

University of Alaska Board of Regents

A Strategic Approach to University Integration

September 12, 2019

Overview

- Purpose
- Context
- Strategic Approach - Overview
- Administration Update
- Academic Strategy
- Student Services
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- Appendix

Purpose

Update the Board on progress pursuant to Board of Regents' direction given on July 30, 2019.

Provide opportunity for Board input on progress and next steps.

Seek the Board's direction to conduct exceptional expedited programs reviews for consideration by the Board at its November 7-8 meeting.

Context

Goals 2017-2025

	2017 Baseline	2018 Observed	2019 Observed	2020 Target	Change 2019-2020	2025 Goal
1. Contribute to Alaska's economic development						
Increase STEM graduates	1,628	1,691	1,505	1,875	+370 (25%)	2,460
Increase # invention disclosures	17	34	41	25	-16 (-39%)	34
2. Provide Alaska's skilled workforce						
Increase % of educators hired	30%	33%	29%	43%	+14% (47%)	90%
Double number of health program completions	874	939	986	1,086	+255 (31%)	1,760
3. Grow our world class research						
Lead the world in Arctic related research	1	1	1	1		1
Increase research expenditures	\$159.4m	\$150.7m	\$158.0m	\$168.3m	+\$10.3m (7%)	\$235m
4. Increase degree attainment						
Fiscal Year Student Full Time Equivalent (FTE)	18,492	17,555	16,721	19,825	+3,104 (19%)	28,526
Increase completions	4,594	4,554	4,314	5,442	+1,128 (26%)	10,400
5. Operate more cost effectively						
Decrease total cost of education (indirect and direct) per completer	\$107.3	\$108.4	\$110.6	\$93.9	-\$16.7 (-15%)	\$59.0
Increase annual completions per Full Time Equivalent (FTE)	23/100	23/100	24/100	26/100	+1.6 (6%)	35/100

Our Objectives

1. Students in all parts of the state will be able to access the full array of academic programs offered by the University:
 - Some will be online rather than face-to-face
 - The exceptions will be those programs that require considerable hands-on experience with specialized equipment
2. These students will be provided the student support services (concierge services) they need to successfully take advantage of this array of academic services.
3. Programs that require hands-on instruction will be provided in communities throughout the state where:
 - Local employers can demonstrate a demand for program completers
 - There is sufficient student demand to make the program economically viable. In cases where student demand is not sufficient to ensure economic viability, the program may still be offered if local community or employers provide the necessary “bridge” funding
4. The University will be a much more user-friendly institution. While further discussion with stakeholders will be required, these are the minimum characteristics:
 - A single admission form/process for admission
 - A single point of contact to arrange for Student Financial Aid
 - No requirement for separate admission to each institution in which a student chooses to enroll
 - Seamless transfer of courses
 - “Guided Pathways” - once a student selects a program of study, they will be presented with a clear sequence of required courses
 - A common General Education core

Our Objectives (2)

5. Common course numbering and standard course blocks.
6. Courses in the General Education core will be reengineered as hybrid courses and designed to:
 - Be delivered across the System
 - In ways proven (e.g., by NCAT) to deliver superior learning outcomes at substantially reduced costs.
7. Any stakeholder of the University – students, employers, citizens – will have a single point of contact:
 - Public facing staff in administration and student services will be well trained and student centered.
 - A small number of specialists will serve as trainers of, support for, and consultants to the public facing staff.
8. The university will educate individuals who can meet the workforce needs of the state:
 - For job entry positions
 - Public sector – e.g., teachers
 - Private sector – e.g., health care professional, skilled trades, etc.
 - Retraining of incumbent workers
9. The University will continue to do world-class research and develop additional capacity in niche areas important to the future of Alaska.
10. We will serve as an engine of social mobility for historically underserved population. Gaps in participation and completion for these populations will be closed.
11. We will seek excellence in all functions of the University, both academic and administrative.

Board Direction, July 30, 2019

The Board of Regents, pursuant to its duty to govern the University of Alaska in the best interest of the state, authorizes the president—with interim oversight from a Regents’ subcommittee to be appointed by the Chair—to implement the following steps toward increasing the share of resources devoted to academics and student services by developing a revised organizational structure for the University of Alaska:

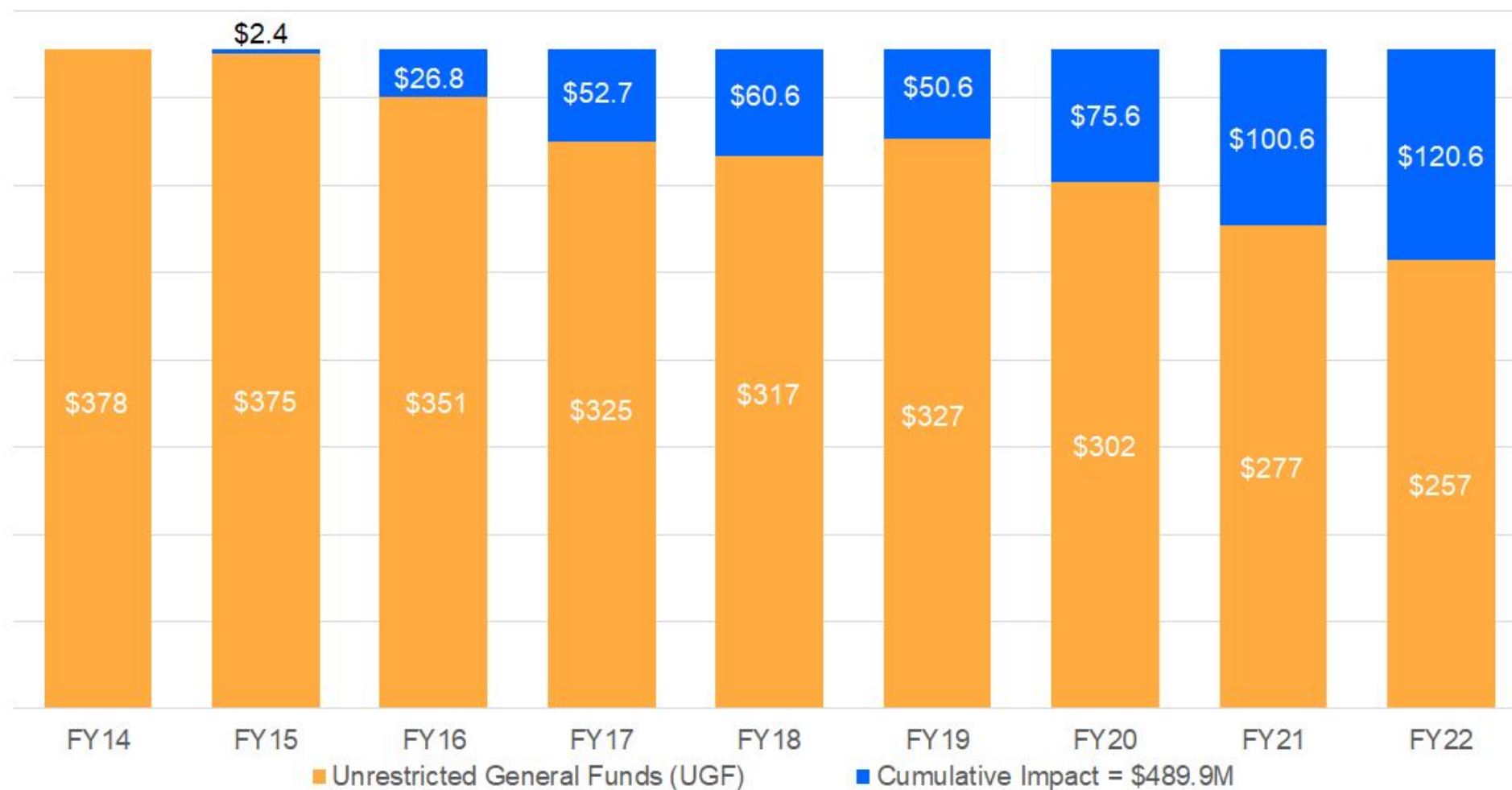
- reducing administrative costs immediately through consolidation and standardization of processes in “back office” functional areas including but not limited to information technology, finance, university relations, and procurement;
- preparing a strategic approach to combining duplicative academic colleges and schools, consolidating research institutes, and enhanced integration of community campuses—for review and approval by the Board at its meeting on September 12-13, 2019;
- preparing a plan for Board approval to transition to a single institutional accreditation over the 2019-2020 academic year; and
- consulting through the above steps with student, faculty, and staff governance groups.

Board Interests, expressed July 30, 2019

- No matter which structural model (three accredited universities or a single accredited university), it must:
 - increase the share of budget on academics and student services
 - maximize access to UA programs and services for students across Alaska (face-to-face and online)
 - reduce administrative costs
 - provide a seamless student experience, including a single application, common courses, common curriculum and GERs, billing and transcripts
- Focus on student outcomes
- Fiduciary responsibilities, with emphasis on spending less on administrative support
- UA values and prioritizing areas of importance which included simplifying access (including rural), and investing in the seamless student experience, and student success through strong support services
- Integration of teaching and research, ensuring the next generation has a strong state university
- Education for enhancement, enrichment and public service
- Opportunities for research and its long-term investment for Alaska and the world

Budget

University of Alaska State Funding History and Projection (per Compact) (\$ million)



Budget Context: Plan for FY2020 - FY2022

	FY20	FY21 1 st Review	FY22 Estimate	Total	Comments
Expense Factors					
• State UGF Reduction	25.0	25.0	20.0	70.0	Base Reallocation
• Investment	9.1	8.2	8.2	25.5	
• Strategic Initiatives	5.0	5.0	5.0	15.0	Base Reallocation / Incentivize Integration
• Compensation (Equity and Market)	3.4	3.2	3.2	9.8	Reallocation within MAU
• Compensation (General Market)		3.8		3.8	Reallocation within MAU
• Title IX / Safety	<u>0.7</u>	<u>0.0</u>	<u>0.0</u>	<u>0.7</u>	Reallocation within MAU
Total	34.1	37.0	28.2	99.3	
Expense Reduction *					
• Administration	16.2	19.5	13.2	48.9	
• Integration and reduction	8.2	12.5	7.2	27.9	Includes general market compensation increase
• Facility Maintenance	8.0	7.0	6.0	21.0	Monetize assets & reduce facilities footprint
• Academic Programs & Student Services	14.4	14.1	12.1	40.6	
• Research	2.0	2.1	1.8	5.9	
• Public Service	<u>1.5</u>	<u>1.3</u>	<u>1.1</u>	<u>3.9</u>	
Total	34.1	37.0	28.2	99.3	

* Includes non-ugf funding sources

Strategic Approach - Overview

Strategic Approach

Chart a path forward that:

- Improves educational access, student service and experience
- Reduces cost and improves outcomes
- Eliminates structural and other barriers

Accomplishes through:

- Administrative consolidation/standardization, maintaining local presence and service delivery
- Combining duplicative academic programs; reducing low value/demand programs; increasing student/faculty ratios; expanding access for students to programs across the system
- Unify administration, but not all in one place

Strategic Approach

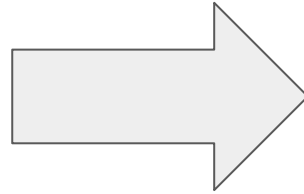
	FY 2020 \$302 (-\$25)			FY 2021 \$277 (-\$25)			FY 2022 \$257 (-\$20)
	2019		2020			2021	
	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Central Administration <ul style="list-style-type: none"> • HR • Finance • Facilities • Information Technology • Advancement (Dev.) • Advancement (U Relations, Alumni) • Title IX 	Implementation Planning Planning Planning	Operation Implementation Implementation Implementation Planning Planning	Eval./Imp. Operation Operation Operation Operation Implementation Implementation	Eval./Imp. Eval./Imp. Eval./Imp. Eval./Imp. Operation Operation	Eval./Imp. Eval./Imp.		
Academic	Planning <ul style="list-style-type: none"> • Transition • Group input meetings • Survey 	Planning <ul style="list-style-type: none"> • Program / Unit Reviews* • Plan for BOR review & approval November 7 	Planning <ul style="list-style-type: none"> • Curriculum • Student transition • Accreditation 	<ul style="list-style-type: none"> • Transition • Implementation 	<ul style="list-style-type: none"> • Transition • Implementation • Operation 	<ul style="list-style-type: none"> • Transition • Implementation • Operation 	
Academic Administration			Planning	Implementation	Operation		
Student Services Athletics	Planning <ul style="list-style-type: none"> • Plan for BOR review & approval November 7 	Planning <ul style="list-style-type: none"> • Plan for BOR review & approval November 7 	Implementation	Operation	Eval./Imp.		

* Review teams will include faculty, administrators, students, staff, and community members.
 Program review to proceed whether single or three institutional accreditations.

Driver: Expedited Timeline for Savings

Administrative Consolidation

E.G., Administrator Notice 11/19



Savings Effective

2/20

BOR Academic Decisions 11/19

E.G., Faculty Notice 12/19



Savings Effective

1/21

Transition Budget*

Facilitation and Consulting	\$400,000
Marketing	400,000
Logistics/space moves/reconfig	400,000
Accreditation	500,000
Collaboration meetings	300,000
Held in contingency for transition	<u>3,400,000</u>
Total transition funding pool	<u>\$5,400,000</u>

*Transition budget the same whether one or three accreditations.

Administration Update

Administration Savings & Integration Plan

- Summer 2019

- Travel freeze
- Procurement freeze
- Notice of 10 day furlough (withdrawn)
- Reduction of adjunct faculty
- Implementation of Human Resources

The freezes provided an estimated \$8M in savings in the first two months of FY20

Estimated annual savings of \$500K

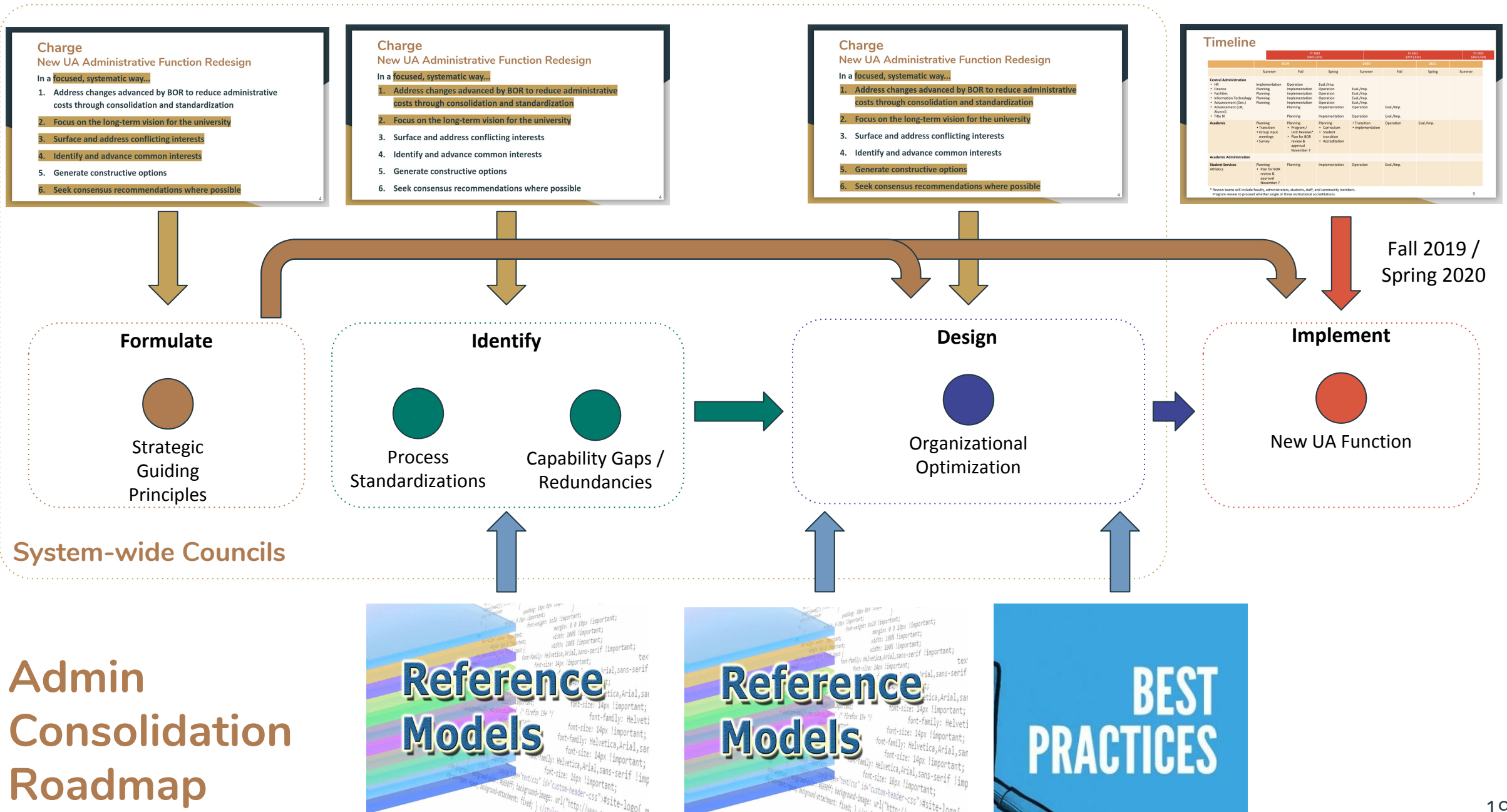
- Fall 2019

- Implementation of Information Technology
- Implementation of Development
- Implementation of Finance
- Implementation of Facilities

Est. annual savings \$3M; Headcount down ~15 FTE
No savings projected, area for investment
Est. annual savings of \$1.2M

- Spring 2020

- Implementation of Title IX
- Implementation of Advancement (Development, University Relations, Alumni Relations)
- Planning for and implementation of integration between Central and Academic Administration



Administration

Hypothetical Distribution of Integrated Functions

Centralized

- Integrated Central IT (“central” in terms of being one integrated system-wide function, but “not central” in terms of requiring all IT staff to be co-located in one HQ location)
- Integrated Central Procurement. For example, contracting officers are in multiple locations, but report to a Chief Procurement Officer for consistency and efficiency.
- Integrated Human Resources. Overall strategy and leadership in key functional areas including: compensation, employee engagement, collective bargaining.

Regionalized/Localized

- Central IT location-based service desk agents / technicians (those whose duties require physical presence at an affiliated location)
- Embedded IT -- research computing etc.
- Decentralized Procurement includes purchasing cards (pro cards) and delegated purchasing authority under \$25,000
- Decentralized Human Resources. Direct support for managers, information and personalized services for employees, and delivery of training and development.

Academic Strategy

Academic Strategy

- Phase 1 (July - August)
 - Inter-university teams meet to discuss
 - Stakeholder input survey
 - Plan for fall program review process
- Phase 2 (September – November)
 - Program / unit reviews 
 - BOR review and approval
- Phase 3 (December – June)
 - Planning
 - Curriculum
 - Student transition
 - Faculty notice
 - Accreditation
- Phase 4 (July – September)
 - Transition
 - Implementation

Current Areas for Review*

- Engineering
- Teacher Education
- Health
- Management and Business
- Natural Sciences
- Arts, Humanities and Social Sciences
- Indigenous Studies
- Career and Technical Education (CTE) Programs
- eLearning
- Organized Research
- Public Service
- Libraries
- Athletics

* Each area will be reviewed by a single inter-university team.

Charge for Reviews

- Implement Board direction
- Focus on excellent student experience**
- If there were one College of X serving the state, how best to organize it?
- Reduce program cost
- Increase student:faculty ratio
- Maximize program offerings
- Provide a single curriculum
- Reduce administration costs
- Improve collaboration
- Ensure local perspective
- Use an inclusive process (faculty, staff, students, community)

**See Objectives, pp 5-6 for detail.

Academic Strategy - Planning Workshops

- Planning Workshops, August 19-23
- Facilitated by Dr. Joel Cutcher-Gershenfeld, Brandeis University
 - Change Management Model
 - Hopes and Fears
 - Vision and Data
 - Stakeholders and Interests
 - Alignment and Options
 - Recommendations and Implementation
- ~210 participants from 8 focus areas: Engineering, Teacher Education, Health, Management/Business, Science/Arts & Humanities/Social Science, Career and Technical Education programs/Community Campuses, eLearning, Organized Research.
- Workshops included administrators, faculty, staff, and students who met in two sessions each, one in Fairbanks, and one in Anchorage. There was active participation at sites across the state via Zoom and workshops were live-streamed.
- Minutes from the meetings are posted on the “new UA” website. A facilitator’s summary will be made available to the Board.

These are only the first of many workshops and focus groups that will engage internal and external stakeholders

Academic Strategy - Workshop First Principles

During the sessions, there was informal dialogue among the team leading and facilitating the sessions that surfaced the following points as potential “first principles” going forward:

- **Serving students:** An overarching commitment, serving students, current and future.
- **Honoring Indigenous cultures:** An overarching commitment, honoring and respecting indigenous cultures and values.
- **Agile Institution:** The aim of being an agile institution, responsive to emerging local needs.
- **Vertical and Lateral Alignment:** The importance of mechanisms for horizontal collaboration (lateral), in addition to the importance of decisive and inclusive leadership (top-down), combined with broad engagement and action (bottom-up).
- **Geographic and cultural context:** Education matched to the Alaska context, both geographic and cultural.
- **Transformative research:** Appreciation for the transformative role of research addressing natural, technological, and social challenges facing society.
- **Increased self-sufficiency:** A shared priority for reducing the dependency of the university on State funding.
- **Deliberation and Action:** A need to balance the time required for deliberation and the importance of decisive action (where inaction is potentially costly).
- **Plan, Do, Check, Adjust:** The need for use of a Plan, Do, Check, Adjust (PDCA) approach to continuous improvement (not just “Plan, Do ... Plan, Do ... Plan, Do” but including thoughtful “Check, Adjust”).
- **Anticipating Accelerating Rates of Change:** The importance of anticipating an accelerating pace of change in technology and society, as well as across higher education, with the overarching dual aims consistent with those of other societal institutions--maximizing creative value and mitigating harm.

Academic Review Process

Each of the following areas will be reviewed at a statewide level by an inter-university team comprised of faculty, administrators, staff, students, and community representatives. Each review team will be convened by its chair (noted on following slide), meet as needed, and provide a report to the President by 10/10/2019.

The report will answer the following questions:

1. What degree programs would a single unit (college or school) serving the state include?
2. Compared to our current structure of units or schools, what would be the administrative savings of moving from several units or schools to one?
3. Assuming a peer average full-time student:faculty ratio, what would be the instructional cost reduction compared to our current state?
4. What issues need to be resolved if the unit is assigned to one of our three separately accredited universities?
5. What issues need to be resolved if the unit is part of a single accredited statewide university?

The reports will be posted for governance and public input. The President will review the reports and governance and public input, and--in consultation with the chancellors--prepare options for consideration by the Board of Regents at its November 7 meeting.

Academic Review Process

With oversight and support from the Office of VP Paul Layer, Academic Review teams consisting of administration, faculty, staff, students and external stakeholders will be appointed in consultation with governance to make recommendations in the following areas.

Area	Chair
Engineering	Dean Schnabel
Teacher Education	Executive Dean Atwater
Health	Dean Jessee
Arts, Humanities and Social Sciences	Provost Stalvey
Management and Business	Provost Prakash
Natural Science	Provost Prakash
Career and Technical Education	Chancellor Caulfield
Indigenous Studies	AVC Cadiente-Brown
Organized Research	Chancellor White
eLearning	Provost Carey
Public Service	Chancellor Sandeen
Athletics	Chancellors White and Sandeen
Libraries	VP Layer

Academic Affairs

Hypothetical Distribution of Integrated Functions

Centralized

- Chief Academic Officer
- Deans' office functions
- Accreditation
- Institutional Research
- Research grant management and administrative support
- eLearning coordination
- Graduate School
- Office of Innovation
- Governance support

Regionalized/Localized

- Face-to-face instruction
- Student academic advising by faculty and staff
- Instructional support
- Research facilities and staffing
- Libraries
- Extension and outreach
- Summer programs

Stakeholder Mapping Survey

One of several avenues for broad stakeholder input to this process is a survey conducted on behalf of the university by Dr. Joel Cutcher-Gershenfeld, an internationally recognized scholar/practitioner in negotiation, dispute resolution, multi-stakeholder decision processes, and the relationship between emerging technology and society.

Dr. Cutcher-Gershenfeld's report to the Board is under separate cover.

Accreditation

During any administrative transition, it is essential that NWCCU institutional accreditation and all specialized programmatic accreditations be maintained.

- System-wide accreditation committee will be established to develop timeline and process to move to a single NWCCU institutional accreditation.
- Academic review committees will assess implications for specialized programmatic accreditation where appropriate.
- Administrative consolidation teams will assess any impacts on NWCCU requirements.
- Student Services teams will develop plans to track, advise, and transfer students as part of moving to a single accreditation.
- UA administration is in weekly communication with NWCCU leadership in order to address issues as they arise. NWCCU leadership has been available to meet with faculty, staff, students, and Regents.

Student Services

Student Services - Guiding Principles

Enrollment Services & Student Affairs must be:

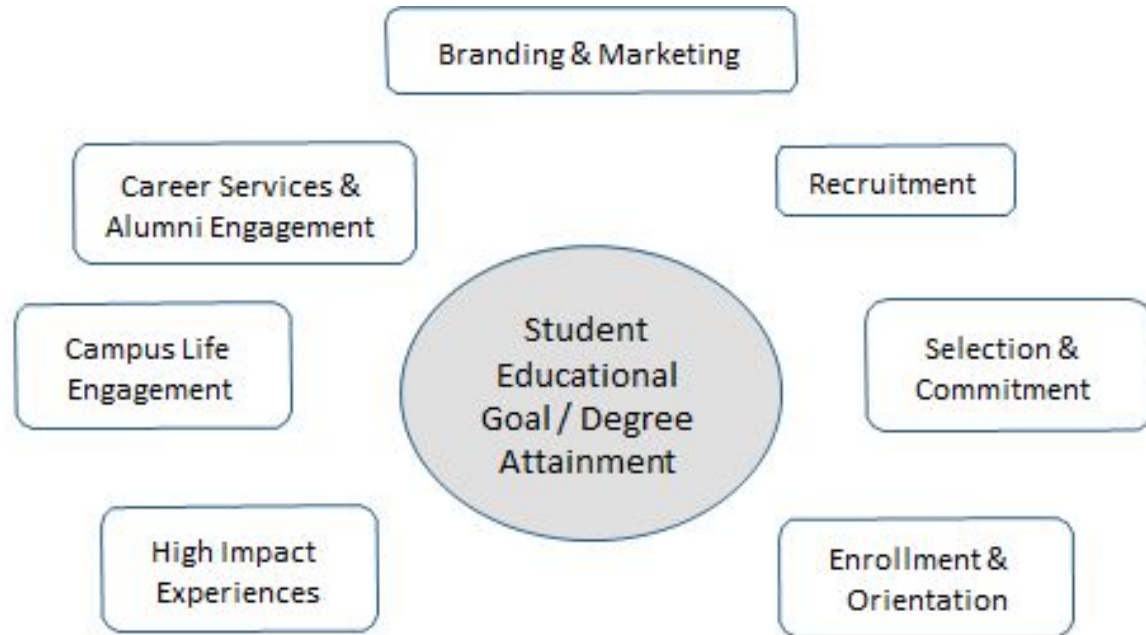
- **Accessible:** Students are able to access services across multiple locations in a reliable, seamless, consistent, and culturally effective manner.
- **Focused:** The priority is on student success (goal/degree attainment).
- **Continuous:** Each part of the student lifecycle impacts the quality of the next part of the student lifecycle. Every student--whether he or she studies online, on a small campus or a large campus--goes through a student lifecycle. A strong partnership is maintained through enrollment management, academics, and student affairs.
- **Scalable:** Meet the diverse needs of our students no matter where or how they study.
- **Efficient:** Which will require investment in a streamlined student experience.

Enrollment Services & Student Affairs is best structured in response to:

- Where are the students?
- What are the academic programs they want?
- How are our programs best, and most cost effectively, delivered?
- How do we incorporate all elements of the student lifecycle?

Student Services - Student Lifecycle and Affinity

Student Affairs:
Student development theory driven, designed to support student's academic success and overall wellbeing, resulting in proud and engaged alumni.



Enrollment Management:
Data informed, strategy driven, high-touch relationship building designed to impact affinity and ultimately, retention.

Academic Experience:
To include but not limited to classroom experiences, academic advising, internships, field study, research, etc.

Students engage through:

1. Program of study, regardless of location.
2. Location of study, regardless of program.
3. Method of study/eLearning.
4. Cultural affinity.
5. Any combination of the above.

Student Services

Hypothetical Integrated Functions

Centralized

- Application for admission
- Automated admissions processing
- Recruitment name buys
- Residency determinations
- Verification processes (e.g., enrollment, degree)
- Comprehensive statewide student recruitment marketing strategy with local recruitment plans
- Strategic enrollment planning
- Compliance (e.g., FERPA, VA, Title IV aid, etc.)
- Streamlined processes
- Staff training and development

Regionalized/Localized

- Local/regional recruitment, committed to increase enrollment of diverse student populations
- Program admissions processing
- Financial Aid Services
- Registrar Services
- Alaska Native Student Services
- International Student Services & SEVIS
- Academic Exchange/Study Abroad
- Military & Veteran Student Services
- Orientation
- Co-curricular activities (e.g., student government, clubs, athletics)

University Athletic Programs

- Athletic programs (Seawolves and Nanooks) remain viable as the University restructures.
- There are options available under both multiple and single accreditation models.
- We (GC and UAA & UAF athletic directors) are in discussions with NCAA and GNAC regarding options, and both are indicating support to find a path forward.
- NCAA and GNAC must approve changes.
- Changes in the athletic program structure should facilitate cost savings.
- The work group will make a recommendation for Board of Regents approval in November.

Board Motion

Draft Full BOR Motion for September 12-13, 2019

“To reduce costs and increase the share of resources dedicated to academic programs and student services, the Board of Regents directs the president and the university to form inter-university teams to conduct expedited reviews of units and programs system-wide, including but not limited to the following, to determine how best to integrate, reduce or discontinue units and programs:

- Engineering
- Teacher Education
- Health
- Indigenous Studies
- Management
- Natural Science
- Arts, Humanities and Social Sciences
- Career & Technical Education (CTE)
- eLearning
- Organized Research
- Public Service
- Libraries
- Athletics

The Board further directs the president to present the findings at the board’s November 7-8, 2019, meeting. This motion is effective September 12, 2019.”

Appendix

- Mission
- Vision
- Values
- Strategic Pathways

Our mission

UA: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

UAA: 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. UAA 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

UAF: 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.

UAS: 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.

OUR VISION

Center for
Northern Security

Institute for
Arctic Sustainability

Center for
Distributed Science

Regenerative
Policy Institute

Alaska Permanent
Capital Institute

Center for the
Blue Ocean Economy

Center for Excellence
in Public Service

School for
Arctic Agriculture

Bioengineering

Remote Sensing
R&D Network



ANSEP

Alaska
School of
Medicine



Ethnomedicine

FabX Lab

Alaskan Autonomous
Systems

Arctic Design
Institute

Innovation and
Entrepreneurship

Quantum
Learning Track

Arctic
Ambassadors

National Microgrid
Energy Lab

Intergenerational
Immersion

One Health

Alaska Arts
Platform

Alaska Center for
Teaching Excellence

Sustainable
Tourism



Our values

Unity in promoting communication and collaboration.

Accountability to our students, faculty, staff, alumni, and the diverse peoples of Alaska.

Leadership for Alaska's people and institutions.

Excellence in our programs and services.

Accessibility for all Alaskans.

Dedication to serving community needs.

Stewardship of our resources.

Strategic Pathways

OUR MISSION		“The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.” (Regents’ Policy 01.01.01)		
OBJECTIVE		Maximize value to Alaska through excellent, accessible, and cost effective higher education funded by diverse and growing revenue sources		
CORE PRINCIPLES		Focus, Access, Diversity, Excellence, Consistency, Fiscal Sustainability		
STRATEGY		Prepare, Restructure, Implement, Refine		
WHO WE ARE		UA ANCHORAGE Comprehensive metropolitan university in Alaska’s economic hub, with primary focus on workforce development through its several regional community campuses	UA FAIRBANKS Research university renowned for leadership in Arctic and the North, with additional focus on workforce development and community and rural education	UA SOUTHEAST Comprehensive regional university focused on interdisciplinary & marine-oriented programs, teacher education, e-Learning, and workforce development
CAMPUS LEAD FOR THE STATE*	Research	Social and economic sciences, health policy	Arctic science and policy, physical, biological, and social sciences, engineering and applied energy	Interdisciplinary / environmental
	Teaching	<ul style="list-style-type: none"> • Health professions • Business and public policy • Economics • Logistics • Project Management 	<ul style="list-style-type: none"> • Physical, natural, and related sciences • Arctic / Northern Studies • Rural development / tribal management • Doctoral education • Mine training • Fisheries and ocean sciences 	<ul style="list-style-type: none"> • Marine–oriented programs (including joint programs with UAF) • Teacher education (administration) • Interdisciplinary degrees/ degree completion • Emphasis on regional workforce priorities, e.g., mine training.
	Outreach	• Aligned with Research and Teaching Focus		
COURSES / PROGRAMS AVAILABLE ACROSS THE UNIVERSITY SYSTEM		<ul style="list-style-type: none"> • Common General Education Requirements • Liberal Arts and Humanities • Social Sciences & Natural Sciences • Nursing • Engineering • Distance Education / E-Learning • Career and Technical Education 		
		<ul style="list-style-type: none"> • Alaska Native Studies • Teacher Education • Management • Mine training • Wide choice of non-major courses • Dual credit with K-12 • Developmental Education 		

* Research, teaching, and outreach at campuses other than the “lead” campus that are of high quality, cost effective, and core to mission, will continue to be provided.

Note on a “Consortium Model”

A consortium is an association of independent entities that join together voluntarily to serve each member organization’s interests. Consortia are present in many spheres of social, political, and economic activity, including higher education. Examples in higher education include athletic conferences, compact organizations such as WICHE, and corporations created to provide services to the member institutions (e.g., The Claremont Colleges, Inc.). The choice about whether to join or leave a consortium and responsibility for each member’s interests through the consortium ultimately rest with each member of the consortium.

By contrast, the University of Alaska is, under the terms of the Alaska Constitution, a single legal and financial entity. Membership of the component units in the university is not voluntary. Functions and authority in each unit do not derive from the unit, but are expressly delegated by the Board of Regents to the units through the Board’s policies, university regulations, and specific official decisions made by the Board. The Board’s delegations may be modified or withdrawn at the discretion of the Board. Responsibility for the university’s interests ultimately rests with the Board.