit:</td>
<td>April 2013</td>
<td>April 2014</td>
</tr>
<tr>
<td>Occupancy</td>
<td>March 2014</td>
<td>July 2015</td>
</tr>
</tbody>
</table>

Attachments:
- Engineering Parking Garage Renderings
School of Engineering Proposed Parking Structure

View from UAA Drive looking South
UAF Engineering Facility Information Item

ECI-Hyer/NBBJ have completed the project Contract Documents (CD) for the first work package (foundation, structural steel, and exterior for the new building) and a construction services agreement has been issued to Davis Constructors and Engineers. The remaining design elements (building completion, fit out, and occupancy) are scheduled for completion in June 2013.

FY13 funding for the Engineering Facility allowed UAF to begin facility construction. Current construction efforts will allow for the erection and enclosure of the facility, including the final exterior roofing, walls, glass, and insulation for a fully warm and dry shell.

The State of Alaska will be providing an additional $15M in FY14 funds. UAF will use these funds to prioritize the purchase of long lead equipment, place orders for items requiring additional coordination as the shell is built (i.e. casework and duct work in shafts), and begin completion of major mechanical, plumbing, and electrical rough-in.
UAF Combined Heat and Power Plant Replacement Information Item

The consulting team of Stanley Consultants and SLR, Inc. has been advancing work toward the major deliverables of a cost estimate and air permit application. The preliminary design was submitted at the end of July 2012 and the air permit application was submitted on February 5, 2013. UAF has received preliminary comments on the application and a response has been prepared and submitted. It is anticipated that a draft permit will be issued for public comment between July 2013 and September 2013.

The preliminary cost estimate exceeded an earlier Order of Magnitude estimate by a significant margin. This estimate was reviewed further and an independent estimating effort was performed. The current Total Project Cost for the proposed replacement Combined Heat and Power Plant is $245M. Value engineering will be performed once the cost estimate is finalized to explore potential cost savings without affecting the performance parameters of the proposed facility.

In addition to pursuing the solid fuel option, a cost estimate is being prepared for a natural gas option for UAF should reasonably priced natural gas becomes available. This is being prepared as a contingency as there does not appear to be a reliable, reasonable cost natural gas supply available to UAF in the next 5-10 years. It is anticipated that a natural gas option will be about 60 percent of the cost of a solid fuel plant, but annual operating costs (primarily fuel) would be much higher and more volatile. A cost estimate will be available in mid-May 2013.

The air quality permit is expected to be posted for public comment this summer. When approved, UAF will proceed with the first stage of design, selection of the major equipment vendors (boiler, turbines, and condensers). This effort will cost up to $3M and UAF will fund it from Deferred Maintenance funds.

Highlights of the Atkinson Heating Plant Critical Utilities Revitalization project since Last Report to Board of Regents

- The contract for the replacement of the deaerator tank, feed-water heater and key high pressure valves is complete.
- The contract for the replacement of Variable Frequency Drives has been awarded. Completion is scheduled for April 2014. Half of the work will be completed in 2013 and the remainder is scheduled for boiler overhaul in 2014.
West Ridge Deferred Maintenance Master Plan Information Item

PROJECT UPDATE

UAF completed and gained Board Academic and Student Affairs Committee agreement with the Mission Area Analysis and Statement of Need that demonstrated the importance of the programs that are on West Ridge. The project team has completed facility audits on the five older buildings and developed a formal database of deferred maintenance items along with finite cost analysis for each item as well as for each building as a whole. With this data, UAF has developed a long term renovation plan for West Ridge that involves significant investment in some facilities, repurposing or demolition of others, and new space to accommodate both a space deficit and need for surge space.

With the high quantity of deferred maintenance needs, the best approach for renovations will be to displace major portions or all of the program activity in the older facilities while the construction occurs. With only a small fraction of useable space on West Ridge available for reassignment during building renovations, some new space will need to be constructed. The current plan calls for approximately 120,000 square feet of new space to accommodate fluctuations in space needs and reassignment, building repurposing, and a space deficit identified in the 2010 Master Plan.

Based on the Facility Condition Index for the older buildings, UAF is recommending investment in complete renewal of the Arctic Health Research Building, Irving 1, and Elvey as laboratory facilities for research and teaching. The existing O’Neill and Irving 2 facilities are recommended for demolition or repair, with construction of new space to support administrative, student support, research support, and classroom functions since the cost to renovate them into state of the art labs exceeds the replacement cost of the buildings. The lab functions currently housed in the two facilities would eventually be relocated to the proposed new facility. Through the renovations, repurposing, and construction of new space, UAF also will accomplish a major realignment of space by department.

Overall, the multiyear plan will take a major investment of nearly $361M in deferred maintenance and new construction funds. The initial phases of the plan will be carried out with smaller portions of funding from FY13 and FY14 State of Alaska Deferred Renewal funds. These initial phases include relocation of the animal vivarium, relocation of critical functions such as the Alaska Earthquake Information Center from Elvey into the West Ridge Research Building, and possibly concept design for renovations in Elvey, Irving 1 and Arctic Health.
UNIVERSITY OF ALASKA FAIRBANKS
West Ridge Deferred Maintenance
West Ridge Research Facilities

Introduction

The West Ridge Deferred Maintenance Master Plan is intended to address major renewal or replacement necessary to bring the facilities up to standard while maintaining continuity in University of Alaska Fairbanks’ research enterprise, and increasing the integration of teaching into these facilities. The existing program deficit identified in the 2010 Campus Master Plan necessitates the development of sufficient surge space for programs displaced by renovations. Initially the project will assess the condition of each facility on the UAF West Ridge Campus, and develop logical phasing, budgetary estimates, and program space allocation.

This study will build upon the 2010 Campus Master Plan and will be guided by its established goals.

- Support the integration of teaching and research.
- Enhance both the academic and student life experience.
- Improve campus access and circulation.
- Preserve and highlight the unique natural and cultural aspects of the campus.
- Enhance space quality and maximize effective utilization.
- Employ best practices in sustainability.
This Planning effort has the following components:

- A space programming effort which included interviews with UAF administrators, faculty, and staff. A 5 year planning horizon of 2017 has been used in verifying projected space deficits identified in the 2010 Campus Master Plan.

- A “DEEP LOOK” Facility Condition Survey which investigated each of the five principal and oldest research facilities in UAF West Ridge Research Campus. This investigation identified facility systems deficiencies, and developed costs to correct these deficiencies. An interactive sortable data base was prepared for future UAF Facilities use in correcting these deficiencies.

- Development of a Facility Master Plan which
  - Will provide up to date research facilities suitable to meet the needs of the world class research which occurs at UAF.
  - Colocates currently scattered but related research groups.
  - Suggests a time development line resulting a logical sequence of activities.
  - Provides a budget level cash flow analysis based upon the time line, and estimated costs of making the necessary Research Facility improvements.
The University of Alaska Fairbanks has historically been able to secure grant funding at levels that are well above peer institutions on a per capita basis. This success has enabled UAF to become a world class research center. Anticipated enhancements for research revenue include:

- State funded research such as UAV and Ocean Acidification.
- Research focused on the Issues of the Arctic including aerospace, climate change, and oil spill response. UAF’s position of strength in the global research market provides an advantage in securing private grants in this topic area.
- The strength of UAF’s interdisciplinary programs to attract top doctoral candidates and their associated grant funding.
- Continuation and anticipated expansion of existing programs including EPSCOR and SNAP.
5 West Ridge Research Facilities Allocation by Space Type

- 2010 Campus Master Plan identifies a projected area deficit of approximately 183,000 ASF for Research and Open Laboratories, Animal Quarters, Hazardous Materials, Greenhouse, Meeting Areas, and Offices. The new Murie Building will provide approximately 30,000 ASF of dedicated research related space.

<table>
<thead>
<tr>
<th>Type</th>
<th>Current (ASF)</th>
<th>Adequate (ASF)</th>
<th>Need (ASF)</th>
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<td>Office</td>
<td>149,715</td>
<td>156,884</td>
<td>7,169</td>
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<td>Research Laboratory</td>
<td>157,892</td>
<td>220,637</td>
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<td>Classroom</td>
<td>20,091</td>
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<td>43,341</td>
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<td>Conference</td>
<td>18,753</td>
<td>25,763</td>
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<td>Vivarium</td>
<td>15,704</td>
<td>16,087</td>
<td>383</td>
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<td>Computer</td>
<td>6,677</td>
<td>6,934</td>
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<td>Greenhouse</td>
<td>11,708</td>
<td>17,208</td>
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<td>Collections</td>
<td>31,725</td>
<td>44,469</td>
<td>12,744</td>
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<td>Exhibitions</td>
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<td>Other</td>
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<td>45,041</td>
<td>32,013</td>
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<td>Total</td>
<td>485,948</td>
<td>632,450</td>
<td>146,502</td>
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6 West Ridge Research Facilities
Facility Deficiency Analysis

- In the first 4 months of 2013, a DEEP LOOK condition survey was conducted of the following buildings: Elvey, O’Neill, Irving I & II, and Arctic Health Research.
- This analysis included a new remediation cost estimates.
- Independent estimates of facility replacement and demolition costs have been developed by the Planning team.
- A facility condition index (FCI) has been calculated for the highlighted buildings.
  - FCI = Renovation Cost/Replacement Cost.
  - An FCI greater than 0.70 typically merits serious replacement consideration.
  - The FCI range for Elvey, O’Neill, Irving 1, and Irving 2 substantially exceed 0.70 with the following needs:
    - Full replacement of mechanical and electrical systems.
    - Full exterior envelope upgrades to meet current energy conservation goals.
    - Significant hazardous materials abatement.
    - Significant seismic and structural upgrades at Elvey and O’Neill.
  - AHRB, Elvey, and Irving 1 are classified as High Program/Low Net Asset Value. O’Neill and Irving 2 are classified as Low Program/Low Net Asset Value.
  - Since Akasofu, WRRB, and Life Sciences are new construction the FCI is assumed to be significantly below 0.70.
- Less than 9,000 ASF of surge space will become available with the inclusion of Life Sciences. Much of the remediation and upgrades necessitate entire floors or buildings to be temporarily vacated during this process. Additionally, Elvey, Irving 1, and Irving 2 are not ideally suited to support efficient open wet lab research configurations.
Purpose
A “deep look” facility and condition assessment survey of the Arctic Health, Elvey, Irving I, Irving II, and O’Neill buildings was conducted in January/February 2013. The survey provides a comprehensive list of physical and functional building deficiencies that is incorporated into a database that links each deficiency with an estimated cost to correct the deficiency. Together, this information can be used to determine the level of renewal or replacement of buildings and infrastructure to guide decisions for capital funding requests.

Process
- Review previous reports, drawings, and other available information
- Site investigations; room by room; broad to specific
- Compile information into one deficiency database
- Send to estimator for pricing
- Confirm FCI for each building

Database
- 1,400 total deficiencies identified
- Laboratories comprised 920 of these = 66% of total
- Major Building Systems (Architectural, Electrical, Mechanical, Structural); plus laboratories for functionality, life safety, code, and ADA
- Deficiency, photo, and correction action
- Categories (Life Safety, ADA, Code, Energy, Deferred Maintenance, Functionality)
- Priority (Immediate (0 yrs.); Critical (1 yr.); Necessary (2-5 yrs.); Recommended (6-10 yrs.))
- Costs (Category 1 = labor & material; Category 2 = labor & material + project development cost factors
- Use – simple to sort/filter by building, system, priority, category, and its exportable to Excel
8 West Ridge Research Facilities Images

North elevation of O’Neill

Energy deficiency: Infrared Image

Lab deficiency
Obsolete equipment hoods

Mechanical deficiency
Failing pipe insulation

O’Neill interstitial space
Structural deficiency
Inadequate tie to concrete core
Un-braced suspended ceiling

Electrical deficiency
Wet pipes near panel

Deficiency Images
9 West Ridge Research Facilities

Laboratory Deficiency Themes

- Laboratories renovated within the last 10 years support current research standards. Most of this renovation is concentrated in Arctic Health Research Building and Irving 1.

- The Mechanical, Electrical and Plumbing systems for Elvey, O’Neill, and Irving 2 do not support current wet lab research standards. Recirculated air combining lab and office areas is utilized in O’Neill and Irving 2. Elvey is better suited for dry research and office functions: the ceiling heights limit proper lab ventilation. Impurities in the water supply for O’Neill make it unfit for most research purposes. The vibration performance for O’Neill limits the type of research that can occur in the building.

- Old and worn casework is often installed incorrectly and is not seismically braced. Finishes including countertops, flooring, and ceiling tiles most likely contain hazardous materials. Old and non-code compliant equipment pose potential safety risks.

- Most labs do not adhere to ADA accessibility codes. Safety clearances between bench tops and around equipment are often insufficient. Safety showers and emergency eyewash stations are either inaccessible or missing.

- Lack of sufficient research related office space has led to lab areas either sharing or being converted to office use. Field gear and lab supplies are often located in the research lab areas due to insufficient field equipment storage space.
10 West Ridge Research Facilities Value Analysis

Net Asset vs. Program Value

Building Condition (NAV)

Value of Facility to Program
1-10 scale: 1 = low/10 = high

-existing Facilities

UNIVERSITY OF ALASKA FAIRBANKS
West Ridge Deferred Maintenance
April 25, 2013

Reference 49

Life Sciences IARC
Reichardt Museum of the North
AHRB
Elvey Irving 1
O’Neill Irving 2

High Program Value/High NAV
Maintain & protect
High Program Value/Low NAV
Repairs & space improvement
Low Program Value/Low NAV
Emergency work only
Low Program Value/High NAV
Focus on system work/min. space

40% 50% 60% 70% 80% 90% 100%
11 West Ridge Research Facilities Building Condition Analysis

Master Plan Time Line
<table>
<thead>
<tr>
<th>Building</th>
<th>Site</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>West Ridge Research Building</td>
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<tr>
<td>O'Neil</td>
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<tr>
<td>Irving 1</td>
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<td>Irving 2</td>
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<tr>
<td>Akasofu</td>
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<tr>
<td>Elvey Annex</td>
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<tr>
<td>Butrovich Building</td>
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<tr>
<td>Arctic Health Research Building</td>
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<td>Life Sciences</td>
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<tr>
<td>Virology Lab</td>
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<tr>
<td>Biological Research and Diagnostics Facility</td>
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<tr>
<td>Museum of the North</td>
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</tbody>
</table>

**Reference:** 49

**Building Site Capacity**

*UNIVERSITY OF ALASKA FAIRBANKS* West Ridge Deferred Maintenance

*April 25, 2013*
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<tbody>
<tr>
<td>Fit out shell space in BIRD/Virology for Vivarium</td>
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<tr>
<td>Relocate Vivarium from Animal Quarters to Virology</td>
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<tr>
<td>Convert Animal Quarters to Temp. Vet-Med Space</td>
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<tr>
<td>Relocate ARSC from WRRB</td>
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<td>Relocate Admin from WRRB (Temp Location TBD)</td>
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<tr>
<td>Relocate 24/7 from Elvey to WRRB</td>
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<tr>
<td>Relocate GI to Temporary Quarters</td>
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<tr>
<td>Whole Building Renovation of Elvey</td>
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<tr>
<td>Floor By Floor renovation of Elvey (only is substantial DM funding is not secured)</td>
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<tr>
<td>Relocate Admin to Elvey/Move Back GI</td>
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<tr>
<td>Relocate Library from AHRB to Akasofu</td>
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<tr>
<td>Relocate Café from AHRB to Trailer</td>
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<tr>
<td>Convert Vacated Spaces to Labs</td>
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<tr>
<td>Relocate to converted labs and renovate remaining portions of AHRB</td>
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<tr>
<td>New Laboratory Building</td>
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<tr>
<td>Relocate SNRAS from O’Neill to AHRB</td>
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<tr>
<td>Relocate SFOS From O’Neill to New Lab Building</td>
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<tr>
<td>Repurpose O’Neill vacated floors 2 &amp; 3 to offices &amp; classroom</td>
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<tr>
<td>Repurpose O’Neill vacated ground floor to Field Prep-Storage</td>
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<td>Relocate SFOS from AHRB to New Lab Building</td>
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<tr>
<td>Relocate SFOS from Irving 2 to New Lab Building</td>
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<tr>
<td>Repurpose Irving 2 to Offices for IAB/CNSM</td>
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<tr>
<td>Relocate IAB Admin Offices in Irving 1 to Irving 2</td>
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<tr>
<td>Relocate IAB Admin Offices in Arctic Health to Irving 2</td>
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<tr>
<td>Renovate/Convert Irving 1 Vacated Spaces to Research Laboratory</td>
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**Spending Plan (in millions)**

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**Total FY15 to FY25 $361,000**

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**Master Plan Time Line and Cash Flow**

**UNIVERSITY OF ALASKA FAIRBANKS West Ridge Deferred Maintenance**
UNIVERSITY OF ALASKA FAIRBANKS
West Ridge Deferred Maintenance
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Un-shaded Columns are original distribution
Shaded Columns are updated distribution

Reference 50
## DM and R&R Expenditures and Encumbrances by FY then MAU (in thousands)

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Reference 51
Sightlines, LLC
University of Alaska System Presentation
FY2012

Date: April 3, 2013
Presented by: Colin Sanders, Laura Vassilowitch & Sheena Salsberry
Sightlines Profile

Common vocabulary, consistent methodology, credibility through benchmarking

The annual investment needed to ensure buildings will properly perform and reach their useful life **“Keep-Up Costs”**

The accumulated backlog of repair and modernization needs and the definition of resource capacity to correct them. **“Catch-Up Costs”**

**Annual Stewardship**

**Asset Value Change**

The effectiveness of the facilities operating budget, staffing, supervision, and energy management

**Asset Reinvestment**

**Operational Effectiveness**

The measure of service process, the maintenance quality of space and systems, and the customers opinion of service delivery

**Service**

**System Peers**

- **Connecticut**
- Maine
- Missouri
- Mississippi
- New Hampshire
- Oregon
- Pennsylvania

*New system peer*
Sightlines Profile
Common vocabulary, consistent methodology, credibility through benchmarking

Operating funds:
- State General Funds
- Student tuitions & Fees
- F&A Recovery
- Other

Capital funds:
- Bonds
- State General Funds
- Federal Grants
- Foundations Grants

Annual Stewardship
Asset Reinvestment

- Facilities operating budget
- Staffing levels
- Energy cost and consumption

- Campus Inspection
- Service Process
- Customer Satisfaction Survey

System Peers
- Connecticut*
- Maine
- Missouri
- Mississippi
- New Hampshire
- Oregon
- Pennsylvania

*New system peer

Reference 52
### Scope of work

**Total GSF:** 6.6M GSF; 346 buildings

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<th>MAUs</th>
<th>Campuses</th>
<th>GSF</th>
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| [University of Alaska Anchorage](https://www.uaa.alaska.edu) | • Anchorage  
• Kenai Peninsula  
• Kodiak College  
• Matanuska- Susitna College  
• Prince William Sound Community College | 2.6M GSF  | 95 Buildings |
| [University of Alaska Fairbanks](https://www.uaf.alaska.edu)   | • Fairbanks  
• Community and Technical College  
• College of Rural & Community Development | 3.3M GSF  | 212 Buildings |
| [University of Alaska Southeast](https://www.uas.alaska.edu)  | • Juneau  
• Ketchikan  
• Sitka | 569K GSF  | 39 Buildings |
When Stewardship falls...
1. Failures increase
2. Operational effectiveness falls
3. Customer satisfaction decreases
4. Capital investment is driven by customers. Space wins over systems.
5. The backlog of needs increases

Focused project selection...
1. Decreases operating costs
2. Savings increase stewardship
3. Planned maintenance grows
4. Customer satisfaction improves
5. Greater flexibility of project selection repeats the cycle.
UA System’s ROPA Radar Charts

UA System FY12

- Asset Reinvestment
- Annual Stewardship
- Service
- Operating Effectiveness

UAA

UAF

UAS

Reference 52
Western Region Trends

(AK, AZ, CA, CO, ID, MT, NM, OR, TX, WA)
#1 Dichotomy of campus age profiles

Campuses are growing older

(% Square Footage over 25 years old
(Renovation Age)

Western Region (AK, AZ, CA, CO, ID, MT, NM, OR, TX, WA)

- 2007: 38% 18%
- 2008: 38% 19%
- 2009: 38% 19%
- 2010: 39% 19%
- 2011: 39% 19%
- 2012: 38% 20%

Legend:
- Blue: 25 to 50 Years of Age
- Red: Over 50 Years of Age
#2 Cyclical capital investments

Investments decreasing to national database average

Capital Investment into Existing Space

**Western Region Database**

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Capital</th>
<th>One-Time Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$1.5</td>
<td>$2.9</td>
</tr>
<tr>
<td>2008</td>
<td>$1.8</td>
<td>$4.6</td>
</tr>
<tr>
<td>2009</td>
<td>$1.8</td>
<td>$5.2</td>
</tr>
<tr>
<td>2010</td>
<td>$1.7</td>
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<td>2011</td>
<td>$1.6</td>
<td>$3.4</td>
</tr>
<tr>
<td>2012</td>
<td>$1.4</td>
<td>$3.5</td>
</tr>
</tbody>
</table>

**National Database**

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Capital</th>
<th>One-Time Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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<td>2010</td>
<td>$1.3</td>
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<tr>
<td>2011</td>
<td>$1.5</td>
<td>$3.4</td>
</tr>
<tr>
<td>2012</td>
<td>$1.6</td>
<td>$3.3</td>
</tr>
</tbody>
</table>

Western Region (AK, AZ, CA, CO, ID, MT, NM, OR, TX, WA)
#3 Less investment into space projects in 2012

Shifting investments towards building envelope, system, and infrastructure needs

Western Region
Total Project Spending
FY2002

2007

- Building Envelope: 40%
- Building Systems: 24%
- Infrastructure: 13%
- Space Renewal: 10%
- Safety/Code: 13%

2012

- Building Envelope: 26%
- Building Systems: 29%
- Infrastructure: 14%
- Space Renewal: 8%
- Safety/Code: 13%

Western Region (AK, AZ, CA, CO, ID, MT, NM, OR, TX, WA)
#4 Steady increase in backlog

The western region saw an 11% increase in backlog since FY07

Western Region (AK, AZ, CA, CO, ID, MT, NM, OR, TX, WA)
UA System profile

Major factors that influence campus operations and decisions
Alaska in Context: Campus renovation age vs. peers

57% of Alaska System space is over 25 years old

Renovation Age Categories

System peer comparison

% of space over 25 years old

Peer system comparison

Systems Ordered by Tech Rating

Peer System Average
Age profile informs capital strategy

Renovation Age Categories

System peer comparison

- **High Risk** (50%): Buildings over 50
  - Life cycles of major building components are past due. Failures are possible. Core modernization cycles are missed.
  - Highest risk

- **High Risk** (33%): Buildings 25 to 50
  - Life cycles are coming due in envelope and mechanical systems. Functional obsolescence prevalent.
  - Higher Risk

- **Medium Risk** (19%): Buildings 10 to 25
  - Lower cost space renewal updates and initial signs of program pressures
  - Medium Risk

- **Low Risk** (23%): Buildings Under 10
  - Little work, “honeymoon” period.
  - Low Risk

Reference 52
Alaska in Context: Tech rating
Alaska System Tech Ranges from 2.5 to 3.3

Tech Rating by MAU

Tech Rating
Peer system comparison

SL Public University FY2012 Average: 2.93
Alaska in Context: Density Factor

UA System Density Factor range: 280-640

Density Factor by MAU

UA System Density Factor

SL Public University FY2012 Average: 616

*Users Include Faculty, Staff, Student FTEs

Peer System Average

Peer Range

Reference 52
Alaska in Context: Building Intensity

UA System Building Intensity Average: 56 Buildings/1M GSF

Building Intensity by MAU

- UAA
- UAF
- UAS

UA System Average: 56 Buildings/1M GSF

Building Intensity System Averages

Peer system comparison

SL Public University FY2012 Average: 39

Reference 52
Capital, Budget, and Operations

Asset value change and performance value
UA System terminology to Sightlines

**DM**
- **One-time Capital**

**R&R**
- **Fund 1**
  - **Recurring Capital**

**M&R**
- **Projects**
- **Daily Maintenance**
- **Recurring Capital**
- **Maint. & Operating Budget**

**Grounds & Custodial**
- **Daily Operations**
- **Maintenance & Operations Budget**

*Stewardship and Reinvestment classifications are based on funding source rather than type of work.*
Total capital spending

Total FY12 investment was $130M

**Project split-out**
FY06-FY12

- 48%
- 52%

**Total UA System**
Capital Spending

- Avg: $83M
- Millions

<table>
<thead>
<tr>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>$32.2M</td>
<td>$28.4M</td>
<td>$99.9M</td>
<td>$90.2M</td>
<td>$78.7M</td>
<td>$98.6M</td>
<td>$130M</td>
</tr>
</tbody>
</table>

Existing Facilities
Non-Facilities/New Space

Reference 52
Total capital spending in facilities

Total facilities related investments in FY12 was $54M

**Total UA System Capital Spending**

- **Existing Facilities**
  - FY2006: $22.2M
  - FY2007: $27.0M
  - FY2008: $42.7M
  - FY2009: $48.2M
  - FY2010: $60.0M
  - FY2011: $43.8M
  - FY2012: $53.9M

**Average: $42.5M**

Reference 52
Sightlines’ stewardship “Best Practice” target
Creating a target for recurring funding sources from operating budget funds

UA System – FY2012 Stewardship Targets

$107.4

$65.6

Annual Stewardship
Recurring capital: *M&R and R&R projects*
Planned Maintenance: Service contracts and PM work order labor and materials

*Stewardship and Reinvestment classifications are based on funding source rather than type of work*
Total capital investment vs. target need

Funding 19% of stewardship target on average

UA System — Annual Stewardship

*Capital investments includes renovation of vacated space
Total capital investment vs. target need

Deferral rate since FY06 totals up to $303M

UA System – Annual Stewardship

*Capital investments includes renovation of vacated space*
Capital investment vs. target comparison

Increasing AS by $8.2M each year will help UA System reach Sightlines’ target range.

% of Target – 7 year average
By MAU

% of Target – 7 year average
Peer system comparison

Target Range – Sustaining or Increasing Net Asset Value

# of Target

- UA System Average

- Reference 52

- Systems Ordered by Tech Rating
Capital investment mix profile for UA

UA spending mix follows with regional trend- shifting away from space projects

UA System FY07
Mix of Spending

- 51% Bldg. Envelope
- 21% Bldg. Systems
- 11% Infrastructure
- 10% Code
- 7% Space

UA System FY12
Mix of Spending

- 33% Bldg. Envelope
- 26% Bldg. Systems
- 7% Infrastructure
- 7% Code
- 16% Space

Reference 52
Capital investment mix profile comparison FY12

UA system and system peers mix of spending similar to regional database

UA System FY12
- Bldg. Envelope: 18%
- Bldg. Systems: 33%
- Infrastructure: 26%
- Space: 27%
- Code: 7%

System Peers FY12
- Bldg. Envelope: 14%
- Bldg. Systems: 21%
- Infrastructure: 31%
- Space: 27%
- Code: 7%

Regional Database FY12
- Bldg. Envelope: 13%
- Bldg. Systems: 25%
- Infrastructure: 26%
- Space: 29%
- Code: 7%
Investment Focus - Envelope & Mechanical Projects

Recent years focusing on envelope and mechanical needs

**% of Target by Project Category**

- **% of Envelope, Mechanical, & Infrastructure vs. Target**
- **% of Space & Programming vs. Target**

**UA System Total Consumption**

- **Target**
- **Fossil BTU/GSF**
- **Electric BTU/GSF**

Reference 52
DM&R Progression over time

UA System backlog of deferred maintenance and renewal totals $1.1B in FY12

UA System Total DM&R
FY06-FY12

$ in Millions

FY06
FY07
FY08
FY09
FY10
FY11
FY12

$698M
$736M
$875M
$888M
$941M
$1,033M
$1,082M

+55%
*Stewardship and Reinvestment classifications are based on funding source rather than type of work.
Operating Budget vs. Peer Systems

UA system closer to peers when accounting for the cost of living

**Daily Service:** Maintenance, Grounds, Custodial, and Facilities Admin budget
Includes all personnel, supplies, materials, and contract costs

---

**Operating Budget FY12**

**Regionally Adjusted Operating Budget FY12**

*Adj usted budget reflects a comparison normalized for regional cost-of-living variance*
Maintenance performance

UA System coverage ratio similar to peers despite having more buildings to cover!

**General Repair score (1-5)**

<table>
<thead>
<tr>
<th>UA System avg.</th>
<th>Peer System avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.07</td>
<td>3.80</td>
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</tbody>
</table>

**SA**
Custodial performance

Covering more buildings with comparable inspection scores

Custodial Staffing Coverage

GSF/FTE

Cleaned Buildings/FTE

Systems Ordered by Density Factor

Systems Ordered by Building Intensity Avg.

Peer System Average

Cleanliness Score (1-5)

UA System avg.

Peer System avg.

<table>
<thead>
<tr>
<th>Cleanliness Score (1-5)</th>
<th>UA System avg.</th>
<th>Peer System avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.00</td>
<td>4.10</td>
</tr>
</tbody>
</table>
Bringing it all together
FY10 Recommendations

Reduce effects of a high cost structure, campus complexity and regional strain by:

- Tracking operations and capital data consistently across all MAU’s to ensure accurate comparisons and analysis.
- Quantifying the backlog consistently across all MAU’s to aid in implementing a long-range capital plan that includes both keep-up and catch-up funding.
- Monitoring daily operations to maximize efficiencies and track the correlation between change in backlog and operational metrics, including:
  - Operating budget
  - Energy consumption
  - Staffing levels
  - Campus inspection
- Monitoring academic space utilization rates to ensure efficient use of facilities.

FY11 Recommendations

- Create a manageable target that is applicable to all the MAUs that will help reduce the backlog and maintain facilities at a sustainable level.
- Understand impact of wide ranging density factors, tech ratings, and age, and develop differentiated maintenance, repairs, and stewardship strategies for each MAU.
- Fund projects that will steward the space under 10 (keep your young space young), and address the life cycles/deferred needs in space over 25 (renovate older, worn out buildings).
  - University Building Fund (In progress)
Continue to complete the Investment Strategy Building Chart to incorporate plans for future budgets. Putting a strategy in place will help reach the goal to decrease the DM&R.
Using the detailed analysis for multi-year investment planning.
Investment strategy and project selection based on facts.

UA Investment Strategy Quadrant Chart
174 Academic/Research Buildings of 401 Total Facilities

- Low Value to Program, High NAV
  - Focus on system work to extend life
  - Repurpose as Cost Effective

- Low Value to Program, Low NAV
  - Emergency Work Only
  - Possibly Slated for Demo or Removal

- High Value to Program, High NAV
  - Maintain & Protect
  - Manage for Building Life Cycle

- High Value to Program, Low NAV
  - Repairs & Space Improvement
  - Deferred Maintenance as Cost Effective

Legend:
- UAA
- UAF
- UAS

Numbers near each symbol indicate the number of facilities at that data point.
FY12 recommendation #2

Database shows national trends of increasing backlog and daily service budget

Decreasing the DM&R will help relieve stress on facilities maintenance and operations budget

National Database

Backlog and Daily Service % Change since FY07

% Change since FY07

% 0% 2% 4% 6% 8% 10% 12% 14% 16%

2007 2008 2009 2010 2011 2012

Reference 52
While adopting new investment strategies, a consistent method of communicating to the campus community is vital for expectation levels. Providing feedback for work requests will help with the scheduling and service levels, also helping to address overall general satisfaction.
Questions and Discussion
Appendix
Tech Rating by Campus

UAA

- Composite: 3.3
- Anchorage: 3.4
- KPC: 3.0
- Kodiak: 3.0
- Mat-Su: 2.9
- PWSCC: 3.1

UAF

- Composite: 3.0
- Main: 3.0
- CTC: 3.0
- CRCD: 2.3

UAS

- Composite: 2.5
- Juneau: 2.6
- Ketchikan: 2.0
- Sitka: 2.0

Tech Rating Criteria

- 5. All of 4 and 100% outside air; Bio containment level 2 or 3
- 4. High pressure steam; Central cooling- VAV system; Chillers; DDC Controls; HVAC system; Fume Hoods
- 3. Medium pressure steam; Central cooling; pneumatic controls
- 2. Low pressure steam; local cooling (window unit)
- 1. Residential grade or no heating; no cooling

Database Average

Reference 52
Campus profile: Density Factor

Users: Student, Faculty and Staff FTE

Density Factor by Campus

User / 100,000 GSF

Database Average

UAA

UAF

UAS

Reference 52

Database Average
Campus profile: Building Intensity

# of buildings / 1M GSF

Building Intensity by Campus

**UAA**

- Composite
- Anchorage
- KPC
- Kodiak
- Mat-Su
- PWS CC

**UAF**

- Composite
- Main
- CTC
- CRCD

**UAS**

- Composite
- Juneau
- Ketchikan
- Sitka

Database Average

Reference 52
The University of Alaska Facilities and Land Management Office engages in responsible land and resource development of University of Alaska trust lands maintaining its fiduciary responsibility to secure an appropriate financial return for the University.

Facilities and Land Management FY13 Goals, Targets and Accomplishments
The primary goal for the University of Alaska Land and Management Office (LMO) is to generate revenue to support the University’s educational & research mission, through the responsible development of its trust lands and to prudently manage land dedicated for educational purposes consistent with campus goals and objectives. Revenue-producing activities include selling lots in residential, recreational and commercial subdivisions; timber sales; land and building acquisitions and sales; leasing residential and commercial land, mineral lands, and oil and gas lands; material (gravel) sales; easements; and permits.

The land management staff developed an FY13 work plan which set targets for nine potential revenue streams with an overall goal of ending the declining revenue trend by increasing FY13 revenue by $1 million, and identified tasks for completion that would support increases in years to come. With ten months of FY13 completed we expect all but two of those targets to be met by year-end. This year we placed renewed emphasis on seeking revenue from timber and material sales, as well as oil & gas permits for exploration. Last month we received a bid for timber at the Edna Bay property which should begin generating some revenue in FY14. The newest material sale contract will begin producing significant revenue in June.

LMO has worked with the MAUs on several efforts to avoid costs; for example, by obtaining a controversial setback variance for the Mat-Su campus, saving the Valley Center for Arts and Learning project an estimated $2 million in added construction costs.

If we are successful in completing two of the purchase and sale transactions before June 30th which are on the agenda for this meeting, we will have increased LGTF asset value by nearly $22 million ($31 million appraised value for Bragaw Complex less $9.4 million booked value for Diplomacy).

Facilities and Land Management FY14 Work Plan Goals
- Continue an upward trend of revenue generation.
- Seek development opportunities in and around Alaska communities to improve economic opportunities while increasing revenues to the Land Grant Trust Fund.
- Improve the online availability of UA Facilities and Land Management property information to raise awareness of UA lands, increase development opportunities and encourage support for University programs and increase accountability to the Board of Regents, Legislature and the People of Alaska.
- Continue expanded outreach to agencies and corporations with common development goals and develop dynamic partnerships with public and private entities to enhance revenue opportunities and stewardship opportunities for University resources.
- Continue partnering with appropriate UA researchers to improve knowledge about UA lands.
FY14 work plan – major project focus:

- Seek additional contracts for material sales associated with the Port MacKenzie Rail Extension and KABATA projects
- Pursue Port MacKenzie Development Partnership with Mat-Su Borough
- Finalize KABATA Right-of-Way Disposal
- Dion Lake Subdivision Development in Mat-Su, south of Big Lake
- Vacate Section Line Easement that bisects Mat-Su campus
- Complete Bill Ray Center Disposal
- Complete Bragaw Office Building Complex (1901 building) occupancy by UAA
- Finalize research and develop market fee and permit rate schedule
- GCI & Verizon Cell Tower Permit, Fairbanks
- Residential Acquisitions for Juneau campus
- MAPTS Lease, Anchorage
- Complete negotiations and contract for Edna Bay Timber Sale, Prince of Wales Island
- Establish Wetlands Mitigation Bank(s) 2013 flm_work plan report 5.10.13
- Continue associating UA land research data to Land Management decision-making concerning identification of strategic opportunities for revenue enhancement.
- Continue building productive relationships with other land management agencies
**Construction In-Progress Reports**

**Capital Project Master Schedules:**

1. UAA
2. UAF
3. UAS

<table>
<thead>
<tr>
<th>UAA:</th>
<th>Procurement Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alaska Airlines Center (Seawolf Sports Arena)</td>
<td>CMAR</td>
</tr>
<tr>
<td>2. Allied Health Renovations</td>
<td>DBB</td>
</tr>
<tr>
<td>3. Beatrice McDonald Building Renewal</td>
<td>DBB</td>
</tr>
<tr>
<td>4. Engineering and Industry Building</td>
<td></td>
</tr>
<tr>
<td>5. Engineering Parking Garage</td>
<td>DBB</td>
</tr>
<tr>
<td>6. Existing Engineering Building Renewal</td>
<td>CMAR</td>
</tr>
<tr>
<td>7. Housing Security Systems Upgrade</td>
<td>DBB</td>
</tr>
<tr>
<td>8. MAC Housing Renewal</td>
<td>CMAR</td>
</tr>
<tr>
<td>9. Science Building Renovation</td>
<td>DBB</td>
</tr>
<tr>
<td>10. Kodiak Student Services Remodel</td>
<td>DBB</td>
</tr>
<tr>
<td>11. Kodiak College Vocational Technology &amp; Warehouse Facility</td>
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</tr>
<tr>
<td>12. KPC Career and Technical Center</td>
<td>DBB</td>
</tr>
<tr>
<td>13. KPC Generator</td>
<td>DBB</td>
</tr>
<tr>
<td>14. KPC Soil Remediation</td>
<td>DBB</td>
</tr>
<tr>
<td>15. KPC Student Housing</td>
<td>DBB</td>
</tr>
<tr>
<td>16. Mat-SU JKB Science Lab Renewal</td>
<td>DBB</td>
</tr>
<tr>
<td>17. Mat-Su Valley Center for Arts &amp; Learning</td>
<td>DBB</td>
</tr>
<tr>
<td>18. PWSCC Wellness Center Renovation &amp; Campus Renewal</td>
<td>DBB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UAF:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Antenna Installation Alaska Satellite Facility</td>
<td>DBB</td>
</tr>
<tr>
<td>2. Atkinson Power Plant Renewal</td>
<td>DBB</td>
</tr>
<tr>
<td>3. Arctic Health Lab Revitalization</td>
<td>DBB</td>
</tr>
<tr>
<td>4. Butrovich Sidewalk Replacement</td>
<td>DBB</td>
</tr>
<tr>
<td>5. Butrovich Retaining Wall Replacement</td>
<td>DBB</td>
</tr>
<tr>
<td>6. Campus-wide ADA Guidelines Compliance</td>
<td>DBB</td>
</tr>
<tr>
<td>7. Campus-wide Elevator Upgrades and Replacements</td>
<td>DBB</td>
</tr>
<tr>
<td>8. Campus-wide Energy Upgrades Fairbanks Campus</td>
<td>SS</td>
</tr>
<tr>
<td>9. Campus-wide Roof Replacements</td>
<td>DBB</td>
</tr>
<tr>
<td>10. Campus-wide Student Dining Development</td>
<td>P3</td>
</tr>
</tbody>
</table>
11. Critical Electrical Distribution Renewal Phase 2  
12. CTC Aviation Hangar Renovation  
13. Cutler Apartment Retaining Wall  
14. Engineering Facility  
15. Fine Arts Vapor Barrier  
16. Harper Building Interior Upgrades  
17. Margaret Murie Life Sciences Research and Teaching Facility  
18. Utilities Wood Center Vault  
19. West Ridge Steam Capacity Expansion  
20. West Ridge Deferred Renewal Master Plan  
21. Campus-wide Rural Energy Upgrades  
22. Bristol Bay Applied Sciences  
23. Cold Climate Housing Research Center  
24. Kuskokwim Campus Classroom Expansion  
25. Kuskokwim Campus HVAC  
26. Northwest Campus Library Remodel  
27. Poker Flats Redstone Antenna Pad Construction  
28. Research Vessel Sikuliaq  
29. Toolik Field Station 2012 Capital Improvements  

UAS:  
1. Anderson Building Remodel & Pedestrian Access  
2. Auke Lake Way Corridor Improvements and Reconstruction  
3. Freshman Student Housing Phase 1 (Banfield Hall Addition)  
4. Ketchikan Life Boat Davis Construction  

Construction Procurement Method abbreviations:  
Construction Manager at Risk  
Design - Bid - Build  
Design – Build  
Not Applicable  
Not yet Determined  
Public Private Partnership  
Sole Source  

Construction in Progress Report abbreviations:  
Construction Award Amount  
Construction Manager at Risk  
Deferred Maintenance and Renewal  
Formal Project Approval  
Preliminary Administrative Approval  
Project Change Request  
Schematic Design Approval  
Total Project Cost  
To Be Determined
As of May 8, 2013

Project Approval Level
Main Campus > $500,000  Community Campus > $250,000


Alaska Airlines Center  (Sports Arena)
TPC $109.0M

Allied Health Science - Phase 2
Phase 2 TPC $4.7K (TPC All Phases $5.7M)

Bessemer McDonald Renewal
TPC $16.5M

Engineering and Industry Building
TPC $123.2M  New Building CAA $54.8 M

Engineering Parking Garage
Parking Garage CAA $19.1 M

Existing Engineering Building Renewal
Existing Building CAA $46.5M

Housing Security Systems Upgrade
TPC Phase 1 $1.7M

MAC Housing Renewal
TPC $2.7M (Reduced from TPC $12.1M)

Science Building Renovations
TPC $13.0M

Kodak Student Services Remodel
TPC $838K

Kodak Vocational Technology and Warehouse Facility
TPC $24.3M

KPC Career and Technical Education Center
TPC $14.5M

KPC Emergency Generator
TPC $559K

KPC Soil Remediation
TPC $481K

KPC Student Housing
TPC $17.8M

MSC JKB Science Lab Renewal
TPC $600K

MSC Valley Center for Arts & Learning
TPC $20.0M
## Capital Project Master Schedule

**As of May 8, 2013**

<table>
<thead>
<tr>
<th>Project Approval Level</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
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</thead>
<tbody>
<tr>
<td>Main Campus &gt; $500,000</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Community Campus &gt; $250,000</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
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<tr>
<td>PWSCC Wellness Center/Campus Renewal</td>
<td><strong>TPC $5.0M</strong></td>
<td></td>
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<tr>
<td>Antenna Installation Alaska Satellite Facility</td>
<td><strong>TPC $6.0M</strong></td>
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<tr>
<td>Atkinson Power Plant Renewal Phase 3</td>
<td><strong>TPC $1.9M</strong></td>
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<td>Arctic Health Lab Revitalization</td>
<td><strong>TPC $3.8M</strong></td>
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<tr>
<td>Botrovich Sidewalk Replacement</td>
<td><strong>TPC $960K</strong></td>
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<tr>
<td>Botrovich Retaining Wall</td>
<td><strong>TPC $1.1M</strong></td>
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<tr>
<td>Campus Wide Energy Upgrades Fairbanks Campus</td>
<td><strong>TPC $6.0M</strong></td>
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<tr>
<td>Campus Wide ADA Guidelines Compliance</td>
<td><strong>TPC $500K</strong></td>
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<tr>
<td>Campus Wide Elevator Upgrades</td>
<td><strong>TPC $720K</strong></td>
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<td>Campus Wide Roof Replacements</td>
<td><strong>TPC $720K</strong></td>
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<td>Campus Wide Student Dining Development (P3)</td>
<td><strong>TPC $5.1M</strong></td>
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<td>Critical Electrical Distribution Renewal Phase 2</td>
<td><strong>TPC $26.3M</strong></td>
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<tr>
<td>CTC Aviation Hangar Renovation</td>
<td><strong>TPC $10.0M</strong></td>
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<tr>
<td>Engineering Facility</td>
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<tr>
<td>Fine Arts Vapor Barrier</td>
<td><strong>TPC $5.6M</strong></td>
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<tr>
<td>Harper Building Interior Upgrades</td>
<td><strong>TPC $750K</strong></td>
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</table>

Note: The schedule includes key symbols for project status and progress.
Project Description:
196,000 sf multi-use facility that will house a 5,000 seat performance gymnasium for basketball and volleyball; a practice and performance gym for the gymnastics program; support space consisting of a fitness and training room, administration/coaching offices, laundry, A/V production room, locker and team rooms for the basketball, volleyball, gymnastics, skiing, track, cross country and hockey programs.

Status Update: Erection of trusses for both the auxiliary gym and performance gym is now complete and steel work continues with the roof decking, catwalk, and scoreboard steel. Concrete slabs on deck are nearly complete on the north side of the building and exterior/interior framing continues. Installation of the exterior metal panel system just began. Much of the roofing materials are now on site and installation will begin at the north canopy and balcony. Clearing/grubbing is complete for the Elmore roundabout and work is scheduled to begin early June.
### UNIVERSITY OF ALASKA

**Project Name:** UAA Alaska Airlines Center  
**MAU:** UAA  
**Date:** April 30, 2013  
**Prepared by:** Vanover  
**Acct #((s)):** 512034 ; 564289 ; 564344

### Project # 10-0012

#### Total GSF Affected by Project:

<table>
<thead>
<tr>
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<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>196,000</td>
<td>196,000</td>
<td></td>
</tr>
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</table>

### PROJECT BUDGET

#### A. Professional Services

- **Advance Planning, Program Development:** $3,126,000  
- **Consultant: Design Services:** $5,000,000  
- **Consultant: Construction Phase Services:** $750,000  
- **Consul: Extra Services (Graphics/Furniture/Equip):**
  - **Site Survey:** $40,000  
  - **Soils/Concrete Testing & Engineering:** $45,000  
  - **Special Inspections:** $200,000  
  - **Plan Review Fees / Permits:** $250,000

**Total Professional Services Subtotal:** $9,411,000

- **Construction Contract(s):** $82,655,000  
- **Other Contractors (Utilities Infrastructure):** $435,000  
- **Construction Contingency:** $7,329,000

**Total Construction Subtotal:** $90,419,000

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<tbody>
<tr>
<td>196,000</td>
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#### B. Construction Cost per GSF

<table>
<thead>
<tr>
<th>Cost Category</th>
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</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>$2,400,000</td>
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<tr>
<td>Fixtures</td>
<td>$500,000</td>
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<td>Furnishings</td>
<td>$775,000</td>
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<td>Signage not in construction contract</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Move-Out Costs</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Move-In Costs</td>
<td>$70,000</td>
<td>$0</td>
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<td>Art</td>
<td>$700,000</td>
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<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
<td>$0</td>
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<tr>
<td>OIT Support</td>
<td>$50,000</td>
<td>$110</td>
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**Total Building Completion Activity Subtotal:** $4,495,000

#### D. Owner Activities & Administrative Costs

- **Project Plng, Staff Support:** $4,675,000  
- **Project Management:** $4,675,000  
- **Misc. Expenses: Advertising, Printing, Supplies, Etc.:** $9,025

**Total Owner Activities & Administrative Costs Subtotal:** $4,675,000  

#### E. Total Project Cost

<table>
<thead>
<tr>
<th>Cost Category</th>
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<tr>
<td><strong>Total Project Cost:</strong></td>
<td>$109,000,000</td>
<td>$39,998,160</td>
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#### F. Total Appropriation(s)

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<td><strong>Total Appropriation(s):</strong></td>
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<td>$69,001,840</td>
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Reference 54: UAA S Alaska Airlines Center - June 2013
UAA Allied Health Sciences Building Renovation, Phases 2 & 3

Project Description:
Phase 1—Completed in August 2012. Converted labs into teaching space. (backfill from HSB project)
Phase 2—Upgrade and renewal of mechanical systems and roof replacement.
Phase 3—Renovation of 1st floor.

Status Update:
Bids were received on February 28th, 2013. Award was made on March 15, 2013, to Hickel Contracting for $2,516,777. Contractor will begin mobilization on site by May 17th. Submittals are in progress. Since bid came in under budget, the consultants were asked to design the renovation of the first and second floor restrooms. The estimate is approximately $200k. Contractor has been asked to provide a quote for this work to be coordinated with the current scope.

PROJECT INFORMATION
Designer: Kumin & Assoc.
Contractor: Hickel Contracting, Inc.

Board Approvals:
FPA: 12/09/11
SDA: 09/28/12

Total Cost: $5,680,415
Const. Cost: $2,825,277
Occupancy: Fall Semester, 2013
Funding: Multi-year Capital

BUDGET VS. ACTUAL

SCHEDULE BAR CHART

Status Update:
Bids were received on February 28th, 2013. Award was made on March 15, 2013, to Hickel Contracting for $2,516,777. Contractor will begin mobilization on site by May 17th. Submittals are in progress. Since bid came in under budget, the consultants were asked to design the renovation of the first and second floor restrooms. The estimate is approximately $200k. Contractor has been asked to provide a quote for this work to be coordinated with the current scope.
### Project Name: Allied Health Sciences Building Renovation, Phase 2 & 3

**MAU:** UAA  
**Building:** AS114 Allied Health Bldg.  
**Campus:** UAA Main Campus  
**Project #:** 11-0110  
**Acct #s:** Various  
**Date:** 5/1/2013  
**Prepared by:** Patricia Baum

### Total GSF Affected by Project:

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<tr>
<th></th>
<th>Budget</th>
<th>Current</th>
<th>Expenditure to Date</th>
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<tr>
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<td>27,127</td>
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</table>

### PROJECT BUDGET

#### A. Professional Services
- Advance Planning, Program Development
  - Consultant: Basic Services (Arch)  
    - Budget: $226,734  
    - Current: $226,734  
    - Expenditure to Date: $170,250
  - Consultant: Extra Services (Mech)  
    - Budget: $218,823  
    - Current: $218,823  
    - Expenditure to Date: $165,000
  - Consultant: Extra Services (Survey)  
    - Budget: $18,013  
    - Current: $18,013  
    - Expenditure to Date: $18,013
- HAZMAT fees  
  - Budget: $26,193  
  - Current: $26,193  
  - Expenditure to Date: $26,193
- Soils/Concrete Testing & Engineering  
  - Budget: $6,600  
  - Current: $6,600  
  - Expenditure to Date: $6,600
- Estimator  
  - Budget: $7,258  
  - Current: $7,258  
  - Expenditure to Date: $7,258
  - Elevator Recall design  
    - Budget: $2,267  
    - Current: $2,267  
    - Expenditure to Date: $2,267
- Restroom Renovation/Conformed Drawings  
  - Estimate: $30,245  
  - Expenditure to Date: $30,245
- Plan Review Fees / Permits
  - Professional Services Subtotal: $503,621  
  - $536,133  
  - $393,314

#### B. Construction
- General Construction Contract(s)  
  - Budget: $3,762,100  
  - Current: $2,516,777  
  - Expenditure to Date: $2,466
- Interim space needs  
  - Budget: $56,500  
  - Current: $56,500  
  - Expenditure to Date: $12,338
- Construction Contingency  
  - Budget: $376,450  
  - Current: $252,000
  - Construction Subtotal: $4,195,050  
  - $2,825,277  
  - $14,804
  - Construction Cost per GSF: $155  
  - $104

#### C. Building Completion Activity
- Equipment  
  - Budget: $59,034  
  - Current: $59,034  
  - Expenditure to Date: $0
- Fixtures  
  - Budget: $0  
  - Current: $0  
  - Expenditure to Date: $0
- Furnishings  
  - Budget: $530,000  
  - Current: $530,000  
  - Expenditure to Date: $232,503
- Signage not in construction contract  
  - Budget: $8,000  
  - Current: $8,000  
  - Expenditure to Date: $4,610
- Move-Out Costs  
  - Budget: $0  
  - Current: $0  
  - Expenditure to Date: $0
- Move-In Costs  
  - Budget: $0  
  - Current: $0  
  - Expenditure to Date: $0
- Art  
  - Budget: $0  
  - Current: $0  
  - Expenditure to Date: $0
- Other (Interim Space Needs or Temp Reloc. Costs)  
  - Budget: $0  
  - Current: $0  
  - Expenditure to Date: $0
- OIT Support  
  - Budget: $0  
  - Current: $0  
  - Expenditure to Date: $0
- Maintenance Operation Support  
  - Building Completion Activity Subtotal: $597,034  
  - $597,034  
  - $237,113

#### D. Owner Activities & Administrative Costs
- Project Planning, Staff Support  
  - Budget: $327,500  
  - Current: $327,500  
  - Expenditure to Date: $185,000
  - Project Management  
    - Budget: $57,210  
    - Current: $57,210  
    - Expenditure to Date: $15,000
  - Budget: $57,210  
  - Current: $57,210
  - Owner Activities & Administrative Costs Subtotal: $384,710  
  - $384,710  
  - $200,000

#### E. Total Project Cost
- Budget: $5,680,415  
- Current: $4,343,154  
- Expenditure to Date: $845,231
  - Total Project Cost per GSF: $209  
  - $160  
  - Remaining Budget: $4,835,184

#### F. Total Appropriation(s)
- Budget: $5,680,415  
- Current: $5,680,415  
- Expenditure to Date: $4,835,184

---

Reference 54
Project Description:
Complete renovation of 1970’s building on main campus. Will include HAZMAT abatement, replacement of boiler, roof, mechanical systems, electrical systems, and architectural and exterior improvements.

Status Update:
This is a Design-Bid Build Project, currently advertised for construction. Bid opening is scheduled for May 16, 2013. Preparations and plans are being made to vacate the building following the 2013 Spring semester in May/June. Construction is scheduled to begin in July.
**UNIVERSITY OF ALASKA**

Project Name: UAA Beatrice McDonald Hall Renewal

MAU: Anchorage

Building: Beatrice McDonald Hall, AS 103

Campus: UAA Main Campus

Project #: 08-0042

Acct # (s): multi year capital funding

Date: 5/1/2013

Prepared by: Patricia Baum

---

**PROJECT BUDGET**

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<th>A. Professional Services</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tbody>
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<td>Programming /Pre-Design</td>
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<td>Schematic Design 35%</td>
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<td>Design Development 65%</td>
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<td>Construction Documents</td>
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<td>Construction Administration</td>
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<td>HazMat testing</td>
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<td>Special Inspections</td>
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<tr>
<td>Plan Review Fees / Permits</td>
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<tr>
<td>Other</td>
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<td><strong>Professional Services Subtotal</strong></td>
<td><strong>$1,141,458</strong></td>
<td><strong>$726,397</strong></td>
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| B. Construction          |        |                     |
| General Construction Contract(s) | $11,869,777 | |
| Other Contractors (List: ____________________) | | |
| Construction Contingency | $1,186,978| $0              |
| **Construction Subtotal** | **$13,056,755** | **$0** |

| Construction Cost per GSF | $407 | $0 |

| C. Building Completion Activity | | |
| Equipment | | |
| Fixtures | | |
| Furnishings | $900,000 | |
| Signage not in construction contract | $20,000 | |
| Move-Out Costs | $225,000 | $106,741 |
| Move-In Costs | $225,000 | |
| Art | $120,000 | $2,500 |
| Other (Interim Space Needs or Temp Reloc. Costs) | | |
| OIT Support | $10,000 | |
| Maintenance Operation Support | $10,000 | |
| **Building Completion Activity Subtotal** | **$1,510,000** | **$109,241** |

| D. Owner Activities & Administrative Costs | | |
| Project Plng, Staff Support | | |
| Project Management | $800,000 | $160,697 |
| **Owner Activities & Administrative Costs Subtotal** | **$800,000** | **$160,697** |

| E. Total Project Cost | | |
| **Total Project Cost per GSF** | **$515** | **Remaining Budget** |
| **Total Project Cost** | **$16,508,213** | **$996,335** |

| F. Total Appropriation(s) | | |
| **Total Appropriation(s)** | **$16,508,213** | **$15,511,878** |

---

**UAA Beatrice McDonald Hall Renewal - June 2013**
Project Description:
Planning, programming, design and construction of a 75,000 + gsf engineering laboratory and teaching areas not currently available on campus. The project includes: communications labs, electrical engineering labs, fluids labs, heat and mass transfer labs, soils mechanics labs, photogrammetry/cartography/GIS, seismic and earthquake labs, foundation engineering, transportation and highway engineering, land surveying, machine shop, wood shop, “dirty” yard and conferencing/collaborative learning areas. The project will also include renovation of the existing building and structured parking for the facility and any displaced parking.

BASIC PROJECT INFORMATION:

Designer: Livingston Slone, Inc. Ayer Saint Gross
CM@Risk: Neeser Construction

Board Approvals: FPA September 2011 SDA June 2012 (Partial) December 2012 (Full)

Total Project Cost: $78,312,271 Construction Cost: $54,767,283 Occupancy Date: June 2015

Status Update:
The 28th Alaska State Legislature has imposed budget constraints on the proposed capital budget; UAA expects to receive $15 million of the $60.6 million requested. From previous funding support, UAA has received $62.6 million. With the available and anticipated FY14 funding, UAA will focus construction activities on the new building this year. Site plans and landscape plans were approved by the Municipality of Anchorage (MOA) Urban Design Commission on February 13, 2013 subject to 19 conditions. Construction coordination meetings with the contractor, consultant and UAA groups are in progress. Negotiating an early site package with the CMAR contractor. Site work expected to start mid-May 2013.
## UNIVERSITY OF ALASKA

**Project Name:** UAA Engineering & Industry Building  
**MAU:** UAA

### Building: Engineering & Industry Building  
**Campus:** UAA Main Campus  
**Date:** 4/26/2013  
**Prepared by:** J. L. Hanson  
**Project #:** 08-0024

| Total GSF Affected by Project: | 81,500 |

### PROJECT BUDGET

#### A. Professional Services
- Advance Planning, Program Development $412,750, $66,042
- Consultant: Design Services $5,016,500, $5,129,088
- Consultant: Construction Phase Services $1,968,500, $0
- Consul: Extra Services (List:_____________________)  
  - Site Survey  
  - Soils Testing & Engineering Special Inspections $219,075, $0
  - Plan Review Fees / Permits $2,738,120, $194,688
  - Other

  **Professional Services Subtotal** $10,354,945, $5,389,818

#### B. Construction
- General Construction Contract(s) $54,767,283, $0
- Other Contractors (List:_____________________)  
  - Construction Contingency $5,476,728, $0

  **Construction Subtotal** $60,244,011, $0

  **Construction Cost per GSF** $739

#### C. Building Completion Activity
- Equipment $1,158,875  
  - Fixtures  
  - Furnishings $1,174,750, $55,628
  - Signage not in construction contract  
  - Move-Out Costs $158,750  
  - Move-In Costs $158,750  
  - Art $547,673  
  - Other (Interim Space Needs or Temp Reloc. Costs) $793,750  
  - OIT Support $825,500  
  - Maintenance Operation Support $190,500, $3,910

  **Building Completion Activity Subtotal** $5,008,548, $59,538

#### D. Owner Activities & Administrative Costs
- Project Plng, Staff Support  
  - Project Management $2,688,105, $215,195
- Misc. Expenses: Advertising, Printing, Supplies, Etc. $16,662, $2,511

  **Owner Activities & Administrative Costs Subtotal** $2,704,767, $217,706

#### E. Total Project Cost

  **Total Project Cost** $78,312,271, $5,667,062

  **Total Project Cost per GSF** $961 Remaining Budget

#### F. Total Appropriation(s)

  **Total Appropriation(s)** $78,312,271, $72,645,209

---

**UAA Engineering Industry Building (New Building) - June 2013**
UAA Engineering and Industry Building

Parking Structure

BUDGET VS. ACTUAL

For actual values refer to attached budget sheet

SCHEDULE BAR CHART

Status Update:

UAA expects to receive $15 million of the $60.6 million requested for FY14. From previous funding support, UAA received $62.6 million. With the available and expected funding, UAA will focus construction activities on the new building this year. The construction of the parking structure will be delayed at least one year pending funding availability.
## UAA Engineering Industry Building

### Project Name: UAA Engineering & Industry Building

**MAU:** UAA

**Building:** Parking Structure  
**Campus:** UAA Main Campus  
**Project #:** 08-0024

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### PROJECT BUDGET

#### A. Professional Services

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<td>Advance Planning, Program Development</td>
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<tr>
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<td>Consultant: Construction Phase Services</td>
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<td>Site Survey</td>
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**Professional Services Subtotal:** $3,766,917  
**Expenditure to Date:** $1,931,898

#### B. Construction

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Construction Contract(s)</td>
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<tr>
<td>Other Contractors (Site Clearing, Temp. Bldg. Relocation)</td>
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<tr>
<td>Mallard Lane Realignment</td>
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<tr>
<td>Construction Contingency</td>
<td>$2,067,292.80</td>
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</table>

**Construction Subtotal:** $22,740,221  
**Expenditure to Date:** $0

**Construction Cost per GSF:** $569

#### C. Building Completion Activity

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
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<tr>
<td>Fixtures</td>
<td>$50,000</td>
<td>$0</td>
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<tr>
<td>Furnishings</td>
<td></td>
<td></td>
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<tr>
<td>Signage not in construction contract</td>
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<td></td>
</tr>
<tr>
<td>Move-In Costs</td>
<td>$100,000</td>
<td>$0</td>
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<tr>
<td>Art</td>
<td>$200,000</td>
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<tr>
<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
<td></td>
<td>$0</td>
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<tr>
<td>OIT Support</td>
<td>$300,300</td>
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<tr>
<td>Maintenance Operation Support</td>
<td>$161,675</td>
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</tbody>
</table>

**Building Completion Activity Subtotal:** $861,975  
**Expenditure to Date:** $0

#### D. Owner Activities & Administrative Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plng, Staff Support</td>
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</tr>
<tr>
<td>Project Management</td>
<td>$996,100</td>
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<tr>
<td>Misc. Expenses: Advertising, Printing, Supplies, Etc.</td>
<td>$6,061</td>
<td>$913</td>
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</table>

**Owner Activities & Administrative Costs Subtotal:** $1,002,161  
**Expenditure to Date:** $79,197

#### E. Total Project Cost

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Total Project Cost:** $28,371,274  
**Total Project Cost per GSF:** $709

**Remaining Budget:** $26,360,179

#### F. Total Appropriation(s)

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
</table>

**Total Appropriation(s):** $28,371,274

---

623
UAA Engineering and Industry Building
Existing Building Renewal

BASIC PROJECT INFORMATION:

- **Designer:** Livingston Slone, Inc. Ayer Saint Gross
- **CM@Risk:** Neeser Construction
- **Board Approvals:**
  - FPA: September 2011
  - SDA: June 2012 (Partial), December 2012 (Full)
- **Total Project Cost:** $16,556,455
- **Construction Cost:** $11,530,190
- **Occupancy Date:** June 2016
- **Funding Source:** Multi-Year Capital Funds

**Status Update:**
The consultant and CMAR contractor have conducted preliminary site visits for scope of work development. Concept development and design are pending funding availability. Building renovation is anticipated to start in April 2015 with occupancy scheduled June 2016.

---

**BUDGET VS. ACTUAL**

- **Design**
- **Construction**
- **Building Completion**
- **Project Management**

- Actual
- Budget

For actual values refer to attached budget sheet

---

**SCHEDULE BAR CHART**

- **Design**
- **Construction**

- **Groundbreaking:** June 2015
- **Occupancy:** June 2016

---

For actual values refer to attached budget sheet
### UNIVERSITY OF ALASKA

**Project Name:** UAA Engineering & Industry Building  
**MAU:** UAA  
**Building:** Engineering Building (Existing), AS121  
**Campus:** UAA Main Campus  
**Project #:** 08-0024  
**Date:** 4/26/2013  
**Prepared by:** J. L. Hanson  
**Acct #(#):** TBD  
**Total GSF Affected by Project:** 40,000

#### PROJECT BUDGET

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tbody>
<tr>
<td><strong>A. Professional Services</strong></td>
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<tr>
<td>Advance Planning, Program Development</td>
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<td>Consultant: Construction Phase Services</td>
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<td>Site Survey</td>
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<tr>
<td>Soils Testing &amp; Engineering</td>
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<td>Special Inspections</td>
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<td>Other</td>
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<td><strong>B. Construction</strong></td>
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<tr>
<td>Equipment</td>
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<td>Furnishings</td>
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<td>Move-In Costs</td>
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<td>Art</td>
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<td>Maintenance Operation Support</td>
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<td><strong>Building Completion Activity Subtotal</strong></td>
<td>$1,056,677</td>
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<tr>
<td><strong>D. Owner Activities &amp; Administrative Costs</strong></td>
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<td>Project Plng, Staff Support</td>
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<td>Project Management</td>
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<td><strong>Owner Activities &amp; Administrative Costs Subtotal</strong></td>
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<td><strong>E. Total Project Cost</strong></td>
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<td><strong>Total Project Cost per GSF</strong></td>
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<td>Remaining Budget $16,556,455</td>
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<tr>
<td><strong>F. Total Appropriation(s)</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>$16,556,455</td>
<td>$16,556,455</td>
</tr>
</tbody>
</table>
Project Description:
Replacement of approximately 1,000 obsolete door locks in North, East, and West Halls, as well as the associated software system required to control it.

Schedule:
Planning & Design: SEP 2012 - OCT 2012
Advertising & Award OCT 2012 - NOV 2012
Construction DEC 2012 – JAN 2013

Total Project Cost:
TPC $ 1,690,000
CAA $ 1,026,998

Project Team:
Design Team AMC
General Contractor Johnson Controls Incorporated

Board of Regents Approval & Motions:
Preliminary Admin Approval JUL 2012
Formal Project Approval OCT 2012
Schematic Design Approval NOV 2012

Status Update:
The project has added scope to include replacement of the security system for Templewood Apartments within the original TPC. This portion of the work will be complete in May, 2013.

Reference 54

June 2013 BOR Update
**Project Description:**
A Project Change Request was submitted and approved at the April 2013 BOR meeting. UAA is reconsidering whether the best use of funding is for renewal or replacement of the MAC Housing Units. This project originally was the full renovation of the 6 MAC Housing buildings. However, due to high cost estimates at 65%, the scope has been reduced to the critical, life safety issues required to maintain the buildings while other options are investigated. This reduced scope will replace boilers and related mechanical and electrical equipment, and upgrade the Fire Alarm Panel data lines to fiber.

**Schedule:**
- Planning & Design: MAR 2012 - DEC 2012
- Construction, MAY 2013 – SEP 2013

**Total Project Cost:**
- TPC $2,702,182
- CAA TBD

**Project Team:**
- Design Team: Bezek Durst Seiser
- CMAR Contractor: Watterson Construction

**Board of Regents Approval & Motions:**
- Preliminary Admin Approval: October 2011
- Formal Project Approval: June 2012
- Schematic Design Approval: September 2012
- Project Change Requests: April 2013

**Status Update:**
The GMP for the reduced scope of work is currently in negotiation, and should be awarded in time for Watterson Construction to start work by mid-May and complete by August 11, 2013.
UAA Science Building Renovation

Project Description:
Phase 3 completes the renovation of the Science Building. It includes the East half of the second floor, the main corridors on the 1st and 2nd floor, new elevator, and a new roof. The renovation includes 9 offices for Biology and 5 for Math, a collections room, Biology lab, LSIS lab, staff work/break room and areas for students to sit and collaborate in the hallways.

Schedule:
Planning & Design: Feb 2011-Feb 2012
Advertising & Award: March 2012
Construction: May 2012 – Dec 2012

Total Project Cost:
TPC Ph I $2,645,600
Ph 2 $5,100,000
Ph 3 $5,300,000
$13,045,600

CCA Ph 1 $1,405,729
CCA Ph 2 $3,536,000
CCA Ph 3 $2,853,000
$7,794,729

Board of Regents Approval & Motions:
Preliminary Admin Approval November 2008
Formal Project Approval April 2009
Schematic Design Approval Phase 1 Sep 2009, Phase 2 Sep 2010, Phase 3 2011
Project Change Requests Phase 3 none

Project Team:
Design Team: Architects Alaska, AMC, BBFM, EHS, Estimations
General Contractor: Watterson Construction

Status Update:
The project completed in December. The building is fully occupied and complete. Landscaping improvements was awarded American Landscaping and will start in May. Art committee selected two pieces of artwork. The cost of the artwork is $75,000 and is included within the Total Project Cost.

This will be the final construction in progress report on this project.
Kodiak College Student Services Remodel

Project Description:
The UAA Kodiak College Student Services Remodel consists of remodeling 2,200 square feet of the Student Services area on the first floor of the Kodiak College Campus Center including one classroom, one computer lab, three offices and one reception area.

Schedule:
- Planning & Design: Jan, 2012 - June, 2012
- Advertising & Award: June, 2012 – Aug, 2012

Total Project Cost:
- TPC $838,100
- CAA $400,202

Project Team:
- Design Team: McCool Carlson Green Architects
- General Contractor: DBR Construction, Inc.

Board of Regents Approval & Motions:
- Preliminary Admin Approval: 5/25/12
- Formal Project Approval: 5/25/12
- Schematic Design Approval: 6/13/12

Status Update:
Construction is completed. The end users have now occupied the space. DBR Construction is currently working on project close out submittals. Kodiak College has ordered additional furniture items with an estimated delivery date of July 2013.

This will be the final construction in progress report on this project.
Kodiak College Vocational Technology & Warehouse Facility

Project Description:
This project includes the planning, programming, design and construction of a new facility and renovation of an existing facility to provide the space and amenities to support career and workforce development courses that are in high demand from the local and remote Kodiak Island communities. Work includes the construction of 21,763 square feet of new enclosed vocational, health/physical education/recreation (HPER) and maintenance space; construction of 4,624 square feet of new outdoor covered vocational training space; and renovation and repurposing of 5,465 square feet of existing space for vocational, HPER and adult enrichment programs.

Schedule:
Planning & Design: July 2014-June 2015
Advertising & Award: July-August 2015
Construction: August 2015-July 2016

Total Project Cost:
TPC: $24,300,000
CAA: TBD

Project Team:
Design Team: Bezek Durst Seiser
General Contractor: TBD

Board of Regents Approval & Motions:
Preliminary Admin Approval: February 2012
Formal Project Approval: TBD
Schematic Design Approval: TBD
Project Change Request: NA

Status Update:
Bezek Durst Seiser (BDS) Architects was selected to provide programming and conceptual design services for this project. Review of the program concept, design and narrative, and the Final Concept Design Study have been completed. This project was UAA’s highest Community Campus Project for the FY14 Capital Budget.

The project is currently on hold pending Capital funding for planning and design.

June 2013 BOR Update
Project Description:
This building will be used for the Process Technology, Instrumentation and Electronics Programs. Three large labs for instrumentation, electronics and the simulation lab and a smaller fabrication lab are the main focus of the building. The building also contains three classrooms, a small conference room, eight offices for faculty, work area for an administrative assistant, workroom/break area, and student collaborative spaces. The entire building is 19,370 gsf.

Status Update:
Interior wall framing is complete, Sheet rock is at 50%. Painting has started. Exterior siding and aluminum storefront is 80% complete. The HRV unit and the boilers have arrived and being installed. Fire sprinkler piping is 68% complete. Overall completion is 74%. Processing Equipment components are being fabricated.
# Project Name:

UAA KPC Career and Technical Education Center

## MAU:

UAA

**Building:** New  
**Campus:** Kenai River Campus  
**Project #:** 10-0013  
**Acct #:** 512030, 590084, 106210 FY11  
**Date:** 4/29/2013  
**Prepared by:** S. Sauve

## Total GSF Affected by Project:

<table>
<thead>
<tr>
<th>Category</th>
<th>New Building</th>
<th>Backfill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19,370</td>
<td>9,533</td>
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</table>

## PROJECT BUDGET

### A. Professional Services

- Advance Planning, Program Development  
  Consultant: Design Services (Including Backfill) $1,180,500 $1,204,051
- Consultant: Construction Phase Services
- Site Survey
- Soils Testing & Engineering
- Special Inspections $80,000 $51,794
- Plan Review Fees / Permits $50,000 $32,314
- Other

**Total:** $1,310,500 $1,288,159

### B. Construction

- General Construction Contract(s) 19,370 sf $8,350,000 $5,070,212
- Replace existing Septic/Storm System $200,000 $
- Backfill Renovation 9,533 gsf $1,500,000 $68,254
- Construction Contingency $855,000 $

**Total:** $10,905,000 $5,138,466

#### Construction Cost per GSF

<table>
<thead>
<tr>
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<th>New Building</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>486</td>
<td>7</td>
</tr>
</tbody>
</table>

### C. Building Completion Activity

- Equipment $230,000 $1,665
- Process Tech Equipment $1,500,000 $144,819
- Furnishings $240,000 $
- Signage not in construction contract $15,000 $
- Move-In Costs
- Art $80,000 $
- Maintenance Operation Support

**Total:** $2,065,000 $146,484

### D. Owner Activities & Administrative Costs

- Project Plng, Staff Support $290,000 $160,598
- Project Management $679,500 $191,496
- Misc. Expenses $

**Total:** $969,500 $352,094

### E. Total Project Cost

**Total:** $15,250,000 $6,925,203

#### Total Project Cost per GSF

<table>
<thead>
<tr>
<th>Category</th>
<th>New Building</th>
<th>Backfill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$528</td>
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</table>

****Remaining Budget****

### F. Total Appropriation(s)

**Total:** $15,250,000 $8,324,797
Project Description:
The Kenai River Campus had a power outage during finals week in the Fall 2011 semester and was unable to keep operating. The campus experiences numerous outages each winter putting the buildings at risk, particularly when the temperatures reach -30F. A standby generator is needed to provide power for lights, computers, phones, heating pumps, ventilation and fire alarm system. This project will install a natural gas fired standby generator in a weather tight, sound attenuating enclosure, with an automatic transfer switch with necessary modifications to the existing electrical system. The generator will power areas in the Ward, Goodrich, McLane, Brockel and Steffy Buildings.

Schedule:
Advertising & Award: September 2012
Construction: Dec 2012- August 2013

Total Project Cost:
TPC $ 550,000
CCA $ 369,000

Project Team:
Design Team: AMC Engineers
General Contractor: Quality Electric

Board of Regents Approval & Motions:
Preliminary Admin Approval: April 17, 2012
Formal Project Approval: June 27, 2012
Schematic Design Approval: September 5, 2012
Project Change Requests

Status Update:
The generator is scheduled for delivery on 1 July. Installation will begin in July and is on schedule for completion in August.
KPC Soil Remediation

Project Description:
This project is cleaning up a site off campus that was used for fire training in the 1980’s and had significant amounts of diesel contamination at 14 feet below ground level.

Schedule:
- Planning & Design: Thru January 2010
- Advertising & Award: February 2010 – March 2010
- Construction: April 2010- October 2013

Total Project Cost:
- TPC$ 484,864
- CCA$ 162,146

Project Team:
- Design Team: Shannon & Wilson
- General Contractor: Foster Construction

Board of Regents Approval & Motions:
- Preliminary Admin Approval: February 9, 2010
- Formal Project Approval: February 17, 2010
- Schematic Design Approval: February 17, 2010

Status Update:
Testing performed in September came back with DRO levels above the ADEC cleanup level. In January UAA met with the ADEC and developed a work plan for the Summer of 2013. Clean soil on the West side will be pushed into the open excavation. Tilling will continue on the West side and testing will be performed in July. Contracts are in place with the Contractor and the Environmental Engineer to do the work this summer. If the tests come back with low DRO levels we will proceed with tree planting, 400 trees per acre.

Final outcome will be a letter from the ADEC stating no further action needed on this site.

UAA

June 2013 BOR Update
KPC Student Housing

Project Description:
New student housing is a two story wood framed building with 24 suites for a total of 96 student beds. Four of the suites are ADA compliant. The suites have 4 bedrooms, two restrooms, small kitchen and living room. At the entrance there is a commons, multipurpose room, 2 offices, front desk, a kitchen and a maintenance area. On the second floor there is a study lounge, laundry room, and fitness room. The total sf is 39,875 sf.

Status Update:
Interior and Exterior finishes have started. Eight of the apartments are painted and waiting on cabinets and then flooring. The boilers have arrived and are being installed. Exterior siding is 40% complete.
### UNIVERSITY OF ALASKA

**Project Name:** KPC Kenai River Campus Student Housing Complex  
**MAU:** UAA  
**Building:** New  
**Campus:** Kenai River Campus  
**Date:** 4/30/2013  
**Prepared by:** S. Sauve  
**Funding:** 564346

**Total GSF Affected by Project:** 39,875

<table>
<thead>
<tr>
<th>PROJECT BUDGET</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Professional Services</strong></td>
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</tr>
<tr>
<td>Advance Planning, Program Development</td>
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<tr>
<td>Consultant: Design Services</td>
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<td>Site Survey</td>
<td>$15,000</td>
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<td>Soils Testing &amp; Engineering</td>
<td>$40,000</td>
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<td>Special Inspections</td>
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<td>Plan Review Fees / Permits</td>
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<td>Other</td>
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<tr>
<td><strong>Professional Services Subtotal</strong></td>
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<td><strong>B. Construction</strong></td>
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<tr>
<td>General Construction Contract(s)</td>
<td>$12,800,000</td>
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<td>Utilities, Water, Power, Sewer</td>
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<td>Parking Lot</td>
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<td><strong>Construction Subtotal</strong></td>
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<td><strong>Construction Cost per GSF</strong></td>
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<td><strong>C. Building Completion Activity</strong></td>
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<tr>
<td>Make Ready &amp; Equipment - food prep area, phones</td>
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<td>Furnishings</td>
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<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
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<td><strong>Building Completion Activity Subtotal</strong></td>
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<td><strong>D. Owner Activities &amp; Administrative Costs</strong></td>
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<tr>
<td>Project Plng, Staff Support</td>
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<tr>
<td>Project Management</td>
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<td>Misc. Expenses: Advertising, Printing, Supplies, Etc.</td>
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<td><strong>Owner Activities &amp; Administrative Costs Subtotal</strong></td>
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<td><strong>F. Total Appropriation(s)</strong></td>
<td>$17,800,000</td>
<td>17,800,000</td>
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</table>
Project Description:
The project will remodel and update the science lab to include full height walls and add a new dedicated HVAC unit. Reconfiguration of the classroom casework and science tables will allow installation of a required emergency eye wash/shower to meet current codes.

Schedule:
Planning & Design: March 2012-April 2013
Advertising & Award: May 2013
Construction: June 2013 – August 2013
Warranty: 1 year after construction completion

Total Project Cost: $600,000

Board of Regents Approval & Motions:
Preliminary Admin Approval: March 2012
Formal Project Approval: May 2012
Schematic Design Approval: May 2012

Status Update:
Design is now completed and is currently advertised for bid. Bid opening is scheduled for 22 May 2013.
MSC Valley Center for Arts & Learning

**Project Description:**
The project will design and construct a new facility that will provide a classroom, drama lab, music space and instrument storage, display areas, gathering/study spaces and a 500 seat auditorium for lectures, public gatherings and conferences.

**Status Update:**
Bid opening was held on April 2, 2013. Ten bids were received and the low bidder was Roger Hickel Contracting, Inc. (RCHI) The base bid of $14,990,000 was within the project budget and a contract was awarded to RCHI. Submittals and RFIs have begun which will allow construction to begin as soon as possible in early May. All permits have been applied for and are in process, footings and foundation have been approved.

**PROJECT INFORMATION**
- **Designer:** Kumin Associates
- **Contractor:** Roger Hickel Contracting, Inc.
- **Board Approvals:**
  - FPA: 11/02/11
  - SDA: 06/08/12
- **Total Cost:** $20,000,000
- **Const. Cost:** $ 16,5000,000
- **Occupancy:** Spring Semester 2015
- **Funding:** Capital Funding

**Schedule Bar Chart**
- Groundbreaking: May 2013
- Occupancy: December 2014

**Budget vs. Actual**
- Design
- Construction
- Building Completion
- Project Management

For actual values refer to attached budget sheet

Ref: MSC Valley Center for Arts and Learning—June 2013
## UNIVERSITY OF ALASKA

**Project Name:** MSC Valley Center for Arts and Learning  
**MAU:** UAA  
**Building:** New  
**Campus:** Mat-Su  
**Project #:** 07-0035  
**Prepared by:** H Morse  
**Date:** May 2013  
**Acct #:** 512032  

### Total GSF Affected by Project:

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Expenditure to date</th>
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</thead>
<tbody>
<tr>
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<td>30,000</td>
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### PROJECT BUDGET

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<td><strong>A. Professional Services</strong></td>
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<tr>
<td>Advance Planning, Program Development</td>
<td>$200,000</td>
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<td>OIT Support</td>
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</table>
PWSCC Wellness Center Renovation & Campus Renewal

Project Description:
GO Bond funded general renovation of the existing Wellness Center and Campus Renewal. The work will include: ADA compliant locker/restrooms; new entrance and counter space; new flooring and finishes; new doors and hardware; lighting replacement and electrical upgrades; electronic entry system; ACM removal; replacement of galvanized water lines; IT upgrades; mechanical system upgrades; energy conservation controls; and exterior siding improvements.

Schedule:
Advertising & Award: Dec 2011 – Jan 2012
Construction: Apr 2012 – Aug 2013

Total Project Cost:
TPC$ 5,000,000
CAA$ 2,789,896

Project Team:
Design Team Kumin Associates
General Contractor Eklutna Services LLC

Board of Regents Approval & Motions:
Preliminary Admin Approval Feb 2009
Formal Project Approval Dec 2010
Schematic Design Approval Sep 2011

Status Update:
The wellness center remodel is nearly complete, finish items are being installed. The new lobby is enclosed and the new storefront and finish items will be installed in May. The exterior siding will also begin in May.

June 2013 BOR Update
Antenna Installation Alaska Satellite Facility AS311

Project Description
Phase One of the project involves site work on an area of approximately 150 feet by 150 feet, foundation and construction of a 20-foot high concrete base. The construction of the concrete base will be expedited as much as the winter season will reasonably allow. The site preparation includes clearing brush and trees, excavation and trenching, grading and improvements to the existing service road. This work will also realign the adjacent existing ski trail and expand the training/ski head area.

Schedule:
- Planning & Design: June—August 2012
- Advertising & Award: August 2012
- Construction: August 2012—July 2013

Total Project Cost:
- TPC: $6,000,000
- Phase 1: $1,000,000
- Phase 2: $5,000,000

Architect/Engineer: PDC, Inc.
General Contractor: GHEMM Company

Board of Regents Approval & Motions:
- Preliminary Administrative Approval: Phase 1: August 15, 2012
- Formal Project Approval: Phase 1: August 20, 2012
- Schematic Design Approval: Phase 1: August 20, 2012

Status Update:
Contractor completed the initial site work and foundations during summer 2012 and the balance of the work will be completed by July 2013.
Project Description
The Atkinson Plant was built in 1964 and the equipment is nearing the end of its life. A list of items was developed to increase the life and reliability of the plant that supplies all of the heat and most of the electricity for the UAF campus. This phase replaces all of the critical variable frequency drives (VFD) in the Atkinson Plant. Old VFD’s have been a source of boiler outages.

Designer: Design Alaska/Evergreen Engineering
Contractor: Kiewit Building Group

Board of Regents Approval & Motions:
Formal Project Approval June 3, 2011
Schematic Design Approval (Ph1) August 12, 2011 ($1,630,000)
Schematic Design Approval (Ph2) February 10, 2012 ($1,927,500)
Schematic Design Approval (Ph3) February 10, 2013 ($1,900,000)

Completion Date: Phase 3—June 2014

Schedule Bar Chart:
Design 0% 100%
Phase 3 0%

Groundbreaking Mar 2013 Completion

Status Update:
The Construction Contract for Phase 3 was awarded to Fullford Electric. The VFD replacement requires carefully coordinated outages of operating equipment that will take place late in August 2013. Other outages will be in May 2014.
Arctic Health Lab Revitalization Phase 3A

Project Description
The scope of the Phase 3A project will be to replace the facilities medium voltage electrical equipment and provide sufficient redundancy to protect the critical research inside. Work will include two new primary power transformers and a new secondary (backup) power transformer. These will be connected to existing feeders in the utilidor system. Stepped down power from the transformers will be distributed to two electrical rooms on the east and west of the building. The existing medium voltage distribution gear inside the building will also be replaced with new gear that has layers of redundancy built in. The two existing generators will be removed from the facility and a new portable generator will be provided along with a space to house it inside the AHRB. Nineteen labs and classrooms as well as building utilidors will receive new emergency lighting.

Schedule: 
- Planning & Design: October 2011 to February 2012
- Design Build Award: March 2012
- Construction: April 2012 to July 2013

Total Project Cost: $3,825,000

Board of Regents Approval & Motions:
- Formal Project Approval: December 8, 2011
- Schematic Design Approval: March 26, 2012

Status Update:
All work is nearly complete. Substantial completion was issued on March 18, 2013 and a final punch list is being completed. Final testing and programming of the new generator occurred on April 10, 2013. New emergency lighting is now installed and emergency circuits balanced.
Butrovich Building Sidewalk Project

**Project Description**
Project will replace existing asphalt and concrete areas adjacent to the Butrovich Building.

**Schedule:**
- Planning & Design: March 6, 2013 & May 2013
- Advertising & Award: March 6, 2013 & May 2013
- Construction: May 2013 to September 10, 2013

**Project Team:**
- Design Team: Design Alaska, Inc.
- General Contractor: Great Northwest, Inc.

**Total Project Cost:**
- TPC $960,000
- CAA $484,200

**Board of Regents Approval & Motions:**
- Preliminary Admin Approval: December 20, 2012
- Formal Project Approval: January 31, 2012
- Schematic Design Approval: January 31, 2012

**Status Update:**
Awaiting contract award.
Butrovich Retaining Wall Repair

Project Description
Partial demolition of existing retaining wall, installation of new retaining wall, improved site drainage, and expansion of utilidor.

Schedule:
Planning & Design: 
Advertising & Award: March 24, 3013 & May, 2013
Construction: June 2013 to September 2013

Total Project Cost:
TPC $ 1,140,000
CAA $ 943,967

Project Team:
Design Team PDC Inc. Engineers
General Contractor American Mechanical Inc.

Board of Regents Approval & Motions:
Formal Project Approval August 1, 2011 & March 8, 2013
Schematic Design Approval March 21, 2013

Status Update:
Awaiting contract award.
Project Description
This project will install electronic door openers in several locations on the UAF Campus. The electronic door openers will be located primarily at building entrances and one interior circulation space. The door openers will facilitate ADA access to the buildings.

Schedule:
- Planning & Design: January to March 2013
- Bid and Award: June 2013
- Construction: July to November 2013

Total Project Cost:
- TPC $ 500,000
- CAA $ TBD

Project Team:
- Design Team: USKH, Inc.
- General Contractor: TBD

Board of Regents Approval & Motions:
- Preliminary Admin Approval: July 31, 2012
- Formal Project Approval: October 15, 2012
- Schematic Design Approval: May 2013

Status Update:
The project is in design and scheduled for upcoming advertisement, award and construction in 2013.
Campus Wide Elevator Upgrade and Replacement

Project Description
This project will modernize traction elevators serving Wood Center and CTC Barnette along with other improvements as funding permits. The project replaces original relay-logic controllers with modern micro-processor based controllers to provide reliable and efficient elevator operation. Other improvements include new drive motors, hoistway equipment, cab fixtures, seismic and ADA upgrades. This work brings the systems up to current elevator safety code standards and should result in better service and a reduction in emergency and maintenance call outs.

Schedule:
- Planning & Design: October 2011 to September 2012
- Design Build Award: N/A
- Construction: March 2013 thru October 2013

Project Team:
- Design Team: USKH, Inc.
- General Contractor: TBD

Board of Regents Approval & Motions:
- Formal Project Approval: February 13, 2013
- Schematic Design Approval: February 13, 2013

Status Update:
This project is scheduled for advertisement, award and construction in the 2013 construction season.

Total Project Cost:
- TPC $720,000
- CAA$: TBD
Campus Wide Energy Upgrades—Fairbanks Campus

Project Description
This project will upgrade the lighting, HVAC controls and sensors, replace old inefficient motors and controls, and install new door and window seals on 10 university buildings. Project cost will be recovered in energy savings in 10 years.

Schedule:
Planning & Design: 2009-2012
Advertising & Award: N/A
Construction: January 2013-August 2013

Total Project Cost:
TPC $ 6,000,000
CAA $ 5,350,000

Architect/Engineer: Siemens Bldg Technologies, Inc.
General Contractor: Siemens Bldg Technologies, Inc.

Board of Regents Approval & Motions:
Preliminary Admin Approval August 8, 2012
 Formal Project Approval September 27, 2012
 Schematic Design Approval September 27, 2012

Status Update:
Construction was initiated in January 2013 in the Fine Arts Complex and continued in that building until the first week in March. Mechanical work was initiated in the Patty Center in mid-February 2013. Construction is scheduled for completion in September 2013.
UAF Campus Wide Roof Replacement

Project Description:
This project will replace the existing roofs on the KM Rae Building at the Seward Marine Center in Seward, Garden Apartments I & II and the Chapman Building at UAF in Fairbanks.

Schedule:
Planning & Design: September 2012 to February 2013
Advertising & Award: March 2013
Construction: May—September 2013

Project Team:
Division of Design & Construction
BDS Roof Technology Group

General Contractor: Earhart Roofing

Board of Regents Approval & Motions:
Preliminary Admin Approval: September 20, 2012
Formal Project Approval: December 21, 2012
Schematic Design Approval: March 8, 2013

Total Project Cost:
TPC $ 1,500,000
CAA $ 746,000

Status Update:
Contractor started on site work in May 2013.
Project Description:
Design and build a new student dining facility adjacent to the Wood Center through a public-private partnership.

Schedule:
Planning & Design: March 22, 2011-February 18, 2013
Advertising & Award: N/A
Construction: May 1, 2013-July 16, 2014

Architect/Engineer: Perkins & Will
General Contractor: Ghemm Company

Board of Regents Approval & Motions:
Formal Project Approval: June 2, 2011
Schematic Design Approval: September 28, 2012

Status Update:
Construction began May 2013 with construction scheduled for completion in July 2014.
Critical Electrical Distribution Renewal Phase 2

Project Description
Phase 1 of the project constructed a central switchgear facility and utilidors needed for distributing power to the campus at the new distribution voltage of 12,470v. Phase 2 converts the buildings on campus to the new distribution system. This includes replacement or conversion of cables, switches and building transformers throughout the UAF Campus.

Designer: PDC, Inc.  
CM@Risk: Kiewit Building Group  
Total Project Cost: $26,250,000

Board of Regents Approval & Motions:
Formal Project Approval  February 16, 2012
Schematic Design Approval  June 8, 2012 ($14,325,000)
Completion Date: Fall 2014

Schedule Bar Chart:
Design  0%  
Construction  0%  
Completion  100%

Status Update:
The Design is nearing completion and transformers and cables are being ordered for installation in summer 2013. Construction started April 22, 2013 and will continue through November 2014 with a winter shutdown in 2013-2014.
**UNIVERSITY OF ALASKA**

<table>
<thead>
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<th>Project Name:</th>
<th>Critical Electrical Distribution Renewal Phase 2</th>
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</thead>
<tbody>
<tr>
<td>MAU:</td>
<td>UAF</td>
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<tr>
<td>Building:</td>
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<td>UAF</td>
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<td>Total GSF Affected by Project:</td>
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<tr>
<th>PROJECT BUDGET</th>
<th>SDA Budget</th>
<th>Actual</th>
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</thead>
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<tr>
<td><strong>A. Professional Services</strong></td>
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| **B. Construction** |            |        |
| General Construction Contract(s) | $17,000,000 | $585,000 |
| Other Contractors (List: GVEA) | $1,000,000 | $0 |
| Construction Contingency | $1,200,000 | $0 |
| **Construction Subtotal** | $19,200,000 | $585,000 |

| **C. Building Completion Activity** |            |        |
| Equipment (Transformers, switches, cable) | $1,500,000 | $450,000 |
| Fixtures | $0 | $0 |
| Furnishings | $0 | $0 |
| Signage not in construction contract | $0 | $0 |
| Move-Out Cost/Temp. Reloc. Costs | $0 | $0 |
| Move-In Costs | $0 | $0 |
| Art | $0 | $0 |
| Other (List:____________________) | $0 | $0 |
| OIT Support | $0 | $0 |
| Maintenance/Operation Support | $150,000 | $0 |
| **Building Completion Activity Subtotal** | $1,650,000 | $450,000 |

| **D. Owner Activities & Administrative Cost** |            |        |
| Project Planning and Staff Support | $1,058,625 | $2,000 |
| Project Management | $1,176,250 | $60,000 |
| Misc Expenses: Advertising, Printing, Supplies | $30,000 | $3,000 |
| **Owner Activities & Administrative Cost Subtotal** | $2,264,875 | $65,000 |

| **E. Total Project Cost** | $25,789,875 | $3,352,000 |

| **F. Total Appropriation(s)** | $26,250,000 | $22,437,875 |
Project Description
This project will provide enough program space for the Aviation programs to move a portion of their teaching operations into the new facility. The project construction includes minor modifications to the existing hangar and offices, inclusion of new battery and sand blasting rooms, conditioning the unfinished 8,000 sf area, addition of public restrooms, and new head bolt outlets for winter time parking. Conditioning the 8,000 sf of currently unfinished space includes exterior wall insulation, vapor barrier, under-slab utilities, a concrete floor slab and installation of new mechanical and electrical rooms.

Schedule:          Total Project Cost:
Planning & Design: May—August 2012      $1,995,000
Advertising & Award: September 2012
Construction: October 2012—February 2013

Architect/Engineer: USKH, Inc.
General Contractor: TBI Construction Company

Board of Regents Approval & Motions:
Preliminary Administrative Approval August 17, 2012
Formal Project Approval August 27, 2012
Schematic Design Approval August 27, 2012
Project Change Request January 9, 2013 (CTCHI)

Status Update:
Construction is substantially complete. Completion of punch list items is ongoing in preparation for final inspection. Grand Opening was held on May 1, 2013.
# UAF Cutler Apartment Retaining Wall

## Project Description
This project will construct a new concrete retaining wall, stairs, sidewalks, ADA accessible ramp and headbolt heater outlets to comply with building codes and improve safety throughout the Cutler Apartment complex.

## Schedule:
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<tbody>
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<td>Planning &amp; Design</td>
<td>April 2012—June 2012</td>
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<tr>
<td>Advertising &amp; Award</td>
<td>May 2012—June 2012</td>
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<tr>
<td>Construction</td>
<td>June 2012—May 2013</td>
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</table>

## Total Project Cost:

| Total Project Cost | $1,460,495 |

## Architect/Engineer:
PDC Inc. Engineers

## General Contractor:
Alcan Builders, Inc.

## Board of Regents Approval & Motions:
<table>
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<th>Approval</th>
<th>Date</th>
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<tbody>
<tr>
<td>Formal Project Approval</td>
<td>April 26, 2012</td>
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<tr>
<td>Schematic Design Approval</td>
<td>June 06, 2012</td>
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## Status Update:
Approximately 500 feet of failing wood retaining wall has been replaced with concrete walls. New ADA compliant ramp and stairs have been installed and provide access to Cutler Apartments. Deteriorated wooden steps have been replaced and handrails were installed at all front entries. Installation of headbolt heaters is near completion. Paint and hydroseeding will be completed in late Spring 2013.
Project Description

The Engineering Facility project will be building 119,000 gsf of new space and renovate about 23,000gsf of existing space in the Duckering Building in support of the UAF College of Engineering and Mines. The 6-story building will provide space for engineering learning and discovery and will feature open lab concepts and a high-bay area for practical application of engineering know-how.

Total Project Cost:
TPC $108,600,000
CAA $ 76,000,000

Designer: ECI Hyer, NBBJ, PDC Inc, AMC
CM@Risk: Davis Constructors

Board of Regents Approval & Motions:

- Preliminary Project Approval: September 9, 2006
- Formal Project Approval: June 4, 2010
- Amended Formal Project Approval: September 23, 2011
- Schematic Design Approval: June 8, 2012

Occupancy Date: Fall 2015

Status Update:
The first work package GMP has been negotiated and a construction services agreement has been issued to Davis Constructors. Ground was broken on March 30, 2013 and work will commence as soon as the weather breaks. Selective demolition began April 11, 2013. The remaining portions of the design not included in the first work package will be wrapped up over the next few months. Funding for the remaining portions of the project remains in question.
## University of Alaska

### Project Name: UAF Engineering Facility

#### MAU: UAF

**Building:** New  
**Date:** May 2, 2013  
**Campus:** UAF  
**Prepared By:** Wohlford  
**Project #:** 2011122 ENNF  
**Account No.:** 571304-50216  
**Total GSF Affected by Project:** 116900

### Project Budget

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<td><strong>B. Construction</strong></td>
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<tr>
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### F. Total Appropriation(s)

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td></td>
<td>$108,600,000</td>
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</table>

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**UAF Engineering Facility (ENNF)**  
**June 2013 BoR CIP Update**  
**Reference 54**
Fine Arts Complex Vapor Barrier Design and Installation

**Project Description**
This project will correct building envelope deficiencies by application of spray foam and vapor barrier to the inside of exterior walls to the music wing.

**Schedule:**
- **Planning & Design:** October 2012-February 2013
- **Construction:** March 2013-September 2013

**Total Project Cost:**
- **TPC:** $5,600,000
- **CAA:** $TBD

**Architect/Engineer:** USKH

**CM@R:** Watterson

**Board of Regents Approval & Motions:**
- **Preliminary Administrative Approval:** October 18, 2011
- **Formal Project Approval:** September 28, 2012
- **Schematic Design Approval:** February 21, 2013

**Status Update:**
Design documents are now complete and the university has issued a Notice of Intent to Award dated April 12, 2013 to Watterson Construction.
Harper Building Interior Upgrades

Project Description
The project will improve accessibility to and functionality of the existing Harper Building. The scope of work will include constructing new ADA compliant entries. HBOs will be installed at the relocated handicap parking stalls. The Great Room will be remodeled to better facilitate conferences and large classes. Interior doors will be installed to separate the Great Room from the rest of the building to minimize disruption throughout the facility. Inefficient lighting in the Great Room will be replaced with modern, efficient light fixtures. Degraded HVAC systems will be modified and properly balanced. The Great Room mezzanine will be enclosed to keep administrative operations from disturbing classes in the room below. A fume hood will be installed in the lab to improve teaching opportunities and minimize odors throughout the building.

Schedule:
Planning & Design: November 2012—April 2013
Advertising & Award: April—May 2013
Construction: June—August 2013

Project Team:
Design Team: Design Alaska, Inc.
General Contractor: TBD

Board of Regents Approval & Motions:
Preliminary Admin Approval: February 28, 2013
Formal Project Approval: March 18, 2013
Schematic Design Approval: March 20, 2013
Project Change Requests: N/A

Status Update:
Schematic design review was completed on April 1, 2013. Design is in progress.
Project Description
The Murie Building will provide multiuse teaching and research labs, classrooms, and office space for life science research and academic purposes. The research portion will provide nearly 60,000 gsf of lab space for biology research. The teaching portion will provide 40,000 gsf of academic classroom and lab space for biology and wildlife degree programs. The project also includes expansion of the West Ridge utilidor steam line, and a greenhouse replacement.

Schedule Bar Chart:

Status Update:
The project has progressed into the next phase of construction: finishes. Building completion is well underway with lighting, ceilings, final casework, and controls installations fully underway. Contractors have completed most of the wiring and plumbing and the permanent power had been turned on to the facility. Pre-functional check-outs are underway and most motors have been bumped or are spinning. Floor tiling is in full swing with Level 2 and 3 complete. The exterior of the building is 95% complete. A purchase order for furniture has been issued. Overall the project remains on schedule for occupancy in the summer of 2013. A project change request for the West Ridge Steam Capacity Expansion and Arctic Health Greenhouse was approved at the April 2013 BOR meeting.
### UNIVERSITY OF ALASKA

<table>
<thead>
<tr>
<th>Project Name:</th>
<th>Life Sciences Research and Teaching and Facility</th>
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<tbody>
<tr>
<td>MAU:</td>
<td>UAF</td>
</tr>
<tr>
<td>Building:</td>
<td>New-Murie Building</td>
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<tr>
<td>Campus:</td>
<td>Fairbanks</td>
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<tr>
<td>Prepared By:</td>
<td>Wohlford</td>
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<tr>
<td>Account No.:</td>
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<tr>
<td>Date:</td>
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#### Total GSF Affected by Project:
101,100

### PROJECT BUDGET

#### A. Professional Services

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<th>Budget</th>
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<td>Other</td>
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**Professional Services Subtotal**

$8,148,193

#### B. Construction

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**Construction Subtotal**

$72,069,996

**Construction Cost per GSF**

$712.86

#### C. Building Completion Activity

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</thead>
<tbody>
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<td>Move-Out Cost/Temp. Reloc. Costs</td>
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</tr>
<tr>
<td>Move-In Costs</td>
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<tr>
<td>Art</td>
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**Building Completion Activity Subtotal**

$3,075,000

**remaining Budget**

$2,562,371

#### D. Owner Activities & Administrative Cost

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<th>Description</th>
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</table>

**Owner Activities & Administrative Cost Subtotal**

$5,284,811

**remaining Budget**

$4,871,359

#### E. Total Project Cost

$88,578,000

**Total Project Cost per GSF**

$876.14

#### F. Total Appropriation(s)

$88,578,000

**remaining Budget**

$1,962,452

---

Formal Project Approval: $108,600,000 to fund three projects associated with the construction of the new facilities:

- **Life Sciences Facility** ($88,257,800) TPC Increase October 2011 for $303,000
- **West Ridge Steam Capacity Expansion** ($15M)
- **Arctic Health Research Greenhouse** ($5,325,000)

---

UAF Life Sciences Research and Teaching Facility—Margaret Murie Building-(LFRF)

June 2013 BoR CIP Update
Utilities Wood Center Vault

Project Description
This project will build new utility infrastructure in the area of the Wood Center and Chapman buildings. The new infrastructure will support the new dining facility and continue the effort to upgrade the utilities campus wide.

Schedule:
Planning & Design: September 2012—February 2013
Advertising & Award: April 2013
Construction: May 2013

Architect/Engineer: Design Alaska
General Contractor: Ghemm Co.

Board of Regents Approval & Motions:
Preliminary Admin Approval: July 1, 2012
Formal Project Approval: September 27, 2012
Schematic Design Approval: February 21, 2013

Status Update:
The Ghemm Co. of Fairbanks was awarded this contract. Construction will begin mid May 2013. Substantial completion is scheduled for August 2013.
Utilities West Ridge Steam Capacity Expansion

Project Description
This project installs a 10-inch steam line and a 6-inch condensate line from the Atkinson Power Plant to the West Ridge in the vicinity of the Arctic Health Research Building to increase the steam capacity for West Ridge and the new Life Sciences Facility. A new utilidor will also be constructed to house the steam piping and other utilities from the utilidor near the Lola Tilly Building to the utilidor west of the Student Recreation Center.

Schedule:
- Planning & Design: February - May 2011
- Advertising & Award: April - July 2011
- Construction: August 2011 - October 2012

Total Project Cost: $15,000,000

Architect/Engineer: PDC Inc. Engineers
DB Contractor: Kiewit Building Group
Design Alaska

Board of Regents Approval & Motions:
- Formal Project Approval: November 9, 2011
- Schematic Design Approval: April 8, 2011

Status Update:
Landscaping will be completed in June 2013. Substantial completion was on November 8, 2012. The project was completed approximately $2,000,000 under budget. The remaining funds will revert to the source (Life Sciences Research & Teaching Facilities Project) as approved by the BOR at the April 2013 meeting.
West Ridge Deferred Renewal Maintenance Phase 2

Project Description
The intent of the project is to create a master plan for the renewal of the facilities on the West Ridge and develop logical phasing, budgetary estimates, and program space allocation. The first task will update the current facilities audit and provide a true reflection of the quantity of code corrections, the amount of deferred maintenance, and the extent of space renewal pertaining to functional obsolescence. Upon completion, an analysis of logical adjacencies will occur and the plan will make suggestions for relocation of programs, including major changes to various spaces to create these adjacencies. Finally, the plan will create logical phasing plans with recommended funding levels to become the basis for future capital budget requests.

Schedule:

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<td>Planning &amp; Design</td>
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Board of Regents Approval & Motions:

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<tr>
<td>Schematic Design Approval</td>
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</table>

Status Update:
The project team is working on completion of facilities audits on the 5 older buildings which will wrap up a formal database of deferred maintenance items along with finite cost analysis. From this data UAF will be able to more rapidly respond to a smaller funding level and prioritize immediate repairs while waiting for more significant funding levels required for wholesale building renovations. The team is also finalizing the construction phasing plan for renovations and space reassignments with an option that demonstrates the need for a surge facility. UAF completed and gained agreement for the Mission Area Analysis and Statement of Need that demonstrated the importance of the programs on West Ridge. At the June 2013 BOR meeting, UAF will present the renovation plan with recommendations on the level of building renewal, repurpose, or replacement.
Campus Wide Energy—Rural Campus

Project Description
This project will implement the Energy Efficiency Measures (EEM) identified in the Investment Grade Energy Audits performed by Siemens Industry, Inc. at the Kuskokwim campus and the Chukchi campus. Energy work on the rural campus buildings centers on three main issues – building envelopes, controls upgrades and lighting retrofits.

Schedule:
- Planning & Design: October 2011 to September 2012
- Design Build Award: N/A
- Construction: January 2013 thru September 2013

Board of Regents Approval & Motions:
- Formal Project Approval: N/A
- Schematic Design Approval: September 27, 2012

Total Project Cost: $720,000

Status Update:
Lighting and ballast installation began in Kotzebue on March 11, 2013 and in Bethel on April 10, 2013. Mechanical and architectural work started in May 2013. Some materials for both campuses have arrived and the rest will continue to arrive throughout the summer. Coordination with facilities services at both campuses has been ongoing.
Project Description
Renovation of the Napa Auto Parts building to provide space and facilities for the Bristol Bay Campus Applied Sciences program.

Schedule:
Planning & Design: September 2012-February 2013
Advertising & Award: March 2013-April 2013
Construction: May 2013-December 2013

Architect/Engineer: McCool Carlson Green Architects
General Contractor: TBD

Board of Regents Approval & Motions:
Preliminary Project Approval May 17, 2012
Formal Project Approval December 7, 2012
Schematic Design Approval February 21, 2013

Status Update:
Design is progressing to bid document stage.

Total Project Cost: $2.55 Million


**Cold Climate Housing Research Center**

**Project Description**
The Sustainable Northern Communities Addition will provide office, classroom, design, and research space intended to bring together CCHRC partners, housing agencies, policy makers, community leaders, and other stakeholders.

Construction on the 8,000-square-foot building addition began in May 2012 and the building will open in Summer 2013. The addition is being built to LEED Platinum standards (like the existing building) and is planned to use zero fossil fuels for heating. Heating combines an innovative solar hydronic system with 10,000 gallons of seasonal thermal storage and a high efficiency pellet boiler.

**Schedule:**
- Construction: May 2012 to September 2, 2013

**Total Project Cost:**
- TPC $2,000,000

**Project Team:**
- Design Team: CCHRC, USKH, Design Alaska
- General Contractor: CCHRC, Heber’t Homes, LLC

**Board of Regents Approval & Motions:**
- Preliminary Admin Approval: May 6, 2011
- Formal Project Approval: June 27, 2012
- Schematic Design Approval: July 19, 2012

**Status Update:**
Electrical, Mechanical Ventilation, Plumbing, and Sprinkler System have been roughed-in. Lighting installation is in progress. Finish work has started. Floor finishing is in progress and railings are being made and installed. Trim work is almost complete. Exterior finishes will start when the temperatures are adequate for application. The pellet boiler has been installed and is currently heating the building through the in-floor radiant heating system. Controls (zone valves, sensors, etc.) are being roughed in.
Project Description:
Work consists of interior renovation of several rooms, including expansion of classrooms and renovation of a computer lab at the Kuskokwim Campus in Bethel.

Schedule:
- Planning & Design: October 2012 to February 2013
- Advertising & Award: March 2013 to April 2013
- Construction: May 2013 to August 2013

Project Team:
- Design Team: Design Alaska
- General Contractor: Denali General Contractors

Board of Regents Approval & Motions:
- Preliminary Admin Approval: October 29, 2012
- Formal Project Approval: December 20, 2012
- Schematic Design Approval: February 13, 2013
- Project Change Request: May 2, 2013

Status Update:
The Construction Contract is proceeding through the award process.
Kuskokwim Campus HVAC Upgrade

Project Description:
This project includes renovation of lift stations, boardwalk replacement, upgrades to the HVAC system, and exterior lighting.

Schedule:
Planning & Design: May 2012 to December 2012
Advertising & Award: February 2013
Construction: May 2013 to September 2013

Project Team:
Design Team: Design Alaska
General Contractor: Denali General Contractors

Board of Regents Approval & Motions:
Preliminary Admin Approval: January 30, 2012
Formal Project Approval: April 12, 2012
Schematic Design Approval: December 26, 2012

Status Update:
Project has been awarded. Contractor currently prepping equipment and materials for the first barge of the season.
**Northwest Campus Library Remodel**

**Project Description**
Project will remodel the interior of the Emily Brown Building (Library), at the UAF CRCD Northwest Campus, in Nome, Alaska.

**Schedule:**
- Planning & Design: February 2013
- Advertising & Award: March 2013
- Construction: May 2013 to October 2013

**Project Team:**
- Design Team: BDS
- General Contractor: H Construction

**Board of Regents Approval & Motions:**
- Preliminary Administrative Approval: December 21, 2012
- Formal Project Approval: March 1, 2013
- Schematic Design Approval: March 1, 2013

**Status Update:**
Formal and Schematic Design Approval were received in March 2013. Construction is scheduled for Summer 2013. The Construction Contract is proceeding through the award process.
Poker Flat Redstone Antenna Pad Construction

Project Description
The project will construct a 30 foot diameter concrete pad with grounding grid. NASA has acquired a decommissioned Redstone antenna and will erect the antenna on the new pad. The project will also install communications and power ducts for the NASA team to install cabling. This project will not change any academic programs.

Schedule:
Planning & Design: January—April 2013
Advertising & Award: April 2013
Construction: May—July 2013

Total Project Cost:
TPC $ 358,700
CAA $ TBD

Project Team:
Design Team PDC Engineering, Inc.
General Contractor TBD

Board of Regents Approval & Motions:
Preliminary Admin Approval March 19, 2013
Formal Project Approval March 28, 2013
Schematic Design Approval March 28, 2013
Project Change Requests N/A

Status Update:
Design was completed April 9, 2013. Advertising and award are in progress. No change in scope.
Research Vessel Sikuliaq

Launching the Sikuliaq

Project Description
The R/V Sikuliaq (pronounced “see-KOO-lee-ack) (formerly the Alaska Region Research Vessel) is a 261-foot oceanographic research vessel capable of performing complex science in the ice-choked waters of Alaska and the polar regions. When complete, the ship will be one of the most advanced university research vessels in the world and will be able to break ice up to 2.5 feet thick.

Schedule:

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<tr>
<th>Activity</th>
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<td>Construction</td>
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Architect/Engineer: Glosten Associates
General Contractor: Marinette Marine Corporation

Approvals & Motions:

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<td>Schematic Design Approval</td>
<td>National Science Foundation: December 2008</td>
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Status Update:
The launching ceremony for the R/V Sikuliaq was on October 13, 2012 in Marinette, Wisconsin. Hundreds of people endured wind and rain to attend the christening and launch ceremony for the 261-foot vessel, the first built for the National Science Foundation in more than three decades. The crowd stood back and cheered as the Sikuliaq slid into the Menominee River, sending an impressive spray of water over the dock. The current contractual delivery date is 7 August 2013, but the shipyard informed UAF during the April 2013 Quarterly Management Review that they will be late delivering the ship. They are evaluating a revised schedule with delivery now expected in September 2014.

<table>
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<th>Date</th>
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<td>Post Delivery Dockside/Training</td>
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<tr>
<td>Transit and Science Trials</td>
<td>Dec 2013-Mar 2014</td>
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<tr>
<td>NSF Inspection</td>
<td>March 2014</td>
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<td>Ice Trials</td>
<td>April 2014</td>
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<td>Warranty Dry-Dock</td>
<td>May-June 2014</td>
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<td>Start Funded Science</td>
<td>August 2014</td>
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Toolik Field Station 2012 Capital Improvements

Project Description
This is a NSF managed and funded project. Construction could start as early as March 2014. A SDA will be submitted for the first phase when funding is obtained. There are four projects currently planned as part of the capital improvement program. They are a combination of housing, science and support facilities that are needed to support the research at TFS. It is anticipated that funding will be phased and Schematic Design Approvals will be requested for each individual project as funding is identified. It is anticipated that funding will occur over a 2-4 year period for all of the projects.

Schedule:
Planning & Design: March 2011 to August 2013
Advertising & Award: November 2013 to February 2014
Construction: March 2014 to November 2014

Project Team:
Design Team CH2M Hill
General Contractor TBD

Board of Regents Approval & Motions:
Formal Project Approval September 27, 2012
Schematic Design Approval TBD

Status Update:
No Change since the last construction in progress report.
Funding for the initial project, Dormitory, is on hold. Funding may be available in October 2013.

TPC $ 8,000,000

Total Project Cost:
Anderson Building Remodel & Pedestrian Access

Project Description:

Remodel Phase: This project will totally remodel the Juneau campus principal science instruction space to accommodate the needs of the UAS Science program. The project is divided into two separate construction contracts. The first is the building remodel including classrooms, teaching labs, faculty offices, and research spaces.

In the remodel work major building components will be upgraded or replaced including heating and ventilating equipment and controls, the roof membrane and insulation, new toilet rooms, interior finishes, elevator replacement, classroom and laboratory casework and the emergency generator. Interior space will be reconfigured to improve effectiveness of the teaching and research areas. The number of faculty offices will be reduced.

Pedestrian Access Phase: The second phase will construct a paved and lighted trail from campus to a pedestrian crossing bridge across Glacier Highway. This work will resolve a long-standing safety concern for students, staff and faculty moving between the main campus and the Anderson Building.

Total Project Cost: $10,700,000

Project Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Building Remodel</th>
<th>Pedestrian Access</th>
</tr>
</thead>
</table>

Project Approvals:

Formal Project Approval: September 2008
Schematic Approval: February 2009

Status Update:

Building Remodel: Construction contract is complete.

Pedestrian Access Improvements: UAS is suggesting reallocation of the funds currently allocated to this work since the DOT&PF project is at least two more years before construction would start.
Auke Lake Way Corridor Improvements & Reconstruction

Project Description:
- Reconstruction of Auke Lake Way from Hendrickson to the Egan bus circle to replace pavement, signage and lighting, and add traffic control devices and provide for service and emergency access;
- Reconstruction of the Novatney parking area to a service turn-around;
- Construction of a paved and lighted pedestrian connection from the Hendrickson Building to the Auke Creek bridge path, eliminating pedestrian use of the road;
- Reconstruction, paving and drainage of the Chapel-by-the-Lake parking lot as required by the parking agreement;
- Construction of a roof structure atop the path between the main parking lots and the Whitehead entrance;
- Revised entry canopies at the intersections of the Novatney and Whitehead exterior walkways.
- Traffic and signage improvements at the Loop Road intersection.

Total Project Cost: $4,300,000

<table>
<thead>
<tr>
<th>Project Schedule</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
</table>

Project Approvals
- Formal Project Approval: December 2010
- Schematic Approval (Phase 1): April 2011
- Schematic Approval (Phase 2): April 2012
- Schematic Approval (Phase 3): March 2013

Status Update:
Phase 2 is substantially complete. Phase 3 bids will be opened on May 14, 2013.
New Freshman Residence Hall

Project Description:

The first phase of this project will construct a 21,800 square foot facility with sixty beds. The second phase will add an additional sixty beds.

The new residence hall will be located on a prime site on the westerly edge of the developed parking area, situated between Noyes Pavilion and the drop-off circle to Egan Library.

The residence units are organized in a suite arrangement similar to that utilized for Banfield hall, but slightly increased in size and features. The basic module pairs two double occupancy rooms with a shared bathroom and kitchenette area. The total project area including the second phase will equal 35,260 square feet.

Total Project Cost: $9,250,000 (Phase 1)

Project Schedule:

- Design: Jan 2011 to March 2013
- Bid & Award: April 2013
- Construction: May 2013 to July 2014

Project Approvals:

- Formal Project Approval: June 2011
- Schematic Approval: September 2012

Status Update: The base bid has been awarded to ASRC/McGraw Construction. Site work is expected to start in mid-May. A Project Change Request will be submitted to the Board of Regents to add the second 60 bed wing to the project through the award of an additive alternate bid item.
Ketchikan – Life Boat Davit Construction

Project Description:

This project will construct a platform for a life boat davit at the lower campus. The project is funded with Title III grants.

Total Project Cost: $504,000 (Phase 1) $265,000 (Phase 2)

<table>
<thead>
<tr>
<th>Project Schedule</th>
<th>Phase 1</th>
<th>Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bidding</td>
<td></td>
<td>5/2013</td>
</tr>
</tbody>
</table>

Project Approvals

- Formal Project Approval: 2/2012
- Schematic Design Approval: 2/2012
- TPB increase: 4/2013

Status Update:

Phase 1 of the project is complete. A new Title III grant application has been awarded that will complete the project. An amended total project cost was approved in April 2013 to reflect receipt of the new federal grant. Work is expected to be completed by fall of 2013.
University of Alaska
Office of Information Technology
Department of Homeland Security
Cyber Resilience Review
Report to the Board of Regents
June 2013
What is it?

• Voluntary program review
• Guided, Self-reporting
• Service oriented approach
• Helps with understanding & measurement
• Indicators of organizational resilience
• Ability to manage cyber risk (protection)
• Managing consequences of risk (sustaining)
Focus Areas

- People
- Information
- Technology
- Facilities
Cyber Resilience Review Domains

1. Asset Management (AM)
2. Configuration and Change Management (CCM)
3. Controls Management (CNTL)
4. Vulnerability Management (VM)
5. Incident Management (IM)
6. Service Continuity Management (SCM)
7. Risk Management (RISK)
8. External Dependencies Management (EXD)
9. Training and Awareness (TRNG)
10. Situational Awareness (SA)
Looks at current state of cyber security & addresses:

- **Documentation in place** and periodically reviewed and updated
- **Communication and notification** to all those who need to know
- **Implementation**, execution and analysis in a consistent, repeatable manner; and
- **Alignment** of goals and practices within and across domains
Maturity Level Indicators

CRR MATURITY INDICATOR LEVELS

• A Maturity Indicator Level (MIL) is assigned to each CRR domain and represents:
  • A consolidated view of maturity in performing key area
  • Measures the level of process institutionalization
  • Describes attributes indicative of mature capabilities
  • Higher degrees of institutionalization translate to more stable processes that produce consistent results over time and that are retained during times of operational stress.

However, it should be noted that the maturity indicator level does not fully represent actual capability levels because a capability level can only be assigned through a formal appraisal process, not as the result of using an interview-based instrument. The CRR consists of six Maturity Indicator Levels, ranging from MIL-0 through MIL 5.
Maturity Level Indicators

MIL-0 (Incomplete) indicates that practices in a particular domain are not being performed, as measured by responses to the relevant practice questions in the CRR.

MIL-1 (Performed) indicates that all practices in a particular domain are being performed as measured by responses to the relevant practice questions in the CRR. MIL-1 means that there is sufficient and substantial support for the existence of the practices.

MIL-2 (Planned) indicates that all practices in a particular domain are not only performed
• (MIL-1), but are also:
• Established by the organization (i.e., the practice is documented and communicated to all who need to know);
• Planned (i.e., the practice is performed in accordance with a documented plan, policy, and procedure);
• Supported by stakeholders (i.e., the stakeholders of the practice are known, and these stakeholders are not only aware of the practice, but also their specific role in the practice); and
• Supported by relevant standards and guidelines (i.e., standards and guidelines that support the practice have been identified and implemented).
Maturity Level Indicators (cont’d)

- **MIL-3 (Managed)** indicates that all *practices* in a particular *domain* are not only performed (MIL-1) and planned (MIL-2), but also have basic infrastructure in place to support the process:
  - *Governed by the organization* (i.e., the practice is supported by policy, and there is appropriate oversight over the performance of the practice);
  - * Appropriately staffed and funded* (i.e., the staff and funds necessary to perform the practice is available);
  - *Assigned to staff who are responsible and accountable* for the performance of the practice (i.e., staff have been assigned to perform the practice, and are they responsible and accountable for the performance of the practice);
  - *Performed by staff who are adequately trained* (i.e., staff who perform the practice are adequately skilled and trained);
  - *Produces work products that are expected* from performance of the practice, and are placed under appropriate levels of configuration control (i.e., the practice produces artifacts and work products that are expected from performing the practice, and the configurations of these artifacts and work products are managed); and
  - *Managed for risk* (i.e., risks related to the performance of the practice are identified, analyzed, disposed of, monitored, and controlled).
Maturity Level Indicators (cont’d)

• MIL-4 (Measured) indicates that all practices in a particular domain are not only performed (MIL-1), planned (MIL-2), and managed (MIL-3), but are also:
  – *Periodically evaluated for effectiveness* (i.e., the practice is periodically reviewed to ensure that it is effective and producing intended results);
  – *Monitored and controlled* (i.e., appropriate implementation and performance measures are identified, applied, and analyzed);
  – *Objectively evaluated against its practice description and plan* (i.e., the practice is periodically evaluated to ensure that it adheres to the practice description and its plan); and
  – *Periodically reviewed with higher-level management* (i.e., higher-level management is aware of any issues related to the performance of the practice).
Maturity Level Indicators (cont’d)

- **MIL-5 (Defined)** indicates that all *practices* in a particular *domain* are performed (MIL-1), planned (MIL-2), managed (MIL-3), measured (MIL-4), and are also consistent across all internal constituencies who have a vested interest in the practice. At MIL-5, a process or practice is:
  
  - **Defined by the organization and tailored by organizational units for their use** (i.e., there is an organization-sponsored definition of the practice from which organizational units can derive practices that fit their unique operating circumstances); and
  
  - **Supported by improvement information that is collected by and shared amongst organizational units for the overall benefit of the organization** (i.e., practice improvements are documented and shared so that the organization as a whole reaps benefits from consistent performance of practices across organizational units and that all organizational units can benefit from improvements realized in any single organizational unit).
Summary Results

Maturity Indicator Level by Domain

- Asset Management
- Controls Management
- Configuration and Change Management
- Vulnerability Management
- Incident Management
- Service Continuity Management
- Risk Management
- External Dependencies Management
- Training and Awareness
- Situational Awareness

Maturity Indicator Level

- Your Results
- All Participants
Summary Results

Your Performance Compared to All CRR Participants (74)

This graph represents the median and mean "yes" scores across all CRR participants, and includes the domain practices as well as yes scores for the questions related to process maturity. The line labeled "Your Results" represents your "Yes" scores. The Median represents the midpoint score for the entire CRR participant population (the size of the data set is identified as the "n" value in the upper right corner of the graphic). The Mean is the average of total "yes" scores per domain for the CRR participant population.
### Summary Results

**Overview of CRR Results**

<table>
<thead>
<tr>
<th></th>
<th>1 Asset Management</th>
<th>2 Controls Management</th>
<th>3 Configuration and Change Management</th>
<th>4 Vulnerability Management</th>
<th>5 Incident Management</th>
<th>6 Service Continuity Management</th>
<th>7 Risk Management</th>
<th>8 External Dependencies Management</th>
<th>9 Training and Awareness</th>
<th>10 Situational Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIL-1</td>
<td>MIL-2</td>
<td>MIL-3</td>
<td>MIL-4</td>
<td>MIL-5</td>
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<td>MIL-2</td>
<td>MIL-3</td>
<td>MIL-4</td>
<td>MIL-5</td>
</tr>
<tr>
<td>G1</td>
<td>G2</td>
<td>G3</td>
<td>G4</td>
<td>G5</td>
<td>G6</td>
<td>G7</td>
<td>G8</td>
<td>G9</td>
<td>G10</td>
<td>G11</td>
</tr>
<tr>
<td>TL1</td>
<td>TL2</td>
<td>TL3</td>
<td>TL4</td>
<td>TL5</td>
<td>TL6</td>
<td>TL7</td>
<td>TL8</td>
<td>TL9</td>
<td>TL10</td>
<td>TL11</td>
</tr>
</tbody>
</table>

Reference 55
**DOMAIN 1: ASSET MANAGEMENT**

The purpose of Asset Management (AM) is to identify, document, and manage assets during their life cycle to ensure sustained productivity to support critical services. There are seven goals in Asset Management:

- **Goal 1** – Identify & prioritize critical services
- **Goal 2** – Inventory assets, and establish the authority and responsibility for these assets
- **Goal 3** – Establish the relationship between assets and the services they support
- **Goal 4** – Manage the asset inventory
- **Goal 5** – Manage access to assets
- **Goal 6** – Prioritize & manage information assets
- **Goal 7** – Prioritize & manage facility assets

The following contains questions asked during the CRR for each goal in the Asset Management domain, and your organization’s response to these questions. In cases where the response is noted as “Incomplete” or “No”, there is an accompanying Option for Consideration addressing that question.

<table>
<thead>
<tr>
<th>Performed</th>
<th>Planned</th>
<th>Managed</th>
<th>Measured</th>
<th>Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIL-1</td>
<td>MIL-2</td>
<td>MIL-3</td>
<td>MIL-4</td>
<td>MIL-5</td>
</tr>
<tr>
<td>G1</td>
<td>G2</td>
<td>G3</td>
<td>G4</td>
<td>G5</td>
</tr>
<tr>
<td>II.1</td>
<td>II.2</td>
<td>II.3</td>
<td>II.4</td>
<td>II.1</td>
</tr>
</tbody>
</table>

**Goal 1 – Services are identified and prioritized.**

1. Are services identified? [SC:SG2.SP1]  
   - **Yes**

2. Are services prioritized based on analysis of the potential impact if the services are disrupted? [SC:SG2.SP1]  
   - **incomplete**

**Option(s) for Consideration:**

- **Q1 References**  

- **Q2 CERT-RMM Reference**  
  [SC:SG2.SP1] Prioritize and document the list of high-value services that must be provided if a disruption occurs. Consideration of the consequences of the loss of high-value organizational services is typically performed as part of a business impact analysis. In addition, the consequences of risks to high-value services are identified and analyzed in risk assessment activities. The organization must consider this information when prioritizing high-value services.
Outcomes

• Promotes Continuous Process Improvement
• Fosters Continued maturity
• Drives Systemic change
• Helps us become a better organization
Questions or Comments?
University of Alaska
Office of Information Technology
Network Capacity Overview FY05-FY15

Presented By:
Karl Kowalski, UA Chief Information Technology Officer (CITO)
Presentation Objectives

• Network Overview
  – Benefits
  – UA Network Growth & Investments FY05-FY10
  – Monitoring Mechanisms and Data
  – Network Expenses
• Identify Efficiencies and Cost Containment
• Compare Urban and Rural Costs
• Provide Analysis of Utilization
  • When, where and how to upgrade bandwidth?
  • How do Community Campuses fit into the mix?
• Summarize Managed Growth Plans FY12-FY15
Network Benefits

- **Prospective Students & the Public**
  Discover & obtain information via the network about the University of Alaska

- **Enrolled Students**
  Register for classes, complete financial aid applications, find housing assignments, access progression to degree and course information, access distance education via video or Blackboard tools, perform online research, access social networks and correspond with other UA students

- **Faculty**
  Administer academic instruction, video conferencing and elearning (e.g. UAF/UAA Joint Psychology PhD, Nursing, School of Education, etc.), capture lectures live for later use by students, utilize online access 24x7, conduct research, publish, collaborate

- **Researchers**
  Collect, analyze and store research data, access and transfer to global research partners

- **Staff**
  Access wired or wireless student, conduct University business, communicate, collaborate, participate in education and training online and via video conferencing
UA WAN
Expense Overview & Investments

• Network service areas include the following primary categories:
  
  • **Intrastate:** UA Core WAN (between FAI – ANC – JUN) and Community Campus connectivity
  
  • **Interstate:** Internet2 Research Network fees and Commodity Internet

### Annual Network Costs

<table>
<thead>
<tr>
<th>FY13 UA Wide Area Network Telecommunications Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interstate</strong></td>
</tr>
<tr>
<td>Internet2 Fees</td>
</tr>
<tr>
<td>Commodity Internet</td>
</tr>
<tr>
<td>Interstate Total</td>
</tr>
<tr>
<td>Intrastate Community Campuses</td>
</tr>
<tr>
<td>(rural &amp; urban)</td>
</tr>
<tr>
<td>Core WAN services</td>
</tr>
<tr>
<td>Intrastate Total</td>
</tr>
<tr>
<td>Grand Total Inter and Intrastate</td>
</tr>
</tbody>
</table>

• UA Community Campus connectivity is significantly more expensive when campuses are not on the road system or must use satellite connectivity

• UA OIT received State of Alaska increments specifically for WAN upgrades and network infrastructure in FY07 ($700K) and FY10 ($550K)

Gifts donated to UA have added capacity and reliability to the UA network for a fraction of the cost:

  • GCI bandwidth gift in FY09 valued at $30M (10 yr. term) up to 10 GB capacity
  
  • Space in & bandwidth to an ACS facility in Oregon for disaster recovery valued at $6.8M (5 yr. term)
• The OIT WAN Weather Map is a dynamic, live, network traffic monitoring tool
• The data displayed within this tool can be used to make operational changes to traffic routing or to inform strategic plans for capacity growth or change
• The weather map is online at: http://weathermap.sw.alaska.edu
Total WAN Expense & Use Trends

- Trends indicate a fairly consistent WAN expense over time while utilization of the FAI – ANC (most heavily used) circuit has steadily increased indicating changing technology market conditions and better rates = better bang for the buck!
- As of October 2009, heavy use on the FAI-ANC circuit has begun to register as greater than 50% of the use on the entire network, although infrequent so far, this may indicate a need for planning efforts to increase capacity for this circuit
• The GCI bandwidth gift necessitated corresponding increase in Internet2 fees (Interstate) in FY10
• Optical circuit (OC) capacity between FAI & ANC will increase over time
• Community Campus connectivity is heavily impacted by satellite rate increases in the current WAN contract while urban connectivity is progressively more affordable (even as bandwidth increases)
Cost Containment: A Measure of WAN Efficiency

- FY06-FY10 Contract
  - 155 Mbps Capacity for UA Core: FAI – ANC – JUN
    - $304/Mbps for 155 Mbps
  - 210 Mbps Capacity for Commodity Internet
    - $420/Mbps for 210 Mbps

- FY11-FY15 Contract
  - 200 Mbps Capacity for UA Core: FAI – ANC – JUN
    - $80/Mbps for 200 Mbps
  - 300 Mbps Capacity for Commodity Internet
    - $41/Mbps for 300 Mbps

- 90% Savings/Mbps AND 43% Capacity Increase
- 74% Savings/Mbps AND 29% Capacity Increase
Bandwidth Breakdown by Service: What is UA using the network for?

- Administrative Use is defined as customer network services at Statewide.
- Academic Use is defined as customer network services at MAU locations.
- Video Conferencing is defined as services labeled specifically for video services.
- Commodity Internet is defined as services labeled specifically as commodity internet.
### Community Campus Bandwidth

#### Urban vs Rural

Terrestrial vs Satellite

<table>
<thead>
<tr>
<th>Campus</th>
<th>Bandwidth (Mb)</th>
<th>Annual Cost</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenai</td>
<td>45</td>
<td>$75,000</td>
<td>Terrestrial</td>
</tr>
<tr>
<td>Mat-Su</td>
<td>45</td>
<td>$73,000</td>
<td>Terrestrial</td>
</tr>
<tr>
<td>Valdez</td>
<td>45</td>
<td>$75,000</td>
<td>Terrestrial</td>
</tr>
<tr>
<td>Ketchikan</td>
<td>45</td>
<td>$148,698</td>
<td>Terrestrial</td>
</tr>
<tr>
<td>Bethel</td>
<td>5</td>
<td>$110,000</td>
<td>Satellite</td>
</tr>
<tr>
<td>Nome</td>
<td>5</td>
<td>$110,000</td>
<td>Satellite</td>
</tr>
<tr>
<td>Kotzebue</td>
<td>5</td>
<td>$139,000</td>
<td>Satellite</td>
</tr>
</tbody>
</table>
Currently, a move to terrestrial based network for our rural campus is cost prohibitive and would represent a 5-fold increase in network costs to those campuses.
UA Network
Operational Planning FY12-FY15

- **FY12**
  - Upgraded UA core to have an additional 45 Mbps between each MAU
  - Upgraded CI to have an additional 90 Mbps for Fairbanks & Anchorage
  - Upgraded Commercial Service from Pacific Northwest GigaPop (PNWGP) an additional 100 Mbps

- **FY13**
  - Upgraded CI to have an additional 90 Mbps for each MAU
  - Upgraded Commercial Service from PNWGP an additional 100 Mbps
  - Upgraded GCI Bandwidth gift from OC-12 to OC-24

- **FY14**
  - Upgrade UA core to have an additional 45 Mbps between each MAU
  - Upgrade satellite community campus service to 10 Mbps
  - Upgrade CI to have an additional 90 Mbps for each MAU
  - Upgrade Commercial Service from PNWGP an additional 100 Mbps
  - Explore Disaster Recovery (DR) options; renew ACS DR Facility gift if available

- **FY15**
  - Upgrade CI to have an additional 90 Mbps for each MAU
  - Upgrade Commercial Service from PNWGP an additional 100 Mbps
  - Upgrade GCI Bandwidth gift from OC-24 to OC-48
WAN Strategic Planning

- Rural Connectivity-UA rural connectivity is limited for some locations to satellite only; most locations are 5 Mbps, at an increased cost over that of urban campuses
  - Where available and affordable, bring Community Campuses onto Terrestrial connectivity

- Explore options for redundancy and data storage by pursuing gift extensions through GCI and ACS respectively upon expiration

- Disaster Recovery-Expand UA enterprise systems located in the ACS DR facility to include improved business continuity and backup

- Encourage the addition of fiber connections to and across Alaska

- Explore network consortia where applicable and beneficial to UA
Conclusions & Recommendations

- Demand for network bandwidth continues to grow at a steady rate

- New applications with rich media and large data sets continue to be developed and drive bandwidth demand

- UA will continue to be at a disadvantage as Lower 48 Networks increase in speed and capacity

- New fiber to the State will drive competition, expansion and new economic opportunities for Alaska
Questions & Comments
# WHAT WE WILL COVER

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<td>Independence Letter</td>
<td>4</td>
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<td>Our Audit Objectives and Scope</td>
<td>5</td>
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<td>6-7</td>
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<td>10-12</td>
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<td>Materiality</td>
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<td>Reporting</td>
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</table>
May 13, 2013

University of Alaska
Audit Committee

Dear Members of the Audit Committee

We are pleased to present our 2013 audit plan for the University of Alaska System (the Institution). This plan summarizes our audit, the scope of our engagement, and various analyses and observations related to the Institution’s financial reporting. It also contains the audit committee communications required by our professional standards.

Our audit will be designed to express an opinion on the June 30, 2013 financial statements of the Institution and address current statutory and regulatory requirements. We will consider the Institution’s current business needs, along with an assessment of risks that could materially affect the financial statements, and we will align our audit procedures accordingly. We will conduct the audit with the objectivity and independence that you, the University of Alaska System, expect.

We look forward to meeting with you to go over this plan as well as addressing your questions and discussing any other matters of interest to the Audit Committee.

Very truly yours,

Moss Adams LLP

Moss Adams LLP
Spokane, Washington
May 28, 2013

University of Alaska  
Fairbanks, Alaska

Auditor independence, in fact and appearance, is essential so that the public may justifiably perceive the audit process as an unbiased review of management’s presentation of financial information.

At least annually, we will disclose to the University of Alaska System (the Institution), the nature of all relationships between Moss Adams and the Institution that, in our professional judgment, may reasonably be thought to bear on our independence.

The only relationship between Moss Adams and the Institution as of the date of this letter that may reasonably be thought to impact our independence, is related to a fixed price contract with the University of Alaska Anchorage (UAA) related to construction project audit services for the UAA Sports Arena (Seawolf Arena). As part of this project, we are not making any management decisions or performing management functions. This project is being performed by our Business Risk Management and Control Solutions Group, which is also a separate team from the audit engagement team. Accordingly, relating to our audit of the financial statements of the Institution as of and for the year ended June 30, 2013, we confirm we are independent with respect to the Institution within the meaning of Rule 101 of the American Institute of Certified Public Accountants’ Code of Professional Conduct, its interpretations and rulings.

This report is intended solely for the information and use of the Audit Committee, management, and others within the Institution and should not be used for any other purpose.

Very truly yours,

Moss Adams LLP

Moss Adams LLP  
Spokane, Washington
Our Audit Objectives and Scope

The scope of the June 30, 2013, audit is outlined in Moss Adams contract with the University of Alaska (UA 13-0083) dated February 19, 2013. We will audit the financial statements and compliance with federal laws and regulations (A-133) of the University of Alaska.

In performing our audit for 2013, our primary objectives are as follow:

- Perform an audit of the entity’s financial statements in accordance with Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards;

- Obtain reasonable assurance about whether the financial statements are prepared in accordance with U.S. Generally Accepted Accounting Principles (GAAP) and are free of material misstatements, whether caused by error or fraud;

- Communicate in writing to management and the Committee all material weaknesses and significant deficiencies in internal control and financial reporting identified during our audits;

- Complete communications required under professional standards on a timely basis.
Our Audit Responsibilities

Our responsibility, as described by professional standards, is to express an opinion based on our audit about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. Generally Accepted Accounting Principles.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control over financial reporting. Accordingly, as part of our audit, we will consider the internal control of the institution solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. Our audit is not designed to identify all significant deficiencies, however we will report significant deficiencies identified during the audit to you.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. Should any of those matters be identified, we will get in touch with you to discuss.
Institution Responsibilities

The Institution is responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. We may advise the Institution about appropriate accounting principles and their application and will assist in the preparation of their financial statements, but the Institution is responsible for the financial statements.

This responsibility includes the establishment and maintenance of adequate records and effective internal controls over financial reporting, the selection and application of accounting principles, and the safeguarding of assets. The Institution is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Institution involving: (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.

The Audit Committee is responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Institution received in communications from employees, former employees, regulators or others.

The Institution is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Management of the Institution is also responsible for identifying and ensuring that the Institution complies with applicable laws and regulations.
Our Communications Plan

Our communications plan with the Audit Committee are designed to comply with professional standards set by the AICPA.

Our formal communications will occur at the conclusion of our engagement, where we will present the results of our audit. We are also available to respond to the Committee members’ questions or to be present at periodic meetings.

We also plan to communicate with management both in writing and verbally, throughout the year. We have created an audit timeline for the Institution which includes both regularly scheduled updates and timeframes for completion of audit work.

At the start of the audit, we hold an entrance meeting and at the end of each major segment of fieldwork, we hold an exit meeting. At these entrance and exit meetings, we invite all Institution personnel who are involved in the audit, subject to the discretion of Institution management.
About Our Audit Approach

In developing our audit strategy, we start by assessing the areas of risk for the Institution. We consider the business, environmental and internal risks coupled with actions taken by the Institution to counter those risks. We conduct risk assessment interviews to help identify areas of risk already identified by Institution management. We obtain an understanding of significant accounts and internal controls over major transaction cycles and perform walkthroughs of process and control procedures to verify the design and implementation of controls are as described.

Once we have developed an understanding of areas of risk, we narrow those down to determine the areas of highest risk; risks that could lead to material misstatements in the Institution’s financial statements. We evaluate relative levels of inherent risk and control risk at the Institution and using that information tailor our audit programs to address those areas of risk.
Our Risk Assessments and Response

Financial Close and Reporting Process

Financial Close and Reporting Risks:

- Trial balance journal entries made to create financial statements contain errors
- Excel spreadsheets used to calculate financial statement entries contain errors
- Creation of financial statements is dominated by one or two people without adequate review procedures
- Financial statements and footnotes do not contain required GAAP disclosures
- Entries that occur only once a year are of heightened risk for error

Our Planned Audit Response:

- Review internal controls over financial close and reporting process
- Select and test a sample of journal entries used to create financial statements
- Review spreadsheet formulas and recalculate entries on a test basis
- Review financial statements and footnotes for required GAAP disclosures
- Analytically review financial statements and compare to our independently developed expectations
Significant Audit Areas for 2013

- Compliance audit (see next page)
- Investments
- Sources of revenue such as tuition and contributions
- Debt and compliance with covenants
- Other Risks or Significant Audit Areas (that may arise during our audit procedures)
Compliance Audit Information

Major Programs to be audited in 2013

- Research & Development Cluster
- ARRA - Broadband Technology Opportunities Program (BTOP)

Note: Final major program determination is not able to be completed until after “year end”. The plan above is subject to additional programs based on total expenditures of federal funds and could possibly be impacted by expenditures of stimulus funding, regardless of dollar amount.
Materiality

Our assessment of materiality is based on both quantitative and qualitative factors in establishment of an appropriate base for calculating financial materiality. We consider the risk of material misstatement at the financial statement level, and in relation to classes of transaction, account balances, and disclosures.

Reporting

- Audit Opinion on Financial Statements
- Audit Report on Internal Control over Financial Reporting in Accordance with Government Auditing Standards
- Audit Opinion on Compliance with OMB Circular A-133
- Communication Internal Control Related Matters Identified in an Audit
- Communications with Those Charged with Governance
Audit Timing

We have provided the following outline of our anticipated timing for our audit:

- Meet with Institution management to understand Institution’s activities for 2013. (April 2013)
- Develop an understanding of internal controls and perform preliminary account balance risk evaluation (May 2013)
- Perform interim audit fieldwork procedures including tests of internal controls (May 2013)
- Meet with the Committee to discuss audit plan for 2013 (June 2013)
- Perform substantive audit procedures (September 2013)
- Meet with the Committee to discuss progress of the audit (September 2013)
- Issue reports (October 2013)
- Meet with the Committee to communicate the results of our audit and internal control recommendations. (December 2013)
AUDIT TIMELINE

4/15/13
Interim Fieldwork Begins
Planning Meeting with Management

5/28/13
Interim Fieldwork Ends
Final Fieldwork Begins

6/7/13
Final Fieldwork Ends

9/3/13
Issue Audit Report on Financial Statements

9/20/13
Issue Reports to Management and Those Charged with Governance

October 13

October 13
Moss Adams, LLP Service Team

Overall Engagement Partner
Tammy Erickson

University of Alaska Foundation
Pam Cleaver
Partner
Kim Koch
Sr. Manager

University of Alaska
Tammy Erickson
Partner
Kim Koch
Sr. Manager
Sean Kinney
Manager

Consolidated Endowment Fund
Pam Cleaver
Partner
Cathy Sterbenz
Sr. Manager
New Accounting & Reporting Standards for June 30, 2013 Audit

**GASB Statement No. 60**, Accounting and Financial Reporting for Service Concession Arrangements

**GASB Statement No. 61**, The Financial Reporting Entity Omnibus, an amendment of GASB Statements No. 14 and No. 34


**GASB Statement No. 63**, Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources and Net Position

**AICPA Clarified Audit Standards**: Statement on Auditing Standards 122 – 126. New standards will require a few changes to our audit approach, but the most significant observable change will be in the auditor’s report.
MID-YEAR FINANCIAL UPDATE TO AUDIT COMMITTEE

Ashok K. Roy, Ph.D., CIA, CBA
Vice President for Finance & Administration/CFO

June 7th, 2013
Board of Regents approved project & issuance of 2012 Bonds: Sept 27, 2012
Developer: Lorig Associates, LLC.
General Contractor: GHEMM Company
Bond Issued by: Community Properties Alaska Inc.
Cost of Project: $27.5 M
Effective interest rate: 3.4%
UAF Annual rent: $1.45M
STUDENT DINING HALL PROJECT AT UAF
(A PUBLIC- PRIVATE PARTNERSHIP)

STATUS
- Completion date: July 20, 2014
- Construction started in April 2013
- On schedule
## Projected Unreserved Fund Balance on June 30, 2013 (Carry Forward)

<table>
<thead>
<tr>
<th></th>
<th>UAF</th>
<th>UAA</th>
<th>UAS</th>
<th>SW</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projections</td>
<td>6.2M</td>
<td>$7.9M</td>
<td>$1.3M</td>
<td>$0.8M</td>
<td>$16.2M</td>
</tr>
<tr>
<td>As % of unrestricted &amp; restricted revenues</td>
<td>1.5%</td>
<td>3.0%</td>
<td>2.4%</td>
<td>1.6%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

**Note:**
- Projections based on management reports from MAUs on April 1
- UA guidelines specify unreserved fund balance be 2% to 6% of unrestricted and restricted revenues
a) Operating Cash Portfolio (thru March 31, 2013)

- Portfolio Size: $167M average balance
- Total Earnings: $640K
- Rate of Return: 0.39%

This Portfolio is currently invested as follows:

- 1/3 Cash (yield 0.13%)
- 1/3 high quality bonds maturing May- July (yield 0.18%)
- 1/3 high quality bonds maturing over next 3.5 years (yield 1.30%)
Note:

• The cash and short term bonds are used to fund the University’s liquidity needs

• Cash balances are at their lowest in June and early July due to the timing of the State Appropriation. We have held higher than normal cash balances this Spring semester pending purchases of the Bragaw Building
**INVESTMENTS**

b) **Land Grant Endowment**

- Portfolio Size: $135M
- Total Earnings: $12.4M
- Rate of Return: 10.0%

**Note:**

- Performance for the quarter ended 3/31/13 was strong (at 4.3%) bringing fiscal year-to-date performance to 10%.
Outsourcing of Investment management of Consolidated Endowment Fund by Investment Committee of UA Foundation

- To Cambridge Associates, Boston
- Transition expected to occur in July
University Regulation 05.10.080 updated in January 2013

President has delegated to each Chancellor authority to waive tuition & fees, based on written determination in the best interest of the university

This authority may not be re-delegated by chancellors.

Only those waivers funded thru unrestricted funds and are ad hoc. Not waivers approved by the Board or President (e.g. senior citizens, UA scholars)

An annual reporting requirement is now in place for control purposes

Status:
- Waiver report for FY13 is due Sept. 1, 2013
My note dated May 1, 2013 to President
Due to size of the portfolio, regulatory agencies, etc. working on Policies to better document the process for Board and University oversight
DEVELOP A FRAUD POLICY & PROCEDURES

- Currently UA does not have a system-wide fraud policy. There are statements on websites of various departments about the prohibition of fraudulent activities, but nothing that applies system-wide. BOR Policy P02.07 “Information Resource” has a couple of references that indicate fraudulent activity is prohibited.

- Most big universities have such a policy to prevent and detect fraud, waste, and abuse and hold accountable those who engage in it.

- Other schools have fraud policy as a commitment to high standards of ethical behaviors.

- CAE working to develop a policy to address this.
NEW TRAVEL & EXPENSE MANAGEMENT MODULE

- **More Comprehensive Travel Data**
  - Know where our travelers are – risk management and 911 tool
  - Better record of airline, hotel, car rental usage for possible preferred rates

- **Analytical Reporting of Travel Expenses**
  - Standardization of data entry provides better reporting in all aspects

- **Streamlining of Travel Process**
  - Eliminates paper-shuffling and allows for ad-hoc electronic approval process
  - Automatic calculation of per diem
  - Minimize errors
  - Align all travelers with BOR travel regulations
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V. **RISK ASSESSMENT AND PLAN DEVELOPMENT** .................. 6

VI. **RISK ASSESSMENT RESULTS** .................................. 7

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I. INTRODUCTION

The Audit Plan is developed based on risks faced by the University of Alaska. This includes risks that are known by the audit department and risks that are communicated by stakeholders via risk assessments and in response to our annual planning questionnaire. Risks that are not able to be addressed due to audit department resources must be communicated to senior management and the Board of Regents Audit Committee. Planned audits that are not able to be conducted during the current year are communicated to the Audit Committee and reevaluated for inclusion in the next year’s annual audit plan. This is important since factors that lead to risks are in a constant state of change. For example, a risk that existed during the audit plan development for FY13 may not be relevant during audit plan development for FY14 due to revision of policies and procedures or implementation of other internal controls during FY13.

The 2014 Audit Plan presents coverage of the three main campuses as well as system-wide functions. The objective of the plan is to provide the most comprehensive scope of audit coverage to the university using a risk-based approach and within the constraints of available audit resources.

While recognizing that Audit and Consulting Services’ primary responsibility is the conduct of a program of audits of university business activities, the plan also recognizes the importance of the department’s role in the following areas:

- Education and training of the workforce in concepts of internal control.
- Assisting management in their efforts toward improvement of operating systems and procedures.
- Providing coordination and support to various external audit agencies.
- Conducting investigations of financial or other irregularities.

The 2014 Audit Plan continues our approach to expand audit coverage into various departments of the university outside of the traditional “business offices” as well as increased effort in information systems auditing. Additionally, this audit plan includes allocation of effort toward evaluating internal controls, compliance with policy, regulations and external requirements, and conducting reviews of restricted funds, such as grant and contract management.

II. PLAN OVERVIEW

The plan is based on five full-time equivalent (FTE) auditors and one part-time student intern for the year representing 11,400 available hours. The FTE estimate assumes full staffing levels within the department. The audit plan takes into consideration the professional training that is required for staff to enhance existing skills and prepare for new areas of auditing, as well as required university training.

The following table represents the planned use of those hours:

<table>
<thead>
<tr>
<th>Hours</th>
<th>%</th>
<th>Per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Audit Hours</td>
<td>8,758</td>
<td>76.56%</td>
</tr>
<tr>
<td>Leave Time</td>
<td>1,580</td>
<td>13.81%</td>
</tr>
<tr>
<td>Administration &amp; Other</td>
<td>502</td>
<td>4.39%</td>
</tr>
</tbody>
</table>
Professional Development

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>%</th>
<th>Per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11,400</td>
<td>100.00%</td>
<td>2,080</td>
</tr>
</tbody>
</table>

**Leave Time** represents 12 holidays, 4 weeks of annual leave, and 1.25 weeks of sick leave as provided for by personnel policies of the university. (Sick leave actually accrues three weeks per year but average usage is just over one week.)

**Administration and Other** includes primarily the time of the chief audit executive in the overall administration of the department although the chief audit executive devotes substantial time to direct audit activities. This caption also includes time incurred in support of university-wide matters.

**Professional Development** time is planned to meet or exceed the annual continuing professional education requirements of the various professional organizations of which internal auditors are members and that are required by the Institute of Internal Auditor (IIA) standards. This caption also includes time for enhanced training on the Banner systems, data analysis tools, and required safety training.

### III. ALLOCATION OF DIRECT AUDIT RESOURCES

Direct audit effort is planned to be used as follows:

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>%</th>
<th>Per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Audits</td>
<td>6,022</td>
<td>69%</td>
<td>1,094.91</td>
</tr>
<tr>
<td>Special Requests</td>
<td>350</td>
<td>4%</td>
<td>63.64</td>
</tr>
<tr>
<td>Audit Subtotal</td>
<td>6,372</td>
<td>73%</td>
<td>1,158.55</td>
</tr>
<tr>
<td>Investigations</td>
<td>350</td>
<td>4%</td>
<td>63.64</td>
</tr>
<tr>
<td>External Audit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordination &amp; Support</td>
<td>406</td>
<td>5%</td>
<td>73.82</td>
</tr>
<tr>
<td>Support Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>110</td>
<td>1%</td>
<td>20.00</td>
</tr>
<tr>
<td>Audit Planning</td>
<td>60</td>
<td>1%</td>
<td>10.91</td>
</tr>
<tr>
<td>QA and PM Activities</td>
<td>775</td>
<td>9%</td>
<td>140.91</td>
</tr>
<tr>
<td>Other</td>
<td>685</td>
<td>8%</td>
<td>124.55</td>
</tr>
<tr>
<td>Support Subtotal</td>
<td>1,630</td>
<td>19%</td>
<td>296.36</td>
</tr>
<tr>
<td>Total</td>
<td>8,758</td>
<td>100.00%</td>
<td>1,592.36</td>
</tr>
</tbody>
</table>

**Planned Audits (69%)** Approximately 6,022 hours of the total available audit hours are planned to be expended in accordance with the approved audit schedule.
Special Requests (4%) An additional 350 hours are estimated to be expended in conducting audits in response to special requests that arise during the year. Special requests are evaluated in relation to planned audits to establish the priority of projects. Not all special requests can be met. However, the underlying cause of the request often represents information that would have caused the area to be given a higher risk consideration had such information been available during the annual planning process. In those circumstances, re-prioritizing the schedule of planned audits is both reasonable and appropriate. This category also includes consultations that are lesser in scope than full audits and do not always result in the issuance of formal audit reports.

Investigations (4%) This is the most difficult category to predict and the one that most frequently causes disruption to the program of planned audits. It is estimated on the basis of historical experience and known open investigations at the time the plan is established. Investigations are usually conducted at the request of legal counsel and executive management and typically involve assisting in fraud and theft assessment and in administration of the procedures for reporting allegations of improper activities.

External Audit Coordination and Support (7%) Audit and Consulting Services (A&CS) is designated as the focal point for coordination of work by any third party audit agency, including regulatory bodies as well as the Board of Regents’ external audit firm. A&CS is contractually committed to provide a minimum of 320 hours of assistance to the external audit firm annually. A&CS works with the external auditing firm as well as other audit agencies as requested to facilitate their efforts.

Support Activities (19%) This category includes a variety of matters to which A&CS resources are allocated to fulfill our additional roles and support our own processes and initiatives including:

- Technology (1%) - Representing time incurred in the development and maintenance of electronic audit capabilities ranging from the use of local area networks to data extraction and analysis capabilities and the development of computer assisted audit techniques. This also includes the time spent monitoring the tests established for continuous controls auditing.
- Audit Planning (1%) - Representing the time spent in the design and modification of the audit planning tool and preparation of annual audit plans.
- Quality Assurance and Project Management (9%) - Representing our continued efforts to improve the audit function of the university by conforming to the IIA standards for the conduct of audits, investigations, and consultations.
- Other (8%) - Representing such matters as reporting to the Audit Committee, preparation of the executive travel and compensation report and assisting with risk assessments. During FY14 this will also include research for a comprehensive compliance framework and development of an internal controls matrix, both of which are intended to assist departments outside of A&CS.
IV. FISCAL YEAR 2014 PROPOSED AUDIT SCHEDULE

**External Audit Support**
*(Budgeted 406 hours; 5% of Planned Direct Audit Hours)*

- Year-end cutoff
- Pledge receivables
- Payroll
- Journal entries
- Cash disbursements & bank transfers
- Cash depositories
- Auxiliary fund analysis
- Unexpended plant fund additions
- Search for unrecorded liabilities

**Special Requests and Investigations:**
*(Budgeted 700 hours; 8% of Planned Direct Audit Hours)*

- Special Requests*
- Investigations*

**Audits and Projects:**
*(Budgeted 6,022 hours; 69% of Planned Direct Audit Hours)*

University of Alaska Anchorage:
1. Student*
2. Department Review*
3. Subcontract Monitoring

University of Alaska Fairbanks:
1. Student*
2. Department Review*
3. Athletics

Statewide:
1. Department Review*
2. Training

Function and System Reviews:
1. Budget
2. Construction Project Management
3. Contract Authorization and Administration
4. Risk Management

Information Systems Reviews:
1. OnBase Access Controls**
2. Mobile Technology Security
3. Records Management and Data Disposal
4. Business Continuity *(consulting activity)*

Ongoing Audits:
1. Follow-up Auditing
2. Continuous Controls Auditing

**Legend:**
* Specific departments/areas to be determined during planning for specified audit or project

**Carried forward from FY13**
V. RISK ASSESSMENT AND PLAN DEVELOPMENT

The Audit Plan is developed each year based on results from the audit universe risk assessment. The risk assessment takes into consideration the following internal and external factors.

Internal: Institutional Factors

a. Risks and concerns communicated by management in response to the annual stakeholder survey.

b. Risk assessment results from the the Statewide Office of Risk Services Annual Risk Register. This report is communicated to the Board of Regents in September, so the stakeholder survey includes questions that permit the updating of the risks reported in the Risk Register.

c. Internal concerns communicated by management and staff throughout the year.

Internal: Audit Department Factors

d. Risks that were discovered while conducting audits but not included in the review because they were outside the audit scope.

e. Audits that were planned for the current year but will not be completed due to time or staffing.

f. Functions and processes of which the university benefits from routine review, such as cash receipts and procurement card usage.

g. The last date the unit, function or process was audited.

h. Auditor knowledge of risks based on maintaining relationships with professional organizations and peers and attending audit topic seminars.

i. Current trends that have an expected impact on higher education organizations (i.e.: opportunities for cost reduction/saving, areas of concern with recent Office of Inspector General audits at other higher education institutions, information from NACUBO, ACUA, AICPA, IIA, ISACA and other professional organizations).

External Factors:

j. Concerns communicated by annual financial auditors, federal agency auditors, and legislative auditors during the course of external audit activities.

k. Functions and processes that are required to be audited per the Institute of Internal Auditors International Professional Practices Framework standards, for example:

Standard 2110.A2 - The internal audit activity must assess whether the information technology governance of the organization supports the organization’s strategies and objectives.
VI. RISK ASSESSMENT RESULTS

The chart below displays the results of the risk assessment, taking into consideration the internal audit staffing and experience. It also demonstrates the disposition of audits that were on the FY13 Audit Plan but not completed.

Yellow Highlighted Rows = Audit topics that were considered for FY14 because of the reasons shown by the column headers, but omitted due to one or more of the following: inclusion in a planned external audit, internal audit staffing level, skill set or experience.

<table>
<thead>
<tr>
<th>Planned Audits</th>
<th>Should be Audited Routinely</th>
<th>May Result in Savings (efficiency, cost)</th>
<th>Based on Last Date Audited</th>
<th>Originally Planned for FY13</th>
<th>IA = Internal Audit Concerns; EA = External Auditor Concerns; MC = Management Concerns from FY13; Audit Standard#</th>
<th>Based on Management Concerns from FY14 Planning Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up Auditing</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2500.A1</td>
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<td>Continuous Controls Auditing</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student</td>
<td>X</td>
<td>X</td>
<td></td>
<td>MC</td>
<td>X, X</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>MC, EA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental – TBD</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental – Parking Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Budget (will be a system-wide audit)</td>
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<td>X</td>
<td></td>
<td>MC</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Heat and Power Plant</td>
<td></td>
<td></td>
<td></td>
<td>MC</td>
<td>X, X</td>
<td></td>
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<tr>
<td>UAA</td>
<td></td>
<td></td>
<td></td>
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<td>X, X</td>
<td></td>
</tr>
<tr>
<td>Student</td>
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<td>MC</td>
<td>X, X</td>
<td></td>
</tr>
<tr>
<td>Subcontract Monitoring</td>
<td>X</td>
<td>X</td>
<td></td>
<td>MC</td>
<td></td>
<td></td>
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<tr>
<td>Departmental – TBD</td>
<td>X</td>
<td></td>
<td></td>
<td>MC</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Planned Audits</td>
<td>Should be Audited Routinely</td>
<td>May Result in Savings (efficiency, cost)</td>
<td>Based on Last Date Audited</td>
<td>Originally Planned for FY13</td>
<td>IA = Internal Audit Concerns; EA = External Auditor Concerns; MC = Management Concerns from FY13; Audit Standard#</td>
<td>Based on Management Concerns from FY14 Planning Questionnaire</td>
</tr>
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<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UAS</td>
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<td>Covered within system-wide reviews</td>
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<td>Information Systems Reviews</td>
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<td>Business Continuity (consulting activity)</td>
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<td>Change Control (will be included in follow-up auditing)</td>
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<td>Departmental – TBD</td>
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<td>Training</td>
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<td>IA, MC</td>
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<td>Health Care Changes</td>
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<td>MC</td>
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<td>Benefits and Management</td>
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<td>Facilities – Infrastructure and Aging</td>
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<td>Function and System Reviews</td>
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<td>Budget</td>
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<td>2120, MC</td>
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<td>Fixed Cost Contracts Assessment</td>
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<td>MC</td>
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<tr>
<td>Planned Audits</td>
<td>Should be Audited Routinely</td>
<td>May Result in Savings (efficiency, cost)</td>
<td>Based on Last Date Audited</td>
<td>Originally Planned for FY13</td>
<td>IA = Internal Audit Concerns; EA = External Auditor Concerns; MC = Management Concerns from FY13; Audit Standard#</td>
<td>Based on Management Concerns from FY14 Planning Questionnaire</td>
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<tr>
<td>Travel Compliance</td>
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<td>ProCard Compliance</td>
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<td></td>
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<tr>
<td>Deferred Maintenance (backlog, funding)</td>
<td></td>
<td></td>
<td></td>
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<td>MC</td>
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## VII. AUDIT UNIVERSE including year of last audit

<table>
<thead>
<tr>
<th>Audit Universe Category</th>
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<tbody>
<tr>
<td><strong>Statewide Administration</strong></td>
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<td>President’s Office</td>
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<td>General Counsel</td>
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<td>Regent Affairs</td>
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<td>University Relations</td>
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<td>Risk Services</td>
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<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Fund Accounting</td>
<td>1995</td>
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<tr>
<td>Cash Management (Treasury)</td>
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<tr>
<td>Controller</td>
<td>2013</td>
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<td>Financial Systems</td>
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<tr>
<td>Advance College Tuition</td>
<td>1995</td>
</tr>
<tr>
<td>Travel and Entertainment</td>
<td>2013</td>
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<tr>
<td>Cost Analysis</td>
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<tr>
<td>Land Management</td>
<td>1996</td>
</tr>
<tr>
<td>Records and Information Management</td>
<td></td>
</tr>
<tr>
<td>Planning &amp; Budget Development</td>
<td></td>
</tr>
<tr>
<td>Procurement</td>
<td>2000</td>
</tr>
<tr>
<td>Property</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
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<tr>
<td>Human Resources</td>
<td>1998</td>
</tr>
<tr>
<td>Payroll/Benefits Accounting</td>
<td>2012</td>
</tr>
<tr>
<td>Training</td>
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<tr>
<td>Labor Relations</td>
<td>2013</td>
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<tr>
<td>Academic Affairs</td>
<td>2001</td>
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<td>Governance</td>
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<tr>
<td>K-12 Outreach</td>
<td>2013</td>
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<tr>
<td>UA Research</td>
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<td>UA Corporate Programs</td>
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<td>Workforce Programs</td>
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<td>Health Programs</td>
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<td>Student Services and Enrollment</td>
<td>2013</td>
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<tr>
<td>Institutional Research and Analysis</td>
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<tr>
<td>Office of Information Technology</td>
<td>2013</td>
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<tr>
<td><strong>University of Alaska Fairbanks</strong></td>
<td></td>
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<tr>
<td>Chancellor’s Office</td>
<td></td>
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<tr>
<td>Office of Multicultural Affairs and Diversity</td>
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</table>
Governance
Womens' Center

Academic Affairs/Provost Office
College of Engineering and Mines 1999
College of Liberal Arts 2001
College of Natural Sciences and Mathematics
Cooperative Extension Service
Graduate School
Libraries & Information Technology 2001
Rasmuson Library
Office of Sponsored Programs
Office of Intellectual Property and Commercialization
Planning, Analysis & Institutional Research
School of Education 1997
School of Fisheries & Ocean Sciences 2008
School of Management 1999
School of Natural Resources and Agricultural Sciences 1999
Summer Sessions and Lifelong Learning
UA Museum of the North 2013
UA Press 2007

University Advancement
Athletics & Recreation 2009
Development
KUAC 2013
University Relations

Marketing and Communications

Research
Arctic Region Supercomputing Center
Institute of Arctic Biology 2001
Institute of Northern Engineering
International Arctic Research Center
Center for Global Change and Arctic System Research
Cooperative Institute for Alaska Research (CIFAR)
Geophysical Institute 2001
GI Business Office
GI Human Resources
Poker Flats 2004
Alaska Climate Science Center
CRS Special Projects
Economic Development Projects
Experimental Program to Stimulate Competitive Research (EPSCoR) 2013
Office of Electronic Miniaturization 2008
IDeA Network for Biomedical Research Excellence (INBRE)
College of Rural & Community Development 2013
Bookstore  2013
Cooperative Extension Service 1995
Center for Distance Education and Independent Learning 2013
Kuskokwim Campus Business Office 2013
Northwest Campus Business Office 2013
Chukchi Campus Business Office
Bristol Bay Campus Business Office
Interior-Aleutians Campus Business Office 2008
Community and Technical College Business Office 2013
Bunnell House Early Childhood Lab School

Student Services
Academic Advising Center
Admissions/Registrar's Office 2001
Associated Students of the UAF 2012
Athletics & Recreation 2009
  Athletics - NCAA Agreed-upon Procedures 2013
  Athletics - NCAA Compliance
  Athletics - Summer Camps
Career Services
Disability Services
Department of Recreation, Adventure and Wellness
Financial Aid
Health and Counseling 2010
International Programs and Initiatives
Judicial Services
Office of Sustainability
Orientation
Residence Life 2013
Upward Bound Classic
Wood Center Activities 2001

Administrative Services 1998
Environmental Health, Safety and Risk Management
Facilities Services 2013
  Maintenance and Operations 2013
  Physical Plant
Warehouse 2001
Utilities 2001
Design & Construction 2006
Parking Services 1998
<table>
<thead>
<tr>
<th>Department</th>
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<td>Financial Services</td>
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<td>Business Office</td>
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<td>Central Receiving/Property</td>
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<td>Office of Finance and Accounting</td>
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<tr>
<td>Office of Management and Budget</td>
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<td>Auxiliary &amp; Business Services</td>
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<tr>
<td>Polar Express Card</td>
<td>2002</td>
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<td>Dining Services</td>
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<td>Printing Services</td>
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<td>Trademark</td>
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<td>Fire Department</td>
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<td>Grants &amp; Contract Services</td>
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<tr>
<td>Human Resources</td>
<td>1995</td>
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<td>Police Department</td>
<td>2001</td>
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<tr>
<td>Procurement and Contract Services</td>
<td>2000</td>
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| University of Alaska Anchorage                   |      |
| Chancellor's Office                              |      |
| Campus Diversity & Compliance                    |      |
| Governance                                       |      |
| University Advancement                           |      |
| Alumni Relations                                 |      |
| Development                                      | 2001 |
| University Relations                             |      |
| Administrative Services                          |      |
| Athletics                                        |      |
| Athletics - NCAA Agreed-upon Procedures          | 2013 |
| Athletics - NCAA Compliance                      |      |
| Athletics - Summer Camps                         |      |
| Budget and Finance                               |      |
| Accounts Payable                                 |      |
| Accounts Receivable and Cashiering               |      |
| Travel                                           | 2001 |
| Property                                         | 1996 |
| WOLFcard Program                                |      |
| Business Services                                |      |
| Bookstore                                        | 2013 |
| Conference Services and Summer Housing           |      |
| General Support Services (Copy -Print Center, Postal Express (central receiving), Surplus and Relocation) | 2001 |
| Housing and Dining Services                      |      |
| Wendy Williamson Auditorium                      |      |
Facilities & Campus Services  
  Maintenance & Operations  1994  
  Parking Services  2010  
  Facilities Planning & Construction  2010  
Human Resource Services  
Procurement Services  2010  
Sustainability  
University Police  
Student Affairs  
  Admissions  
  Advising and Testing Center  
  Career Services Center  
  Counseling and Support Services (Health Center)  
  Disability Support Services  
Financial Aid  1999  
Recruitment  
Registration/Records  
Residence Life  
Student Activities  
  Student Life and Leadership (Associated Students of the UAA)  2013  
  Student Support Services (Trio program)  
Academic Affairs/ Provost Operations  2013  
  Academic Center for Excellence  
  Consortium Library  
  Information Technology Services  2001  
    Voice Services  2013  
Institutional Research  
Research and Graduate Studies  
  Office of Sponsored Programs  
    Grants and Contracts  2011  
Alaska Native Science and Engineering Program  2011  
American Russian Center  1995  
Center for Addressing Health Disparities through Research and Education (NIH)  
  College of Arts & Sciences  
    Center for Behavioral Health Research and Services  
College of Business and Public Policy  
  Small Business Development Center  2013  
  Institute of Social and Economic Research  
  Center for Economic Development  2013  
  Center for Economic Education  
College of Education
Professional and Continuing Education 2013
College of Health
  Alaska Geriatric Education Center
  Center for Community Engagement and Learning
  Center for Human Development 2012
  Department of Health Sciences 2013
  Department of Human Services
  Institute of Circumpolar Health Studies
Justice Center
National Resource Center for Native Elders
Occupational Therapy Program
Pharmacy Program
Physical Therapy Program
School of Allied Health
School of Nursing
School of Social Work 2012
  WWAMI School of Medical Education
Community and Technical College 2001
Consortium Library 2000
School of Engineering 2010
Environment and Natural Resources Institute (ENRI) 2001
Graduate School
University Honors College
Eagle River Campus
Elmendorf Campus
Fort Richardson Campus
Kenai Peninsula College Business Office 2013
Kodiak College Business Office 2013
Mat-Su College Business Office 2013
Prince William Sound Community Campus Business Office 2006

**University of Alaska Southeast**

Chancellor's Office
  Public Relations and Marketing
  Development and Alumni Relations 2004
Academic Affairs 1997
  Institutional Effectiveness
  School of Arts and Sciences 2009
  School of Career Education
  School of Education 2011
  School of Management
  Learning Center
Library Services
Mine Training Center
Ketchikan Campus Business Office 2002
Sitka Campus Business Office 2013
Student & Enrollment Management
Records and Registration
Financial Aid
Administrative Services
Budget 2003
Bookstore
Business Operations 2001
Facilities 1999
Grants and Contracts 2009
Human Resources 2012
Information Technology Services
Travel 2009
Whale Card
Auxiliary Services 2000
Housing 2009

Information Systems Audits
General Controls 2011
Security Software 2011
Security-Banner Access 2013
Security - Systems Access (other than Banner) 2011
Change Control 2013
Copyright Compliance
Systems Software 2002
Database Management 2011
Data Integrity 2013
Data Security 2011
IT Governance 2011
Incident Response 2011
Software and Systems Acquisition
Software Licensing 2013
Customer Systems Regulatory Compliance
Banner - Human Resource Application
Banner - Finance Application
Banner - Student Application 2009
Property Application
Physical Plant Work Order Application
GI Computer Center
Outsourced IT Services 2012
Personal Computer Reviews
Program Upgrade Testing 2012
UAF/SW Office of Information Technology 2011
   AK Teleconference Network
   MicroLAN Support
   Network Engineering
   Network Services
   User Services
   Technical Services
   Technology Oversight (Project Management)
Telephone Services 1999
Production Services
UAA Information Technology Services 2011
UAS Information Technology Services 2011

Functions and Systems
Banking Activities 2004
Budget
Business Continuity/Disaster Planning 2013
Cash Receipts 2013
Cell Phones 2009
Compliance
Construction
Contracts 2012
Disbursements
Endowments
Entertainment and Gifts
Ethics and Conflict of Interest 2013
Faculty Utilization
Fraud/Fiscal Misconduct Incident Handling and Reporting 2013
Hazardous Materials Management
Health Benefits Administration 2005
Indirect Cost Reimbursements
Insurance
Investments
M&R and R&R 2013
Minors Protection
Motor Vehicles
ProCard Use 2013
Procurement
Public-Private Partnerships
Real Estate Transactions
Receivables 2009
Records Retention 2005
Retirement Benefits 2013
Risk Management
Salaries, Wages, and Fringe Benefits 1998
Short Term Student Loans
Sponsored Projects Effort Reporting 2013
Student Fees
Student Records and Registration
Travel/Travel Card 2010
Trust Funds
Tuition Waivers 2006
Unrelated Business Income
Chapter 05.03 - Internal Audit and Consulting Services

P05.03.010. Internal Audit: Purpose of P05.03.010 - 05.03.018.

By adopting P05.03.010 - 05.03.018, the board establishes the general authority and responsibilities of the university's internal Audit and Consulting Services department.  

P05.03.012. Internal Audit: Introduction and Mission.

A. Internal auditing is an independent assurance and consulting appraisal activity established within the university to examine and evaluate its activities to meet the needs of the board and executive management. Internal audits may include financial, performance, operational and compliance audits.

B. The mission of the internal Audit and Consulting Services department is to assist the board and management in the effective discharge of their fiduciary and administrative responsibilities by providing analysis, appraisals, counsel, information and recommendations concerning activities reviewed and by promoting effective controls for the recording and reporting of operational activities and for the custody and safeguarding of assets.

B. The internal audit department will abide by the Institute of Internal Auditors' (IIA) Code of Ethics and will conduct audit activities in accordance with Governmental Auditing Standards published by the Comptroller General of the United States and Standards for the Professional Practice of Internal Auditing issued by the IIA.

P05.03.014. Role.

The Audit and Consulting Services department is established by the Board of Regents, and its responsibilities are defined by the Audit Committee of the Board of Regents as part of their oversight function.

P05.03.016. Professional Standards.

The Audit and Consulting Services department will comply with the Institute of Internal Auditors’ (IIA) Code of Ethics and conduct audit activities in accordance with Governmental Auditing Standards published by the Comptroller General of the United States and Standards for the Professional Practice of Internal Auditing issued by the IIA.
P05.03.0148. Internal Audit—Authority.

A. The director of internal audit shall report administratively to the chief finance officer and functionally to the Audit Committee of the board. The chief finance officer shall appoint and may remove the director of internal audit with the advice and consent of the Audit Committee. The director of internal audit is authorized to independently establish the annual audit plan and the scope of audit activities. The director shall report to the chair of the Audit Committee any matters which in the director’s sole opinion warrant direct attention or action by the board and shall report to management any matters that in the director’s sole opinion warrant direct attention or action by management.

A. B. The director chief audit executive and staff of Audit and Consulting Services of internal audit and the internal audit staff shall have full, free, and unrestricted access to all university records, either manual or electronic, property, and personnel as may be required for the efficient conduct of their audit responsibilities. All employees are directed to assist Audit and Consulting Services staff in fulfilling their role and responsibilities.

B. C. All documents and information provided to the internal auditors shall be handled in the same prudent manner as expected of those who are normally accountable for them.

C. The chief audit executive shall have free and unrestricted access to the chair of the Audit Committee and the chair of the board.

D. The chief finance officer shall supervise the director of internal audit except for matters relating to the establishment of the scope of audit activities and the reporting of audit findings and recommendations. The chief finance officer may request special audits by the department in order to meet the officer’s responsibilities under regents’ policies and shall be responsible for and have the authority to require the implementation of recommendations or other resolution of audit findings and the distribution of audit reports.

P05.03.020. Organization.

A. The chief audit executive shall report administratively to the chief finance officer and functionally to the chair of the Audit Committee. The chief finance officer shall appoint and may remove the chief audit executive with the advice and consent of the Audit Committee.

B. The chief audit executive shall report any matters which in the chief audit executive’s sole opinion warrant direct attention or action by the board to the chair of the Audit Committee and to management any matters that warrant direct attention or action by management.
C. The chief finance officer shall supervise the chief audit executive except for matters relating to the establishment of the scope of audit activities and the reporting of audit findings and recommendations. The chief finance officer may request special audits by the department in order to meet the officer’s responsibilities. The chief finance officer shall be responsible for and have the authority to require the implementation of recommendations or other resolution of audit findings and the distribution of audit reports.

P05.03.022. Independence.

A. All activities conducted by the Audit and Consulting Services department shall remain free of influence by other elements of the university, including matters of audit selection, scope, procedures, frequency, timing, or report content, to permit maintenance of an independent and objective mental attitude necessary in rendering reports.

B. Internal auditors shall have no direct operational responsibility or authority over any of the activities they review. Accordingly, they shall not develop nor install systems or procedures, prepare records, or engage in any other activity which would normally be audited.

P05.03.024. Audit Scope.

A. The scope of Audit and Consulting Services encompasses the examination and evaluation of the adequacy and effectiveness of the university’s governance, risk management process, system of internal controls, and the quality of performance in carrying out assigned responsibilities. This scope includes:

1. Reviewing the reliability and integrity of financial and operational information and the means used to identify, measure, classify and report such information;

2. Monitoring compliance with the policies, plans, procedures, laws and regulations that have an impact on university operations;

3. Reviewing the means of safeguarding assets and verifying their existence when appropriate;

4. Appraising the economy and efficiency with which resources are employed;

5. Reviewing financial and operational activities and programs to determine if results are consistent with established goals, objectives and authorized plans;

6. Reviewing specific operations at the request of the Audit Committee or management, as appropriate;

7. Monitoring and evaluating the effectiveness of the university’s risk management processes;
8. Serving as liaison for coordination of all external audit activities. The chief finance officer and the administrative vice chancellors are responsible for notifying the chief audit executive of all external audit engagements scheduled or taking place at their respective MAU. The chief audit executive shall have the discretion to determine the authority of the external auditors to conduct the audit, advise the auditor and auditees on the conduct of the audit, facilitate the audit if the chief audit executive considers it appropriate, and report the status of the audit to the Audit Committee:

9. Assisting in fraud and theft assessment at the request of legal counsel and executive management. The chief audit executive shall provide support for such reviews under the direction of legal counsel; and

10. Providing staff guidance to university staff and managers on matters relating to audits and internal control functions.

P05.03.026. Audit Planning.

A. The chief audit executive shall independently develop the annual audit plan using a risk-based prioritization of the audit universe.

B. The chief audit executive shall present the audit plan to the Audit Committee for review and approval.

C. Significant deviations from the formally approved plan will be communicated to senior management and the Audit Committee through periodic status reports.
D. The chief audit executive shall be responsible for appropriate follow-up on audit findings and recommendations. All significant findings will remain in an open status until cleared or waived by the chief audit executive.

P05.03.030. Periodic Assessment

This policy is intended to be consistent with the charter recommended by the Institute of Internal Auditors and periodically shall be assessed to determine if the purpose, authority, and responsibility, as defined in this policy, continue to be adequate to enable Audit and Consulting Services to accomplish its objectives. The result of the periodic assessment shall be communicated to senior management and the board.

P05.03.018. Internal Audit: Responsibilities.

A. The internal audit department shall observe and review operations, activities and procedures as they exist and function, report findings and make recommendations for improvement or correction to the appropriate individuals or management staff.

B. As a staff function, internal auditors shall not have the authority to require changes in operating practices, procedures, or personnel. The principal responsibilities shall include:

1. evaluating the adequacy and effectiveness of the university’s system of internal accounting and operating controls;

2. reviewing the reliability and integrity of financial and operational information;

3. monitoring compliance with the policies, plans, procedures, laws and regulations that have an impact on university operations;

4. reviewing the means of safeguarding assets and verifying their existence when appropriate;

5. appraising the economy and efficiency with which resources are employed;

6. reviewing financial and operational activities and programs to determine if results are consistent with established goals, objectives and authorized plans;

7. serving as liaison for coordination of all external audit activities;

8. assisting in fraud and theft assessment at the request of legal counsel and executive management; and

9. providing staff guidance to university staff and managers on matters relating to audits and internal control functions.

(04-15-04)
Approval of Revisions to Regents’ Policy P05.03

PROPOSED FINAL LANGUAGE with MAJOR ADDITIONS HIGHLIGHTED

Chapter 05.03 - Audit and Consulting Services

P05.03.010. Purpose of P05.03.010 - 05.03.030.

By adopting P05.03.010 - 05.03.030, the board establishes the general authority and responsibilities of the university's Audit and Consulting Services department. (<date>)

P05.03.012. Introduction and Mission.

A. Internal auditing is an independent and objective assurance and consulting activity established within the university to examine and evaluate its activities to meet the needs of the board and executive management. Internal audits may include financial, performance, operational and compliance audits.

B. The mission of the Audit and Consulting Services department is to assist the board and management in the effective discharge of their fiduciary and administrative responsibilities by providing analysis, appraisals, counsel, information and recommendations concerning activities reviewed and by promoting effective controls for the recording and reporting of operational activities and for the custody and safeguarding of assets. (<date>)

P05.03.014. Role.

The Audit and Consulting Services department is established by the Board of Regents, and its responsibilities are defined by the Audit Committee of the Board of Regents as part of their oversight function. (<date>)

P05.03.016. Professional Standards.

The Audit and Consulting Services department will comply with the Institute of Internal Auditors’ (IIA) Code of Ethics and conduct audit activities in accordance with Governmental Auditing Standards published by the Comptroller General of the United States and Standards for the Professional Practice of Internal Auditing issued by the IIA. (<date>)

P05.03.018. Authority.

A. The chief audit executive and staff of Audit and Consulting Services shall have full, free, and unrestricted access to all university records, either manual or electronic, property,
and personnel as may be required for the efficient conduct of their audit responsibilities. All employees are directed to assist Audit and Consulting Services staff in fulfilling their role and responsibilities.

B. All documents and information provided to the internal auditors shall be handled in the same prudent manner as expected of those who are normally accountable for them.

C. The chief audit executive shall have free and unrestricted access to the chair of the Audit Committee and the chair of the board.

(<date>)

P05.03.020. Organization.

A. The chief audit executive shall report administratively to the chief finance officer and functionally to the chair of the Audit Committee. The chief finance officer shall appoint and may remove the chief audit executive with the advice and consent of the Audit Committee.

B. The chief audit executive shall report any matters which in the chief audit executive’s sole opinion warrant direct attention or action by the board to the chair of the Audit Committee and to management any matters that warrant direct attention or action by management.

C. The chief finance officer shall supervise the chief audit executive except for matters relating to the establishment of the scope of audit activities and the reporting of audit findings and recommendations. The chief finance officer may request special audits by the department in order to meet the officer’s responsibilities. The chief finance officer shall be responsible for and have the authority to require the implementation of recommendations or other resolution of audit findings and the distribution of audit reports.

(<date>)

P05.03.022. Independence.

A. All activities conducted by the Audit and Consulting Services department shall remain free of influence by other elements of the university, including matters of audit selection, scope, procedures, frequency, timing, or report content, to permit maintenance of an independent and objective mental attitude necessary in rendering reports.

B. Internal auditors shall have no direct operational responsibility or authority over any of the activities they review. Accordingly, they shall not develop nor install systems or procedures, prepare records, or engage in any other activity which would normally be audited.

(<date>)

P05.03.024. Audit Scope.
A. The scope of Audit and Consulting Services encompasses the examination and evaluation of the adequacy and effectiveness of the university’s governance, risk management process, system of internal controls, and the quality of performance in carrying out assigned responsibilities. This scope includes:

1. Reviewing the reliability and integrity of financial and operational information and the means used to identify, measure, classify and report such information;

2. Monitoring compliance with the policies, plans, procedures, laws and regulations that have an impact on university operations;

3. Reviewing the means of safeguarding assets and verifying their existence when appropriate;

4. Appraising the economy and efficiency with which resources are employed;

5. Reviewing financial and operational activities and programs to determine if results are consistent with established goals, objectives and authorized plans;

6. Reviewing specific operations at the request of the Audit Committee or management, as appropriate;

7. Monitoring and evaluating the effectiveness of the university’s risk management processes;

8. Serving as liaison for coordination of all external audit activities. The chief finance officer and the administrative vice chancellors are responsible for notifying the chief audit executive of all external audit engagements scheduled or taking place at their respective MAU. The chief audit executive shall have the discretion to determine the authority of the external auditors to conduct the audit, advise the auditor and auditees on the conduct of the audit, facilitate the audit if the chief audit executive considers it appropriate, and report of the status of the audit to the Audit Committee;

9. Assisting in fraud and theft assessment at the request of legal counsel and executive management. The chief audit executive shall provide support for such reviews under the direction of legal counsel; and

10. Providing staff guidance to university staff and managers on matters relating to audits and internal control functions.

(P05.03.026. Audit Planning.

A. The chief audit executive shall independently develop the annual audit plan using a risk-based prioritization of the audit universe.)
B. The chief audit executive shall present the audit plan to the Audit Committee for review and approval.

C. Significant deviations from the formally approved plan will be communicated to senior management and the Audit Committee through periodic status reports.

(<date>)

P05.03.028. Reporting.

A. The chief audit executive shall provide a written report on the status of all internal and external audit activities to the Audit Committee quarterly.

B. Formal audit reports shall be issued to the chief finance officer, who will be responsible for the implementation of recommendations or other resolution of audit findings and the distribution of audit reports. Copies of all formal audit reports, including management's response, will be provided to the Audit Committee before the next scheduled committee meeting.

C. Recommendations for improvement or correction shall be reported to the appropriate individuals or management staff.

D. The chief audit executive shall be responsible for appropriate follow-up on audit findings and recommendations. All significant findings will remain in an open status until cleared or waived by the chief audit executive.

(<date>)

P05.03.030. Periodic Assessment

This policy is intended to be consistent with the charter recommended by the Institute of Internal Auditors and periodically shall be assessed to determine if the purpose, authority, and responsibility, as defined in this policy, continue to be adequate to enable Audit and Consulting Services to accomplish its objectives. The result of the periodic assessment shall be communicated to senior management and the board.

(<date>)
Internal Audit Status Report
As of May 10, 2013

FY2013 Annual Audit Plan

Italic Items - have been completed or are in progress

External Financial Audit Support:

- Year-end cutoff
- Inventory observation
- Cash disbursements & bank transfers
- Cash depositories
- Auxiliary fund analysis
- Unexpended plant fund additions
- Search for Unrecorded Liabilities
- Program changes

Audits and Projects:

University of Alaska Anchorage:
- Restricted Funds Compliance*
- Departmental Cash Receipts**
- Departmental Review** - Mat-Su College

University of Alaska Fairbanks:
- Restricted Funds Compliance*
- Departmental Cash Receipts**
- Departmental Review*

University of Alaska Southeast:
- Title III and Title IV Compliance
- Sitka Campus
- Human Resources (FY12)

Statewide:
- Restricted Funds Compliance

Function and System Reviews:
- Fixed Cost Contracts Analysis**
- Fraud and Ethics Incident Management

- Effort Reporting (FY11)

Information Systems Reviews:
- Banner Access Controls**
- OnBase Access Controls
- Data Integrity
- IT Governance
- Outsourced IT Services (FY12)
- Banner Program Upgrade (FY12)

Ongoing Audits:
- Follow-up Auditing
- Continuous Controls Auditing

Special Requests*
- President’s Residence Maintenance

Investigations*
- Confidential #1
- Confidential #2

*Specific departments/areas to be determined later
**Carried forward from FY12
1. **FY2013 Audit Plan Progress and Department Staffing**
   a. We continue to be fully staffed with four full-time auditors and a part time student intern.

2. **Audit Reports:**
   a. UAF Departmental Cash Receipts and Accounts Receivable – Final report issued May 16, 2013
   
   b. UAA Departmental Cash Receipts – Draft report issued May 15, 2013
   
   c. Outsourced Information Technology Services (system wide audit)
   
   d. Sponsored Programs Effort Reporting (system wide audit)

2. **Audit Reports in Progress:**
   a. Banner Access Controls
   
   b. President’s Residence Maintenance
   
   c. Fraud and Ethics Incident Reporting

3. **Audits in Progress:**
   a. Mat-Su College
   
   b. UAA Restricted Funds
   
   c. Sitka Campus Title III
   
   d. Data Integrity – Student Enrollment Records

4. **Support and Consultation Activities**
   a. FY14 Annual audit planning.
   
   b. FY13 department report.
   
   c. In progress:
      
      i. Business continuity (Kuali Ready implementation).
      
      ii. Implementation of Issue Track for campus-designated employees to be able to view open audit recommendations.
      
      iii. Quality Assessment Review (QAR) remediation.
   
   d. Internal control discussions with staff system wide (upon request).
5. **Continuous Controls Auditing**

This is an ongoing project that involves analytical tests that run automatically on a prescheduled basis. An auditor has been assigned to the follow-up of results from tests, refinement of tests, and development of new tests.

- Potential Duplicate Payments by Accounts Payable
- Potential Scheduled Payments (unauthorized)
- Representational expenditures with inappropriate funding sources
- Gifts Exceeding $25 Threshold
- Potential Duplicate Payroll Checks
- Terminated Employees on the Payroll
- Phantom Employees
- Excessive Overtime
- Potentially Prohibited Credit Card Transactions
- Potentially Miscoded Credit Card Transactions
- Transactions Associated with Excluded Merchant Types
- Purchases that Exceed a Credit Card Holder’s Single Purchase Limit
- Credit Card Holders with High Dollar Volumes of Purchase Activity
- Credit Card Transactions on Holidays
State Legislative Audit Activities

None

External Audit Reports & Activities

Work in Progress:

1. Sikuliaq Research Vessel (NSF)
2. Property Control Systems Analysis (ONR)
3. FY14 Fringe Benefit Projections (DCAA)
4. University of Alaska Annual Financial Audit FY13 (Moss Adams)
5. UA Foundation and Consolidated Fund FY13 (Moss Adams)
6. UA A-133 Single Audit FY13 (Moss Adams)
7. College Savings Plan and Education Trust of Alaska (PWC)
External Auditor Transition – KPMG to Moss Adams

Moss Adams has been selected to perform the annual audits for the University’s financial statements, Foundation and Consolidated Endowment Fund and the A-133 Single Audit. The chart below describes the current status and timeline for expected deliverables as the University transitions from the prior external auditors, KPMG, to Moss Adams.

<table>
<thead>
<tr>
<th>Action or Expected Deliverable</th>
<th>Done</th>
<th>Expected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 UA - Notice of intent to award issued</td>
<td>X</td>
<td>n/a</td>
</tr>
<tr>
<td>2 UA - End of protest period</td>
<td>X</td>
<td>n/a</td>
</tr>
<tr>
<td>3 Moss Adams - required communications with prior auditors</td>
<td>X</td>
<td>Late January to early February</td>
</tr>
<tr>
<td>4 UA and Moss Adams - Contract signed</td>
<td>X</td>
<td>Early to mid-February</td>
</tr>
<tr>
<td>5 UA and Moss Adams - Introductory/planning meeting</td>
<td>X</td>
<td>Mid to late-February</td>
</tr>
<tr>
<td>6 Moss Adams - IT controls testing</td>
<td></td>
<td>May</td>
</tr>
<tr>
<td>7 Moss Adams - Fieldwork</td>
<td></td>
<td>May-September</td>
</tr>
<tr>
<td>8 Moss Adams - Updates to the Audit Committee</td>
<td></td>
<td>June and September</td>
</tr>
<tr>
<td>9 Moss Adams - Financial statement review and issuance</td>
<td></td>
<td>Mid October</td>
</tr>
<tr>
<td>10 Moss Adams - A-133 audit completion</td>
<td></td>
<td>Mid October</td>
</tr>
<tr>
<td>11 Moss Adams - Foundation and Consolidated Endowment Fund financial statement review and issuance</td>
<td></td>
<td>Mid October</td>
</tr>
<tr>
<td>12 Moss Adams - Management letter</td>
<td></td>
<td>September</td>
</tr>
<tr>
<td>13 Moss Adams - Presentation to the Audit Committee</td>
<td></td>
<td>December</td>
</tr>
</tbody>
</table>
Board of Regents
Audit Committee Meeting

Agenda Item VI.B
Internal Audit Status Report
Reports Issued:
- UAF Departmental Cash Receipts and Accounts Receivable – Final
- UAA Departmental Cash Receipts - Draft
- Sponsored Programs Effort Reporting - Preliminary
- Outsourced IT Services - Preliminary
Progress of FY13 Annual Audit Plan

- Reports in progress:
  - Banner Access Controls
  - President’s Residence Maintenance
  - Fraud and Ethics Incident Reporting

- Fieldwork wrapping up or in progress:
  - Mat-Su College
  - UAA Restricted Funds
  - Sitka Campus Title III Compliance
  - Data Integrity

- Ongoing:
  - Follow-up Auditing
  - Continuous Controls Auditing using ACL
Progress of FY13 Annual Audit Plan

- Next in queue:
  - UAF Restricted Funds
  - IT Governance

- FY13 scheduled audits that will not be conducted:
  - UAF Departmental Review
  - OnBase Access Controls
  - Fixed Cost Contracts Analysis
Audit and Consulting Services – Staffing as of 05/13/13

Audit and Consulting Services

Nichole L. Pittman
Chief Audit Executive
CIA, CISA

Laycie Schnekenburger
Associate Auditor

Will Finley
Information Systems Auditor
CISA

Weston Davey
Assistant Auditor

Anne Doyle
Assistant Auditor

Mary DuRousseau
Student Intern
Status of Follow-up Auditing

Audits with Open Recommendations

- **Procurement Card**
- **Cash Receipts**
- **Travel and Travel Card**
- **Program Change Control**
- **Program Change Control (KPMG concerns)**
- **Banking Activities**
- **Sponsored Programs Effort Reporting**
- **Program Upgrade Testing**
- **Outsourced IT Services**
- **Procurement Card**
- **Follow-up**
- **Facilities Planning and Construction**
- **Facilities (M&O and FP&C)**
- **Procurement Card**
- **ANSEP**
- **Kenai River Campus Data Security**
- **External InfoSec (Coalfire Systems)**
- **Travel**
- **Northwest Campus Data Security**
- **External InfoSec (Coalfire Systems)**
- **Departmental Cash Receipts and A/R**
- **Cash Receipts and A/R**
- **Travel and Travel Card**
- **School of Education Restricted Funds**
- **External InfoSec (Coalfire Systems)**

- **# of Recommendations**
- **Audits with Open Recommendations**

### Reference 63

776
Status of Follow-up Auditing – Metrics

- Percent of Follow-up Items Conducted or In-progress: 97% (37 of 48)
- # of Follow-up Items Remaining Open after Follow-up: 0 count
- Percent of Follow-up Items Closed: 39% (15 count)
- # of Follow-up Items Due for Follow-up: 15 count

Reference 63
Audit and Consulting Services – Other Activities

- FY14 Annual Audit Planning
- FY13 department report for Audit and Consulting Services
- In progress:
  - Business continuity implementation team.
  - Implementation of Issue Track for campus-designated employees to be able to view open audit recommendations.
  - Quality assessment review (QAR) remediation.
- Internal control discussions with staff system wide (upon request).
Board of Regents
Audit Committee Meeting

Agenda Item VI.C
External Audit Status Report
External Audit Status

Final Reports Issued
- None

Work in Progress
- Sikuliaq Research Vessel (NSF) – draft report expected in July
- Property Control Systems Analysis (ONR)
- FY14 Fringe Benefit Projections (DCAA)
- University of Alaska Annual Financial Audit FY13 (Moss Adams)
- UA Foundation and Consolidated Fund FY13 (Moss Adams)
- UAA-A-133 Single Audit FY13 (Moss Adams)
- College Savings Plan and Education Trust of Alaska (PWC)
Dear Board of Regents,

In May, UAA celebrated commencements on its campuses, conferring 2,421 degrees on 2,315 graduates this academic year. In addition to Anchorage, I traveled to the Kenai River Campus and Kachemak Bay Campus of Kenai Peninsula College (KPC) for commencements. The strong ties between UAA and the Kenai Peninsula communities are evident in the level of participation and coverage of these graduation ceremonies.

Summer brings a number of projects including construction on the new 80,000-square-foot, four-story Engineering and Industry Building, the whole-house renovation of Beatrice McDonald Hall, phase two of the Allied Heath Science renovation and construction of a new Alumni Relations Center at the Consortium Library. In addition, we continue to replace security systems at each of the UAA campus housing units and are preparing to get a modified MAC Housing renovation project under construction this summer.

The Health Campus Pedestrian Bridge is currently in design and will provide an enclosed pedestrian bridge across Providence Drive between the Health Sciences Building and new Engineering and Industry Building.

Later this summer, we will celebrate the completion of KPC's Housing and Career and Tech Center. We hope you will join us.

UAA’s Facilities and Campus Services are going above and beyond to make certain that our campuses remain safe and secure as these projects progress.

Best Regards,

Tom Case
Tom Case, Chancellor

Rep. Don Young visited UAA, at the invitation of the vice provost for Research and Graduate Studies and dean of the Graduate School, Dr. Helena Wisniewski, and received a briefing on WWAMI, research and technology innovations, as well as the launch of UAA’s first startup company, Zensor.

For the second year in a row, UAA has graduated two doctoral candidates in clinical-community psychology with a rural indigenous emphasis: Ruth Zuniga (left) and Tina Woods (right).

Prince William Sound Community College's new president, Dr. Jacob Ng (left), begins July 1.
UAA moving forward

Student achievements

William Giedosh, a Russian major, received a U.S. Department of State Critical Language Scholarship to study in Russia this summer. Giedosh also received the scholarship last year.

Civil engineering majors Ryan Bergerson and Alma Abaza received the 2013 Dr. Alex Hills Engineering and Civic Engagement Award for their research on “Effects of Freeze-Thaw Cycles on Strength of Porous Concrete.” Their faculty advisor is Osama Abaza, Department of Civil Engineering.

History major Aaron Nichols’ senior seminar paper, “The Provisional Government and 1917: The Legitimacy Paradox” won the UAA/APU Consortium Library Prize.

Faculty and staff taking leading roles

Alison “Sunny” Mall, assistant professor in UAA’s College of Education, received the 2013 Selkregg Community Engagement and Service Learning Award for her project, “Engaging Secondary Mathematics Teachers in Teacher Mathematics for Social Justice.”

Dr. Kelly Shannon, assistant professor in the Department of History, was elected to the nominating committee of the Society for Historians of American Foreign Relations.

The College of Business and Public Policy named Todd Cherry, an economist from Appalachian State University and a senior research fellow with the Center for International Climate and Environmental Research – Oslo, as the new Rasmuson Chair of Economics.

Justice Center faculty Professor Deb Periman and Dr. Sharon Chamard, have been invited to serve on the King Career Center Public Safety and Security Class Advisory Board. The board provides input on current trends, focus areas and potential new courses. Professor Periman is also part of the Collateral Consequences Work Group, tasked by Senators John Coghill, Fred Dyson, Johnny Ellis and Hollis French to reduce recidivism in Alaska.

Program leadership

ANSEP made the list of Harvard’s top 25 “Innovations in American Government.” Student Affairs held an orientation to familiarize staff with all that the division does.

Public square and civic engagement

UAA’s History Department hosted Dr. Brad Simpson of Princeton University who spoke on the topic, “How Universal Are We? The Tortured U.S. Relationship with Human Rights.”

Publications

History Professor Paul Dunscomb’s book ‘Japan’s Siberian Intervention, 1918-1922: A Great Disobedience Against the People’’ published by Lexington Books in 2011, has been receiving positive reviews from several high-caliber Japanese studies journals.

Development

Northrim Bank gave $100,000 to the Institute of Social and Economic Research (ISER), bringing its total contribution to $1M for the ongoing research initiative, Investing for Alaska’s Future. Scott Goldsmith, professor emeritus of economics at ISER, directs the initiative.

Eleanor Wagner made an Alaska Society Level gift ($100,000-$499,999) to the Everette K. Wagner Endowed Scholarship. The scholarship to help working students achieve their goal of a four-year degree is named for the late Dr. Everette Wagner, a UAA alumnus.

Prepping for college

UAA celebrated the successful first academic year for Alaska Middle College School at UAA’s Chugiaq-Eagle River campus with a ribbon cutting ceremony.

Deena Parano, superintendent of the Mat-Su Borough School District and Tom Case, UAA chancellor, cut the ribbon in front of the Alaska Middle College School housed at the Chugiaq-Eagle River Campus.

UAA hosts ASD students at STEM learning event

UAA received a NASA Space Grant to host 135 K-12 students and 19 teachers from across the Anchorage School District at the ConocoPhillips Integrated Science Building to introduce new ways to educate students in science, technology, engineering and mathematics.

Kodiak College becomes hub for community marine science education

A Kodiak College and Kodiak Island Borough Assembly partnership funds Assistant Professor of Marine Biology, Switgard Duesterholt, to teach college and K-12 students about marine science at the Kodiak Ocean Science Discovery Laboratory.

5-15-2013
Bente Heller claimed UAF's first NCAA championship in swimming, winning the title in the women's 100-meter backstroke. Heller, a junior from Hamburg, Germany, also tied for third in the 100-meter freestyle and seventh in the 200 free; she is now a nine-time All-American. The team named her the 2012–2013 MVF and gave her the Attitude Award.

ACHIEVEMENTS

UAF held seven commencement ceremonies this spring, at the main campus in Fairbanks, the Bristol Bay Campus in Dillingham, Chukchi Campus in Kotzebue, Kuskokwim Campus in Bethel, Northwest Campus in Nome, and at Interior-Alutians Campus learning centers in Circle and Tok. Approximately 1,274 students received 1,360 certificates or degrees at the 91st commencement ceremonies, including 52 doctoral degrees, a new record.

The Alaska Volcano Observatory marked its 25th anniversary in April. A cooperative program of the U.S. Geological Survey, the UAF Geophysical Institute, and the Alaska Division of Geological and Geophysical Surveys, AVO monitors and studies Alaska's volcanoes. Observations and warnings from AVO have improved global understanding of how volcanoes work.

Georgeson Botanical Garden Director Pat Holloway was a speaker at the International Peony Summit held in April in Luoyang, China. Top peony researchers from Italy, Israel, China and other countries were among the presenters. She also visited Henan University of Science and Technology, powerhouse for the peony industry in Luoyang, where she discussed research and industry development and potential cooperative research opportunities.

Alaska 4-H leader Barbara Hoedel received the 4-H Salute to Excellence Outstanding Lifetime Volunteer award, the fourth time in five years the award has gone to an Alaskan. A certified therapeutic riding instructor, she recruits 4-H volunteers and their horses to offer a riding program for special-needs children. Hoedel, who lives in Kodiak, has been a 4-H volunteer for 34 years.

This year's Usibelli Award recipients are Jonathan Rosenberg, professor of political science, for teaching; Jeffrey Freymueller, professor of geophysics, Geophysical Institute, for research; and Catherine Cahill, associate professor, International Arctic Research Center, for service. The Emil Usibelli Distinguished Teaching, Research and Public Service Awards are UAF's most prestigious. These three $10,000 awards are presented to individuals who display extraordinary excellence in teaching, research and service.

IN PROGRESS

Groundbreaking ceremonies took place March 30 for the Wood Center expansion and the new College of Engineering and Mines building. The 34,000-square-foot, $30.7 million Wood Center expansion project is being financed by a private partner who will lease the building back to the university. The project is slated for completion in fall 2014. The new, 129,000-square-foot engineering building will provide modern classroom and laboratory space for engineering-related academic and research programs. The 2013 Alaska Legislature allocated $15 million for the project, which should be enough to keep construction moving through the next season.

WHAT'S NEXT

The UA Museum of the North opened “Denali Legacy: 100 Years on the Mountain” May 18. To tell the story of the first ascent of North America’s tallest mountain, museum staff tracked down and borrowed diaries of all four climbers who made it to the top in 1913 — the first time they’ve all been together in the same place in a century. The exhibit runs through Jan. 25, 2014.

Summer Sessions is sponsoring Discover Alaska, a lecture series on Wednesday evenings through Aug. 14 in the new Margaret Murie building auditorium. Lecture subjects are extremely diverse, ranging from glaciology and the aurora to poetry and 25 years of cartooning in Alaska.

The Institute of Arctic Biology celebrates 50 years Aug. 22–23 with academic seminars, social gatherings and building tours. IAB was founded in 1963 by the Board of Regents of the University of Alaska with Laurence Irving, a pioneer in the field of comparative physiology, as the founding director.
Anna Liljedahl, research assistant professor with UAF's International Arctic Research Center and Institute of Northern Engineering, works with Will Wright, of the Delta Soil and Water Conservation District, to collect snow samples from the surface of Jarvis Glacier, about 45 miles south of Delta Junction. They are investigating future streamflow, as bridges and road networks can be affected by floods, and how climate change may affect surface wetness in the lowlands.

Photos, clockwise from left

The Murie Building, nearing completion, gets its communications infrastructure installed a couple of months before it opens.

Art major Ian Wilkinson poses by one of his ceramic pieces in the UAF Fine Arts gallery. His BFA thesis project, Spheres of Influence, raised more than $18,000 for the Fairbanks Food Bank through the sale of his 1,200 bowls.

Chemistry Professor Tom Green serves up fresh balloons during this year's Science Potpourri in the Reichardt Building.

The first reindeer calf of the year, born on March 30, stands beside his mom at the UAF Experimental Farm. UAF photo by JR Ancheta.
UAS Commencement 2013

UAS awarded close to 700 degrees, occupational endorsements and certificates at 2013 commencement ceremonies in Juneau, Ketchikan and Sitka May 3–5. The student speaker at the Juneau ceremony was Forest Haven, recipient of the Outstanding Graduate in Social Science award. The EPSCOR (Experimental Program to Stimulate Competitive Research) undergraduate research grant recipient was extensively involved in archaeological fieldwork around southern Southeast Alaska and presented professional academic research papers. She plans to pursue a Ph.D. in Anthropology. Honorary Doctorate of Laws recipient Charles Northrip gave the Juneau commencement address. Northrip managed Alaska's first public radio and TV stations, served as the first executive director of the Alaska Public Broadcasting Commission, directed Alaska's first satellite communications experiments, managed Juneau's KTOO FM and TV, and directed the Juneau Economic Development Council. Currently, he is Chief of Party for the Education Development Center's Sudan Radio Service (SRS), based in Nairobi, Kenya. University of Alaska President Patrick Gamble gave closing remarks at the Juneau ceremony. About 21 graduates participated in a Native graduation ceremony prior to the regular ceremony in the Egan Library on the Juneau campus. The Sitka ceremony joined two University of Alaska campuses, as some Sitka graduates participated from the University of Alaska Anchorage via video conference. Roger Schmidt, the executive director of the Sitka Fine Arts Camp, was commencement speaker. This year's Ketchikan commencement speaker was Elizabeth Nelson, Artistic Director for First City Players and 2012 Distinguished Woman of the Year.
Goldbelt-SOE Partnership

Goldbelt Heritage Foundation partnered with the School of Education to co-sponsor a course this spring for students from all three Juneau School District high schools. The focus of the "Investigating Traditional Ecological Knowledge" class is to apply the strengths of the local community to promote cultural awareness and science literacy through place-based education. The spring course was created as an extension of Goldbelt Heritage Foundation's "Aan Yátx'i Sáani Deify: Path to Excellence" summer academies for the study of math and science through the context of local culture. The course encourages students to take into consideration the dynamic landscape of Southeast Alaska as they develop an understanding of the interconnectedness of nature, respect for life, western science methodology, Tlingit migration and language, and social roles and responsibilities. The intention is to pay tribute to the legacy of the Kwaans of the Southeast region and to allow students to discover the holistic thought processes that helped people thrive in Southeast Alaska.

Federal Grant for Natural Sounds Recording

Library of natural sounds recorded within Glacier Bay National Park and Preserve.

The U.S. National Park Service announced a $54,451 discretionary cooperative agreement grant to the University of Alaska Southeast to produce an interactive library of natural sounds recorded within GBNPP (Glacier Bay National Park and Preserve), including the biological and physical environment, as well as sounds produced by visitors and other human activities. The objectives include producing an archive of natural acoustic recordings during the summers of 2013 and 2014. Recordings will be either single species or phenomena or mingled sounds of natural communities.

Undergrad Presents at Conference

Outstanding graduate in Mathematics Eric Keller traveled to Salem, Oregon and attended the Pacific Northwest Section Meeting of the MAA (Mathematical Association of America) April 12-13, thanks to funds from the Arts & Sciences Department. Eric presented his mathematics senior project on "Measuring Resilience: The Use of System Properties in Ecosystem Management".

Vess Presents Panel at Conference

Sociology faculty member Lora Vess attended the March 20, 2013 annual meeting of the Pacific Sociological Association in Reno, Nevada, where she presented on a panel on "Graduate School: Choosing the Right Program and Creating a Successful Application." She served on the program committee for the conference, organizing all environmental sociology panels, and presiding over the panel, "Emerging Research in Environmental Sociology."

Walz Presents Paper in France

Professor of History Robin Walz was in Limoges, France May 29th to present a paper titled "Panorama de la pêche: Une arrière-pensée de l'avant-garde" at the Fantômas Symposium (Colloque Fantômas) of international scholars at the University of Limoges.

Sun Blessed ODS Local Glacier Trek

On Friday, April 19th, the Outdoor Studies mountaineering course, ODS 222, climbed and skied Snowdrift Peak and on Saturday, April 20th, climbed and skied Rhino Peak, on the Juneau Icefield. The group of ten, led by Assistant Professor of Outdoor Studies Forest Wagner, was dropped on the upper Taku by Ward Air and skied home, descending off the Juneau Icefield to the north branch of the Mendenhall Glacier. The group walked out West Glacier Trail at 3:30 pm, Tuesday, April 23rd.

Summer Math Research Experience

Mathematics faculty member Andrzej Piotrowski was awarded a grant from Mathematical Association of America to conduct a summer research experience for five UAS undergraduate students: Andre Bunton, Nicole Jacobs, Samantha Jenkins, Charles McKenry Jr., and Louis Scott. The project, entitled National Research Experience for Undergraduates Program at UAS: Diagonalizable Linear Operators and Polynomial Zeros, will run from May 13-June 21 on the Juneau campus.

If you have UAS faculty, staff, student or alumni news, please contact Katie Bautz at 776-6510 or media.info@uas.alaska.edu. Layout by Alison Caputo. UAS is an EEO/AA employer and statutory institution.
Coalition of Student Leaders  
Shauna Thornton, Speaker

Coalition leaders worked hard to finish their finals and conduct elections at each of their campuses. Training of new student leaders will culminate at the Coalition of Student Leaders’ Summit in Fairbanks on August 16-17. At the August summit, the new leaders will learn about the coalition and its function while introducing them to new leadership and organizational structure. It also serves as a time to adopt the activities for the year and elect new officers.

At the April Board of Regents meeting in Sitka, UAF School of Management proposed a differential tuition model. The coalition solicited student input on the proposed model for the UAF SOM programs. In general, the students disagree with the increase. The coalition will ask for letters and input from students.

A Resolution of Appreciation was passed recognizing Amber Avarette, administrative assistant to the UAS student government in Juneau; Jarmyn Kramlich, coalition pro tempore; and Shauna Thornton, coalition speaker, for their extra workload and effort performed during the legislative session.

Shauna Thornton has been a member of the KRC Student Union for several years, and a member of the Coalition of Student Leaders for the past two years. She successfully led the KRCSU to rally against cuts to the campus budget saving the campus hundreds of thousands of dollars, and was one of the leaders in Juneau for need based financial aid.

Staff Alliance  
Juella Sparks, Chair

Spring is bringing its usual frenetic pace to our work lives. Staff are helping students prepare for graduation, and staff governance is busy with spring elections and organizing staff appreciation and development days. When the dust settles, we will begin to look at the impact of the FY14 budget.

As an update, Staff Alliance is in the midst of conversations with the statewide administration on a few topics. The topics include bullying in the workplace, a review of the grievance policy and regulation, and the Compensation Working Group’s proposals. Our goal is to make real progress on these discussions over the summer.

Juella Sparks was born and raised in Alaska and graduated from UAF with a B.B.A. and M.B.A. After several years working for the state and starting a family, she came back to the university to work for Cooperative Extension Service in December 2002. She was active in student government and moved quickly to being active in staff governance at UAF. In her words, “I am looking forward to working with Staff Alliance and the System Governance Council to strengthen our UA system, especially with two teenagers contemplating post-secondary education.” Juella has in past years served as Staff Alliance vice chair 2007-2009, chair of the System Governance Council 2008-2009 as well as president of the UAF Staff Council 2008-2009.
Faculty Alliance
Cathy Cahill, Chair

Faculty Alliance had a very productive year. I believe much of this productivity is because the communication between Faculty Alliance and the statewide administration is the best I have ever seen it. I really appreciate President Gamble and Vice President Thomas’s efforts to inform the faculty of upcoming issues and listen to our recommendations on how to resolve them.

This year Faculty Alliance has been working effectively across MAUs to improve our student learning outcomes, streamline our processes, and address issues of concern to the regents, state legislators, staff, faculty, and students. For example, we are pursuing efforts, such as the General Education Learning Outcomes (GELO) committee, to clarify and harmonize our general education expectations for students across UA; streamlining and removing inconsistencies in our transfer policies; and assisting in SDI. We have made progress on many fronts that will make our students’ lives easier at UA.

I wish to thank all of the members of Faculty Alliance for their exceptional service this year. This was a fabulous group of engaged and hard-working faculty. I would especially like to thank Professors Daniel Monteith and Nalinaksha Bhattacharyya for their service to this committee. They, along with me, are retiring from Faculty Alliance to make room for new faculty members with new ideas on the committee. However, I am leaving the committee in good hands; Professor Robert Boeckmann from UAA will chair the committee in the upcoming year. I know he, and the other members of Faculty Alliance, will continue our forward momentum in resolving issues of concern to our great university.

Dr. Catherine F. Cahill is a Professor of Chemistry at the University of Alaska Fairbanks where she teaches a wide variety of classes ranging from undergraduate General and Physical Chemistry to graduate Environmental Chemistry. Cathy also mentors undergraduate and graduate students, conducts cutting-edge research on atmospheric aerosols, develops payloads for unmanned aircraft systems, and contributes her professional expertise to professional, public, and university needs.
Acronyms commonly used in reporting Labor Relations activities:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALRA</td>
<td>Alaska Labor Relations Agency</td>
</tr>
<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
</tr>
<tr>
<td>LMC</td>
<td>Labor-Management Committee</td>
</tr>
<tr>
<td>MAU</td>
<td>Major Academic Unit (UAA, UAF, UAS)</td>
</tr>
<tr>
<td>ULP</td>
<td>Unfair Labor Practice Charge</td>
</tr>
</tbody>
</table>

**Unions:**

- **Adjuncts** United Academic – Adjuncts
- **Local 1324** Fairbanks Fire Fighters Association (UAF Fire Fighters)
- **Local 6070** Alaska Higher Education Crafts and Trades Employees
- **UAFT** University of Alaska Federation of Teachers (Community college and extended campus faculty)
- **UNAC** United Academies

*(BOLD text indicates updated information)*

**LABOR - MANAGEMENT COMMITTEES/EVENTS**

- The university and UAFT met on May 07, 2013 to review and finalize the Market Salary Adjustments procedures for distribution of the remaining FY13 UAFT Market Salary residuals. The parties normalized the memorandum of agreement on May 17, 2013. Residual distribution will be made to 99 of the UAFT faculty. The amount is $708 per employee whose FY13 salary was internally compressed based on academic rank and discipline. The total amount of residual distribution is approximately $65,000.

- The University and UNAC representatives met in April 2013 through the Joint Labor Management Committee (LMC) to finalize the FY14 Market and Merit Increase procedures. The parties agreed to use the same criteria established in 2010 for FY14 increases. This criteria uses the 2012 – 2013 Oklahoma State University Salary Survey data for UAA and UAF and College and University
Professional Association Salary Survey data for UAS based on academic discipline and rank.

GRIEVANCE and ARBITRATION ACTIVITY

University of Alaska Federation of Teachers (UAFT)

- **UAF College of Rural and Community Development**: The union filed a Step 2 grievance on October 02, 2009 alleging that the university violated Article 9.1 of the CBA by placing two new faculty members at an extended site into the United Academics bargaining unit rather than into the UAFT unit. The university responded to the union on November 11, 2009, recommending that the substance of the grievance be reviewed and determined by the ALRA as part of the unit clarification proceeding. Grievance timelines are being held in abeyance pending the outcome of the Unit Clarification Petition before ALRA.

- **Statewide Office of Labor and Employee Relations**: UAFT filed a Step 2 grievance on July 25, 2012 alleging the university violated Article 1.3.A of the CBA by demanding that the union agree in writing to pay all costs associated with a request for information prior to providing them with the information. The union further alleges that the university violated the implied duty of good faith and fair dealing. The parties met on March 04, 2013 and continue to work to resolve the matter.

United Academics (UNAC)

- **UAF College of Engineering and Mines**: UNAC filed a Step 2 grievance on June 29, 2012 alleging a violation of Article 16 and 17 of the CBA. UNAC asserts that the university violated the CBA by instructing a faculty member to reimburse the university for honorarium received for outside activity while on a one semester paid sabbatical. The Provost met with the union on July 19, 2012. The university responded to the Step 2 grievance on August 14, 2012. The union requested an extension to December 07, 2012. The Step 3 grievance meeting with the Chancellor was held on April 17, 2013. The Chancellor's decision was provided to UNAC on April 30, 2013. UNAC notified the University on May 09, 2013 that they considered the matter resolved at Step 3 and would not advance the grievance to arbitration.

Local 6070

- No grievance are pending.
United Academic – Adjuncts

- No grievances are pending.

Local 1324

- No grievances are pending.

ISSUES BEFORE THE ALASKA LABOR RELATIONS AGENCY

Unit Clarification Petition: On October 17, 2007 UAFT filed an ULP charge with the Alaska Labor Relations Agency (ALRA) alleging that the university violated the CBA by its placement of new faculty with upper-division teaching assignments into the UNAC bargaining unit. In response, the university filed a unit clarification petition. On August 25, 2009 the ALRA accepted the university’s Petition for Unit Clarification and placed the ULP complaints in abeyance pending the determination of that petition. The ALRA hearing began on April 05, 2010 and lasted until April 22, 2010. Post hearing briefs and response briefs were filed and the issue is before the Agency for a decision. On October 04, 2011 the ALRA notified the parties that they wanted briefing on the appropriateness of one unit of non-adjunct faculty at the university. File briefs were submitted to ALRA on December 21, 2011. A decision is still pending.

NEGOTIATIONS


EMPLOYEE RELATIONS HIGHLIGHTS

- UAF Community and Technical College (formerly Tanana Valley Campus): A non-exempt employee at Tanana Valley Campus was non-retained pursuant to Regents’ Policy and University Regulation. The employee grieved the issue and requested a hearing. After motion practice, the hearing officer issued a dispositive order on September 21, 2008, canceling the hearing and recommending that the UAF Chancellor uphold the non-retention decision. The employee filed suit in Superior Court challenging the university’s right to nonretain non-probationary employees. The judge issued a preliminary order adverse to the university. The university’s request for reconsideration was denied and the university subsequently filed a petition for review with the Alaska Supreme Court on November 12, 2010. The Court accepted the petition and
consolidated this case with an Anchorage case raising similar issues but with a different result. Oral argument was held March 28, 2012. A decision is pending.

- **UAA Police Department**: An employee was terminated for cause and simultaneously issued a non-retention notice after writing himself parking tickets which he later destroyed to avoid paying parking fees. The employee filed a grievance, and a hearing was held in March. The hearing officer recommended upholding the termination and the Chancellor agreed. The employee filed an administrative appeal on July 21, 2009. The judge reversed the cause termination but upheld the non-retention. The employee submitted a request for rehearing which was denied by the judge. The employee has appealed the matter to the Alaska Supreme Court, and the university cross appealed on the termination for cause. This case has been consolidated for hearing with the Fairbanks case discussed above. Oral argument was held March 28, 2012. A decision is pending.
1. UAA currently ranks No. 12 in the country out of approximately 300 NCAA Division II teams – top four percent - teams in the Director’s Cup.

2. UAA student-athletes combined for a school-record 3.2 overall GPA for the calendar year 2012…UAA athletes have eclipsed the 3.0 mark as a group in nine of the past 10 years.

3. UAA Athletics won four conference championships in 2012-13 – in men’s and women’s cross country, women’s indoor track & field, and women’s outdoor track & field – and competed or qualified for seven NCAA Championships.

4. In the past year, UAA has produced three individual national champions, 30 All-Americans, one Academic All-Americans, 40 Al-Region performers, 62 All-Conference selections and 60 Academic All-Conference selections.

5. In just UAA’s first year of indoor track & field sponsorship, the Seawolves finished among the top 15 teams in the country on both the men’s and women’s side, while the women won the GNAC title.

6. On Mar. 21, 2013, UAA announced the naming partner of the Alaska Airlines Center, scheduled to open fall 2014. The 5,600-seat arena will become of home of the Seawolves and is expected
to host UAA athletic competitions, high school and college graduations, concerts, youth camps and other community events. The ‘topping out’ ceremony took place May 10.

7. UAA is once again teaming with the Municipality of Anchorage on June 22 to host the 40th annual Mayor's Marathon & Half Marathon, Alaska’s top marathon and one that attracts more than 4,000 runners annually from across Alaska and virtually every state in the union.


9. UAA Athletics was again involved in the community on many different levels, including its longtime interaction with the area high schools with its Shootout Adopt-A-School program, annual Reading With the Seawolves effort in local elementary schools (this year at Campbell Elementary), and its annual Seawolf Blood Drive – which saw 39 pints of blood (translating to 104 lives saved) – just to name a few.
Rifle sophomore Ryan Anderson (Great Falls, Va./Biology) and swimming junior Bente Heller (Hamburg, Germany/Communication) were named Alaska's Most Outstanding Athletes.

Hockey senior Steve Thompson (Anchorage, Alaska/Psychology) and senior skier Crystal Pitney (Fairbanks, Alaska/Business administration) were tabbed Intercollegiate Athletics Council Scholar-Athletes of the Year.

Men's Basketball head coach Mick Durham was honored as Alaska's Coach of the Year after leading the Nanooks to 11 more wins this year and reaching the GNAC semifinals.

Other top award winners included: Senior skier Ian Wilkinson (Fairbanks, Alaska/Art) - Bart LeBon Humanitarian Award Hockey senior Steve Thompson - Harris Shelton Spirit of Competition Award Peggy Birkenbuel, aka "Gramma Nanook" - Owen Tinker Fan of the Year Charlie Hill (Compliance) - Staff Member of the Year

Mike Curtin, head athletic trainer and strength coach for the Nanooks, was recognized and honored by Dr. Cary S. Keller for his 15 years of dedicated service to the student-athletes. There was a video made by former Nanooks and hockey's Tavis MacMillan and Kevin Petovello were in attendance to speak about "MC."

Four student-athletes worked closely with the 2013 Business Leader of the Year (BLOY) banquet, held in late April. Three were on the banquet committee to put the event on. The Nanooks working with BLOY were Keri Knight (volleyball), Jacqueline Lovato (women's basketball), Mike Liuzza (rifle) and Mats Eriksson (rifle).

The men's and women's cross country teams were both named U.S. Track & Field and Cross Country Coaches Association All-Academic Teams.
## Key Indicators

### Enrollment Headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Change 2011-2012</th>
<th>Change 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Year and below</td>
<td>32,328</td>
<td>33,710</td>
<td>34,480</td>
<td>34,983</td>
<td>33,581</td>
<td>-4%</td>
<td>4%</td>
</tr>
<tr>
<td>4 Year</td>
<td>5,714</td>
<td>6,686</td>
<td>7,393</td>
<td>7,740</td>
<td>7,445</td>
<td>-4%</td>
<td>30%</td>
</tr>
<tr>
<td>Graduate</td>
<td>11,681</td>
<td>12,383</td>
<td>13,198</td>
<td>13,811</td>
<td>13,813</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>2,384</td>
<td>2,582</td>
<td>2,664</td>
<td>2,676</td>
<td>2,617</td>
<td>-2%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Yield rate: Percent of Applicants Accepted

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Alaskans 25+ years with AA Degree or Higher</td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
<td>71%</td>
<td>-4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Staffing

### Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees, Certificates, Endorsements Awarded</td>
<td>3,505</td>
<td>3,427</td>
<td>3,754</td>
<td>3,983</td>
<td>4,174</td>
<td>5%</td>
<td>19%</td>
</tr>
<tr>
<td>High Demand Job Area (HDJA) Degrees Awarded</td>
<td>2,539</td>
<td>2,463</td>
<td>2,723</td>
<td>2,910</td>
<td>2,905</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>HDJA Grads Employed 1 Year Later</td>
<td>80.2%</td>
<td>80.5%</td>
<td>80.5%</td>
<td>80.8%</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>HDJA Vocational Pre- to Post-Training Wage Increase</td>
<td>31.7%</td>
<td>24.6%</td>
<td>21.1%</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Student Satisfaction Survey</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>4-Year 150% Graduation Rate (Full-Time Only)</td>
<td>27.0%</td>
<td>29.7%</td>
<td>27.7%</td>
<td>28.6%</td>
<td>28.2%</td>
<td>-1%</td>
<td>4%</td>
</tr>
<tr>
<td>2-Year and Below 150% Graduation Rate (Full-Time Only)</td>
<td>9.8%</td>
<td>13.7%</td>
<td>12.4%</td>
<td>12.4%</td>
<td>12.7%</td>
<td>2%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Research & Creative Activity

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review Publications/Faculty</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Grant-Funded Research Expenditures (Millions)</td>
<td>$122.9</td>
<td>$120.2</td>
<td>$131.0</td>
<td>$138.0</td>
<td>$132.7</td>
<td>-4%</td>
<td>8%</td>
</tr>
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</table>

### Service

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Credit Instructional Units Delivered</td>
<td>2,129</td>
<td>2,196</td>
<td>2,229</td>
<td>2,485</td>
<td>2,545</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>Outreach Publications</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>280,922</td>
<td>2%</td>
<td>20%</td>
</tr>
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</table>

### Facilities (Fall)

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sq. Ft. of Assignable Space (1,000s)</td>
<td>4,246</td>
<td>4,185</td>
<td>4,185</td>
<td>4,185</td>
<td>4,556</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Utilization Proportion</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Sq. Ft. of Unfunded Deferred Maintenance &amp; Renewal (1,000s)</td>
<td>757</td>
<td>917</td>
<td>1,065</td>
<td>1,157</td>
<td>1,186</td>
<td>3%</td>
<td>57%</td>
</tr>
</tbody>
</table>

### Finance

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA Composite Financial Index (Norm = 3)</td>
<td>XXX</td>
<td>XXX</td>
<td>2.9</td>
<td>4.6</td>
<td>4.4</td>
<td>-4%</td>
<td>2%</td>
</tr>
<tr>
<td>Ratio of Unrestricted General Funds: University Receipt Authority</td>
<td>142%</td>
<td>132%</td>
<td>138%</td>
<td>132%</td>
<td>145%</td>
<td>10%</td>
<td>2%</td>
</tr>
</tbody>
</table>

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Note: XXX indicates that data collection is needed or data is pending.

UA Institutional Research & Analysis
### Theme I: Student Achievement & Attainment

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Programs Available by e-Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>267</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Graduates Taking at Least One e-Learning Class</td>
<td></td>
<td></td>
<td>80%</td>
<td>82%</td>
<td>85%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>% of Students Completing College-Level Class in Math or English Within 1 Year</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
<td>12%</td>
<td>-6%</td>
<td>9%</td>
</tr>
<tr>
<td>% of 4-Year Graduates with Capstone Experience</td>
<td>4.9%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.1%</td>
<td>5.4%</td>
<td>5.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>GERs - % Accepted via Inter-MAU Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150% Completion Rate for At-Risk Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grads who Earn Subsequent Graduate Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Theme II: Productive Partnerships with Alaska’s Schools

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS Recipients Meeting Annual SCH Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Time Freshmen Taking Preparatory Classes</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td>55%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>Proportion of Graduates with Dual-Enrollment Credits</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>19%</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td>Proportion of New Teacher Hires UA Educated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>22%</td>
<td>11%</td>
<td>24%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Teachers</td>
<td>23%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Teachers</td>
<td>30%</td>
<td>16%</td>
<td>23%</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention of UA Educated and Mentored Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compared with Others within Alaska</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Theme III: Productive Partnerships with Alaska’s Public and Private Industries

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Investments in Workforce Education ($)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Engineering Degrees</td>
<td>81</td>
<td>94</td>
<td>148</td>
<td>137</td>
<td>143</td>
<td>4%</td>
<td>77%</td>
</tr>
<tr>
<td>Health Related Degrees</td>
<td>772</td>
<td>715</td>
<td>824</td>
<td>786</td>
<td>788</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Non-Credit Certifications Earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compared with Others within Alaska</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Theme IV: Research and Development to Sustain Alaska’s Communities & Economic Growth

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio Non-General Fund: General Fund Research Revenue</td>
<td>5.9</td>
<td>5.7</td>
<td>5.2</td>
<td>5.6</td>
<td>5.3</td>
<td>-5%</td>
<td>-10%</td>
</tr>
<tr>
<td>External Dollar (Non-Federal) Generated Per Dollar in State Research Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Number of Invention disclosures</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>32</td>
<td>700%</td>
<td>256%</td>
</tr>
</tbody>
</table>

### Theme V: Accountability to The People of Alaska

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>Change FY11-FY12</th>
<th>Change FY08-FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Financial Aid Eligible Undergrads Who Received Non-Loan Aid of 50% Or More Of Total Net Cost 4-Year 2-Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan Default Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UA Tuition &amp; Fees Compared with Peer Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year as percent of WICHE Median in FY11 ($7,553)</td>
<td>63%</td>
<td>66%</td>
<td>69%</td>
<td>72%</td>
<td>77%</td>
<td>6%</td>
<td>22%</td>
</tr>
<tr>
<td>2-Year as percent of WICHE Median in FY11 ($2,364)</td>
<td>160%</td>
<td>168%</td>
<td>176%</td>
<td>182%</td>
<td>193%</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>Percent of Alaska population that is Alaska Native/American Indian: 19.5% (2010 US Census), compared to percentage of UA that is Alaska Native/American in Fall semester: Faculty (Regular and Adjunct)</td>
<td>3.3%</td>
<td>2.9%</td>
<td>4.1%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Staff</td>
<td>7.0%</td>
<td>7.3%</td>
<td>9.1%</td>
<td>9.0%</td>
<td>8.4%</td>
<td>-6%</td>
<td>20%</td>
</tr>
<tr>
<td>Student</td>
<td>6.6%</td>
<td>6.7%</td>
<td>8.3%</td>
<td>7.5%</td>
<td>7.6%</td>
<td>1%</td>
<td>15%</td>
</tr>
<tr>
<td>Graduates</td>
<td>12.7%</td>
<td>10.9%</td>
<td>13.7%</td>
<td>10.7%</td>
<td>12.3%</td>
<td>15%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

Note: XXX indicates that data collection is needed or data is pending.

UA Institutional Research & Analysis

797 June 2013
University Relations

- Governor Parnell signed both operating and capital budgets on May 22. It doesn’t appear that any University of Alaska funding was vetoed.

- Patton Boggs is working with UA researchers to update the comprehensive list of federally-supported research. From this list, top priorities will be identified and an expertise book developed. The expertise book and a corresponding forum this summer will be used to position the University of Alaska as the thought leader on Arctic policy and research.

- The House Education and Workforce and Senate Health, Education, Labor and Pensions Committees are working to come up with a solution on student loan interest rates before interest rates automatically increase from 3.4 to 6.8 percent on July 1. UA is providing input on various proposed solutions in the House and Senate with hopes the matter can be addressed ahead of reauthorization of the Higher Education Act, scheduled to take place next year.

UA Foundation

- The Board of Trustees (BoT) will meet in Juneau on June 12, during which they will review and approve the UA Foundation FY14 Operating Budget. Once approved, it will be sent to the Board of Regents for acceptance.

- The BoT will also review the FY12 foundation tax return (Forms 990 and 990T) which provides a detailed overview of financial performance and governance, and hear a report on investment performance.

- Also on the agenda is a discussion regarding whether or not to raise the minimum endowment level. The issue has been or will be discussed at investment and development committees to ensure all perspectives are brought into the discussion. Final approval of any change, should one be recommended, rests with President Gamble.

- Trustees will join UAS leadership and community leaders the evening of June 11 for a reception in honor of Richard Dauenhauer, the 2013 Edith R. Bullock Prize for Excellence recipient.

- The Foundation Investment Committee and staff are in the process of selecting Cambridge Associates to assume management of the Consolidated Endowment Fund. If contract negotiation is successful, the transfer will occur on or about July 1, 2013.