

Board of Regents
TABLE OF CONTENTS
December 12-13, 2013

Table of Contents	1
Meeting Schedule	4
Full Board Agenda	6
Academic & Student Affairs Committee Agenda	19
Facilities & Land Management Committee Agenda	26
Audit Committee Agenda	34
Unofficial Minutes of September 26-27, 2013	39
Unofficial Minutes of November 6, 2013	70
Ref 01 – Consolidated Endowment Fund Policy	79
Ref 02 – Sectional Summary of Revisions to the Consolidated Endowment Fund Policy	89
Ref 03 – Consolidated Endowment Fund Policy Redline Revisions	92
Ref 04 – Regents' Policy Revisions 10.02.040	106
Ref 05 – Regents' Policy Revisions 10.02.060	108
Ref 06 – UAF Graduate Certificate in Science Teaching and Outreach	110
Ref 07 – UAS Master of Education in Science Education, K-8	114
Ref 08 – UAA FPA Wells Fargo Sport Center Near Term Renewal and Repurposing	126
Ref 09 – UAA SDA Consortium Library Old Core Mechanical Upgrades Project, Phase 1	139
Ref 10 – UAA PCR Kenai Peninsula College Career and Technical Education Center	150
Ref 11 – UAF FPA Heat and Power Plant Major Upgrade	159
Ref 12 – UAS FPA Technical Education Center Renewal	187
Ref 13 – UAF SDA Road Improvements Fairbanks Metropolitan Area Transportation System Street Light Conversion	204
Addendum 1 – Academic Freedom Presentation	235
Addendum 1A – AGB Academic Freedom Primer	243
Addendum 1B – Aurora Magazine Article on Academic Freedom	254
Addendum 1C – Regents' Policy on Academic Freedom	260
Addendum 1D – NWCCU Standards on Academic Freedom	261

Addendum 1E –United Academics CBA Article 6 on Academic Freedom and Responsibility.....	262
Addendum 2 – 2013 Annual Risk Services Report.....	263
Addendum 3 – Piano e-Competition Presentation.....	287
Addendum 4 – Minimum Baccalaureate Admission Standards.....	295
Addendum 5 – Undergraduate Research Presentation.....	298
Addendum 6 – Academic and Student Affairs Calendar of Reports.....	306
Addendum 7 – High School Student Enrollment Policies and Practices at UAA, UAF and UAS.....	308
Addendum 8 –Report on e-Learning.....	310
Addendum 8A – E-Learning Presentation.....	332
Addendum 9 – Technical Vocational Education Program Renewal Authorization	339
Addendum 10 – Report on SB241.....	346
Addendum 11 – UAA Alaska Airlines Center Information Item.....	350
Addendum 12 – UAA Engineering and Industry Building Information Item.....	352
Addendum 13 – UAF Engineering Facility Information Item.....	354
Addendum 14 – UAF P3 Student Dining Development Information Item.....	355
Addendum 15 – UAF Toolik Field Station Lease Information Item.....	356
Addendum 16 – FY13 and FY14 Deferred Maintenance and Renewal Distribution Changes.....	358
Addendum 17 – Deferred Maintenance Spending Report.....	361
Addendum 18 – Construction in Progress.....	362
Addendum 19 – IT Security Update.....	412
Addendum 20 – Polar Fiber Update.....	420
Addendum 21 – OIT Organizational Change Process.....	425
Addendum 22 – UAF Combined Heat and Power Plant Presentation.....	437
Addendum 23 – Audit Status Report.....	452
Addendum 24 – External Auditor Presentation by Moss Adams.....	456
Addendum 25 – FY13 UA Financial Presentation.....	479
Addendum 26 – FY13 Education Trust of Alaska Presentation.....	501
Addendum 27 – FY13 UA Foundation Financial Presentation.....	532

Written Reports:

Chancellors' Reports.....	560
Governance Report.....	566
Labor Relations Report.....	570
UA Metrics Report.....	574
Update on Alaska Pacific University - Land Use and Traffic Impacts.....	585
Missions Statements.....	586
Organizational Charts.....	587

University of Alaska
Board of Regents' Annual Meeting
December 11-13, 2013
University of Alaska Fairbanks
Fairbanks, Alaska

MEETING SCHEDULE AND ACTIVITIES

Times for meetings are subject to modifications within the December 11-13, 2013 time frame.

Wednesday, December 11, 2013

4:30 p.m. – 6:30 p.m. University of Alaska Fairbanks Chancellor's Holiday Gathering at the Regents' Great Hall in the Fine Art Building on the University of Alaska Fairbanks campus.

Thursday, December 12, 2013

8:00 a.m. – 8:30 a.m. The Full Board will meet in Room 109 and hear the President's and Governance Reports.

8:30 a.m. – 9:30 a.m. The Full Board will hear public testimony. The board chair will announce when public testimony is closed.

9:30 a.m. – 11:30 a.m. The Full Board will hear a presentation on academic freedom, the human resources and federal and state relations reports and consider action items.

11:30 a.m. – 12:30 p.m. The Full Board will hear a presentation from the University of Alaska Fairbanks on change and transformation. A working lunch will be provided to regents and executive staff.

12:30 p.m. – 3:00 p.m. The Full Board will hear reports and consider action items.

3:00 p.m. – 5:00 p.m. Academic and Student Affairs Committee will meet in Room 109.

3:00 p.m. – 5:00 p.m. Facilities and Land Management Committee will meet in Room 204.

5:15 p.m. – 6:00 p.m. Board members will tour the Museum of the North on the University of Alaska Fairbanks campus.

6:00 p.m. – 8:00 p.m. Board members and staff will attend a reception at the Museum of the North on the University of Alaska Fairbanks campus.

Board of Regents' Annual Meeting
Activities Schedule
December 11-13, 2013
Fairbanks, Alaska

Friday, December 13, 2013

- 7:30 a.m. – 9:30 a.m. Audit Committee will meet in Room 109.
- 9:30 a.m. – 10:30 a.m. The Full Board will hear public testimony. The board chair will announce when public testimony is closed.
- 10:30 a.m. – 10:50 a.m. The Full Board will hear a presentation on the Alaska International Piano e-Competition.
- 10:50 a.m. – 12:30 p.m. The Full Board will consider action items.
- 12:30 p.m. – 3:30 p.m. The Full Board will meet in executive session.
- 3:30 p.m. – 4:00 p.m. The Full Board will reconvene in open session.
- 4:00 p.m. Adjourn
- 4:15 p.m. – 5:15 p.m. The Full Board will tour the University of Alaska Fairbanks Heat and Power Plant.

To contact members of the Board of Regents or participating staff during the meeting, please call (907) 450-8000 or email sybor@alaska.edu.

Agenda
Board of Regents
Annual Meeting of the Full Board
December 12-13, 2013
Butrovich Building, Room 109
University of Alaska Fairbanks
Fairbanks, Alaska

Times for meetings are subject to modifications within the December 12-13, 2013 time frame.

Thursday, December 12, 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. Public Testimony**
- VII. Electronic Agenda Demonstration**
- VIII. Approval of an Amended and Restated Consolidated Endowment Fund Investment Policy**
- IX. Presentation on Academic Freedom**
- X. Planning and Development Committee**
 - A. Discussion Regarding Board Governance and Shaping Alaska’s Future**
 - B. Federal and State Relations Reports**
- XI. Human Resources Report**
- XII. Presentation on Change and Transformation at the University of Alaska Fairbanks**
- XIII. Approval of the 2015 Meeting Schedule**
- XIV. Review of the Risk Services Annual Report**
- XV. Alaska Commission on Postsecondary Education Report**
- XVI. UA Athletics Report**
- XVII. Presentation on Alaska International Piano e-Competition**
- XVIII. Consent Agenda**
 - A. Academic and Student Affairs Committee**
 - 1. Approval of Revisions to Regents’ Policy 10.02.040 Related to Renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering**

2. **Approval of Revisions to Regents' Policy 10.02.040 Related to University of Alaska Fairbanks' Realignment of the Arctic Region Supercomputing Center**
3. **Approval of Revisions to Regents' Policy 10.02.060 - PWSCC Change Related to the Northwest Commission on Colleges and Universities Accreditation Standards and Eligibility Requirements**
4. **Approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks**
5. **Approval of a Master of Education in Science Education, K-8 at the University of Alaska Southeast**
- B. **Audit Committee**
 1. **Adoption of the FY13 Audited University of Alaska Financial Statements**
 2. **Adoption of the FY13 Audited Education Trust of Alaska Financial Statements**
- C. **Facilities and Land Management Committee**
 1. **Formal Project Approval of the University of Alaska Anchorage Wells Fargo Sport Center Near Term Renewal and Repurposing**
 2. **Schematic Design Approval for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1**
 3. **Project Change Request for the University of Alaska Anchorage Kenai Peninsula College Career and Technical Education Center**
 4. **Formal Project Approval for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade**
 5. **Formal Project Approval for the University of Alaska Southeast Technical Education Center Renewal**
- XIX. **New Business and Committee Reports**
 - A. **Academic and Student Affairs Committee**
 - B. **Audit Committee**
 - C. **Facilities and Land Management Committee**
- XX. **Election of Board of Regents' Officers**
- XXI. **Approval of Revisions to the Industrial Security Resolution**
- XXII. **Approval of Revisions to the Corporate Authority Resolution**
- XXIII. **Executive Session**
- XXIV. **Future Agenda Items**
- XXV. **Board of Regents' Comments**
- XXVI. **Adjourn**

This motion is effective December 12, 2013."

III. Approval of Minutes

MOTION

"The Board of Regents approves the minutes of its regular meeting of September 26-27, 2013 as presented. This motion is effective December 12, 2013."

MOTION

"The Board of Regents approves the minutes of its regular meeting of November 6, 2013 as presented. This motion is effective December 12, 2013."

IV. President's Report

President Gamble will update the board on issues of importance.

V. Governance Report

[Scheduled for 8:15 a.m.]

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

Carey Brown, Staff Alliance Chair

Robert Boeckmann, Faculty Alliance Chair

Shauna Thornton, Coalition of Student Leaders Speaker

Joe Hayes, System Governance Council Chair

VI. Public Testimony

[Scheduled for 8:30 a.m.]

Public testimony will be heard at approximately 8:30 a.m. 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.

VII. Electronic Agenda Demonstration

[Scheduled for 9:30 a.m.]

Executive Officer Berg will review the navigation and annotation features within the electronic agenda using both an iPad and a laptop.

VIII. Approval of an Amended and Restated Consolidated Endowment Fund Investment Policy

References 1, 2 & 3

The president recommends that:

MOTION

"The Board of Regents approves the Consolidated Endowment Fund Investment Policy as presented. This motion is effective December 12, 2013."

CONSOLIDATED ENDOWMENT FUND INVESTMENT POLICY CITATION

IX. Delegation and Assignment of Duties and Authority

1. Responsibilities of the Boards:

- a. Maintaining the overall stewardship of the Fund in accordance with the Consolidated Endowment Fund Agreement, AS 13.65.010 – 13.65.095 and AS 37.10.071, as they may be amended or restated from time to time;
- b. Adopting the policies needed for the prudent investment and administration of the Fund;
- c. Delegating and assigning duties and authority to the Committee and the Treasurer;
- d. Reviewing the performance of the Fund and activities of the Committee on a regular basis.

(Note: Boards mean the Board of Regents and the Board of Trustees collectively. Committee means the Investment Committee.)

RATIONAL AND RECOMMENDATION

The Consolidated Endowment Fund (Fund) was established in 1997 to facilitate the investment of the University's Land Grant Endowment Trust Fund and its companion Inflation Proofing Fund as well as the Foundation's Pooled Endowment Funds. The funds were consolidated to minimize the cost of administration, allow for better diversification of the investments, increase access to top managers, and improve the potential for enhanced returns. The university and the foundation entered into a Consolidated Endowment Fund Agreement that defined a structure that would be used to manage the funds and adopted a Consolidated Endowment Fund Investment Policy that defined how the Fund would be invested. The intent was that each entity would have an undivided interest in the assets of the Fund based on the units assigned to each institution for its respective investment.

The Fund is managed by a very talented and highly respected Investment Committee consisting of Eric Wohlforth, Chair, Jo Michalski, Board of Trustees Chair, Bob Mitchell, Mike Burns, Gary Dalton, Kirk Wickersham, Leo Bustad, Nancy Blunck, Winthrop Gruening, and Carla Beam. Tammi Weaver serves as chief investment officer and actively supports the committee in its efforts to manage the Fund.

Over the years, the Fund has become a highly diversified, sophisticated investment vehicle with more than 30 investment managers and more than 70 investments with total assets of approximately \$300 million. However, in recent years, it became necessary to increase the risk in the portfolio to improve the potential of meeting spending obligations associated with donors' expectations. This increased risk combined with an increased number of managers and investments has made it challenging for staff to keep up with the level of due diligence required by the Investment Committee and accounting standards. To address the issue, the committee decided to outsource many of the investment management activities to a professional investment manager. The planned outcome is improved due diligence for the Fund and increased potential for higher

returns. The Board of Trustees and the Board of Regents have been updated on the status of this transition on several occasions.

The staff and committee actively participated in the search and selection of a high quality investment services provider and engaged Cambridge Associates. Effective July 1, 2013, the assets of the Consolidated Endowment Fund were transferred to a single investor limited partnership under the management of Cambridge. The resulting changes in the investment processes now require modifications to the investment policy. Revisions were developed by the committee and staff with input from Regents Fuller Cowell and Jo Heckman.

Although there has been extensive rewording of the policy, the significant responsibilities in the original policy have been accounted for in the revised policy and basic operating controls have not changed. The committee is responsible for making or approving the major decisions and the treasurer and staff are responsible for implementing those decisions.

Reference 1 is a clean copy of the revised draft of the Consolidated Endowment Fund Investment Policy. Reference 2 is a Sectional Summary of Revisions to the Policy and for those interested in the detail changes Reference 3 is a redline version identifying changes since the policy was last modified. At its October 30, 2013 meeting, the Investment Committee approved a motion recommending that the Board of Trustees and the Board of Regents approve the proposed policy as presented in Reference 1. This policy is scheduled to be considered and approved by the Board of Trustees at its December 11, 2013 meeting. If for any reason the Board of Trustees requests a change to the policy, the revision or issue will be discussed during this presentation. Eric Wohlforth, committee chair and trustee, Tammi Weaver, chief investment officer and Jim Lynch, associate vice president for finance will be present to answer any questions members of the Board of Regents may have regarding the policy or the Fund.

IX. Presentation on Academic Freedom Addendums 1, 1A, 1B, 1C, 1D & 1E

Vice President Thomas, General Counsel Hostina and Faculty Alliance Chair Boeckmann will provide a presentation on academic freedom.

X. Planning and Development Committee *[Scheduled for 10:15 a.m.]*

A. Discussion Regarding Board Governance and Shaping Alaska's Future

Regent Hughes will lead a discussion on board governance and Shaping Alaska's Future.

B. Federal and State Relations Reports

Vice President Beam and Associate Vice President Christensen will update the board on federal and state relations issues at the University of Alaska.

XI. Human Resources Report

Chief Human Resources Officer Seastedt will update the board regarding human resources issues including information regarding the employee education benefit at the University of Alaska.

XII. Presentation on Change and Transformation at the University of Alaska Fairbanks

[Scheduled for 11:30 a.m.]

Faculty and staff will give presentations on how change and transformation is occurring at the University of Alaska Fairbanks. Presentations include:

Marketing and Communications Strategic Communications Team, presented by Michelle Renfrew, Marketing and Communications director;

Capitalizing on Research Strength, presented by Daniel M. White, associate vice chancellor for research;

Comprehensive Advising, presented by Alex Fitts, vice provost, accreditation liaison officer and dean of general studies;

Geographic Information Network of Alaska (GINA), presented by Tom Heinrichs, GINA director;

Department of Recreation, Adventure and Wellness (DRAW), presented by Mark Oldmixon, DRAW director, and Ali Knabe, DRAW executive officer.

The PowerPoint slides can be found at the following link. Please note the file is 15.2 MB.

<https://dl.dropboxusercontent.com/u/7287576/UAF BOR presentation 19Nov2013Final.pptx>

XIII. Approval of 2015 Meeting Schedule

[Scheduled for 12:30 p.m.]

MOTION

“The Board of Regents approves the meeting schedule for 2015. This motion is effective December 12, 2013.”

	<u>2014</u>	
Retreat	January 22-23, 2014	Anchorage
Regular Meeting	February 20-21, 2014	Fairbanks
Regular Meeting	April 3-4, 2014	Kodiak
Regular Meeting	June 5-6, 2014	Anchorage
Regular Meeting	September 18-19, 2014	Juneau
Meeting re: Budget	November 5, 2014	Fairbanks
Annual Meeting	December 11-12, 2014	Anchorage

	<u>2015</u>	
Retreat	January 21-22, 2015	Anchorage
Regular Meeting	February 19-20, 2015	Anchorage
Regular Meeting	April 9-10, 2015	Bethel
Regular Meeting	June 4-5, 2015	Fairbanks
Regular Meeting	September 17-18, 2015	Juneau
Meeting re: Budget	November 4, 2015	Anchorage
Annual Meeting	December 10-11, 2015	Fairbanks

XIV. Review of the Risk Services Annual Report Addendum 2

Chief Risk Officer Spink will provide an overview of the annual report.

XV. Alaska Commission on Postsecondary Education Report

A report will be given by members representing the Board of Regents on the Alaska Commission on Postsecondary Education.

XVI. UA Athletics Report

A report will be given by Regent Enright, the Board of Regents' representative for UA Athletics.

Friday, December 13, 2013

V. Public Testimony (cont'd) [Scheduled for 9:30 a.m.]

Public testimony will be heard at approximately 9:30 a.m. 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.

XVII. Presentation on Alaska International Piano e-Competition [Scheduled for 10:30 a.m.]
 Addendum 3

Eduard Zilberkant, President's Professor of Piano, music director and conductor of the Fairbanks Symphony and Arctic Chamber Orchestras, will present information regarding the upcoming Alaska International Piano e-Competition to be held in the Davis Concert Hall at the University of Alaska Fairbanks on June 28 – July 12, 2014.

XVIII. Consent Agenda

MOTION

“The Board of Regents approves the consent agenda as presented. This motion is effective December 13, 2013.”

A. Academic and Student Affairs Committee

1. Approval of Revisions to Regents’ Policy 10.02.040 Related to Renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering

MOTION

“The Board of Regents approves a revision to Regents’ Policy 10.02.040 related to renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering. This motion is effective December 13, 2013.”

2. Approval of Revisions to Regents’ Policy 10.02.040 Related to University of Alaska Fairbanks’ Realignment of the Arctic Region Supercomputing Center Reference 4

MOTION

“The Board of Regents approves a revision to Regents’ Policy 10.02.040 related to University of Alaska Fairbanks’ realignment of the Arctic Region Supercomputing Center. This motion is effective December 13, 2013.”

3. Approval of Revisions to Regents’ Policy 10.02.060 - PWSCC Change Related to the Northwest Commission on Colleges and Universities Accreditation Standards and Eligibility Requirements Reference 5

MOTION

“The Board of Regents approves a revision to Regents’ Policy 10.02.060 - PWSCC change related to the Northwest Commission on Colleges and Universities accreditation standards and eligibility requirements. This motion is effective December 13, 2013.”

4. Approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks Reference 6

MOTION

“The Board of Regents approves a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks. This motion is effective December 13, 2013.”

5. Approval of a Master of Education Science Education, K-8 at the University of Alaska Southeast Reference 7

MOTION

“The Board of Regents approves a Master of Education in Science Education, K-8 at the University of Alaska Southeast. This motion is effective December 13, 2013.”

B. Audit Committee

1. Adoption of the FY13 Audited University of Alaska Financial Statements Addendum 25

MOTION

“The Board of Regents adopts the audited financial statements of the University of Alaska for the year ended June 30, 2013 as presented. This motion is effective December 13, 2013.”

2. Adoption of the FY13 Audited Education Trust of Alaska Financial Statements Addendum 26

MOTION

“The Board of Regents adopts the audited financial statements of the Education Trust of Alaska for the year ended June 30, 2013 as presented. This motion is effective December 13, 2013.”

C. Facilities and Land Management Committee

1. Formal Project Approval for the University of Alaska Anchorage Wells Fargo Sports Center Near Term Renewal and Repurposing Reference 8

MOTION

“The Board of Regents approves the formal project approval request for the University of Alaska Anchorage Wells Fargo Sports Center Near Term Renewal and Repurposing 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 \$10,000,000. This motion is effective December 13, 2013.”

2. Schematic Design Approval for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1

Reference 9

MOTION

“The Board of Regents approves the schematic design approval request for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1, 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 \$8,240,000. This motion is effective December 13, 2013.”

3. Project Change Request for the University of Alaska Anchorage Kenai Peninsula College Career and Technical Education Center

Reference 10

MOTION

“The Board of Regents approves the project change request for the University of Alaska Anchorage Kenai Peninsula College Career & Technical Education Center as presented in compliance with the campus master plan, and authorizes the university administration to increase the project scope to include \$1,800,000 for the second phase of renewal and reallocation work not to exceed the current total project cost of \$15,250,000. This motion is effective December 13, 2013.”

4. Formal Project Approval for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade

Reference 11

MOTION

“The Board of Regents approves the formal project approval request for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade, 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 \$248,000,000. This motion is effective December 13, 2013.”

5. Formal Project Approval for the University of Alaska Southeast Technical Education Center Renewal

Reference 12

MOTION

“The Board of Regents approves the formal project approval request for the University of Alaska Southeast Technical Education Center Renewal 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 \$ 4,620,000. This motion is effective December 13, 2013.”

XIX. New Business and Committee Reports

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

XX. Election of Board of Regents' Officers

In accordance with Board of Regents' Bylaws, at the annual meeting of the Board of Regents, the officers of the board shall be elected by a simple majority vote.

MOTION

"The Board of Regents elects as chair of the Board of Regents: _____ . This motion is effective December 13, 2013."

MOTION

"The Board of Regents elects as vice chair of the Board of Regents: _____ . This motion is effective December 13, 2013."

MOTION

"The Board of Regents elects as secretary of the Board of Regents: _____ . This motion is effective December 13, 2013."

MOTION

"The Board of Regents elects as treasurer of the Board of Regents: _____ . This motion is effective December 13, 2013."

XXI. Approval of Revisions to the Industrial Security Resolution

The president recommends that:

MOTION

"The Board of Regents approves the Industrial Security Resolution as revised to reflect changes in the officers of the board resulting from the Board of Regents' elections and authorizes the chair and secretary of the board to sign the resolution. This motion is effective December 3, 2013."

RATIONALE/RECOMMENDATION

The president and selected members of the university administration are routinely designated by the Board of Regents to handle any duties and responsibilities relating to classified information in connection with contracts with the Department of Defense and other federal agencies. These individuals are given an extensive security screening and are the only members of the administration, including the Board of Regents, to have access to classified information.

The university has received similar security clearances since the mid-1950s. Execution of the resolution allows regents and other members of the administration to be exempted from security clearance procedures. The resolution is identical to resolutions previously passed except for changes to officers of the board.

XXII. Approval of Revisions to the Corporate Authority Resolution

The president recommends that:

MOTION

“The Board of Regents approves the Corporate Authority Resolution, as revised to reflect changes in titles of officers resulting from the Board of Regents' elections and authorizes the chair and secretary of the board to sign the resolution. This motion is effective December 13, 2013.”

The Board of Regents regularly passes a resolution specifying certain university officers as being authorized to execute investment and banking transactions for the University of Alaska. Because of changes in officers of the board, a current resolution is necessary in order to execute timely investment and banking transactions.

XXIII. Executive Session

MOTION

“The Board of Regents goes into executive session to discuss matters the immediate knowledge of which could have an adverse effect on the finances of the university related to the UAA Northern Access Extension project at Elmore Road, the UA Timber Harvest & Land Trade Proposal, the UA & AHTNA Materials Management Agreement, the KABATA ROW Acquisition, and matters that could affect the reputation or character of a person or persons related to the presidential assessment. This motion is effective December 13, 2013.”

(To be announced prior to commencing executive session:)

The Board of Regents goes into executive session at _____ a.m. Alaska Time in accordance with AS 44.62.310. 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 _____.

(To be announced at the conclusion of executive session:)

The Board of Regents concluded an executive session at _____ a.m. Alaska Time in accordance with AS 44.62.310 to discuss matters the immediate knowledge of which could have an adverse effect on the finances of the university related to the UAA Northern Access Extension project at Elmore Road, the UA Timber Harvest & Land Trade Proposal, the UA & AHTNA Materials Management Agreement, the KABATA ROW Acquisition, and matters that could affect the reputation or character of a person or persons related to the presidential assessment. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members designated by the president and lasted approximately _____.

Agenda
Annual Meeting of the Full Board
December 12-13, 2013
Fairbanks, Alaska

XXIV. Future Agenda Items

XXV. Board of Regents' Comments

XXVI. Adjourn

Agenda
Board of Regents
Academic and Student Affairs Committee
Thursday, December 12, 2013; *3:00 p.m. – 5:00 p.m.
Butrovich Building, Room 109
University of Alaska
Fairbanks, Alaska

**Times for meetings are subject to modifications within the December 12-13, 2013 time frame.*

Committee Members:

Michael Powers, Committee Chair
Jyotsna Heckman, Committee Vice Chair
Courtney Enright

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.

I. Call to Order

II. Adoption of Agenda

III. Full Board Consent Agenda

- A. Approval of Revisions to Regents’ Policy 10.02.040 Related to Renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering**
- B. Approval of Revisions to Regents’ Policy 10.02.040 Related to University of Alaska Fairbanks’ Realignment of the Arctic Region Supercomputing Center**
- C. Approval of Revisions to Regents’ Policy 10.02.060 - PWSCC Change Related to the Northwest Commission on Colleges and Universities Accreditation Standards and Eligibility Requirements**
- D. Approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks**
- E. Approval of a Master of Education in Science Education, K-8 at the University of Alaska Southeast**

IV. New Business

- A. Approval of Appointment to Regents’ Scholarship Committee**
- B. Discussion of Minimum Baccalaureate Admission Standards**

V. Ongoing Issues

- A. Presentation on Undergraduate Research**
- B. Update on Calendar of Academic and Student Affairs Reports**
- C. Discussion on Dual Enrollment – Barriers to Enrolling at UA**

- D. Report on e-Learning
- E. Discussion on Technical Vocational Education Program Renewal
- F. Report on SB241
- VI. Future Agenda Items
- VII. Adjourn

This motion is effective December 12, 2013."

III. Full Board Consent Agenda

- A. Approval of Revisions to Regents' Policy 10.02.040 Related to Renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering

The president recommends that:

MOTION

"The Academic and Student Affairs Committee recommends that the Board of Regents approve a revision to Regents' Policy 10.02.040 related to renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering. This motion is effective December 12, 2013."

POLICY CITATION

In accordance with Regents' Policy 10.02.040, academic unit establishment, major revision, and elimination, modification to university units, requires approval by the board.

RATIONALE/RECOMMENDATION

The University of Alaska Anchorage School of Engineering has grown substantially since its inception. The school now includes 17 degree programs, 5 academic departments, over 40 faculty members, and over 1000 students. The name change will put the School of Engineering on the same footing as other academic units of the same size at the University of Alaska Anchorage and will recognize the growth and achievements of the school.

Provost Baker will provide background information to members of the committee.

- B. Approval of Revisions to Regents' Policy 10.02.040 Related to University of Alaska Fairbanks' Realignment of the Arctic Region Supercomputing Center Reference 4

The president recommends that:

MOTION

“The Academic and Student Affairs Committee recommends that the Board of Regents approve a revision to Regents' Policy 10.02.040 related to University of Alaska Fairbanks' realignment of the Arctic Region Supercomputing Center. This motion is effective December 12, 2013.”

POLICY CITATION

In accordance with Regents' Policy 10.02.040, academic unit establishment, major revision, and elimination, revisions to the list of academic units, requires approval by the board.

RATIONALE/RECOMMENDATION

Current Regents' Policy lists the Arctic Region Supercomputing Center (ARSC) as a separate unit that must have Board of Regents' approval for any major modifications or elimination. Due to a dramatic reduction in federal funding and staff, ARSC would be better suited to operate as a sub-unit of the Geophysical Institute (GI).

In FY10, ARSC had total revenue of \$13.6 million dollars. In FY13, due to dramatic cuts in federal funding and in spite of nearly \$1 million dollars of new base funding from internal reallocation by UAF, ARSC's revenue had decreased to \$3.9 million. Staffing during this same time period was reduced from 46 to 20 personnel. Placing ARSC as a sub-unit of the GI will increase internal efficiencies with associated cost savings, enhance internal and external research collaborations and provide a more long stable environment for high-performance computing at UAF.

University of Alaska Fairbanks administration is requesting that the Board of Regents remove ARSC from Regents' Policy 10.02.040 and that President Gamble authorize the revision to University Regulation 10.02.040 to place it as a sub-unit of the Geophysical Institute. Reference 4 shows these revisions to both policy and regulation.

Chancellor Rogers and Provost Henrichs will be available to answer any questions the committee may have.

- C. Approval of Revisions to Regents' Policy 10.02.060 - PWSCC Change Related to the Northwest Commission on Colleges and Universities Accreditation Standards and Eligibility Requirements Reference 5

The president recommends that:

MOTION

"The Academic and Student Affairs Committee recommends that the Board of Regents approve a revision to Regents' Policy 10.02.060 - PWSCC change related to the Northwest Commission on Colleges and Universities accreditation standards and eligibility requirements. This motion is effective December 12, 2013."

RATIONAL/RECOMMENDATION

The Northwest Commission on Colleges and Universities changed reporting standards and eligibility requirements for separately accredited institutions in a system. The changes proposed will meet the new standards and eligibility requirements. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 5.

- D. Approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks Reference 6

The president recommends that:

MOTION

"The Academic and Student Affairs Committee recommends that the Board of Regents approve a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks. This motion is effective December 12, 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 6 contains the rationale for the approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks. Provost Henrichs will provide background information to members of the committee.

- E. Approval of a Master of Education Science Education, K-8 at the University of Alaska Southeast Reference 7

The president recommends that:

MOTION

“The Academic and Student Affairs Committee recommends that the Board of Regents approve a Master of Education in Science Education, K-8 at the University of Alaska Southeast. This motion is effective December 12, 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 7 contains the rationale for the approval of a Master of Education in Science Education, K-8 at the University of Alaska Southeast. Provost Caulfield will provide background information to members of the committee.

IV. New Business

- A. Approval of Appointment to Regents’ Scholarship Committee

MOTION

“The Academic and Student Affairs Committee approves the appointment to the Regents’ Scholarship Committee as presented by Committee Chair Powers. This motion is effective on December 12, 2013.”

RATIONALE

In 1999, the Board of Regents approved the following motion and scholarship description:

PASSED

"The Board of Regents approves the Regents' Scholarship Program as amended by the Academic and Student Affairs Committee on November 18, 1999. This motion is effective November 19, 1999."

Name: Regents' Scholarship

Eligibility: University of Alaska junior, senior or graduate students in good standing.

- Criteria: Demonstrated commitment and involvement in leadership and civic or professional service activities, and recognized academic achievement.
- Selection: Initial screening by UA Foundation staff. Selection by a committee of five former members of the Board of Regents appointed annually by the chair of the Academic and Student Affairs Committee with the approval of the entire committee.
- Funding: Endowment in UA Foundation from private donations from current and former members of the Board of Regents, and other funds designated by the Board of Regents.
- Awards: First awardees will be selected in Spring 2000 for use in Fall Semester 2000. The number and amount of awards is dependent on the amount of funding received.

RECOMMENDATION

This spring, there will be a vacancy on the committee due to former regent Gordon Evans' resignation as a scholarship committee member. Committee Chair Powers will recommend a replacement to the committee.

B. Discussion of Minimum Baccalaureate Admission Standards

Addendum 4

Vice President Thomas will lead a discussion on minimum baccalaureate admission standards.

V. Ongoing Issues

A. Presentation on Undergraduate Research

Addendum 5

UAA Dean Spatz, UAF Director Barbara Taylor, and UAS Dean Sousa will present on undergraduate research.

B. Update on Calendar for Academic and Student Affairs Reports

Addendum 6

Vice President Thomas will provide an update on the report calendar.

C. Discussion on Dual Enrollment – Barriers to Enrolling at UA

Addendum 7

The provosts will lead a discussion on progress to remove the barriers for high school students to enroll at the University of Alaska.

D. Report on e-Learning

Addendums 8 & 8A

Vice President Thomas and Associate Vice President Gruenig will provide a report on e-Learning.

E. Discussion on Technical Vocational Education Program Renewal

Addendum 9

Associate Vice President Villa will lead a discussion on Technical Vocational Education Program renewal.

F. Report on SB241

Addendum 10

Associate Professor of Education Policy and Director of the Center for Alaska Education Policy Research Hirschberg will provide a report on SB241.

VI. Future Agenda Items

VII. Adjourn

Agenda
Board of Regents
Facilities and Land Management Committee
Thursday, December 12, 2013; *3:00 p.m. – 5:00 p.m.
Butrovich Building, Room 204
University of Alaska Fairbanks
Fairbanks, Alaska

**Times for meetings are subject to modifications within the December 12-13, 2013 time frame.*

Committee Members:

Fuller A. Cowell, Committee Chair
Mary K. Hughes, Committee Vice Chair
Dale Anderson

Timothy Brady
Kenneth J. Fisher
Patricia Jacobson, Board 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. Formal Project Approval of the University of Alaska Anchorage Wells Fargo Sport Center Near Term Renewal and Repurposing**
- B. Schematic Design Approval for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1**
- C. Project Change Request for the University of Alaska Anchorage Kenai Peninsula College Career and Technical Education Center**
- D. Formal Project Approval for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade**
- E. Formal Project Approval for the University of Alaska Southeast Technical Education Center Renewal**

IV. New Business

- A. Schematic Design Approval for the University of Alaska Fairbanks Road Improvements Fairbanks Metropolitan Area Transportation System (FMATS) Street Light Conversion**

V. Ongoing Issues

- A. UAA Alaska Airlines Center Project Information Item**
- B. UAA Engineering and Industry Building Project Information Item**
- C. UAF Engineering Facility Information Item**
- D. UAF P3 Student Dining Development Information Item**
- E. UAF Toolik Field Station Lease Information Item**
- F. FY13 and FY14 Deferred Maintenance and Renewal Distribution Changes**
- G. Deferred Maintenance Spending Report**

- H. Construction in Progress Reports
 - I. IT Report
 - VI. Future Agenda Items
 - VII. Adjourn
- This motion is effective December 12, 2013."

III. Full Board Consent Agenda

- A. Formal Project Approval for the University of Alaska Anchorage Wells Fargo Sports Center Near Term Renewal and Repurposing Reference 8

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 Anchorage Wells Fargo Sports Center Near Term Renewal and Repurposing 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 \$10,000,000. This motion is effective December 12, 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.

TPC > than \$4.0 million will require approval by the board based on recommendations from the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION

Reference 8 contains the complete formal project approval request. Chris Turletes, associate vice chancellor for facilities services, and John Faunce, director of facilities planning and construction, will review the request with members of the committee.

- B. Schematic Design Approval for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1 Reference 9

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 Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1, 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 \$8,240,000. This motion is effective December 12, 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.

RATIONALE AND RECOMMENDATION

Reference 9 contains the complete schematic design approval request. Chris Turletes, associate vice chancellor for facilities services, and John Faunce, director of facilities planning and construction, will review the request with members of the committee.

- C. Project Change Request for the University of Alaska Anchorage Kenai Peninsula College Career and Technical Education Center Reference 10

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 Anchorage Kenai Peninsula College Career & Technical Education Center as presented in compliance with the campus master plan, and

authorizes the university administration to increase the project scope to include \$1,800,000 for the second phase of renewal and reallocation work not to exceed the current total project cost of \$15,250,000. This motion is effective December 12, 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.

RATIONALE AND RECOMMENDATION

Reference 10 contains the complete project change request. Chris Turletes, associate vice chancellor for facilities services, and John Faunce, director of facilities planning and construction, will review the request with members of the committee.

- D. Formal Project Approval for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade Reference 11

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 Heat and Power Plant Major Upgrade, 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 \$248,000,000. This motion is effective December 12, 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.

TPC > than \$4.0 million will require approval by the board based on recommendations from the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION

Reference 11 contains the complete formal project approval request. Pat Pitney, vice chancellor for administrative services, and Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

- E. Formal Project Approval for the University of Alaska Southeast Technical Education Center Renewal Reference 12

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 Southeast Technical Education Center Renewal 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 \$ 4,620,000. This motion is effective December 12, 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.

TPC > than \$4.0 million will require approval by the board based on recommendations from the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION

Reference 12 contains the complete schematic design approval request. Keith Gerken, director for facilities services, will review the request with members of the committee.

IV. New Business

- A. Schematic Design Approval for the University of Alaska Fairbanks Road Improvements Fairbanks Metropolitan Area Transportation System (FMATS) Street Light Conversion Reference 13

The president recommends that:

MOTION

“The Facilities and Land Management Committee approves the schematic design approval request for the University of Alaska Fairbanks Roadway Improvements, Fairbanks Metropolitan Area Transportation System Street Light Conversion as presented in compliance with the approved 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 \$2,030,983. This motion is effective December 12, 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 > \$2.0 million but not more than \$4.0 million will require approval by the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION

Reference 13 contains the complete schematic design approval request. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

V. Ongoing Issues

- A. UAA Alaska Airlines Center Project Information Item Addendum 11

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

B. UAA Engineering and Industry Building Project Information Item Addendum 12

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

C. UAF Engineering Facility Information Item Addendum 13

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

D. UAF P3 Student Dining Development Information Item Addendum 14

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.

E. UAF Toolik Field Station Lease Information Item Addendum 15

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

F. FY13 and FY14 Deferred Maintenance and Renewal Distribution Changes Addendum 16

Kit Duke, associate vice president of facilities and land management, will answer any questions regarding the report for the FY13 and FY14 Deferred Maintenance and Renewal Distribution Changes. This is an information and discussion item; no action is required.

G. Deferred Maintenance Spending Report Addendum 17

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

H. Construction in Progress Reports Addendum 18

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

I. IT Report

Addendums 19, 20 & 21

Karl Kowalski, chief technology officer will update the committee on security issues and provide an overview on the polar fiber and the Office of Information Technology organizational change process.

VI. Future Agenda Items

VII. Adjourn

Agenda
Board of Regents
Audit Committee Agenda
Friday, December 13, 2013; *7:30 a.m. – 9:30 a.m.
Butrovich Building, Room 109
University of Alaska Fairbanks
Fairbanks, Alaska

**Times for meetings are subject to modifications within the December 13, 2013 time frame.*

Committee Members:

Kenneth Fisher, Committee Chair
Michael Powers

Timothy Brady
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**
- IV. New Business**
 - A. UAF Heat and Power Plant Update**
 - B. Risk Identification and Management Plans Annual Reports**
- V. Ongoing Issues**
 - A. Final Audit Reports Issued**
 - B. Audit Status Report**
- VI. Annual Report**
 - A. External Auditor Report by Moss Adams**
- VII. Full Board Consent Agenda**
 - A. Adoption of the FY13 Audited University of Alaska Financial Statements**
 - B. Adoption of the FY13 Audited Education Trust of Alaska Financial Statements**
- VIII. Annual Review**
 - A. Review of the FY13 University of Alaska Foundation and Consolidated Endowment Fund Financial Statements**
- IX. Future Agenda Items**
- X. Adjourn**

This motion is effective December 13, 2013."

III. Executive Session

MOTION

"The Audit Committee of the Board of Regents goes into executive session to discuss matters the immediate knowledge of which could affect the reputation or character of a person or persons related to fraud and bullying. This motion is effective December 13, 2013."

(To be announced prior to commencing executive session:)

The Audit Committee of the Board of Regents goes into executive session at ____ a.m. Alaska Time in accordance with AS 44.62.310. The session will include members of the Board of Regents, Chief Audit Executive Pittman, General Counsel Hostina, and other university staff designated by the audit chair and will last approximately ____.

(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 to discuss matters the immediate knowledge of which could affect the reputation or character of a person or persons related to fraud and bullying. The session included members of the Board of Regents, Chief Audit Executive Pittman, General Counsel Hostina, and other university staff designated by the audit chair and lasted approximately ____.

IV. New Business

A. UAF Heat and Power Plant Update

Addendum 22

Dr. Ashok Roy, vice president for finance and administration and chief financial officer will present an update on the risks involved with the UAF heat and power plant.

B. Risk Identification and Management Plans Annual Reports

The Statewide Offices of Risk Services and Audit and Consulting Services resumed efforts with each university and statewide administration to facilitate the identification of the three top ranking risks and plans to mitigate the risks. The top three risks for each university and statewide administration have been included in the "Risk Register" portion of the Risk Services Annual Report (see page 5 of the Risk Services Annual Report Addendum 2). Further information regarding risk mitigation for these risks is available to the board upon request. The risk identification and risk management plan processes are intended to aid the Board of Regents with its oversight and fiduciary responsibilities.

Executive risk assessments were originally facilitated at each university in fiscal year 2010 and updated in fiscal year 2011. The consolidated risk register was presented to the Board of Regents at its June 2010 meeting and updated via the Risk Services Annual Report in December 2011.

Audit and Consulting Services utilized the results during development of the audit plans for FY11 and FY12. It is appropriate for internal auditors to assist with promoting this activity and lend advice on best practices for enterprise risk management (ERM). The chief audit executive has assisted in this activity while following guidance from the Institute of Internal Auditors regarding appropriate auditor roles in ERM.

Related to identification and notification of risks, the university continues to move forward with the selection of a hotline that will facilitate anonymous reporting of risk incidents. Incidents or concerns will be able to be reported in regard to a wide range of topics, including fraud, waste and abuse of resources, bullying, safety and compliance. Vendors have demonstrated the ability to receive risk incidents in formats tailored to the University of Alaska via toll-free telephone and an online intake form.

V. 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.

B. Audit Status Report

Addendum 23

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

VI. Annual Report

A. External Auditor Report by Moss Adams

Addendum 24

Tammy Erikson, Partner, and Kim Koch, Senior Manager, from Moss Adams will discuss with the Audit Committee results and related matters regarding the FY13 annual financial statements, federal single audits, and answer any questions the committee may have. This is an opportunity to discuss audit findings, action management to address the findings and a reporting schedule on corrective actions.

VII. Full Board Consent Agenda

- A. Adoption of the FY13 Audited University of Alaska Financial Statements
Addendum 25

The president recommends that:

MOTION

"The Audit Committee recommends that the Board of Regents adopt the audited financial statements of the University of Alaska for the year ended June 30, 2013 as presented. This motion is effective December 13, 2013."

Dr. Ashok Roy, vice president for finance and administration and chief financial officer will present an overview of the University of Alaska audited financial statements for the year ended June 30, 2013. The audit firm Moss Adams expressed an "unmodified" opinion on the financial statements.

The University of Alaska Annual Financial Report for year ended June 30, 2013 was sent under separate cover for Board of Regents' review prior to the December 12-13, 2013 board meeting. The annual financial report is available at the following link: <http://www.alaska.edu/financial-statements/>

- B. Adoption of the FY13 Audited Education Trust of Alaska Financial Statements
Addendum 26

The president recommends that:

MOTION

"The Audit Committee recommends that the Board of Regents adopt the audited financial statements of the Education Trust of Alaska for the year ended June 30, 2013 as presented. This motion is effective December 13, 2013."

Chet Godrick, the engagement partner from PricewaterhouseCoopers, will participate in the meeting by phone to discuss the results and related matters regarding the audit of the FY13 annual financial statements for the Education Trust of Alaska and answer any questions the committee may have regarding the audits of the trust and its college savings plans.

Jim Lynch, associate vice president for finance, will present an overview of the annual financial statements of the Education Trust of Alaska for the year ended June 30, 2013 and answer any questions members of the

committee may have regarding the college savings plans. He will also present a few College Savings Program highlights and discuss the due diligence procedures conducted on behalf of the Board of Regents.

VIII. Annual Review

- A. Review of the FY13 University of Alaska Foundation and Consolidated Endowment Fund Financial Statements Addendum 27

Tammi Weaver, chief investment officer, will review with the Audit Committee, highlights from the audited financial statements of the University of Alaska Foundation and the Consolidated Endowment Fund and answer any questions members of the committee may have. This is an information item; no action is necessary.

IX. Future Agenda Items

X. Adjourn

Unofficial Minutes
Board of Regents
Meeting of the Full Board
September 26-27, 2013
Juneau, Alaska

Regents Present:

Patricia Jacobson, Chair
Kirk Wickersham, Vice Chair
Michael Powers, Secretary
Jyotsna Heckman, Treasurer
Dale Anderson
Fuller A. Cowell
Courtney Enright
Kenneth Fisher
Mary K. Hughes
Gloria O'Neill

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

Regent Absent:

Timothy Brady

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 & AVP for Facilities and Land Management
Karl Kowalski, Chief Information Technology Officer
Erik Seastedt, Chief Human Resources Officer
Michelle Rizk, Associate Vice President, Budget
Kate Ripley, Director, Public Affairs
Brandi Berg, Executive Officer, Board of Regents
Jennifer Mahler, Assistant, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 8:00 a.m. on Thursday, September 26, 2013.

II. Adoption of Agenda

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

PASSED AS AMENDED (amendments noted by *)

"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. Public Testimony**
- VII. Discussion regarding Strategic Direction Initiative Effect Statements, Leadership Development and Budget Guidance**
- VIII. First Review of FY15 Operating Budget Request**
- IX. First Review of FY15 Capital Budget Request and 10-Year Capital Improvement Plan**
- X. Discussion regarding Tuition Rates for Academic Year 2015**
- *XI. ~~Approval of Differential Tuition at the University of Alaska Fairbanks' School of Management~~ (removed from agenda)**
- XII. Authorization for the Board of Regents' Academic and Student Affairs Committee to Approve Mission Area Analysis and Statement of Need Documents for the Program Resource Planning Process**
- XIII. Human Resources Report**
- XIV. Planning and Development Issues**
 - A. Development Report**
 - B. UA Foundation Report**
- XV. Labor Relations Report**
- *XV.A. Acceptance of Bargaining Unit Agreement between the University of Alaska and the Fairbanks Fire Fighters Association, Local 1324, IAFF, AFL-CIO (added)**
- XVI. Approval of Academic Degree Recipients**
- *XVI.A. Executive Session (added)**
- XVII. Approval of Revision to Regents' Policy 05.01.030.B. – Transfers and Budget Augmentations**
- XVIII. Authorization to Sign a Joint Rescission Agreement and to Sign and to File a Joint Motion for Relief from Judgment with the Superior Court**
- XIX. Approval of Revision to the April 2014 Meeting Dates**
- XX. Consent Agenda**
 - A. Academic and Student Affairs Committee**

1. **Approval of an Associate of Applied Science Physical Therapy Assistant Program at the University of Alaska Anchorage**
 2. **Approval of an Associate of Science at the University of Alaska Southeast**
 3. **Approval of Revisions to Regents' Policy 05.10.050 – Nonresident Tuition Surcharge**
 4. **Approval of Revisions to Regents' Policy 10.05.010 – Enrollment and Admission Requirements**
 5. **Approval of Revisions to Regents' Policy 10.05.030 – Residency Requirements**
 - B. **Audit Committee**
 1. **Approval of Revisions to Regents' Policy 05.07.040 – University of Alaska Postsecondary Education Savings Program: Introduction and Regents' Policy 05.07.042 – Trust Responsibilities**
 2. **Approval of the Education Trust of Alaska Governance and Investment Policy**
 3. **Approval of Regents' Policy 05.02.090 - Financial Fraud, Waste and Abuse**
 4. **Acceptance of the University of Alaska Foundation FY14 Operating Budget**
 - C. **Facilities and Land Management Committee**
 1. **Approval of the University of Alaska Anchorage Campus Master Plan 2013**
 2. **Project Change Request for the University of Alaska Anchorage Engineering and Industry Building**
 3. **Approval of the Campus Master Plan Amendment for the University of Alaska Fairbanks Campuswide Solar Array Installation**
 4. **Formal Project Approval for the University of Alaska Fairbanks Elvey Building Deferred Maintenance**
 5. **Schematic Design Approval for the University of Alaska Fairbanks West Ridge Animal Quarters Facility Relocation**
 6. **Project Change Request for the University of Alaska Fairbanks Atkinson Power Plant Renewal Phase 3**
 7. **Debt Approval for the University of Alaska Fairbanks Engineering Facility**
 8. **Project Change Request for the University of Alaska Fairbanks Engineering Facility**
 9. **Project Change Request for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2**
- XXI. New Business and Committee Reports**
- A. **Academic and Student Affairs Committee**

- B. Audit Committee
- C. Facilities and Land Management Committee
- XXII. Presentation on Learning Innovations and Partnerships at the University of Alaska Southeast
- XXIII. Executive Session
- XXIV. Approval of Honorary Degrees and Meritorious Service Awards for Spring 2014 and Beyond
- XXV. Alaska Commission on Postsecondary Education Report
- XXVI. UA Athletics Report
- XXVII. Future Agenda Items
- XXVIII. Board of Regents' Comments
- XXIX. Adjourn

This motion is effective September 26, 2013."

III. Approval of Minutes

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

PASSED

"The Board of Regents approves the minutes of its special meeting of June 5, 2013 as presented. This motion is effective September 26, 2013."

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

PASSED

"The Board of Regents approves the minutes of its regular meeting of June 6-7, 2013 as presented. This motion is effective September 26, 2013."

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

PASSED

"The Board of Regents approves the minutes of its emergency meeting of July 10, 2013 as presented. This motion is effective September 26, 2013."

IV. President's Report

President Gamble introduced Erik Seastedt, the newly hired chief human resources officer; thanked Michelle Rizk for serving as interim chief human resources officer while also upholding her responsibilities as associate vice

president for budget; stated UA staff members met with the State of Alaska Office of Management and budget in Juneau to review the preliminary UA budget; noted it is not yet known how the changes in healthcare will affect UA; mentioned staff is continuing to create metrics that look inward at how UA can improve ways of doing business; noted the size of the board book, the number of approvals being brought forward, the addition of links within the agenda for easier access to information and asked board members for recommendations regarding future agenda improvements.

V. Governance Report

Monique Musick, Staff Alliance vice chair and acting interim chair, thanked the board for the opportunity to speak; noted Carey Brown of UAA was recently elected as Staff Alliance chair; stated staff is focusing on common issues and desires at each campus, e.g. a supportive work environment, improved communication, bullying training and supervisory training; said a resolution will be forthcoming asking President Gamble to require bullying training as mandatory training for all system employees; noted an upcoming meeting with human resources to discuss a compensation proposal; and stated she looks forward to regular meetings with the administration.

Robert Boeckmann, Faculty Alliance chair, stated faculty is assessing suggested initiatives by administration to consider establishing minimum standards for baccalaureate degree admission, common math and English scores (English scores complete, math scores still in progress), a universal student survey regarding experience at UA and reviewing general education learning outcomes; noted work with administration to establish a clear and consistent procedure for faculty to bring Regents' Policy and University Regulation revisions forward for approval; and said due to impending financial challenges at UA, faculty is developing principals and guidelines to proactively express from an academic perspective, how financial pressures should be managed at UA.

Shauna Thornton, Coalition of Student Leaders speaker, said a discussion during the student summer summit regarding the proposed differential tuition was productive and students are receptive to the option provided guidelines can be established; noted conversations with administration and students have been beneficial; is working with student services to create an email announcement which will include the Stay on Track program and other resources available for student success at UA and thanked the board for the opportunity to provide an oral report.

VI. Public Testimony

Bruce Bustamante, Princess Cruise Line's vice president for community and public affairs, and Ralph Samuels, Holland America's vice president for government and community relations, presented a \$1 million donation to the

University of Alaska for research and education critical to the health of the sea, tourism and hospitality industry training and student scholarships. Mr. Bustamante said the company's commitment to the environment, from recycling aboard ships to using compostable cups on rail cars, is a part of its core values; noted this donation will help further that goal by funding research and fostering awareness for our oceans and marine systems; stated Alaska is our home, and we are dedicated to investing in the health of our communities, both land and sea. Mr. Samuels said the scholarships will help young Alaskans learn the tools of the trade to start a career; noted many of the cruise line managers started in frontline positions serving guests or moving luggage and today are a part of the executive team making a career in the tourism industry and stated the donation is an investment in the next generation of workers Alaska will want to hire.

Representative Cathy Muñoz welcomed board members to Juneau and thanked them for their service to the university.

Bobby Desrochers, UAF School of Management (SOM) student and Associated Students of Business president, spoke in support of differential tuition; noted several opportunities available to SOM students including participation in Lemonade Day, a community educational program designed to teach youth how to start, own and operate their own business; stated his experience with faculty and staff within the SOM has been positive and thanked the board for their time and consideration regarding the proposed differential tuition.

Chris Piech, UAF School of Management (SOM) student, spoke in support of differential tuition and his experience with the program; noted the outstanding faculty and the positive effective it has had on him and other students within the SOM; and said with assistance from SOM faculty, an internship this past summer in Anchorage led him to a job offer which demonstrates the quality and reputation of students and faculty within the SOM program.

Lyssa Kemper, UAF School of Management (SOM) student and a Great Alaskan Accounting People (GAAP) club member, thanked the board for the opportunity to share her experience at the SOM ; spoke in support of differential tuition; noted the excellent assistance provided by faculty and staff regarding her upcoming mid-semester move to Kansas and how providing contacts at other competitive schools and accounting firms outside the state of Alaska has helped prepare her for a successful transition during her military relocation.

Julie Gilhuly, UAF School of Management (SOM) student enrolled in the MBA program, thanked the board for the opportunity to speak about differential tuition; noted her experience with faculty and staff at SOM and the excellent quality of her learning experience; stated the importance of the online classes for athletes; and noted the need to hire additional faculty in order to offer more classes and opportunities for students.

Rebecca Leivdal, UAF School of Management (SOM) student, spoke in support of differential tuition; noted her experience at the SOM has provided real world experience and an opportunity to help other students within the community; stated skills acquired through the SOM include: communication, team building and public speaking and said differential tuition will assist UAF in maintaining high educational standards.

H. Charles Sparks, UAF School of Management professor, spoke in support of differential tuition at the UAF School of Management; noted salaries are driven at the national level, are costly to maintain and are necessary to attract individuals from their high demand careers to come into the classroom to teach.

Walter Majoros, UAS Campus Advisory Council chair, welcomed the board to Juneau; noted the responsibility and the diverse membership of the council and thanked the board for their support of the freshman resident hall construction project.

Jessica Dominy, United Students of UAS president, thanked the board for consolidating student fees indicating it has created clarity during fee payment; spoke in opposition to the proposed differential tuition; said the welcoming environment at UAS will cause her to stay in Alaska and seek employment after graduation and noted the importance of university and community partnerships.

Representative Lindsey Holmes thanked board members for their service to the university and welcomed them to Juneau.

Cody Carver, University Fire Department alumni and UAF fire science graduate, spoke in support of the student firefighter program and his first-rate experience with the program at UAF.

Alexa Cherry, UAS student, spoke about the limited variety of the meals offered and the lack of options for students with food allergies at the UAS cafeteria and said adding Spike's Café to the meal plan would provide additional options for students.

Jarmyn Kramlich, United Students of UAS president, spoke in favor of the consolidated fee structure and noted the first-ever student government regional retreat will bring students from outlying campuses together to collaborate on issues of interest and concern.

VII. Discussion regarding Strategic Direction Initiative Effect Statements, Leadership Development and Budget Guidance Reference 1

Regent Hughes reported she attended her first Association of Governing Boards (AGB) meeting in Jackson Hole, WY on August 22-23, 2013 as an appointed member of the national board; stated AGB is the leader worldwide with respect to

board governance; noted Jim Geringer, AGB chair, summed up board governance sharing the Code of the West (live each day with courage; take pride in your work; always finish what you start; do what has to be done; be tough, but fair; when you make a promise, keep it; ride for the brand; talk less, say more; remember that some things are not for sale; and know where to draw the line) indicating how each item applies to all governing boards and the benefits of acting as a whole board when deciding what is best for the institution. She said having a member of the Board of Regents on the national board will be extremely beneficial for the university and Alaska; stated as the university faces challenging budget times and is focusing on priorities, the final phase of the Strategic Direction Initiative (SDI) will be essential for the board and the administration when deciding what is best for the university.

President Gamble stated staff has been working collectively toward the final stage of SDI; noted SDI began as a way for the system to collaborate and create a high-level reputation as an academic institution and a center of intellectual excellence that individuals will recognize and acknowledge; noted the three separately accredited universities have invested in the initiative and are collaboratively working to build measurable value to attract students and faculty to UA; said creating a service environment increases reputation and supports retention; stated retention is the bottom line which is a focused outcome of SDI; said efforts of SDI will be accomplished by our leaders at UA; noted the Creative Center for Leadership (CCL) is hosting a leadership meeting for deans and directors on October 31, 2013, in which CCL will encourage individuals to focus on core competencies and the use of such to collectively promote the change of direction UA is seeking. He said the next step in SDI is to shift from input to output, execute indirect and direct effects to change the university and shape the future; noted staff has begun creating effect statements for each theme; said investing in leadership to assist UA in striving for excellence on a regular basis and maintaining academic and research prominence is going Shape Alaska's Future, which is the next phase of SDI.

Vice President Thomas spoke about SDI from the academic perspective; stated innovation continues at every level; said administration is constantly reviewing how best to scale the ideas coming forward from leadership groups; noted the investment in providing additional advising is clearly making a difference; said the average student credit hour has increased with the success of the Stay on Track program; stated baccalaureate graduation rates are at an all-time high; noted the program review process is continuing and there are currently nine programs in the teach out phase; said a significant improvement has taken place on the transfer of credit issue; stated an enhanced relationship with K-12 education within the state. He noted during a recent invitation to meet with the Alaska Senate Finance Subcommittee on Education he suggested the following ideas to the state: every high school student should be required to obtain Alaska Performance Scholarship status unless their parent opts the student out, require four years of high school math, implement college ready assessments by 11th grade allowing the senior year

to be preparation for college readiness, thus improving the student success rate for incoming freshman; and stated the role of statewide in the final phase of SDI is to clear the path and empower UA leadership to make decisions that will positively affect Shaping Alaska's Future.

VIII. First Review of FY15 Operating Budget Request

Reference 2

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 led a discussion on UA's Proposed FY15 Operating Budget.

The operating budget discussion at the Board of Regents' meeting provided regents with the status of UA's current operating budget, UA's proposed FY15 operating budget and the impact of the high demand program requests on student outcomes and measures. Administration sought Board of Regents' feedback on key priorities.

The proposed FY15 operating budget included the necessary resources to cover adjusted base increases (e.g. contractual and fixed cost increases) plus high demand program requests that support the Strategic Direction Initiative (SDI) as UA progresses into the final phase of SDI.

IX. First Review of FY15 Capital Budget Request and 10-Year Capital Improvement Plan

Reference 2

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

Associate Vice President Rizk and Chief Facilities Officer Duke presented the FY15 Proposed Capital Budget Request and 10-year Capital Improvement Plan.

The capital budget presented the top priority projects for FY15 and the short-, mid-, and long-term capital improvement goals of the university. The recommended request included the highest priority needs required to continue the sustainment funding plan for University of Alaska facilities. Funding requests included deferred maintenance, funding to complete the UA Engineering

Buildings, and a funding request for the UAF Cogen Heat and Power Plant replacement. Funding is also requested to support research important to Alaska.

The goal of the Board of Regents' University of Alaska FY15-FY24 Capital Improvement Plan is to guide decision making that ensures the necessary facilities, equipment, and infrastructure are in place to support the direction of the university system as prescribed in the UA Academic Master Plan and in alignment with the Strategic Direction Initiative. This extended capital forecast also allows for consideration of the associated annual operating costs that may be incurred.

X. Discussion regarding Tuition Rates for Academic Year 2015

President Gamble, Vice President Thomas and Associate Vice President Oba facilitated a discussion on tuition rates for academic year 2015 (fall 2014, spring 2015).

***XI. Approval of Differential Tuition at the University of Alaska Fairbanks' School of Management** References 3 & 4

After in-depth discussion and review of Regents' Policy 05.10.040, the board decided to defer approval to the president. Chair Jacobson declared the item moot and the item was removed from the agenda.

XII. Authorization for the Board of Regents' Academic and Student Affairs Committee to Approve Mission Area Analysis and Statement of Need Documents for the Program Resource Planning Process References 5 & 6

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

PASSED

"The Board of Regents authorizes the Academic and Student Affairs Committee to approve Mission Area Analysis and Statement of Need documents for the program resource planning process. This motion is effective September 26, 2013."

BYLAW CITATION

Board of Regents' BL07.A states: "The committees of the board will study problems in the areas assigned to them and advise the board as to appropriate policy changes and action. Each committee will keep informed with respect to the manner in which the policies of the board are being administered in its assigned area. Unless otherwise specifically directed by action of the board, all committees will be advisory to the board. Committees will be established and

eliminated by the board chair. Decisions of committees may be overruled by action of the board.”

RATIONALE AND RECOMMENDATION

In accordance with Board of Regents’ BL07.A, all committees unless otherwise specifically directed by action of the board, will be advisory to the board. This delegation to the academic and student affairs committee provided the necessary board authorization for the administration to proceed with evaluating and developing capital investments based on data-supported recommendations for creation or expansion of existing academic, research and student support programs as noted in the program resource planning process (Reference 5).

The board granted authorization to the Academic and Student Affairs Committee to approve mission area analysis (MAA) and statement of need (SON) documents, thus retroactively approving the MAA/SON presentation on West Ridge Revitalization at the University of Alaska Fairbanks from the April 2013 meeting and the MAA/SON presentation on Emergency Services Training, Education, and Emergency Management Facility at the University of Alaska Fairbanks from the June 2013 meeting.

Kit Duke, associate vice president of facilities and land management, was available to answer questions regarding the MAA and SON.

XIII. Human Resources Report

Michelle Rizk, former interim chief human resources officer, and Erik Seastedt, chief human resource officer, updated the board regarding human resources issues.

XIV. Planning and Development Issues

A. Development Report

Reference 7

Vice President Beam updated the board on development activities at the University of Alaska.

B. UA Foundation Report

Vice President Beam, in her capacity as UA Foundation President, updated the board on projects and activities of the UA Foundation Board of Trustees.

XV. Labor Relations Report

Donald Smith, executive director for labor and employee relations, updated the board regarding labor relations issues.

***XV.A. Acceptance of Bargaining Unit Agreement between the University of Alaska and the Fairbanks Fire Fighters Association, Local 1324, IAFF, AFL-CIO**
(added) Reference 55

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

PASSED

"The Board of Regents accepts the collective bargaining agreement (CBA) between the University of Alaska and Fairbanks Fire Fighters Association for the term of January 1, 2014 through December 31, 2015. This motion is effective September 27, 2013."

POLICY/STATUTORY CITATION

Board of Regents' Policy 04.11.020 – Exclusions and Agreements, states: "No collective bargaining agreement shall be binding upon the Board of Regents without prior approval of the entire agreement by the Board of Regents."

Alaska Statute 14.40.170(b)(1) provides:

The Board of Regents may . . . adopt reasonable rules, orders, and plans with reasonable penalties for the good government of the university and for the regulation of the Board of Regents.

The Alaska Supreme Court has stated:

Through legislative enactments, the University enjoys a considerable degree of statutory independence. Not only does the board of regents have the constitutional authority to appoint the president of the University, formulate policy and act as the governing body of the institution, but the legislature has specifically empowered it to fix the president's compensation and the compensation of all teachers, professors, instructors and other officers . . .

RECOMMENDATION

Pursuant to this policy and legal authority, the university administration has tentatively agreed upon a contract with the Fairbanks Fire Fighters Association.

The collective bargaining agreement between the University of Alaska and the Fairbanks Fire Fighters Union expires on December 31, 2013. The university's labor relations department and Local 1324 reached a tentative agreement on September 13, 2013. The tentative agreement reflects the changes agreed to between the parties. The rank and file of Fairbanks Fire Fighters Association

Local 1324 ratified the agreement on September 22, 2013. Pending approval from the Board of Regents, the changes will go into effect January 1, 2014. Donald Smith, executive director of labor relations, answered questions regarding the tentative agreement.

Pursuant to AS 23.40.215, the monetary terms of this collective bargaining agreement are subject to initial approval/disapproval and annual funding by the Alaska Legislature.

XVI. Approval of Academic Degree Recipients

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

PASSED

"The Board of Regents approves the list of degree recipients for the summer and fall of 2012 and the spring of 2013. This motion is effective September 27, 2013."

POLICY CITATION

Regents' Policy 10.03.010.B. states: "The official lists of degree and certificate recipients will be established by the chancellors immediately after the official closing date of each term. The combined lists for the spring and preceding fall and summer terms will be transmitted by the president to the board after the spring session. This official list of degree and certificate recipients will be presented to the board for their approval at the next regularly scheduled meeting."

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

PASSED

"The Board of Regents goes into executive session to discuss matters that are required to be confidential related to NCAA Athletics and a personnel issue. This motion is effective September 27, 2013."

The Board of Regents goes into executive session at 1:00 p.m. Alaska Time in accordance with AS 44.62.310. 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 15 minutes.

The Board of Regents concluded an executive session at 1:45 p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters that by law are required to be confidential related to NCAA Athletics and a personnel issue. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president designated and lasted approximately 45 minutes.

XVII. Approval of Revision to Regents' Policy 05.01.030.B. – Transfers and Budget Augmentations Reference 8

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

PASSED

“The Board of Regents approves the revision to Regents' Policy 05.01.030.B. – Transfers and Budget Augmentations as presented. This motion is effective September 27, 2013.”

RATIONALE AND RECOMMENDATION

President Gamble intends to re-designate certain officer positions as “senior administrators” under the authority of Regents' Policy 02.01.020.D. - Duties of University President; Organization Plan; Officers and Other Personnel. The “officer” designation will continue for the positions described in Regents' Policy Chapter 02.02 – Officers of the University. Other positions that were previously designated as “executive officers” will be re-designated as “senior administrators” to more accurately reflect roles and responsibilities of the positions. Implementation of this change involves a minor correction to the term “executive job group” in Regents' Policy 05.01.030.B.

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

References 9-12

Note for the record: Regent Hughes disclosed a conflict of interest due to her husband being an Alaska Pacific University board member and she did not participate in the discussion or the voting process.

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

PASSED AS AMENDED

“The Board of Regents authorizes the president of the University of Alaska to sign a rescission 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. provided Alaska Pacific University agrees to and signs a perpetual right of first offer and/or a right of first refusal in favor of the University of Alaska for the land restricted by Section 4 of the March 11, 1972 agreement. This motion is effective September 27, 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 9). 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 the 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 10). 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. However, 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 11) and to file a joint motion to rescind the 1998 Judgment (in substantially similar form as Reference 12).

XIX. Approval of Revision to the April 2014 Meeting Dates

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

PASSED

“The Board of Regents approves revising the April 2014 meeting dates to April 3-4, 2014. This motion is effective September 27, 2013.”

RATIONALE AND RECOMMENDATION

The Association of Governing Boards changed the dates of the 2014 National Conference on Trusteeship. In order for board members to attend the annual conference, it is suggested that the regular scheduled board meeting for April 9-10, 2014 in Kodiak be revised to April 3-4, 2014 in Kodiak.

XX. Consent Agenda

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

PASSED

“The Board of Regents approves the consent agenda as presented. This motion is effective September 27, 2013.”

A. Academic and Student Affairs Committee

1. Approval of an Associate of Applied Science Physical Therapy Assistant Program at the University of Alaska Anchorage Reference 14

PASSED

“The Board of Regents approves an Associate of Applied Science Physical Therapy Assistant program at the University of Alaska Anchorage. This motion is effective September 27, 2013.”

2. Approval of an Associate of Science at the University of Alaska Southeast Reference 15

PASSED

“The Board of Regents approves an Associate of Science at the University of Alaska Southeast. This motion is effective September 27, 2013.”

3. Approval of Revisions to Regents' Policy 05.10.050 – Nonresident Tuition Surcharge Reference 16

PASSED

“The Board of Regents approves revisions to Regents' Policy 05.10.050 – Nonresident Tuition Surcharge as presented. This motion is effective September 27, 2013.”

4. Approval of Revisions to Regents' Policy 10.05.010 – Enrollment and Admission Requirements Reference 17

PASSED

“The Board of Regents approves revisions to Regents' Policy 10.05.010 – Enrollment and Admission Requirements as presented. This motion is effective September 27, 2013.”

5. Approval of Revisions to Regents' Policy 10.05.030 - Residency Requirements Reference 18

PASSED

“The Board of Regents approves revisions to Regents' Policy 10.05.030 - Residency Requirements as presented. This motion is effective September 27, 2013.”

B. Audit Committee

1. Approval of Revisions to Regents' Policy 05.07.040 – University of Alaska Postsecondary Education Savings Program: Introduction and Regents' Policy 05.07.042 – Trust Responsibilities Reference 49

PASSED

“The Board of Regents approves revisions to Regents' Policy 05.07.040 – University of Alaska Postsecondary Education Savings Program: Introduction and Regents' Policy 05.07.042 – Trust Responsibilities as presented. This motion is effective September 27, 2013.”

2. Approval of the Education Trust of Alaska Governance and Investment Policy Reference 50

PASSED

“The Board of Regents approves the Education Trust of Alaska Governance and Investment Policy as presented. This motion is effective September 27, 2013.”

3. Approval of Regents' Policy 05.02.090 – Financial Fraud, Waste and Abuse Reference 51

PASSED

“The Board of Regents approves Regents' Policy P05.02.090 - Financial Fraud, Waste and Abuse as presented. This motion is effective September 27, 2013.”

4. Acceptance of the University of Alaska Foundation FY14 Operating Budget Reference 52

PASSED

“The Board of Regents accepts the University of Alaska Foundation Operating Budget for FY14 as presented and approved by the Foundation’s Board of Trustees at its June 12, 2013 meeting. This motion is effective September 27, 2013.”

C. Facilities and Land Management Committee

1. Approval of the University of Alaska Anchorage Campus Master Plan 2013 Reference 25

PASSED

“The Board of Regents adopts the University of Alaska Anchorage Campus Master Plan 2013 as presented. This campus master plan will supersede the existing 2004 Campus Master Plan. This motion is effective September 27, 2013.”

2. Project Change Request for the University of Alaska Anchorage Engineering and Industry Building Reference 26

PASSED

“The Board of Regents approves the project change request for the University of Alaska Anchorage Engineering and Industry Building project as presented in compliance with the campus master plan, and authorizes the university administration to continue with project construction adding \$15.0 million in FY14 capital funding, not to exceed a total expenditure of \$77.6 million. This motion is effective September 27, 2013.”

3. Approval of the Campus Master Plan Amendment for the University of Alaska Fairbanks Campuswide Solar Array Installation Reference 27

PASSED

“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 September 27, 2013.”

4. Formal Project Approval for the University of Alaska Fairbanks Elvey Building Deferred Maintenance Reference 28

PASSED

“The Board of Regents approves the formal project approval request for the University of Alaska Fairbanks Elvey Building Deferred Maintenance project 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 \$61,000,000. This motion is effective September 27, 2013.”

5. Schematic Design Approval for the University of Alaska Fairbanks West Ridge Animal Quarters Facility Relocation Reference 29

PASSED

“The Board of Regents approves the schematic design approval request for the University of Alaska Fairbanks West Ridge Animal Resource Facility Relocation 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 \$8,300,000 This motion is effective September 27, 2013.”

6. Project Change Request for the University of Alaska Fairbanks Atkinson Power Plant Renewal Phase 3 Reference 30

PASSED

“The Board of Regents approves the project change request decreasing the approved funding by \$800,000 for the University of Alaska Fairbanks Atkinson Renewal Phase 3 project as presented in compliance with the campus master plan, and authorizes the university administration 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 \$1,100,000. This motion is effective September 27, 2013.”

7. Debt Approval for the University of Alaska Fairbanks Engineering Facility Reference 31

PASSED

“The Board of Regents (1) authorizes 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

\$10,000,000 for the University of Alaska Fairbanks Engineering Facility, 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 approval of the project change request for \$25,000,000 for the University of Alaska Fairbanks Engineering Facility and is effective September 27, 2013.”

8. Project Change Request for the University of Alaska Fairbanks Engineering Facility Reference 32

PASSED

“The Board of Regents approves the project change request for the University of Alaska Fairbanks Engineering Facility as presented in compliance with the campus master plan, and authorizes the university administration to continue with project construction adding \$25.0 million in FY14 capital and bond funding, not to exceed a total expenditure of \$75.3 million. This motion is effective September 27, 2013.”

9. Project Change Request for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 Reference 33

PASSED

“The Board of Regents approves the project change request in the amount of \$3,555,000 for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 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 total project cost budget of \$26,250,000, and to proceed with project construction not to exceed a total phase cost of \$17,880,000. This motion is effective September 27, 2013.”

XXI. New Business and Committee Reports

A. Academic and Student Affairs Committee

1. Approval of the Mission Area Analysis and Statement of Need for the Yupiit Piciryarait Cultural Center Expansion at the University of Alaska Fairbanks Kuskokwim Campus Reference 19

The Academic and Student Affairs Committee approved the following motion:

PASSED

“The Academic and Student Affairs Committee approves the Mission Area Analysis and Statement of Need for the Yupiit Piciryarait Cultural Center Expansion at the University of Alaska Fairbanks Kuskokwim Campus. This motion is effective September 26, 2013.”

2. Committee Report

In addition to action items, the committee heard reports on graduate survey results and program review and accreditation status, discussed metrics and received and a presentation on Project DEM BONES from the University of Alaska Fairbanks School of Fisheries and Ocean Sciences.

B. Audit Committee

In addition to action items, the committee discussed the status of the annual financial audit and the federal single audit with the external auditors from Moss Adams and the annual reports for the 2013 UA Identity Theft Prevention Program and UA Statewide Office of Audit and Consulting Services Fiscal Year 2013 were provided.

C. Facilities and Land Management Committee

1. Project Change Request for the University of Alaska Anchorage Prince William Sound Community College Wellness Center/Campus Renewal Reference 34

The Facilities and Land Management Committee approved the following motion:

PASSED

“The Facilities and Land Management Committee approves the project change request increasing the approved funding in an amount not to exceed \$800,000 for the University of Alaska Anchorage Prince William Sound Community College Campus Renewal and Wellness Center Renovation project as presented in compliance with the campus master plan, and authorizes the University administration to increase total project cost from \$5,000,000 to an amount not to exceed a total project cost of \$5,800,000. This motion is effective September 26, 2013.”

2. Formal Project Approval for the University of Alaska Fairbanks Campuswide Solar Array Installation Reference 35

The Facilities and Land Management Committee approved the following motion:

PASSED

“The Facilities and Land Management Committee 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. This motion is effective September 26, 2013.”

3. Formal Project Approval for University of Alaska Fairbanks Road Improvements Fairbanks Metropolitan Area Transportation System (FMATS) Street Light Conversion Reference 36

The Facilities and Land Management Committee approved the following motion:

PASSED

“The Facilities and Land Management Committee approves the formal project approval request for the University of Alaska Fairbanks Roadway Improvements Fairbanks Metropolitan Area Transportation System Street Light Conversion 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 \$2,030,983. This motion is effective September 26, 2013.”

4. Committee Report

In addition to action items, the committee heard reports on the UAA Alaska Airlines Center, UAA Engineering and Industry Building, UAA public art selection, UAF engineering facility, UAF Margaret Murie (Life Sciences) Building, UAF combined heat and power plant replacement, UAF P3 student dining development, UAF West Ridge deferred master plan phase 2, deferred maintenance spending report and construction in progress.

Karl Kowalski, chief information technology officer, provided an overview of video conferencing FY08-FY14. 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.

XXII. Presentation on Learning Innovations and Partnerships at the University of Alaska Southeast Reference 13

The University of Alaska Southeast faculty gave a presentation on learning innovations and partnership activities. Areas included e-learning, law enforcement and the Alaska Learning Network.

E-learning presenters were Professors Dan Monteith and William Urquhart.

Law enforcement presenter was Professor Dave Sexton.

Alaska Learning Network presenters were Dean Deborah Lo and Kelly Sorensen from the Alaska Department of Education and Early Development.

XXIII. Executive Session

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

PASSED

"The Board of Regents goes into executive session to discuss matters the immediate knowledge of which could affect the character or reputation of a person or persons related to honorary degrees and meritorious service awards, a matter required to be confidential related to NCAA Athletics, to provide legal direction regarding non-retention issues and a procurement dispute and a matter that could affect the finances of the university related to bonding. This motion is effective September 27, 2013."

The Board of Regents goes into executive session at 2:30 p.m. Alaska Time in accordance with AS 44.62.310. 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 30 minutes.

The Board of Regents concluded an executive session at 4:10 p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters the immediate knowledge of which could affect the character or reputation of a person or persons related to honorary degrees and meritorious service awards, a matter required to be confidential related to NCAA Athletics, to provide legal direction regarding non-retention issues and a procurement dispute and a matter that could affect the finances of the university related to bonding. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president designated and lasted approximately 1 hour and 40 minutes.

XXIV. Approval of Honorary Degrees and Meritorious Service Awards for Spring 2014 and Beyond

Regent Hughes moved, seconded by Regent Powers and the following sub-sections were completed by roll call vote.

Sub-section A passed with Regents Anderson, Cowell, Enright, Fisher, Heckman, Hughes, O'Neill, Powers, Wickersham and Jacobson voting in favor that:

PASSED

"The Board of Regents approves sub-section A for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominee and announce their acceptance. This motion is effective September 27, 2013."

Sub-section B passed with Regents Cowell, Enright, Heckman, Hughes, O'Neill, Powers and Jacobson voting in favor and Regents Anderson, Fisher and Wickersham voting in opposition that:

PASSED

"The Board of Regents approves sub-section B for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominee and announce their acceptance. This motion is effective September 27, 2013."

Sub-section C passed with Regents Cowell, Enright, Heckman, Hughes, O'Neill, Powers and Jacobson voting in favor and Regents Anderson, Fisher and Wickersham voting in opposition that:

PASSED

"The Board of Regents approves sub-section C for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominee and announce their acceptance. This motion is effective September 27, 2013."

Sub-section D passed with Regents Cowell, Enright, Heckman, Hughes, O'Neill, Powers and Jacobson voting in favor and Regents Anderson, Fisher and Wickersham voting in opposition that:

PASSED

"The Board of Regents approves sub-section D for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the

approved nominee and announce their acceptance. This motion is effective September 27, 2013."

Sub-section E failed with Regents Cowell, Hughes, O'Neill and Powers voting in favor and Regents Anderson, Enright, Fisher, Heckman, Wickersham and Jacobson voting in opposition that:

FAILED

"The Board of Regents approves sub-section E for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominees and announce their acceptance. This motion is effective September 27, 2013."

Sub-section F passed with Regents Anderson, Cowell, Enright, Fisher, Heckman, Hughes, O'Neill, Powers, Wickersham and Jacobson voting in favor that:

PASSED

"The Board of Regents approves sub-section F for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominee and announce their acceptance. This motion is effective September 27, 2013."

Sub-section G passed with Regents Anderson, Cowell, Enright, Fisher, Heckman, Hughes, O'Neill, Powers, Wickersham and Jacobson voting in favor that:

PASSED

"The Board of Regents approves sub-section G for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominee and announce their acceptance. This motion is effective September 27, 2013."

Sub-section H passed with Regents Cowell, Enright, Heckman, Hughes, O'Neill, Powers and Jacobson voting in favor and Regents Anderson, Fisher and Wickersham voting in opposition that:

PASSED

"The Board of Regents approves sub-section H for an honorary doctoral degree as proposed for commencement exercises in the spring of 2014 and beyond, and authorizes Chancellors Case, Rogers and Pugh to invite the approved nominee and announce their acceptance. This motion is effective September 27, 2013."

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

PASSED

"The Board of Regents approves the list of nominees for meritorious service awards as proposed. This motion is effective September 27, 2013."

POLICY CITATION

Regents' Policy 10.03.020 states: "Honorary degrees may be conferred upon approval of the Board of Regents."

Regents' Policy 10.03.030 states: "Meritorious service awards may be conferred upon approval of the Board of Regents."

RATIONALE AND RECOMMENDATION

Recommendations submitted by the University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast for recipients of honorary degrees and meritorious service awards were sent under separate cover for Board of Regents' review prior to the September 26-27, 2013 board meeting.

XXV. Alaska Commission on Postsecondary Education Report

Chair Jacobson reported Diane Barrans, ACPE executive director, indicted the student loan program has been negatively impacted by financial market conditions, federal regulations and media advertising regarding student debt; noted while service costs are fixed, ACPE will need to take steps to determine the future of the long-standing Alaska resource; said work with ACPE's financial advisors will be necessary to identify alternative structures allowing Alaska to facilitate lower interest rates and improved borrower access to loans while ensuring efficient sustainable usage of leverage state assets and stated ACPE is currently examining models in other states to determine the best program for Alaska. The next meeting of ACPE will be held on October 24, 2013 in Anchorage.

XXVI. UA Athletics Report

Regent Enright reviewed the following:

UAA

In September, UAA announced the hiring of Keith Hackett as the Seawolves' new Director of Athletics. A university and administrative management executive with 36 years of higher education experience, Hackett comes to UAA after working the past nine years as the senior associate athletic director for internal affairs at the University of Nevada.

With top-20 NCAA finishes in seven sports, another outstanding Seawolf sports season was capped when UAA placed 21st in the final 2012-13 Division II national standings in the Learfield Sports Directors' Cup. The Seawolves totaled 485.5 points coming less than 10 shy of last year's program record 495.25 while the No. 21 showing was also second-best behind last year's No. 12. In 2012-13, there were 312 schools competing at the NCAA Div. II level, meaning UAA's finish ranks among the top 7 percent this year, and among the top 10 percent for the third straight year.

Matt Thomas was hired this summer as the head coach of the Seawolves' hockey program. The fifth head coach in UAA program history, Thomas comes north after nine years as a head coach and general manager in the ECHL, including the last four-plus seasons with the Stockton Thunder. Most recently, Thomas led the Thunder to a 37-26-5 record and the Kelly Cup finals in 2012-13.

The Seawolves' men's and women's cross country teams are again ranked in the Top 10 nationally to start the 2013 season with both teams picking up a pair of wins in Hawaii to start the campaign. The defending conference champions are also ranked first and second in the NCAA West Region.

UAF

Cross Country: Men 2nd and Women 3rd in both races of Alaska Cross Country Invitational on Sept. 5 and 7. Mitch Burgess and Dorothy O'Donnell both finished ninth place, respectively at the 13th annual Big Wave Invitational, hosted by Division I Hawai'i. Both were recognized post-meet with leis and trophies for finishing in the top-10. Both the men's and women's teams finished third, in a field consisting of the Division II Hawai'i schools and Division III's George Fox. Mitch Burgess was named GNAC Red Lion Men's Cross Country Co-Runner of the Week after his showing at the Big Wave Invitational. He became the first men's runner in program history to be awarded the conference accolade in our 12 year history in the GNAC.

Hockey: The team completed the annual Leadership Challenge at Ft. Wainwright on Sept. 7.

Rifle: The team opens the 2013-14 season ranked No. 3 in the CRCA preseason poll. The Nanooks return four All-Americans from last year and add a strong freshman in Junior Olympian Dan Geer.

Volleyball: The team opened their season in early September naming senior Keri Knight and junior Tessa Butterfield as the team's captains for the year. The first victory of the 2013 season was a 3-0 sweep at Notre Dame de Namur. In the win, the Nanooks hit .352, which is the third-best hitting percentage in five seasons.

Athletics counted down the top 10 moments of the last year, with swimmer Bente Heller winning the 100 backstroke national title being crowned the No. 1 moment of 2012-13.

28 Nanooks receive D2 ADA Academic Achievement Award for maintaining 3.5 cumulative GPA or better.

The Nanook Hall of Fame will induct Carl Benson (men's swimming), Jamie (Beyerle) Gray (rifle), Mike Curtin (athletic training) and Dr. Cary S. Keller (team physician) into the NHOH. The ceremony will be held on September 28.

XXVII. Future Agenda Items

Items noted for a future agenda include: board members were asked to provide their ideas to Regent Hughes for topics to discuss at the January retreat, presidential assessment during the December meeting, update on dual enrollment at UA and board self-assessment.

XXVIII. Board of Regents' Comments

Regent Anderson thanked Chancellor Pugh and his staff for the enhancements taking place at UAS and said he is proud of the campus' accomplishments; noted happiness with staff regarding the serious cost-cutting measures that are being undertaken; stated appreciation to students for their public testimony and welcomed Regent Enright to the board.

Regent O'Neill thanked Chancellor Pugh for the hospitality and the wonderful food; noted interest in hearing about what is happening at UAS and the surrounding campuses; stated she is learning new things each meeting and is enjoying working with board members and administration; thanked staff for board material and presentations and welcomed Regent Enright to the board.

Regent Fisher recognized and thanked Vice President Roy and Chief Audit Executive Pittman for their important roles in protecting the university's assets and reputation through oversight and institutional controls; stated opposition to differential tuition at the UAF School of Management; welcomed Chief Human Resources Officer Seastedt to the university and thanked Brandi Berg and Ken Jernstrom for their good work in preparing the meeting site.

Regent Hughes stated this was a fabulous meeting; welcomed Regent Enright to the board; noted respect for fellow board members and the fact that members can disagree but then go on and make appropriate decisions; thanked Chancellor Pugh for the hospitality, the presentations, the reception and gave kudos to him for making UAS a gem of a campus; noted the location and smallness at UAS is wonderful and thanked Chair Jacobson for a well-managed meeting and her leadership.

Regent Powers welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the university; noted appreciation for Associate Vice President Gruenig's metric and score card presentation and thanked Chancellor Pugh for the hospitality.

Regent Wickersham complimented President Gamble on his stellar senior management team; welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the university; stated he enjoys serving on the UA Foundation Investment Committee working with Committee Chair Wohlforth, UA Vice President Beam and Associate Vice President Lynch; noted happiness with the process and final result of the UAA campus master plan and thanked Chair Jacobson for a well-managed meeting.

Regent Heckman thanked Chancellor Pugh for the hospitality; noted Provost Caulfield's effort with UAS staff in organizing the lunchtime presentation stating it was remarkable; welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the team; complimented President Gamble for his management; stated excitement for the direction UA is headed in the challenging times ahead; was very impressed with the DEM BONES presentation from Professor Atkinson and wished there were more inspirational science teachers like her and complimented Chair Jacobson for facilitating a remarkable meeting.

Regent Cowell welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the university; thanked Chancellor Pugh for hosting the meeting; noted appreciation for the presentation regarding the Alaska Learning Network and stated gratefulness for Chief Facilities Officer Duke's efforts and thorough management of the facilities and land management committee approval items, which with the newly streamlined processes and principals has allowed the committee to work more efficiently than it has in the past.

Regent Enright thanked fellow board members for their warm welcome; said she looks forward to working with the board and the administration over the next two years; complimented Chair Jacobson on a well-managed meeting; thanked Chancellor Pugh for hosting the meeting and noted appreciation for the attention board members gave to students during public testimony.

Regent Jacobson welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the university; thanked Chancellor Pugh for the hospitality, the presentations and the reception; noted appreciation to staff for their time and effort in organizing the meeting and complimented fellow board members for thoughtful deliberations and patience in working through the agenda.

President Gamble commented on the efficiency and diligence of the facilities and land management committee; noted the importance of the board's guidance

regarding upcoming challenges facing the university; stated the university has great team members at all levels and is building synergy; thanked Chancellor Pugh for the hospitality; noted appreciation for the board's support and their gratitude expressed for efforts of the team and said the addition of web-streaming during the meeting provides an opportunity for many individuals to see the efforts of university leadership in action.

Chancellor Case thanked Chancellor Pugh for the hospitality; welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the university; thanked Ken Jernstrom and Brandi Berg for their assistance during the meeting; noted joint advocacy for the engineering buildings among UAA and UAF, the tremendous support from community leaders, the legislature and the students; said the 4th annual Green & Gold Gala is scheduled for September 28th; stated the Celebrity Chef event raised \$50,000 for scholarships and thanked the board for their support, guidance and service.

Chancellor Pugh thanked the board for changing the Juneau meetings a few years ago from spring to fall and from meeting downtown to meeting on campus; noted the importance and difference meeting on campus has done for staff, students, and faculty morale and their ability to interact with the board; thanked his staff for making this meeting and the presentations a success; stated he is excited about the upcoming opportunities regarding the Alaska Learning Network; thanked Chief Facilities Officer Duke for her effort in finalizing the sale of the Bill Ray Center indicating the proceeds of the sale will benefit the student housing project and welcomed Regent Enright to the board and Chief Human Resources Officer Seastedt to the university.

XXIX. Adjourn

Chair Jacobson adjourned the meeting at 5:00 p.m. on Friday, September 27, 2013.

Unofficial Minutes
Board of Regents
Meeting of the Full Board
November 6, 2013
Anchorage, Alaska

Regents Present:

Patricia Jacobson, Chair
Kirk Wickersham, Vice Chair
Jyotsna Heckman, Treasurer
Dale Anderson
Timothy Brady
Fuller A. Cowell (attended via audio)
Courtney Enright
Kenneth Fisher
Mary K. Hughes (attended via audio)
Gloria O'Neill

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

Regent Absent:

Michael Powers, Secretary

Others Present:

Tom Case, Chancellor, University of Alaska Anchorage
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
Michelle Rizk, Associate Vice President, Budget
Kate Ripley, Director, Public Affairs
Brandi Berg, Executive Officer, Board of Regents
Barbara Nilsen Assistant, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 9:00 a.m. on Wednesday, November 6, 2013.

II. Adoption of Agenda

Regent Wickersham moved, seconded by Regent Anderson and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, Wickersham and Jacobson voting in favor 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. Governance Report**
- IV. Public Testimony**
- V. Approval of Tuition Rates for Academic Year 2015**
- VI. Approval of the University of Alaska FY15 Operating Budget Request**
- *VI.A. Executive Session (added)**
- VII. Approval of the University of Alaska FY15 Capital Budget Request**
- VIII. Approval of the University of Alaska 10-Year Capital Improvement Plan FY15-FY24**
- IX. Approval of Revisions to the Industrial Security Resolution**
- X. Board of Regents' Comments**
- XI. Adjourn**

This motion is effective November 6, 2013."

III. Governance Report

Carey Brown, Staff Alliance chair, thanked the board for allowing governance the opportunity to participate in the meeting; noted in response to the work life survey conducted by the alliance a resolution was presented to President Gamble advocating for bullying training across the university system and revising Regents' Policy to address bullying concerns; said an outreach effort is underway at the campuses promoting a smoke-free and tobacco-free learning environment, stated appreciation for including staff in Shaping Alaska's Future dialogue and noted systemwide practices are being reviewed to ensure and promote a diverse hiring process at the university.

Robert Boeckmann, Faculty Alliance chair, said work is being done to resolve a setback that has occurred in establishing common English placement scores at the university; stated an effort to develop policy regarding distance delivery of science labs is underway; noted participation in the October 31 Shaping Alaska's Future meeting and looks forward to future faculty involvement regarding the initiative.

Shauna Thornton, Coalition of Student Leaders speaker, noted the majority of students support the extremely conservative tuition percentage increase; said students prefer a flat-rate fee structure; noted preparation for the student legislative summit and this year's

theme: Education Equals Bright Ideas for Alaska; said efforts are underway to redefine the coalition's constitution and bylaws and noted an increase in Facebook membership and participation amongst the students.

IV. Public Testimony

Abigail Carter, UAA student, asked the board to support the occupational therapy program and the Area Health Education Center (AHEC) budget; spoke about her experience at AHEC, how it offered her the opportunity to give back to her community and boosted her confidence as a student.

Jarmyn Kramlich, United Students of UAS president, noted appreciation for the effort put forth by the administration to provide time for open discussions with students regarding the proposed tuition increase and thanked President Gamble and the Board of Regents for their service to the university.

Drew Lemish, Union of Students of UAA president, spoke in support of the tuition increase; noted November 22 has been declared the first-ever smoke-free day at UAA and stated student government efforts are ongoing to establish a smoke-free environment at UAA.

Caity-Ann Stigon, UAA Resident Hall Association president, stated students at UAA are interested in learning more about tuition and what the increase supports.

V. Approval of Tuition Rates for Academic Year 2015

Reference 1

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

PASSED

"The Board of Regents approves tuition rates for Academic Year 2015 as presented. This motion is effective November 6, 2013."

POLICY CITATION

Regents' Policy 05.10.01 states: "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."

RATIONALE/RECOMMENDATION

In September 2012, the board confirmed for academic year (AY) 2014 a 2 percent increase for undergraduate, graduate and non-resident graduate tuition. In addition, the board approved a 4 percent increase to non-resident undergraduate tuition. The AY14 increase was one of the smallest tuition increases in over a decade at UA. This was made possible because of belt tightening and other cost savings measures employed throughout the university, such as a hiring delay of up to 90 days on all open positions. While these and other fiscal practices will continue, the need to offset increasing fixed costs and to help maintain the quality of UA's programs and services requires a tuition increase. After careful consideration of the university system budget requirements from among the chancellors, staff, and university community, the president proposed the following tuition increases:

- for undergraduate resident (100-400) level courses a \$6.00 per credit increase;
- for graduate resident (500-600) level courses a \$12.00 per credit increase;
- for undergraduate non-resident (100-400) level a \$12.00 per credit increase and
- for graduate non-resident (500-600) level courses a \$12.00 per credit increase.

Reference 1 reflects the previously approved AY2014 tuition rates and the proposed increases for AY2015.

The Board of Regents reserves the right to revise tuition rates per Regents' Policy 05.10.060.E.

	AY2014	AY2015
Lower Division:		
PWSCC	\$145	\$152
Kodiak	\$147	\$153
All Other	\$168	\$174
Upper Division	\$204	\$210
Graduate	\$391	\$403
Nonresident Undergraduate Surcharge	\$432	\$444
Nonresident Graduate Surcharge	\$408	\$420

VI. Approval of the University of Alaska FY15 Operating Budget Request Reference 2

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

PASSED

"The Board of Regents approves the FY15 operating budget request in accordance with the plan as presented. This motion is effective November 6, 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

Associate Vice President Rizk provided an in-depth review of UA's FY15 Operating Budget Request. During the presentation, changes from the previous drafts were discussed. Reference 2 provides details for the proposed FY15 Operating Budget Request.

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

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

PASSED

"The Board of Regents goes into executive session to discuss matters the immediate knowledge of which would have an adverse effect on the finances of the university related to the UAF Heat and Power Plant. This motion is effective November 6, 2013."

The Board of Regents goes into executive session at 12:50 p.m. Alaska Time in accordance with AS 44.62.310. 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 15 minutes.

The Board of Regents concluded an executive session at 1:20 p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters the immediate knowledge of which would have an adverse effect on the finances of the university related to the UAF Heat and Power Plant. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president designated and lasted approximately 30 minutes.

VII. Approval of the University of Alaska FY15 Capital Budget Request Reference 3

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

PASSED

"The Board of Regents approves the FY15 capital budget request in accordance with the plan as presented. This motion is effective November 6, 2013."

POLICY CITATION

Regents' Policy 05.01.010.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

Associate Vice Presidents Rizk and Duke provided an in-depth review of UA's FY15 Capital Budget Request. During the presentation, changes from the previous drafts were discussed. Reference 3 provides details of the proposed FY15 capital budget request.

VIII. Approval of the University of Alaska 10-Year Capital Improvement Plan FY15-FY24 Reference 3

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

PASSED

"The Board of Regents approves the 10-Year Capital Improvement Plan for FY15-FY24 as presented. This motion is effective November 6, 2013."

POLICY CITATION

Regents' Policy 05.12.032 - Budget Policy, states:

A. "Annually, within the capital budget process, each MAU will prepare and update a 6-year capital plan proposal. The MAU 6-year capital plan proposals, which are developed based upon approved strategic, academic and other planning assumptions, will be consolidated into a systemwide 6-year capital plan in accordance with guidelines approved by the board and procedures established by the chief finance officer. The systemwide 6-year capital plan will be presented to regents' committees responsible for facilities and budgeting for review and comment prior to submission to the full board for approval. Once the 6-year capital plan is approved, the MAU 6-year capital plans shall consist of those projects in the sequence and with the funding sources as identified in the board-approved 6-year capital plan.

B. The 6-year capital plans shall be reviewed and updated each year as part of the capital budget submission process. Year one of the approved systemwide 6-year capital plan, exclusive of any operating leases and other property or facilities funded from current operating funds, shall become the university's capital budget request for the next capital appropriation cycle.

C. Each MAU shall include as part of its budget submittal such information regarding reportable leased facilities as may be requested by the chief finance officer."

RATIONALE AND RECOMMENDATION

The scope of the 6-year capital plan was extended to include a 10-year period in order to display additional information that is congruent with the 10-year fiscal plan submitted to the State of Alaska.

Associate Vice Presidents Rizk and Duke presented, reviewed, and discussed the proposed 10-year capital improvement plan which clearly demonstrates that the deferred maintenance (DM) and renewal & repurposing is, and will continue to be, the highest priority until the backlog of DM is reduced to a reasonable level. Reference 3 provides details of the proposed 10-year capital improvement plan.

IX. Approval of Revisions to the Industrial Security Resolution

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

PASSED

"The Board of Regents approves the Industrial Security Resolution as revised to reflect a change in university administration, and authorizes the chair and secretary of the board to sign the resolution. This motion is effective November 6, 2013."

RATIONALE/RECOMMENDATION

The president and selected members of the university administration are routinely designated by the Board of Regents to handle any duties and responsibilities relating to classified information in connection with contracts with the Department of Defense and other federal agencies. These individuals are given an extensive security screening and are the only members of the administration, including the Board of Regents, to have access to classified information.

The university has received similar security clearances since the mid-1950s. Execution of the resolution allows regents and other members of the administration to be exempted from security clearance procedures.

The resolution is identical to resolutions previously passed except for changes to university administration which includes adding a primary and a secondary facility security officer at the University of Alaska Fairbanks.

X. Board of Regents' Comments

Regent Wickersham stated it is the board's responsibility to be good stewards of the university, to carry UA's message to the legislature and the public thus allowing the governor and the legislature to do what is best for state of Alaska; noted if UA takes care of the students, everything else will take of itself and congratulated administration on the excellent Shaping Alaska's Future work session noting five board members attended.

Regent Heckman thanked staff and administration for preparing the budget information in the context of the Strategic Direction Initiatives; noted appreciation for the format in which the presentations were done and stated it was a good meeting.

Regent O'Neill stated this was her first year approving the budgets noting it was an interesting process; concurred with Regent Wickersham regarding being good ambassadors for the university system as it relates to the overall success of the budget planning process; is looking forward to Shaping Alaska's Future and to further defining the board's role in planning for the challenges and opportunities ahead.

Regent Fisher stated with all the national attention on the Arctic it is an opportunity for UA to highlight the research efforts at Toolik Field; noted during the December meeting he would like a broader discussion regarding revising the employee education benefits policy using the savings of such to reduce student tuition and debt; said as chair of the audit committee, the UAF heat and power plant is the university's number one risk and stated a preference for adding deferred maintenance and repurposing into the operating budget.

Regent Enright thanked administration for putting forth a thoughtful and carefully crafted budget; thanked Chancellor Case for hosting the meeting; is interested in seeing diverse options for tuition proposals that may assist in accomplishing some of the Shaping Alaska's Future goals and suggested board members tour the UAF heat and power plant in Fairbanks either before or after the December meeting.

Regent Hughes said Regent O'Neill summed up her thoughts regarding being good ambassadors for the university and apologized for not being able to attend the meeting in person.

Regent Cowell thanked Chair Jacobson for a productive meeting; noted this meeting was the first time he has attended a full board meeting electronically; said the technology worked amazingly well and the addition of web-streaming is a wonderful option.

Regent Jacobson thanked Chancellor Case and administration for all the preparation that made the meeting a success and noted she met with former Regent Marrs who sends his regards to the board.

President Gamble thanked the board for their support regarding the FY15 budget; noted the importance in finding the right level of information for board members that keeps them informed without going too deeply into the day-to-day efforts of the administration; invited board members to attend the August budget planning meeting to get more involved, to see the details and to watch the process administration uses to formulate the budget information before the proposed budget comes to the board for approval.

Chancellor Rogers said he would schedule a tour of the UAF heat and power plant for board members in December; thanked Chancellor Case and staff for hosting the meeting and noted a video of Vice Chancellor Pitney's trip to the Arctic will be highlighted at the December meeting.

Chancellor Case stated it is always a pleasure to host the board meetings and would communicate the board's hospitality appreciation to staff; thanked the statewide team for their efforts in setting up the meeting; noted an Alaska Scholars event which was attended by 300 future UA students and the importance of engaging students in conversations about the advantages of continuing their education; said the Shaping Alaska's Future process has been fruitful thus far and is providing an enriched opportunity for the three universities to work together.

Provost Caulfield introduced Interim Vice Chancellor for Administrative Services Michael Ciri; said the leadership training session offered on October 31 was well attended and very valuable; noted the Shaping Alaska's Future conversations are productive and said there are many good ideas being shared with the creation of the effect statements.

Interim Vice Chancellor Ciri noted excitement about the UAS campus renovation projects; said food service at UAS is being reviewed particularly with the opening of the freshman housing complex; stated the dining services contract with NANA will not be renewed next fiscal year and noted effective July 1, 2014, UAS will be responsible for food services on campus and catering with be outsourced to local businesses.

XI. Adjourn

Chair Jacobson adjourned the meeting at 2:07 p.m. on Wednesday, November 6, 2013.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

(Represents a Clean Draft as Recommended by the Investment Committee 10-30-2013)

I. INTRODUCTION AND PURPOSE

The University of Alaska and University of Alaska Foundation Consolidated Endowment Fund (the “Fund”) was established effective July 1, 1997 in order to enhance the management of the University of Alaska’s Land Grant Endowment Trust Fund held by the Board of Regents and the Pooled Endowment Funds held by the University of Alaska Foundation (the “Foundation”). The Fund is maintained and operated pursuant to the Consolidated Endowment Fund Agreement, by and between the University of Alaska Board of Regents (the “BOR”), the University of Alaska (the “University”) and the University of Alaska Foundation Board of Trustees (the “BOT”). This Investment Policy (this “Policy”) establishes an investment framework that reflects the investment management philosophy of both the BOR and BOT (collectively the “Boards”), thereby providing the Investment Committee (the “Committee”) with a guide for investment of the Fund. The Fund consists of the investable resources of the University Land Grant Endowment Trust Fund, its related Inflation-Proofing Fund, the Foundation’s Pooled Endowment Fund, and such other funds as the University’s Chief Finance Officer or Foundation’s Treasurer (the “Treasurer”) invests in the Fund.

II. SCOPE OF THIS POLICY

This Policy governs the investment activities of all assets owned or managed within the Fund. It is intended to be interpreted liberally so that the investment strategies employed can be accomplished effectively and efficiently.

III. DUTY OF LOYALTY AND STANDARD OF CARE

The Boards, the Committee, the Treasurer, and others serving in a fiduciary capacity for the Fund are subject to compliance with AS 13.65.010 – 13.65.095 and AS 37.10.071. As such, the prudent investor (expert) standard applies to all fiduciary activities and each fiduciary shall exercise his or her fiduciary duties in the sole financial best interests of the Fund and treat all beneficiaries with impartiality. For all other matters related to the Fund, the prudent person standard shall apply to the Boards, Committee, Treasurer and University and Foundation staff.

IV. PRINCIPLES AND CONSIDERATIONS FOR FUND MANAGEMENT AND INVESTMENT

The Primary Investment Goal of the Fund is to provide a real rate of return, net of investment expenses, sufficient to cover the endowment administrative fee and the annual spending allowances in support of the purposes of the various endowments that make up the Fund, in perpetuity.

University of Alaska & University of Alaska Foundation

Consolidated Endowment Fund Investment Policy

The greatest investment risk for the Fund is the probability of not meeting its Primary Investment Goal. Therefore, in order to minimize this risk the Committee will consider in all aspects of its investment decision-making process (1) the probability of missing the objective and (2) the asset allocation, which is the primary determinant of long-term performance. Achievement of the Primary Investment Goal and management of funds will be driven by the core principles and considerations listed below.

Charitable Purpose: Endowment management and investment decisions shall be made with consideration to the purposes of the institution, the participating fund(s), and the documented donor intent.

Distributions (Spending Allowances): Distributions from the endowment funds shall be made in accordance with spending policies and procedures as may be adopted or directed by the responsible Board. In making such distributions and managing endowments the responsible Board, committees, and staff shall consider the duration and preservation of the fund, the purposes of the institution and the fund, the general economic conditions including inflation and deflation, the expected total return, other resources of the institution, and the applicable investment policies.

Diversification: The likelihood of realization of the Primary Investment Goal is enhanced substantially through diversification and the reduction of risk; therefore, the Committee will diversify assets among various classes of investments and managers.

Fees and Expenses: Fees and expenses may cause a significant drag on returns and appreciation, which can limit the Boards' ability to attain the Primary Investment Goal; therefore, the Committee will monitor fees and expenses associated with investment activities on an annual basis and incur only costs that are appropriate and reasonable.

Inflation: The Consumer Price Index (CPI-U) shall be used as the basis for determining the real rate of return and attainment of the Primary Investment Goal.

Liquidity: The Fund has relatively modest cash outflow requirements; therefore, excessive amounts of liquidity are not required and appropriate portions of the Fund may be invested in non-liquid investments.

Time Horizon: The Fund has an infinite life; therefore, investment strategies may take a long-term perspective.

Total Return: The Boards have adopted a "Total Return" approach to managing endowments, unless otherwise directed by the donor; therefore, the Committee will manage the Fund's investments without regard to the distinction between current income and net realized or unrealized gains and losses, and will

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

emphasize returns net of fees when assessing overall performance of the Fund and recommending spending rates.

Verification of Facts: A reasonable effort shall be made to verify facts relevant to the management and investment of funds.

Volatility: The Primary Investment Goal can best be achieved by assuming acceptable risk levels commensurate with long-term market volatility; therefore, the Committee will measure and seek to limit the overall level of volatility to an acceptable level as it makes specific asset allocation decisions.

V. TARGET RATE OF RETURN

The Target Rate of Return represents the Committee's reconciliation of, or bringing together, its long-term (10 to 20-year) estimates of: the Fund's probable rate of return net of all expenses, the administrative endowment fee, the spending allowance, an inflation provision, and portfolio growth from earnings if any. The Target Rate of Return is intended to help coordinate the structuring of the investment portfolio and its asset allocation with the funding needs of the Foundation and the endowment beneficiaries. The Committee shall annually review and modify the Target Rate of Return as it considers necessary. In setting the Target Rate of Return, the Committee shall make an effort to preserve intergenerational equity to the extent practicable by providing for a reasonable provision for inflation.

VI. TARGET ASSET ALLOCATION

A significant portion of a portfolio's investment behavior can be attributed to the asset classes which are employed and the weighting of each asset class; therefore, a major responsibility of the Committee is the adoption of the Target Asset Allocation. The Committee shall select and approve a Target Asset Allocation that it believes offers a reasonable probability of achieving the Fund's investment objectives within a framework of commonly accepted risk factors and this Policy. The Committee shall periodically consider capital market conditions, the universe of investment options, the current asset allocation, and approve revisions to the Target Asset Allocation as it considers necessary.

The Investment Guidelines and Philosophy Statement, which includes the asset allocation adopted by the Committee, as it may be amended from time to time, shall be incorporated into this Policy by reference. (See the Attachments to this Policy)

VII. ASSET ALLOCATION REBALANCING

The asset allocation shall be rebalanced regularly to minimize extraordinary deviations. To the extent practicable, the rebalancing shall be accomplished through investment of

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

new contributions, reinvestment of other cash flows, and such other means as may be approved by the Treasurer. The Treasurer shall report, or cause to be reported, to the Committee each quarter any uncorrected variances from the Target Asset Allocations (those deviations that are outside of the pre-authorized asset allocation variance bands) and the plan to correct such deviations.

VIII. PORTFOLIO PERFORMANCE BENCHMARKS

Performance of the Fund will be measured by several benchmarks in order to evaluate progress towards its Primary Investment Goal, the performance of the Fund relative to market conditions and its peers, and the impact of asset allocation and active management, as follows:

Policy Benchmark 1: Baseline performance of a Policy Benchmark Portfolio consisting of 80% MSCI ACWI, 15% Barclays Aggregate, and 5% 90-day Treasuries for the relevant periods (This Benchmark provides a comparison of actual performance to a simple passively managed traditional portfolio at a risk level approved by the Boards.);

Policy Benchmark 2: Baseline risk adjusted returns (Sharpe Ratios) for a Policy Benchmark Portfolio consisting of 80% MSCI ACWI, 15% Barclays Aggregate, and 5% 90-day T-Bills for the relevant periods (This benchmark provides a risk adjusted comparison of the portfolio return to that of the model portfolio in Policy Benchmark 1.);

Policy Benchmark 3: Baseline performance equal to the Target Rate of Return for rolling five year periods (This benchmark monitors progress towards attainment of the Primary Investment Goal);

Peer Benchmark 1: Baseline performance of the Cambridge Endowment-Foundation Universe or other appropriate peer group for the relevant periods (This benchmark provides comparison to a broad group of peers.);

Peer Benchmark 2: Baseline risk adjusted returns (Sharpe Ratios) of the Cambridge Endowment-Foundation Universe or other appropriate peer group for the relevant periods (This benchmark provides a risk adjusted comparison to a broad group of peers.);

Peer Benchmark 3: Baseline performance of the compounded, equal weighted, average nominal return for endowment funds in the \$100 to \$500 million classification participating in the NACUBO - Commonfund Study of Endowments (NCSE) for the relevant periods as reported annually (This benchmark provides an annual comparison to the largest industry specific endowment peer group.);

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

Custom Benchmark 1: Baseline performance of a weighted benchmark portfolio at the target asset allocation for relevant periods (This benchmark provides a comparison to a passive portfolio at the target neutral weights.); and

Custom Benchmark 2: Baseline risk adjusted performance (Sharpe Ratios) of a weighted benchmark portfolio at the target strategic asset allocation for relevant periods (This benchmark provides a risk adjusted comparison to a passive portfolio at the target neutral weights.).

Although this Policy includes multiple benchmarks, each serves a specific purpose when compared to actual or to each other. For instance: a comparison of Policy Benchmark 1 to actual performance provides a rough measure of the effect of the strategic allocation and the implementation (manager selection plus tactical allocations); while a comparison of Policy Benchmark 1 to Custom Benchmark 1 provides a rough attribution measure of the value added by the strategic allocation or structure of the portfolio alone; and, a comparison of Custom Benchmark 1 to actual performance provides a rough attribution measurer of the value added by the Fund Manager through manager selection and tactical allocations.

IX. DELEGATION AND ASSIGNMENT OF DUTIES AND AUTHORITY

Effective and cohesive relationships between the Boards, the Committee, Treasurer and staff, other committees and external advisors, Fund Managers and investment managers are important to fulfilling the purposes of this Policy and the Fund. The major duties and responsibilities of the Committee and the Treasurer as determined by the Boards are assigned and delegated as presented herein. Authority to carry out duties delegated and assigned to the Committee and the Treasurer may be further delegated to professional managers, advisors and qualified members of the Foundation's staff.

1. Responsibilities of the Boards:

- a. Maintaining the overall stewardship of the Fund in accordance with the Consolidated Endowment Fund Agreement, AS 13.65.010 – 13.65.095 and AS 37.10.071, as they may be amended or restated from time to time;
- b. Adopting the policies needed for the prudent investment and administration of the Fund;
- c. Delegating and assigning duties and authority to the Committee and the Treasurer;
- d. Reviewing the performance of the Fund and activities of the Committee on a regular basis.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

2. Committee Responsibilities:

- a. Ensuring that the assets of the Fund are managed in a manner that is consistent with the law and this Policy;
- b. Developing and making recommendations to the Boards regarding investment policies and objectives, spending rates and other related matters that support the purposes of the participating funds and endowments;
- c. Developing and approving an investment philosophy and guidelines for implementation of that philosophy;
- d. Directing engagement of and authorizing agreements for the engagement of Fund Manager(s), advisors, and custodians engaged by the Committee;
- e. Approving Target Asset Allocations and related benchmarks consistent with meeting the objectives and risk tolerances described in this Policy;
- f. Approving the classes of investments that are acceptable investments for the Fund;
- g. Approving the level of commitments to future investments;
- h. Approving guidelines and procedures for selection and monitoring of investment managers engaged by the Committee;
- i. Reviewing and evaluating investment results and directing or recommending implementation of corrective action as may be considered appropriate;
- j. Advising the Board of Trustees and other committees regarding return expectations and spending allowance issues;
- k. Making timely reports to the Boards regarding investment results, material events affecting the Fund, and Committee activities and actions;
- l. Reviewing this Policy periodically and making recommendations for modifications as may be considered necessary by the Committee;
- m. Assigning duties to Fund Manager(s), advisors, investment managers and custodians engaged by the Committee.

3. Treasurer Responsibilities

- a. Conducting an annual due diligence review of the Fund Manager(s) and its operations, including manager due diligence procedures and independent reviews of selected managers with the assistance of the Fund Manager;
- b. Executing directives of the Committee and actions authorized by this Policy;
- c. Recommending Fund Manager, advisor, investment manager and custodian selections and terminations for those directly engaged by the Committee;

University of Alaska & University of Alaska Foundation

Consolidated Endowment Fund Investment Policy

- d. Preparing or reviewing asset allocation analyses and recommending revisions as appropriate;
- e. Supporting the activities of the Committee and facilitating communications with and between the Committee, Fund Manager(s), advisors, investment managers, and custodians engaged directly by the Committee;
- f. Timely evaluating and reporting to the Committee on investment performance no less frequently than quarterly;
- g. Reporting annually on investment fees and costs to the Committee;
- h. Reporting to the Committee any litigation or violations of applicable laws or regulations involving the Foundation, Fund Managers, advisors, investment managers or custodians that come to the Treasurer's attention;
- i. Reconciling investment statements with the Foundation's financial records, and reporting investment activity on the Foundation's financial statements;
- j. Reviewing private placement memorandums, partnership agreements, and other documentation, and seeking legal or other advice as may be considered necessary by the Treasurer;
- k. Executing and submitting subscription agreements, contracts, and redemption requests associated with new investments, partial or complete redemptions, and manager terminations for direct investments and contracts by the Committee;
- l. Providing the current Policy and investment guidelines and mandates to the Fund Manager and investment managers engaged by the Committee;
- m. Monitoring audit standards and regulations concerning the financial and tax reporting of investments and establishing procedures required to insure compliance with external reporting requirements;
- n. Managing portfolio cash inflows and outflows and calls and distributions for funds and investments not under the management of a Fund Manager;
- o. Developing guidelines and procedures for manager selection and monitoring;
- p. Executing account agreements with banks, investment managers and other entities engaged directly by the Committee; and
- q. Performing all duties as may be directed by the Committee or deemed necessary or desirable by the Treasurer for the efficient administration and protection of assets of the Fund.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

X. PERFORMANCE EVALUATION OF THE FUND MANAGER

- a. General investment performance reviews will be conducted by the Committee quarterly;
- b. The Treasurer will report to the Committee the findings of his or her annual due diligence review of the Fund Manager; and
- c. The Committee shall evaluate the Fund Manager's general performance and service levels at least every two years based on criteria as considered applicable by the Committee, including:
 - Continuity of personnel and practices of the firm,
 - Communications with the Committee,
 - Adherence to the philosophy and standards, which were articulated when retained,
 - Performance of investment manager due diligence and monitoring of investment activities,
 - Quality of the Fund Manager's investment performance reporting,
 - Helpfulness of the advice and other input to the Committee's decision making process, and
 - Assistance provided to staff in accomplishing their activities.

XI. MANAGEMENT OF FUNDS

Fiscal Year: The fiscal year for the Fund shall be July 1 through June 30.

Fund Manager: A manager of investment managers that has full or nearly full discretion in management of all or a major segment of the endowment portfolio and functions as an extension of the in-house investment staff.

Investment Committee or Committee: The Investment Committee as described in Section 5 of the Consolidated Endowment Fund Agreement.

Investment Earnings: Investment earnings and losses (net of investment fees and costs) shall be allocated proportionately to each participating fund based on their relative interests in the Fund during the respective period.

Permanently Restricted Net Assets: The fair value of the original and subsequent gifts to a permanent endowment.

Quasi-Endowment Fund: A fund that functions similar to an endowment, but is established or designated by authority of the Board of Trustees rather than a donor or other independent party.

Related Party Transaction: The Fund will not loan funds or securities to the University, the Foundation or related parties, including their officers, members of

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

the Committee or Boards, employees, donors or affiliated entities either current or prospective.

Securities Lending: Investment managers or the custodian, may engage in securities lending, or the “loan” of the Fund’s securities in return for interest, to broker dealers as a means of enhancing income only pursuant to approval of the Committee.

Term Endowment Fund: A fund that functions similar to an endowment fund except that at some future time or upon the occurrence of a specified future event the funds originally contributed become available for expenditure.

True Endowment: A fund that is not wholly expendable by the institution on a current basis under the terms of a gift instrument or other record.

Underwater Endowment: An endowment fund which has negative accumulated earnings (accumulated distributions and losses exceed accumulated earnings).

XII. CONFLICTS OF INTEREST

All Committee members, the Treasurer and staff responsible for making or advising on investment decisions shall comply with the Foundation’s Conflict of Interest Policy and all persons providing advice to the Committee or the Boards on investment matters shall disclose at the beginning of any discussion or consideration of any investment issue, any relationships, material beneficial ownership, or other material interest(s) which the person has or may reasonably be expected to have, with respect to any investment issue under discussion or consideration. The Committee member may recuse himself or herself from the decision making process or the Committee Chair may require such persons to remove themselves from the process. All such disclosure shall be recorded in the minutes of the respective meeting.

Any member of the Committee or individual responsible for making or providing advice to the Committee on investment matters shall refuse any remuneration, commission, gift, favor, service or benefit that might reasonably be perceived to influence them in the discharge of their duties, unless disclosed in writing to the Committee Chair. Failure to disclose any material benefit may be grounds for disciplinary action including removal from the Committee. This provision shall not preclude the payment of ordinary fees and expenses to the Foundation’s custodians, investment managers, or advisors in the course of their services on behalf of the Foundation.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

XIII. COMMITTEE APPROVED ATTACHMENTS

The Investment Committee shall include, as attachments to this Policy, procedures and other documents that the Committee has adopted or determined to be relevant to implementation or interpretation of this Policy.

1. The Uniform Prudent Management of Institutional Funds Act (AS 13.70.010 – 13.79.095)
2. Investment Powers and Duties (AS 37.10.071)
3. Investment Guidelines and Philosophy Statement
4. Target Rate of Return
5. Endowment Spending Guidelines

Consolidated Endowment Fund

Significant Changes to the CEF Investment Policy through 10/30/2013

Section I Introduction and Purpose

Two references to the University of Alaska Foundation are deleted in order to avoid potential future inconsistencies between the Consolidated Endowment Fund Agreement and the Consolidated Endowment Fund Investment Policy.

Section II Scope of This Policy

No significant revisions were made.

Section III Duty of Loyalty and Standard of Care

One statutory reference is corrected.

Section IV Principles and Considerations for Fund Management and Investment

The specific inflation index used for evaluating performance is identified in addition to a few minor editing changes.

Section V Target Rate of Return

An explanation of the Target Rate of Return is expanded by indicating that it represents a reconciliation of, or bringing together of, the expected return with the needs of the Foundation and the beneficiaries. It provides a numeric expression of the Primary Investment Goal and serves to coordinate the structuring of the portfolio and asset allocation with the expected return, expense forecasts and spending guidelines. It also requires a provision for inflation to the extent reasonable.

Note: Policy Benchmark 3 includes a measure of progress towards Primary Investment Goal and the Spending Guidelines include other measures of progress towards inflation proofing at the CPI-U inflation rate.

Section VI Target Asset Allocation

Incorporates the Investment Guidelines and Philosophy Statement into this policy by reference.

Section VII Asset Allocation Rebalancing

The references to allocation variance bands, which are now included in the Investment Guidelines and Philosophy Statement, are deleted from this subsection.

Section VIII Portfolio Performance Benchmarks

The order of the Policy Benchmarks is revised to make the numbering more consistent with the numbering of the Peer and Custom Benchmarks. The Russell 3000 Index previously used to represent allocations to equity securities is replaced by the MSCI All Country World Index (MSCI

Consolidated Endowment Fund

Significant Changes to the CEF Investment Policy through 10/30/2013

ACWI), which is consistent with the benchmarks established for the asset allocation. A statement of the purpose of each of the benchmarks is added, as well as, an explanation of how the benchmarks can be used to identify the value added through structuring the portfolio and the value added through manager selection and tactical allocations.

Section IX Delegation and Assignment of Duties and Authority

The responsibilities assigned to the Boards, the Committee, and the Treasurer are restated to better accommodate a fund manager investment process; however, it also attempts to maintain within the Committee and the Treasurer that may be necessary to manage the portfolio under the traditional model.

The policy also provides for further delegation of the duties of the Committee and the Treasurer to professional managers and advisors, as well as qualified staff, in order for the fund manager model to function effectively.

Responsibilities of the Boards:

No significant changes to the responsibilities of the Boards were made.

Responsibilities of the Committee:

The revisions clarify the responsibility of the Committee for establishing the investment guidelines and philosophy for the Fund; the engagement of, and assignment of duties to, the Fund Manager, advisors and investment managers; and although there are numerous editing revisions to accommodate the new environment, the basic authorities and decision making activities are not changed significantly, except that some of these activities will be delegated to the Fund Manager.

Responsibilities of the Treasurer

The revisions provide for the Treasurer to conduct a due diligence review of the Fund Manager on an annual basis; and similar to the Committee, although there are numerous editing revisions to accommodate the new environment, the basic authorities and decision making activities are not changed significantly, except that some of these activities are delegated to the Fund Manager.

Responsibilities of the Advisor

The advisor responsibilities are deleted from policy pending a determination as to what the advisors role will be, if any, under the fund manager investment model. However, the Committee continues to retain the authority to engage, assign duties and evaluate the advisor.

Consolidated Endowment Fund

Significant Changes to the CEF Investment Policy through 10/30/2013

Responsibilities of Investment Managers and Custodians

These responsibilities have been deleted as unnecessary because the investment managers will now operate under the direction of the Fund Manager in the new environment. Consideration is currently being given to incorporating these responsibilities into a procedure which will become an attachment to this policy.

Section X. Performance Evaluation of Advisors

Performance Evaluation of the Fund Manager has been substituted for this section pending a determination as to what role will be played by the advisors, if any.

Section X Performance Evaluation of the Fund Manager

The policy provides for a quarterly review of the Fund's general investment performance by the Committee, for the Treasurer to conduct an annual due diligence review and report the results to the Committee; and for the Committee to conduct service level reviews on at least a two-year cycle.

Section XI Performance Evaluation of Investment Managers

The revision deletes this section as unnecessary because the investment managers operate under the direction of the Fund Manager in the new environment. This function will be considered for a procedural attachment to this policy.

Section XI Management of Funds (formerly Section XII)

The revisions delete the Alaska Preference in the selection of investment managers and the discussion of active vs. passive management, both of which are now the responsibility of the Fund Manager. The revisions also correct the description of Permanently Restricted Net Assets.

Section XII Conflicts of Interest (formerly Section XIII)

No significant changes were made.

Section XIII Committee Approved Attachments

Manager Selection and Termination, Manager Due Diligence, and Commitments to Future Investments guidelines, which are all responsibilities of the Fund Manager now, are pending a determination on restatement.

The Target Asset Allocation schedule is now incorporated into the Investment Guidelines and Philosophy Statement, which is an attachment and incorporated into this policy by reference.

The Endowment Spending Guidelines have been added.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

(Represents Redline Draft for June 2012 through 10-30-2013)

I. INTRODUCTION AND PURPOSE

The University of Alaska and University of Alaska Foundation Consolidated Endowment Fund (the “Fund”) was established effective July 1, 1997 in order to enhance the management of the University of Alaska’s Land Grant Endowment Trust Fund held by the Board of Regents and the Pooled Endowment Funds held by the University of Alaska Foundation (the “Foundation”). The Fund is maintained and operated ~~by the Foundation~~ pursuant to the Consolidated Endowment Fund Agreement, by and between the University of Alaska Board of Regents (the “BOR”), the University of Alaska (the “University”) and the University of Alaska Foundation Board of Trustees (the “BOT”). This Investment Policy (this “Policy”) establishes an investment framework that reflects the investment management philosophy of both the BOR and BOT (collectively the “Boards”), thereby providing the ~~University of Alaska Foundation~~ Investment Committee (the “Committee”) with a guide for investment of the Fund. The Fund consists of the investable resources of the University Land Grant Endowment Trust Fund, its related Inflation-Proofing Fund, the Foundation’s Pooled Endowment Fund, and such other funds as the University’s Chief Finance Officer or Foundation’s Treasurer (the “Treasurer”) invests in the Fund.

II. SCOPE OF THIS POLICY

This Policy governs the investment activities of all assets owned or managed within the Fund. It is intended to be interpreted liberally so that the investment strategies employed can be accomplished effectively and efficiently.

III. DUTY OF LOYALTY AND ~~STANDARDS~~STANDARD OF CARE

The Boards, the Committee, the Treasurer, and others serving in a fiduciary capacity for the Fund are subject to compliance with AS 13.~~7065~~.010 – 13.~~7065~~.095 and AS 37.10.071. As such, the prudent investor (expert) standard applies to all fiduciary activities and each fiduciary shall exercise his or her fiduciary duties in the sole financial best interests of the Fund and treat all beneficiaries with impartiality. For all other matters related to the Fund, the prudent person standard shall apply to the Boards, Committee, Treasurer and University and Foundation staff.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

IV. PRINCIPLES AND CONSIDERATIONS FOR FUND MANAGEMENT AND INVESTMENT

The Primary Investment Goal of the Fund is to provide a real rate of return ~~(total return minus, net of~~ investment expenses, sufficient to cover the endowment administrative ~~fees~~fee and ~~inflation)~~ sufficient to the annual spending allowances in support of the purposes of the various endowments that make up the Fund, in perpetuity.

The greatest investment risk for the Fund is the probability of not meeting its Primary Investment Goal. Therefore, in order to minimize this risk the Committee will consider in all aspects of its investment decision-making process (1) the probability of missing the objective and (2) the asset allocation, which is the primary determinant of long-term performance. Achievement of the Primary Investment Goal and management of funds will be driven by the core principles and considerations listed below.

Charitable Purpose: Endowment management and investment decisions shall be made with consideration to the purposes of the institution ~~and,~~ the participating fund(s), and the documented donor intent.

Distributions (Spending Allowances): Distributions from the endowment funds shall be made in accordance with spending policies and procedures as may be adopted ~~for the particular endowment or class of endowments~~ directed by the responsible Board. In making such distributions and managing endowments the responsible ~~board~~ Board, committees, and staff shall consider the duration and preservation of the fund, the purposes of the institution and the fund, the general economic conditions including inflation and deflation, the expected total return, other resources of the institution, and the applicable investment policies.

Diversification: The likelihood of realization of the Primary Investment Goal is enhanced substantially through diversification and the reduction of risk; therefore, the Committee will diversify assets among various classes of investments and managers.

Fees and Expenses: Fees and expenses may cause a significant drag on returns and appreciation, which can limit the Boards' ability to attain the Primary Investment Goal; therefore, the Committee will monitor fees and expenses associated with investment activities on an annual basis and incur only costs that are appropriate and reasonable.

Inflation: The Consumer Price Index (CPI-U) shall be used as the basis for determining the real rate of return and attainment of the Primary Investment Goal.

Liquidity: The Fund has relatively modest cash outflow requirements; therefore, excessive amounts of liquidity are not required and ~~modest~~ appropriate portions of the Fund may be invested in non-liquid investments.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

Time Horizon: The Fund has an infinite life; therefore, investment strategies may take a long-term perspective.

Total Return: The Boards have adopted a “Total Return” approach to managing endowments, unless otherwise directed by the donor; therefore, the Committee will manage the Fund’s investments without regard to the distinction between current income and net realized or unrealized gains and losses, and will emphasize returns net of fees when assessing overall performance of the Fund and recommending spending rates.

Verification of Facts: A reasonable effort shall be made to verify facts relevant to the management and investment of funds.

Volatility: The Primary Investment Goal can best be achieved by assuming acceptable risk levels commensurate with long-term market volatility; therefore, the Committee will measure and seek to limit the overall level of volatility to an acceptable level as it makes specific asset allocation decisions.

V. TARGET RATE OF RETURN

The Target Rate of Return represents the Committee’s reconciliation of, or bringing together, its long-term (10 to 20-year) estimates of: the Fund’s probable rate of return net of all expenses, the administrative endowment fee, the spending allowance, an inflation provision, and portfolio growth from earnings if any. The Target Rate of Return is intended to help coordinate the structuring of the investment portfolio and its asset allocation with the funding needs of the Foundation and the endowment beneficiaries. The Committee shall ~~periodically review, no less frequently than annually,~~ review and modify the Target Rate of Return as ~~considered~~ it considers necessary ~~by the Committee.~~ In setting the Target Rate of Return, the Committee shall make ~~a good faith~~ an effort to preserve intergenerational equity to the extent practicable by providing for a reasonable ~~rate of inflation, the expected spending rate, administrative fees, and expenses charged to the Fund, as well as, any planned real portfolio growth from investment earnings. (See the Attachments to this Policy~~ provision ~~for the most recent assumptions regarding the Target Rate of Return.)~~ inflation.

VI. TARGET ASSET ALLOCATION

A significant portion of a portfolio’s investment behavior can be attributed to the asset classes which are employed and the weighting of each asset class; therefore, a major responsibility of the Committee is the ~~determination~~ adoption of the Target Asset Allocation.

The Committee shall ~~identify these~~ select and approve a Target Asset Allocation that it believes ~~will offer~~ offers a reasonable probability of achieving the Fund’s investment

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

objectives within a framework of commonly accepted risk factors and this ~~policy~~Policy. The Committee shall periodically ~~review~~consider capital market conditions, the universe of investment options, the current asset allocation, and ~~recommend~~approve revisions to the Target Asset Allocation as it considers necessary.

~~The Treasurer shall conduct an Investment Guidelines and Philosophy Statement, which includes the asset allocation analysis for review adopted by the Committee at least annually, as it may be amended from time to time to determine if modifications are appropriate.~~
time, shall be incorporated into this Policy by reference. (See the Attachments to this Policy ~~for the most recent target asset allocation.~~)

VII. ASSET ALLOCATION REBALANCING

The asset allocation shall be rebalanced regularly to minimize extraordinary deviations. ~~The asset allocation~~To the extent practicable, the rebalancing shall be ~~rebalanced~~accomplished through investment of new contributions ~~and~~, reinvestment of other cash flows ~~to the extent practicable~~, and ~~through or by~~ such other means as ~~directed~~may be approved by the Treasurer.

The Treasurer shall report, or cause to be reported, to the Committee each quarter any uncorrected variances from the Target Asset Allocations (those deviations that are outside of the pre-authorized asset allocation variance bands) and the plan to correct such deviations. ~~The approved asset allocation variance band for each of the major asset allocation categories shall be 20% of the subject major asset allocation category or 3% of the total Fund, whichever is less.~~

VIII. PORTFOLIO PERFORMANCE BENCHMARKS

Performance of the Fund will be measured by several benchmarks in order to evaluate ~~attainment of~~progress towards its Primary Investment Goal, the performance of the Fund relative to market conditions and its peers, and the impact of asset allocation and active management, as follows:

Policy Benchmark 1: Baseline performance ~~at the compounded Target Rate of Return for rolling five year periods (Primary Investment Goal);~~

Policy Benchmark 2: ~~Baseline performance of a Policy Benchmark Portfolio consisting of 80% Russell 3000~~MSCI ACWI, 15% ~~Lehman~~Barclays Aggregate, and 5% ~~3090-day~~ Treasuries for the relevant periods; (This Benchmark provides a comparison of actual performance to a simple passively managed traditional portfolio at a risk level approved by the Boards.);

Policy Benchmark 3: ~~2~~ Baseline risk adjusted returns (Sharpe Ratios) for a Policy Benchmark Portfolio consisting of 80% ~~Russell 3000~~MSCI ACWI, 15%

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

~~Lehman~~~~Barclays~~ Aggregate, and 5% ~~30~~~~90~~-day T-Bills for the relevant periods; (This benchmark provides a risk adjusted comparison of the portfolio return to that of the model portfolio in Policy Benchmark 1.);

Policy Benchmark 3: Baseline performance equal to the Target Rate of Return for rolling five year periods (This benchmark monitors progress towards attainment of the Primary Investment Goal);

Peer Benchmark 1: Baseline performance of the ~~Callan~~~~Cambridge~~ Endowment-Foundation Universe or other appropriate peer group for the relevant periods; (This benchmark provides comparison to a broad group of peers.);

Peer Benchmark 2: Baseline risk adjusted returns (Sharpe Ratios) of the ~~Callan~~~~Cambridge~~ Endowment--Foundation Universe or other appropriate peer group for the relevant periods; (This benchmark provides a risk adjusted comparison to a broad group of peers.);

Peer Benchmark 3: ~~Annual-baseline~~~~Baseline~~ performance of the compounded, equal weighted, average nominal return for endowment funds in the \$100 to \$500 million classification participating in the NACUBO - Commonfund Study of Endowments (NCSE) for the relevant periods; as reported annually (This benchmark provides an annual comparison to the largest industry specific endowment peer group.);

~~Target~~~~Custom~~ Benchmark 1: Baseline performance of a weighted benchmark portfolio at the target asset allocation for relevant periods- (This benchmark provides a comparison to a passive portfolio at the target neutral weights.); and

Custom Benchmark 2: Baseline risk adjusted performance (Sharpe Ratios) of a weighted benchmark portfolio at the target strategic asset allocation for relevant periods (This benchmark provides a risk adjusted comparison to a passive portfolio at the target neutral weights.).

Although this Policy includes multiple benchmarks, each serves a specific purpose when compared to actual or to each other. For instance: a comparison of Policy Benchmark 1 to actual performance provides a rough measure of the effect of the strategic allocation and the implementation (manager selection plus tactical allocations); while a comparison of Policy Benchmark 1 to Custom Benchmark 1 provides a rough attribution measure of the value added by the strategic allocation or structure of the portfolio alone; and, a comparison of Custom Benchmark 1 to actual performance provides a rough attribution measurer of the value added by the Fund Manager through manager selection and tactical allocations.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

IX. DELEGATION AND ASSIGNMENT OF DUTIES AND AUTHORITY

Effective and cohesive relationships between the Boards, the Committee, Treasurer and staff, other committees and external advisors, Fund Managers and investment managers are important to fulfilling the purposes of this Policy and the Fund. The major duties and responsibilities of the ~~parties~~Committee and the Treasurer as determined by the Boards are assigned and delegated as presented herein. Authority to carry out duties delegated and assigned to the Committee and the Treasurer may be further delegated to professional managers, advisors and qualified members of the Foundation's staff.

1. Responsibilities of the Boards:

- a. Maintaining the overall stewardship of the Fund in accordance with the Consolidated Endowment Fund Agreement, AS 13.7065.010 – 13.7065.095 and AS 37.10.071, as they may be amended or restated from time to time;
- b. Adopting the policies needed for the prudent investment and administration of the Fund;
- c. Delegating and assigning duties and authority to the Committee, and the Treasurer ~~and other fiduciaries~~;
- d. Reviewing the performance of the Fund and activities of the Committee on a regular basis.

2. Committee Responsibilities:

- a. Ensuring that the assets of the Fund are managed in a manner that is consistent with the law and this Policy;
- b. Developing and making recommendations to the Boards regarding investment policies and objectives, spending rates and other related matters that support the purposes of the participating funds and endowments;
- c. Developing and approving an investment philosophy and guidelines for implementation of that philosophy;
- ~~e.~~d. Directing engagement of and authorizing agreements for the engagement of investment Fund Manager(s), advisors and, investment managers, and custodians engaged by the Committee;
- ~~d.~~e. Establishing Approving Target Asset Allocations and related benchmarks consistent with meeting the objectives and risk tolerances described in this Policy;
- ~~e.~~f. Approving the classes of investments that are acceptable investments for the ~~CEF~~ (See the attachments to this Policy); Fund;

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

- ~~f.~~ Approving the level of commitments to future investments ~~as considered appropriate by the Committee (See the attachments to this Policy);~~
- ~~g.~~ ~~Selecting and directing investment advisors;~~
- h. Approving guidelines and procedures for selection and monitoring of investment managers ~~(See and advisors engaged by the attachments to this Policy.);~~ Committee;
- ~~i.~~ ~~Approving the selection of managers;~~
- ~~j.~~ ~~Approving investment mandates and guidelines for separate account managers and performance benchmarks for all managers (See attachments to this Policy);~~
- ~~k.~~ i. Reviewing and evaluating investment results and directing or recommending implementation of corrective action ~~by the manager or relevant party as may be considered necessary by the Committee;~~ appropriate;
- ~~l.~~ j. Advising the Board of Trustees and other committees ~~and the BOT~~ regarding return expectations and spending allowance ~~rates~~ issues;
- ~~m.~~ k. Making timely reports to the Boards regarding investment results, material events affecting the Fund, and Committee activities and actions;
- ~~n.~~ l. Reviewing this Policy periodically and making recommendations for modifications ~~to the Boards~~ as may be considered necessary by the Committee.;
- m. Assigning duties to Fund Manager(s), advisors, investment managers and custodians engaged by the Committee.

3. Treasurer Responsibilities

- ~~a.~~ ~~Performing all duties necessary for the efficient administration of the Fund that have not been delegated or assigned to the Committee;~~
- a. Conducting an annual due diligence review of the Fund Manager(s) and its operations, including manager due diligence procedures and independent reviews of selected managers with the assistance of the Fund Manager;
- b. Executing directives of the Committee and actions authorized by this Policy;
- c. Recommending Fund Manager, advisor ~~and,~~ investment manager and custodian selections and terminations for those directly engaged by the Committee;
- d. Preparing or reviewing asset allocation analyses and recommending ~~changes in allocations~~ revisions as appropriate;
- e. Supporting the activities of the Committee and ~~maintaining~~ facilitating communications with and between the Committee, Fund Manager(s), advisors, investment managers, and custodians engaged directly by the Committee;

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

- f. Timely evaluating and reporting to the Committee on ~~manager and~~ investment performance no less frequently than quarterly;
- g. ~~Annual evaluation and reporting~~ Reporting annually on investment fees and costs to the Committee;
- h. Reporting to the Committee any litigation or violations of applicable laws or regulations involving the Foundation, Fund Managers, advisors ~~or~~, investment managers or custodians that come to the Treasurer's attention;
- i. ~~Recording investment transactions in the Foundation's financial system, reconciling~~ Reconciling investment statements with the Foundation's financial records, and reporting investment activity on the Foundation's financial statements;
- ~~j. Reviewing manager due diligence performed by the advisors and conducting independent due diligence reviews of selected managers as may be considered necessary by the Treasurer or the Committee;~~
- ~~k.~~ j. Reviewing private placement memorandums, partnership agreements, and other documentation, and seeking legal or other advice as may be considered necessary by the Treasurer;
- ~~l.~~ k. Executing and submitting subscription agreements, contracts, and redemption requests associated with new investments, partial or complete redemptions, and manager terminations for direct investments and contracts by the Committee;
- ~~m.~~ l. Providing the current Policy and investment guidelines and mandates to the Fund Manager and investment managers; engaged by the Committee;
- ~~n.~~ m. Monitoring audit standards and regulations concerning the financial and tax reporting of investments and ~~creating systems and~~ establishing procedures required to insure compliance with external reporting requirements;
- ~~o.~~ n. Managing portfolio cash inflows and outflows and calls and distributions ~~to provide liquidity and minimize holding of excessive cash~~ for funds and investments not under the management of a Fund Manager;
- ~~p.~~ o. Developing guidelines and procedures for manager selection and monitoring;
- ~~q.~~ p. Executing account agreements with banks, investment managers and other entities; engaged directly by the Committee; and
- ~~r. Assigning specific investments to classes or authorized categories of assets for asset allocation and performance evaluation purposes;~~
- ~~s.~~ q. ~~Taking any other actions not specified above~~ Performing all duties as may be directed by the Committee or deemed necessary or desirable by the Treasurer for the efficient administration and protection of assets of the Fund.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

4. ~~Advisor Responsibilities:~~

- ~~a. Recommending changes in investment strategy, asset allocation, and engagement of managers;~~
- ~~b. Recommending revisions to investment policies, objectives, and guidelines;~~
- ~~c. Providing background information on managers (including searches and due diligence reviews), asset classes, investment products and funds;~~
- ~~d. Performing due diligence reviews periodically according to the advisor's standard practices;~~
- ~~e. Preparing performance evaluation reports quarterly;~~
- ~~f. Attending Committee meetings, as requested, to present quarterly market analysis and performance reports;~~
- ~~g. Preparing an analysis of manager and custodian fees and other investment costs upon request;~~
- ~~h. Providing research on specific issues and opportunities, and assisting the Committee, Treasurer and staff with special projects;~~
- ~~i. Advising the Committee and Treasurer on rebalancing decisions regarding the portfolio;~~
- ~~j. Monitoring managers for adherence to mandates and guidelines and reporting to the Treasurer significant deviations that may come to the attention of the advisor;~~
- ~~k. Notifying the Treasurer of any significant changes in personnel or ownership, litigation or violation of laws or regulations, or negative events regarding the advisor or a manager which may come to the attention of the advisor;~~
- ~~l. Providing the Committee and the Treasurer the advisor's capital market assumptions;~~
- ~~m. Developing and recommending investment guidelines and benchmarks for specific managers and mandates;~~
- ~~n. Assisting in the education of the Committee, the Treasurer and staff.~~

5. ~~Manager Responsibilities:~~

- ~~a. Executing their assigned investment mandates or strategies within the guidelines approved by the Committee;~~
- ~~b. Providing written documentation of portfolio activity, portfolio valuations, performance data, reconciliation to custodian reports if applicable, and portfolio characteristics no less frequently than quarterly or as otherwise may be directed by the Committee or the Treasurer;~~

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

- ~~c. Voting proxies for the securities as may be directed by the Treasurer;~~
- ~~d. Providing the Treasurer annually with a copy of the manager's form ADV Part II and a copy of its annual report, SAS 70 report if applicable, audited financial statements, valuation procedures, and/or copies of updated prospectuses or offering memoranda as may be applicable;~~
- ~~e. Notifying the Treasurer immediately of any violations of applicable laws and regulations, litigation, key staff or ownership changes, or other material events;~~
- ~~f. Participating with the Treasurer and Committee in meetings, upon request, to address investment strategies, performance results and other matters of interest.~~

~~6. Custodian Responsibilities:~~

- ~~a. Providing timely reports detailing investment holdings and transactions monthly to the Treasurer and advisor;~~
- ~~b. Providing an annual summary report to the Treasurer and the advisor within 30 days following each fiscal year end, June 30 that includes the following:~~
 - ~~• Statement of all investments of the Fund held by the Custodian;~~
 - ~~• Statement of all assets received on behalf of the Fund;~~
 - ~~• Statement of all sales, redemptions, and principal payments;~~
 - ~~• Statement of all withdrawals from the portfolio;~~
 - ~~• Statement of all fees and expenses charged;~~
 - ~~• Statement of all purchases; and~~
 - ~~• Statement of all income;~~
- ~~c. Providing most recent SAS 70 report and such other reports as may be requested by the Committee, the Treasurer or the advisor;~~
- ~~d. Providing all customary custodial functions including, without limitation, security safekeeping, collection of income, settlement of trades, collection of proceeds of maturing securities, daily investment of cash, etc.~~

~~X. PERFORMANCE EVALUATION OF ADVISORS~~THE FUND MANAGER

- ~~a. Advisors~~General investment performance reviews will be conducted by the Committee quarterly;
- ~~b. The Treasurer will report to the Committee the findings of his or her annual due diligence review of the Fund Manager; and~~
- ~~a.c. The Committee shall be reviewed periodically~~evaluate the Fund Manager's general performance and service levels at least every two years based on the following criteria as considered applicable by the Committee-, including:
 - ~~• Continuity of personnel and practices of the firm;~~

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

- Communications with the Committee;
- ~~Perceived adherence~~Adherence to the philosophy and standards, which were articulated when retained;
- ~~Perceived performance of~~ Performance of investment manager due diligence and monitoring ~~functions of the managers, including timeliness of reports and presentation style;~~of investment activities,
- ~~Perceived helpfulness~~Quality of the Fund Manager's investment performance reporting,
- Helpfulness of the advice and other input to the Committee's decision making process; and
- Assistance provided to staff in accomplishing their activities.

XI. PERFORMANCE EVALUATION OF MANAGERS

~~Each manager or investment fund will be reviewed quarterly based on the following as considered applicable by the Committee:~~

- ~~• The manager's or fund's return relative to the benchmark assigned by the Committee and relative to the manager's or fund's peer group (The evaluation shall consider returns on both an absolute and risk adjusted basis, if practicable);~~
- ~~• The advisor's assessment of the manager's conformance to its mandate or the strategy for which it was selected;~~
- ~~• The advisor's assessment of the continuity and depth of the manager's investment and risk management staff;~~
- ~~• The manager's responsiveness to inquiries and requests for information and assistance by staff; and~~
- ~~• The Treasurer's assessment of the manager's fulfillment of the responsibilities identified in subsection IX.5 of this Policy.~~

XII. MANAGEMENT OF FUNDS

~~*Alaska Preference:* Preference shall be given to Alaska depositories, brokers and investment managers when all other considerations are equal.~~

~~*Active vs. Passive Management:* The Committee shall periodically review the advantages of passive relative to active investment management in the context of reduced management expenses, stable performance, and constant and complete exposure to the particular asset class relative to the expected excess return that may be provided by an individual manager.~~

Fiscal Year: The fiscal year for the Fund shall be July 1 through June 30.

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

Fund Manager: A manager of investment managers that has full or nearly full discretion in management of all or a major segment of the endowment portfolio and functions as an extension of the in-house investment staff.

Investment Committee or Committee: The Investment Committee as described in Section 5 of the Consolidated Endowment Fund Agreement.

Investment Earnings: Investment earnings and losses (net of investment fees and costs) shall be allocated proportionately to each participating fund based on their relative interests in the Fund during the respective period.

Permanently Restricted Net Assets: The fair value of the original and subsequent gifts to a permanent endowment ~~and accumulations to that endowment accumulated in accordance with the applicable gift instrument.~~

Quasi-Endowment Fund: A fund that functions similar to an endowment, but is established or designated by authority of the Board of Trustees rather than a donor or other independent party.

Related Party Transaction: The Fund will not loan funds or securities to the University, the Foundation or related parties, including their officers, members of the Committee or Boards, employees, donors or affiliated entities either current or prospective.

Securities Lending: Investment managers or the custodian, may engage in securities lending, or the “loan” of the Fund’s securities in return for interest, to broker dealers as a means of enhancing income only pursuant to approval of the Committee.

Term Endowment Fund: A fund that functions similar to an endowment fund except that at some future time or upon the occurrence of a specified future event the funds originally contributed become available for expenditure.

True Endowment: A fund that is not wholly expendable by the institution on a current basis under the terms of a gift instrument or other record.

Underwater Endowment: An endowment fund which has negative accumulated earnings (accumulated distributions and losses exceed accumulated earnings).

~~XIII~~

XII. CONFLICTS OF INTEREST

All Committee members, the Treasurer and staff responsible for making or advising on investment decisions shall comply with the Foundation’s Conflict of Interest Policy and all persons providing advice to the Committee or the Boards on investment matters shall disclose at the beginning of any discussion or consideration of any investment issue, any relationships, material beneficial ownership, or other material interest(s) which the person has or may reasonably be expected to have, with respect to any investment issue under

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

discussion or consideration. The Committee member may recuse himself or herself from the decision making process or the Committee Chair may require such persons to remove themselves from the process. All such disclosure shall be recorded in the minutes of the respective meeting.

Any member of the Committee or individual responsible for making or providing advice to the Committee on investment matters shall refuse any remuneration, commission, gift, favor, service or benefit that might reasonably be perceived to influence them in the discharge of their duties, unless disclosed in writing to the Committee Chair. Failure to disclose any material benefit may be grounds for disciplinary action including removal from the Committee. This provision shall not preclude the payment of ordinary fees and expenses to the Foundation's custodians, investment managers, or advisors in the course of their services on behalf of the Foundation.

XIV

University of Alaska & University of Alaska Foundation Consolidated Endowment Fund Investment Policy

XIII. *COMMITTEE APPROVED ATTACHMENTS*

The Investment Committee shall include, as attachments to this Policy, procedures and other documents that the Committee has adopted or determined to be relevant to implementation or interpretation of this Policy.

1. The Uniform Prudent Management of Institutional Funds Act (AS 13.70.010 – 13.79.095)
2. Investment Powers and Duties (AS 37.10.071)
3. ~~Manager Selection and Termination~~Investment Guidelines and Philosophy Statement
4. ~~Manager Due Diligence Guidelines~~
- 5.~~4.Current~~ Target Rate of Return
6. ~~Current Target Asset Allocation~~
7. ~~Commitments to Future Investments (See Preliminary Quarterly Performance Reports)~~
- 8.~~5.Manager Mandates,~~Endowment Spending Guidelines, ~~and Benchmarks (Pending)~~

REGENTS' POLICY
PART X – ACADEMIC POLICY
Chapter 10.02 - Academic Administrative Organization

P10.02.040. Academic Unit Establishment, Major Revision, and Elimination.

...

- B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval.

...

UNIVERSITY OF ALASKA FAIRBANKS

~~Arctic Region Supercomputing Center~~

UNIVERSITY REGULATIONS
PART X – ACADEMIC POLICY
Chapter 10.02 - Academic Administrative Organization

R10.02.040. Academic Unit Establishment, Major Revision, and Elimination.

The president must approve the establishment, elimination or major revision of certain academic units unless such authority has been delegated. Academic units requiring president's approval are those units in which faculty hold tenured or tenure track positions or which deliver one or more degree or certificate programs.

The academic structure of the University of Alaska is designed as described by the list below. The Statewide Office of Academic Affairs will periodically review the list with MAU provost offices and update R10.02.040 as appropriate. Approval of academic units and the elimination and major revision of units listed below require approval of the president. Units designated "BOR" (listed in P10.02.040) also require Board of Regents' approval. Authority to eliminate or substantially modify existing units is delegated to the chancellors for units designated with a "C" notwithstanding the foregoing Board of Regents approval required for program elimination, reduction, or addition.

...

UNIVERSITY OF ALASKA FAIRBANKS – ACADEMIC UNITS

~~Arctic Region Supercomputing Center (BOR)~~

Geophysical Institute (BOR)

Alaska Center for Unmanned Aircraft Systems Integration –Research Development, Test and Evaluation (ACAUSI-RDT&E) (BOR)

Alaska Climate Research Center

Alaska Earthquake Information Center (BOR)

Alaska Satellite Facility

Alaska Space Grant Program

Alaska Volcano Observatory (BOR)

Arctic Region Supercomputing Center

Atmospheric Sciences (C)

GeoData Center (C)

Jack Townshend College International Geophysical Observatory

Keith B. Mather Library

Map Office (C)

Poker Flat Research Range (BOR)

Remote Sensing (C)

Seismology (C)

Snow, Ice, and Permafrost (C)

Space Physics & Aeronomy (C)

Tectonics & Sedimentation (C)

Volcanology (C)

CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED LANGUAGE CHANGES

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 ~~the president to the board a chancellor~~ and comply with regents' policy and university regulation. ~~A community college may be administratively aligned with an MAU and will comply as well as~~ with that MAU's applicable rules and procedures. The president, ~~after recommendation from the chancellor, in consultation with the board~~ will appoint and evaluate a campus president for the community college and determine the administrative structure within which the campus president reports. ~~When administratively aligned with an MAU, the president in consultation with 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.

(06-07-13)

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 the president to the board and comply with regents' policy and university regulation. A community college may be administratively aligned with an MAU and will comply with that MAU's applicable rules and procedures. The president in consultation with the board will appoint and evaluate a campus president for the community college and determine the administrative structure within which the campus president reports. When administratively aligned with an MAU, the president in consultation with 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.

(XX-XX-XX)



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 CNSM	1c. Department BIOL																																								
2. Complete Program Title: Graduate Certificate in Science Teaching and Outreach																																										
3. Type of Program																																										
<input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input checked="" type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
4. Type of Action		5. Implementation date (semester, year)																																								
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete		Spring, 2014																																								
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd 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 border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Revenues in FY 15</th> <th colspan="2">Projected Annual Expenditures in FY 15</th> </tr> </thead> <tbody> <tr> <td colspan="2">Unrestricted</td> <td colspan="2">Salaries & benefits (faculty and staff)</td> </tr> <tr> <td>General Fund</td> <td>\$5,648</td> <td>Other (commodities, services, etc.)</td> <td>\$60,800</td> </tr> <tr> <td>Student Tuition & Fees</td> <td>\$55,152</td> <td>TOTAL EXPENDITURES</td> <td>\$60,800</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td>\$</td> <td colspan="2">One-time Expenditures to Initiate Program (if >\$250,000)</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$</td> <td colspan="2">(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td colspan="2">Restricted</td> <td>Year 1</td> <td>\$</td> </tr> <tr> <td>Federal Receipts</td> <td>\$</td> <td>Year 2</td> <td>\$</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$</td> <td>Year 3</td> <td>\$</td> </tr> <tr> <td>TOTAL REVENUES</td> <td>\$60,800</td> <td>Year 4</td> <td>\$</td> </tr> </tbody> </table>			Projected Annual Revenues in FY 15		Projected Annual Expenditures in FY 15		Unrestricted		Salaries & benefits (faculty and staff)		General Fund	\$5,648	Other (commodities, services, etc.)	\$60,800	Student Tuition & Fees	\$55,152	TOTAL EXPENDITURES	\$60,800	Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)		TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)		Restricted		Year 1	\$	Federal Receipts	\$	Year 2	\$	TVEP or Other (specify):	\$	Year 3	\$	TOTAL REVENUES	\$60,800	Year 4	\$
Projected Annual Revenues in FY 15		Projected Annual Expenditures in FY 15																																								
Unrestricted		Salaries & benefits (faculty and staff)																																								
General Fund	\$5,648	Other (commodities, services, etc.)	\$60,800																																							
Student Tuition & Fees	\$55,152	TOTAL EXPENDITURES	\$60,800																																							
Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)																																								
TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)																																								
Restricted		Year 1	\$																																							
Federal Receipts	\$	Year 2	\$																																							
TVEP or Other (specify):	\$	Year 3	\$																																							
TOTAL REVENUES	\$60,800	Year 4	\$																																							
Page # of attached summary where the budget is discussed, including initial phase-in: 16																																										
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 border="1" style="width:100%; border-collapse: collapse;"> <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 MAU¹</td> <td>\$5,648</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>			Revenue source	Continuing	One-time	a. In current legislative budget request	\$	\$	b. Additional appropriation required	\$	\$	c. Funded through new internal MAU redistribution	\$	\$	d. Funds already committed to the program by the MAU ¹	\$5,648	\$	e. Funded all or in part by external funds, expiration date	\$	\$	f. Other funding source Specify Type:	\$	\$																			
Revenue source	Continuing	One-time																																								
a. In current legislative budget request	\$	\$																																								
b. Additional appropriation required	\$	\$																																								
c. Funded through new internal MAU redistribution	\$	\$																																								
d. Funds already committed to the program by the MAU ¹	\$5,648	\$																																								
e. Funded all or in part by external funds, expiration date	\$	\$																																								
f. Other funding source Specify Type:	\$	\$																																								
8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.

Year 1: 6

Year 2: 12

Year 3: 12

Year 4: 12

Page number of attached summary where demand for this program is discussed: 12

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	
Adjunct	
Term	
Tenure track	

11. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page _____ of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect

Page number of attached summary where effects on other programs are discussed:

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): Linking research with teaching, expanding internship opportunities, development of career skills

Page in attached summary where alignment is discussed: 8

15. State needs met by this program (list):

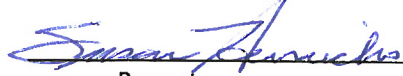
Page in the attached summary where the state needs to be met are discussed:

16. Program is initially planned to be: (check all that apply)

- ☒ Available to students attending classes at UAF campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

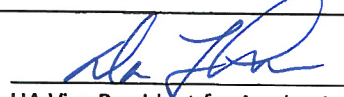
Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

 / 11/14/13
Provost Date

 / 11/15/13
Chancellor Date

- ☐ Recommend Approval
☐ Recommend Disapproval

 / 11/18/2013
UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

Date

- ☐ Recommend Approval
☐ Recommend Disapproval

Chair, Academic and Student Affairs Committee

Date

<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____ UA President	_____ Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Chair, Board of Regents	_____ Date

*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)

STATEMENT OF THE PROPOSED PROGRAM OBJECTIVES AND CAREER OPPORTUNITIES

We hereby propose a new graduate certificate in Science Teaching and Outreach, to be offered at the University of Alaska Fairbanks. Many science graduate students have an interest in enhancing their teaching and outreach skills. In response, two courses and a seminar that meet this need have already been developed and are currently offered. An additional course on mentoring also exists. The proposed graduate certificate would package these courses, with the addition of an internship and two 1-credit seminars, to offer a formal credential to science students who want to enhance their teaching skills. The certificate is expected to increase the students' ability to compete higher education job market, as well as prepare them to be better communicators of their science knowledge.

Program Goals:

- 1) To provide students with a formal credential that documents their efforts to enhance their teaching, mentoring, and outreach skills
- 2) To better prepare future professionals for careers in science and engineering by increasing skill in teaching, mentoring, and/or community engagement
- 3) To increase student familiarity with pedagogical theory and best practices in teaching

NEED FOR THE PROGRAM

The need for improvements in how science and engineering graduate students are trained with respect to teaching and mentoring is well-documented. Despite the multifaceted nature of responsibilities graduate students will have in their careers, most graduate programs in the sciences have not traditionally offered explicit training in teaching and mentoring. However, this trend is changing. As of 2009, about 45 institutions offered the option of earning a certificate in college teaching to their graduate students. Some programs focus explicitly on preparing STEM faculty, while other programs are offered across disciplines. Such training may enhance a candidate's marketability in higher education and in other science and engineering careers. In a published national survey, hiring departments in a broad range of institutions placed high value on teaching readiness, as indicated by college-level teaching credentials.

In addition, the certificate will help to prepare participants for the service component of faculty and other professional positions by requiring students to work with K-12 and public audiences. This experience should also increase a student's ability to create meaningful broader impacts projects for federally funded grant proposals. Finally, participation in the courses leading to the certificate is expected to have a direct impact on teaching skills in the short term. Because many science graduate students serve as teaching assistants, this is expected to have positive outcomes for undergraduates taking science courses at UAF.



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) UAS	1b. School or College School of Education	1c. Department or Program School of Education																																								
2. Complete Program Title Master of Education (M.Ed.) in Science Education, K-8																																										
3. Type of Program <input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input checked="" type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete		5. Implementation date (semester, year) <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring Year 2014																																								
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd 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 border="1" style="width:100%; border-collapse: collapse;"> <tr> <th align="left" colspan="2">Projected Annual Revenues in FY 2016</th> </tr> <tr> <td>Unrestricted</td> <td></td> </tr> <tr> <td>General Fund</td> <td align="right">\$21,058</td> </tr> <tr> <td>Student Tuition & Fees</td> <td align="right">\$77,418</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td align="right">\$0</td> </tr> <tr> <td>TVEP or Other (specify): NA</td> <td align="right">\$0</td> </tr> <tr> <td>Restricted</td> <td></td> </tr> <tr> <td>Federal Receipts</td> <td align="right">\$0</td> </tr> <tr> <td>TVEP or Other (specify): NA</td> <td align="right">\$0</td> </tr> <tr> <td>TOTAL REVENUES</td> <td align="right">\$98,476</td> </tr> </table>		Projected Annual Revenues in FY 2016		Unrestricted		General Fund	\$21,058	Student Tuition & Fees	\$77,418	Indirect Cost Recovery	\$0	TVEP or Other (specify): NA	\$0	Restricted		Federal Receipts	\$0	TVEP or Other (specify): NA	\$0	TOTAL REVENUES	\$98,476	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th align="left" colspan="2">Projected Annual Expenditures in FY</th> </tr> <tr> <td>Salaries & benefits (faculty and staff)</td> <td align="right">\$48,972</td> </tr> <tr> <td>Other (commodities, services, etc.)</td> <td align="right">\$ NA</td> </tr> <tr> <td>TOTAL EXPENDITURES</td> <td align="right">\$ NA</td> </tr> <tr> <td colspan="2">One-time Expenditures to Initiate Program (if >\$250,000)</td> </tr> <tr> <td colspan="2">(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td>Year 1</td> <td align="right">\$ NA</td> </tr> <tr> <td>Year 2</td> <td align="right">\$ NA</td> </tr> <tr> <td>Year 3</td> <td align="right">\$ NA</td> </tr> <tr> <td>Year 4</td> <td align="right">\$ NA</td> </tr> </table>	Projected Annual Expenditures in FY		Salaries & benefits (faculty and staff)	\$48,972	Other (commodities, services, etc.)	\$ NA	TOTAL EXPENDITURES	\$ NA	One-time Expenditures to Initiate Program (if >\$250,000)		(These are costs in addition to the annual costs, above.)		Year 1	\$ NA	Year 2	\$ NA	Year 3	\$ NA	Year 4	\$ NA
Projected Annual Revenues in FY 2016																																										
Unrestricted																																										
General Fund	\$21,058																																									
Student Tuition & Fees	\$77,418																																									
Indirect Cost Recovery	\$0																																									
TVEP or Other (specify): NA	\$0																																									
Restricted																																										
Federal Receipts	\$0																																									
TVEP or Other (specify): NA	\$0																																									
TOTAL REVENUES	\$98,476																																									
Projected Annual Expenditures in FY																																										
Salaries & benefits (faculty and staff)	\$48,972																																									
Other (commodities, services, etc.)	\$ NA																																									
TOTAL EXPENDITURES	\$ NA																																									
One-time Expenditures to Initiate Program (if >\$250,000)																																										
(These are costs in addition to the annual costs, above.)																																										
Year 1	\$ NA																																									
Year 2	\$ NA																																									
Year 3	\$ NA																																									
Year 4	\$ NA																																									
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 border="1" style="width:100%; border-collapse: collapse;"> <tr> <th align="left">Revenue source</th> <th align="center">Continuing</th> <th align="center">One-time</th> </tr> <tr> <td>a. In current legislative budget request</td> <td align="center">\$0</td> <td align="center">\$0</td> </tr> <tr> <td>b. Additional appropriation required</td> <td align="center">\$0</td> <td align="center">\$0</td> </tr> <tr> <td>c. Funded through new internal MAU redistribution</td> <td align="center">\$49,972</td> <td align="center">\$0</td> </tr> <tr> <td>d. Funds already committed to the program by the MAU¹</td> <td align="center">\$0</td> <td align="center">\$0</td> </tr> <tr> <td>e. Funded all or in part by external funds, expiration date NA</td> <td align="center">\$0</td> <td align="center">\$0</td> </tr> <tr> <td>f. Other funding source Specify Type: NA</td> <td align="center">\$0</td> <td align="center">\$0</td> </tr> </table>			Revenue source	Continuing	One-time	a. In current legislative budget request	\$0	\$0	b. Additional appropriation required	\$0	\$0	c. Funded through new internal MAU redistribution	\$49,972	\$0	d. Funds already committed to the program by the MAU ¹	\$0	\$0	e. Funded all or in part by external funds, expiration date NA	\$0	\$0	f. Other funding source Specify Type: NA	\$0	\$0																			
Revenue source	Continuing	One-time																																								
a. In current legislative budget request	\$0	\$0																																								
b. Additional appropriation required	\$0	\$0																																								
c. Funded through new internal MAU redistribution	\$49,972	\$0																																								
d. Funds already committed to the program by the MAU ¹	\$0	\$0																																								
e. Funded all or in part by external funds, expiration date NA	\$0	\$0																																								
f. Other funding source Specify Type: NA	\$0	\$0																																								
8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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: 4	Year 2: 4 existing + 5 new = 9	Year 3: 5 existing + 6 new = 11																																								
		Year 4: 6 existing + 6 new = 12																																								

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.

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):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect
Mathematics Education M.Ed.	Increased students will fill the rosters of some Mathematics Education program courses. These courses will be more economical because enrollment will be higher.
Technology Education M.Ed.	Increased students will fill the rosters of some Technology Education program courses. These courses will be more economical because enrollment will be higher.

Page number of attached summary where effects on other programs are discussed: 5

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

14. Aligns with University or campus mission, goals, core themes, and objectives (list):
UA Strategic Direction Initiative #2: Productive Partnerships with Alaska's schools

UAS Vision, UAS Mission, and the UAS Core Themes & Objectives:

1. Core Theme: Student Success
Objective: Access
Objective: Success
2. Core Theme: Teaching and Learning
Objective: Breadth of Programs and Services
Objective: Effectiveness and Efficiency
3. Core Theme: Community Engagement

Page in attached summary where alignment is discussed: 3

15. State needs met by this program (list):

Aligns with UA "Shaping Alaska's Future" theme on partnerships with K-12

UA Teacher Education Plan and SB241 Report shows that science instruction is a high needs area for the state of Alaska.

No graduate master's degree program in Science Education exists in Alaska.

Helps meet the demand for science education leaders in the state of Alaska.

Helps UA respond to state workforce needs for highly qualified science teachers.

Page in the attached summary where the state needs to be met are discussed: 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: 5

Submitted by the University of Alaska Southeast with the concurrence of its Faculty Senate.
(choose one above)

R. S. [Signature]
Provost

Date

11/4/13

R. E. [Signature]
Chancellor

Date

11/4/13

F. J. [Signature]

- ☒ Recommend Approval
☐ Recommend Disapproval

[Signature]
UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

Date

11/18/2013

*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

University of Alaska New Program Proposal
Board of Regents Proposal

Master of Education in Science Education, K-8
University of Alaska Southeast

Submitted by the School of Education, Deborah Lo, Ph.D., Dean

Program Developed by
Lee Graham, Ph.D., Associate Professor, Technology Education
Claude McMillan, Ph.D., Assistant Professor, Science Education
Virgil G. Fredenberg, Ed.D., Associate Professor, Mathematics Education

Table of Contents

Degree Title.....	2
Educational Goals and Rationale.....	2
Program Admission Requirements.....	3
Relevance to the University Mission.....	3
Collaboration with Other Universities within University of Alaska.....	3
Other Universities with Similar Programs.....	4
Demand for Program.....	4
Schedule of Implementation.....	5
Projection of Enrollments.....	5
Faculty Resources.....	5
Library and Other Equipment Needs.....	5
New Facilities Needed.....	5
Projected Costs.....	5
Concurrence of Appropriate Advisory Councils.....	6
Executive Summary.....	6
Proposed Curriculum	
Admission Requirements.....	7
Program Completion.....	7
Science Education Courses.....	7
Additional Common Core Courses Required.....	7
Course Descriptions.....	8
Science Education Program Content Courses.....	8
STEM Education Programs Common Core Courses	9

Degree Title

Master of Education (M.Ed.) in Science Education, K-8

Educational Goals and Rationale

Science instruction is a high needs area for the nation and the state of Alaska UA Teacher Education Plan (2011). No graduate level master's degree program in Science Education, K-8 exists in Alaska. The proposed Master of Education Program in Science Education is an advanced degree program designed to fill this void. It is designed for certified K-8 teachers to allow them to increase their understanding of science pedagogy, strengthen their knowledge base in the science content they teach, and become science education leaders and specialists.

The proposed program has six goals:

- Goal 1: Create an endorsement that will effectively model appropriate science teaching, learning, assessment and evaluation practices for teachers to (1) experience as a "student learner;" (2) have the opportunity to understand and integrate "modeled" practices into their own teaching; (3) learn to further analyze and evaluate science teaching and learning; and (4) develop a plan for personal professional development to become a more effective science teacher.
- Goal 2: Practicing teachers will become dynamic and knowledgeable leaders in the field of teaching science for their school building, their school district and the state of Alaska.
- Goal 3: Practicing teachers will strengthen their understanding of science both in depth and breadth.
- Goal 4: Practicing teachers will become better prepared to teach the full spectrum of K-8 science.
- Goal 5: Create a strong program that leads to an M.Ed. with an endorsement in K-8 science education.
- Goal 6: Assist teachers of middle school science to attain their goal of becoming highly qualified.

The science content of this program is designed to strengthen understanding of science in general, with special emphasis on scientific inquiry and the content taught in the K-8 curriculum. Thus, all science content in the program courses will be based on the Alaska State Content and Performance Standards for Science, the Next Generation Science Standards, and the NSTA Standards for Science Teacher Preparation.

This proposed program is designed to provide pedagogy appropriate for the teaching of science with options for increasing the teacher's understanding of content area literacy, the inclusion of students with special needs and utilizing technology to teach science. An emphasis will be placed on helping the teachers in the program see the connections of science to local communities and cultures through the application of science to real-life problem situations.

Program Admission Requirements

Applicants must provide:

- A copy of a current teaching certificate;
- A completed graduate application;
- Official undergraduate/graduate transcripts with a minimum 3.0 GPA; as well as
- Two letters of recommendation

To successfully graduate from this program, candidates must maintain a GPA of 3.0 and complete the required professional portfolio.

Relevance to the University Mission

This program will help the UA system meet its goal for Shaping Alaska's Future (SDI) by expanding partnerships with Alaska's K-12 schools. Its objective is to respond to state workforce needs for highly qualified science teachers. It also addresses the objective of developing new and relevant programs that expand the range of degree programs and opportunities to deliver graduate training through distance delivery. It helps meet the goal of the UAS strategic plan of assisting current teacher education practitioners to make progress toward their professional development goals and to respond to the demands of the state and nation by providing teachers with opportunities to obtain graduate degrees in high-need areas.

The M.Ed. Program in Science Education is an advanced degree program for certified teachers. It will consist of 36 graduate-level credits: 18 credits in science content and pedagogy and problem solving; 9 credits in leadership, technology and instructional design; 6 credits in an internship and a capstone master's degree portfolio course; and 3 credits of special topics in STEM (Science Technology Engineering and Mathematics). The Science Education major joins two other STEM programs at UAS: Educational Technology and Mathematics Education. These three programs will share seven common core courses, five existing and two new courses. The two new common courses and the five science education courses, will all share the EDSC subject code.

Collaboration with Other Universities within University of Alaska

It is expected that the UAS School of Education (SOE) will collaborate with the other universities within the University of Alaska. If a similar program is developed at UAA or UAF, it is expected that UAS SOE will work to coordinate the courses in both programs to facilitate ease of transfer. It is also expected that courses in programs at UAA and UAF that are similar to those in the UAS Science Education program will be accepted into the M.Ed. Program in Science Education where appropriate.

Because most of the courses in the program are taught through e-learning, it is expected that as demand increases, faculty with appropriate expertise at the other universities in the UA system may be approached to teach courses within the program.

Universities with Similar Programs

Other universities offer a Master of Education in Science Education. However, no such degree program is offered within the state of Alaska. Typically, the programs emphasize understanding of science, science pedagogy, and the preparation of teachers for leadership roles in science education. The typical master's degree in science education contains courses that emphasize science content at the appropriate levels as well as pedagogy.

Master's degrees in science education are offered at a variety of universities across the United States, the programs from these universities were reviewed:

- Colorado State University
- Oregon State University
- University of Minnesota
- Texas Tech University

The proposed M. Ed. in Science Education shares some similarities with programs at these universities. All emphasize the understanding of science content and the teaching and learning of that content. All contain a research component and the use of technology in the teaching of science. Content areas in some, if not all, of these programs include: physics, chemistry, earth and space science, life science, and the great ideas in science. The incorporation of pedagogy into the content courses is emphasized in these programs as is the use of technology to teach science. All include a research component and a capstone project in some form.

Demand for Program

The proposed M.Ed. Program in Science Education will help meet the demand for science education leaders in the state of Alaska. It will help meet the demand for knowledgeable K-8 teachers of science who understand science and how science connects to local communities and cultures through the application of science to real-life problem situations. Research on applications of science to local, real-life problems and situations has shown they strengthen student understanding of science. Student understanding of science is a critical area in Alaska. This program will have an impact on school students' understanding of science and will improve their probability of success in high school science classes.

This proposed program meets the need in the state for a M.Ed. Program in Science Education. Currently, no such program exists. The program will help the UA system meet its goal and objective of responding to state workforce needs for highly qualified science teachers. It also addresses the objective of UA System Goal 2 to develop new and relevant programs that expand the range of degree programs and opportunities to deliver graduate training through distance

delivery. It helps meet the goal of the UAS strategic plan of assisting current teacher education practitioners to make progress toward their professional development goals and to respond to the demands of the state and nation by providing teachers with opportunities to obtain graduate degrees in high-need areas.

The State of Alaska will eventually respond to the Next Generation Science Standards published in April 2013 and already adopted by many states. The decision whether to adopt or reject these standards and rewrite the existing science standards for Alaska will require a cadre of science educators steeped in the NGSS. This program will provide that.

Schedule of Implementation

- Spring, 2014: With approval from the UA Board of Regents and the Northwest Commission on Colleges and Universities (NWCCU) the Master of Education in Science Education program will be added to the AY 2014-2015 UAS Catalog. Online pages will be updated.
- Summer, 2014: Teachers will be allowed to apply to the M.Ed. in Science Education program. Courses with the EDSC subject code will be offered for the first time.
- AY 2014-2015: The M.Ed. in Science Education program will be published in the UAS Catalog.
- Fall, 2014: The first content and pedagogy courses in Science Education will be offered to teachers in the Science Education program.

Projection of Enrollments

In the first year of the program, it is expected that 4 teachers will be admitted into the Science Education M.Ed. program. By the second year, five additional teachers are projected to be admitted into the program; six in year three and 6 by year four. Because of the success of the Technology Education and Mathematics Education M.Ed. programs, it is expected that the Science Education M.Ed. program will experience similar success.

Faculty Resources

Because the Science Education M.Ed. shares seven common courses with the Technology and Mathematics Education M.Ed. programs, it is expected that no additional faculty resources will be needed. The additional courses in the Science Education M. Ed. will all be taught by faculty already teaching in the School of Education at UAS. One half of Assistant Professor Chip McMillan's workload will be reallocated internally to the M.Ed. in Science Education degree program. The reallocation of one-half of Dr. McMillan's salary and benefits (\$48,972) is addressed in the Board of Regents Program Request form attached to this document.

Library and Other Equipment Needs

Egan Library resources, including serials, books, online databases and other electronic media, are sufficient to support the scholarly resource requirements of the M. Ed. in Science Education.

The technology services and facilities at UAS are sufficient to support the e-Learning/distance teaching requirements of the M. Ed. in Science Education.

New Facilities Needed

No new facilities are needed to implement the program.

Projected Costs

The costs for implementing this new program are projected to be modest. Since seven of the twelve courses needed for this program are existing courses, or courses that will be required in the Mathematics Education and Technology Education programs, the costs for this program will be limited to .5 FTE salary for one existing faculty member whose workload will be modified to cover this need. Other costs for advising and marketing will be covered internally by the School of Education. In addition, this program will likely increase the enrollment in those seven shared courses for better utilization.

Concurrence of Appropriate Advisory Councils

The faculty of the School of Education at UAS has approved the proposal.

The graduate curriculum committee has approved the proposal.

The UAS Faculty Senate has approved the proposal.

Executive Summary

The proposed Master of Education Program in Science Education allows the UA system to fill a void in a high needs education area for the state of Alaska. It allows K-8 teachers to expand their understanding of science pedagogy and science content. It increases the number of science education leaders and specialists across the state.

The degree's emphasis on the application of science to local communities and cultures can help K-8 students see the connections between science and real-life problems and situations and help Alaska schools become more culturally responsive. Improving the teaching of science in the state of Alaska can help teachers help their students reach the Grade Level Expectations as put forth by the Alaska Department of Education & Early Development. It will increase the number of students who will take science courses in Alaska's high schools.

Proposed Curriculum

Admission Requirements

Applicants must provide:

- A copy of a current teaching certificate;
- A completed graduate application;
- Official undergraduate/graduate transcripts with a minimum 3.0 GPA; and
- Two letters of recommendation

Program Completion

To successfully graduate from this program, candidates must complete the following courses with a minimum GPA of 3.0 and complete the required professional portfolio.

Science education courses:

- EDSC 601 Physics Content for K-8 Teachers (3)
- EDSC 602 Chemistry Content for K-8 Teachers (3)
- EDSC 603 Earth and Space Science Content for K-8 Teachers (3)
- EDSC 604 Life Science Content for K-8 Teachers (3)
- EDSC 605 Great Ideas in Science: An Overview for K-8 Teachers (3)

Additional common core courses required in the STEM education programs:

- EDET 636 Impact of Technology on Student Learning (3)
- EDET 637 Differentiated Instruction Through Technology (3)
- EDMA 608 Mathematical Problem Solving (3)
- EDSC 675 Special Topics in STEM (3)
- EDSC 691 Internship in STEM (3)
- EDET 668 Educational Technology Leadership (3)
- EDMA 698 Master's Portfolio (3)

Course Descriptions

The first five courses listed below, 15 credits, are the content courses in the M.Ed. in Science Education program. They must be taken in sequence: EDSC 601, EDSC 602, EDSC 603, EDSC 604, and EDSC 605. The seven additional courses, 21 credits, listed below these complete the requirements for the M.Ed. in Science Education. They are common to the three STEM programs: Technology Education, Mathematics Education, and Science Education.

Science Education Program Content Courses

EDSC 601 Physics Content for K-8 Teachers (3)

Course Description: Part One of a two-semester course sequence examines the fundamental concepts of physical science: physics and then chemistry. Instruction models appropriate teaching practices for the K-8 classroom. Course utilizes web-based “texts,” simulations, virtual labs; materials sent by instructor to students in kit form, as well as typical household materials.

EDSC 602 Chemistry Content for K-8 Teachers (3)

Course Description: Part Two of a two-semester course sequence examines the fundamental concepts of physical science; physics and then chemistry. Instruction models appropriate teaching practices for the K-8 classroom. Course utilizes web-based “texts,” simulations, virtual labs; materials sent by instructor to students in kit form, as well as typical household materials. Prerequisite: EDSC 601.

EDSC 603 Earth and Space Science Content for K-8 Teachers (3)

Course Description: Examines the fundamental concepts of earth and space science. Instruction models appropriate teaching practices for the K-8 classroom. Course utilizes web-based “texts,” simulations, and virtual labs; materials sent by instructor to students in kit form, as well as typical household materials. Prerequisite: EDSC 602.

EDSC 604 Life Science Content for K-8 Teachers (3)

Course Description: Examines the fundamental concepts of life science. Instruction models appropriate teaching practices for the K-8 classroom. Course utilizes web-based “texts,” simulations, virtual labs; materials sent by instructor to students in kit form, as well as items from the local environment. Prerequisite: EDSC 603.

EDSC 605 Great Ideas in Science (3)

Course Description: Examines the greatest ideas/notions in science. Instruction models appropriate teaching practices for the K-8 classroom. Course utilizes web-based “texts,” simulations, virtual labs. Prerequisite: EDSC 604.

STEM Education Programs Common Core Courses

EDMA 608 Mathematical Problem Solving: An Overview for K-8 Teachers (3)

Examines the underlying concepts of solving problems using mathematical models, logic, and concepts. Identifies problem-solving strategies appropriate to K-8 classrooms. Provides practice developing research and standards based instruction and assessment plans that support an integrated problem based curriculum.

EDET 636 The Impact of Technology on Student Learning (3)

Techniques, tools and strategies for predicting and assessing the effectiveness of technology tools/interventions on student learning. Requires access to a classroom for at least two days a week during at least three weeks of the course in order to complete the portfolio assignment. Requires reliable Internet and ability to download software applications for evaluation.

EDET 637 Differentiating Instruction through Technology (3)

Focuses on the use of technology as a tool to gauge and facilitate the needs and interests of diverse learners in the classroom.

EDET 668 Educational Technology Leadership (3)

Provides a reflective overview of issues relating to school leadership policy and practice in the field of educational technology. Encompasses the wide range of responsibilities of the school technology leader as a collaborative member of a leadership team. Topics include organizational change, decision making, community partnerships, legal and ethical issues, coaching and mentoring, and teamwork. A web-based course; requires Internet and e-mail.

EDSC 675 Special Topics in STEM (3)

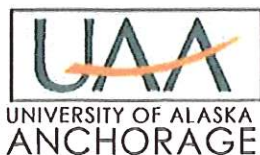
Affords examination of a special topic or problem in the STEM fields. Topics, problems and content will vary as STEM issues are updated. This course will be required for the M.Ed. programs in Mathematics Education, Technology Education and Science Education.

EDSC 691 Internship in STEM (3)

Internship for Technology Education, Mathematics Education, and Science Education students. Students will work in their STEM area of concentration with K-8 students. Prerequisite: Admission to a graduate program in the UAS School of Education.

EDMA 698 Masters Portfolio (3)

The portfolio should document the required knowledge and ability to apply the standards set by the conceptual framework of the UAS School of Education. Students creating a portfolio should request portfolio criteria from the School of Education or their graduate advisor. An oral defense of the portfolio may be required by the student's graduate committee.



Total Project Cost	\$ 10,000,000
Approval Level:	Full BOR

FORMAL PROJECT APPROVAL REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke
Chief Facilities Officer

Kit Duke 11.15.13

THROUGH: Tom Case
Chancellor

T Case 12 Nov 2013

THROUGH: William Spindle
Vice Chancellor, Administrative Services

W Spindle 11.12.2013

THROUGH: Chris Turletes
Associate Vice Chancellor, Facilities and Campus Services

Chris Turletes

THROUGH: John Faunce
Director, Facilities Planning and Construction

John Faunce 11/12/13

FROM: Kristin Reynolds
Project Manager

Kristin Reynolds

DATE: November 11, 2013

SUBJECT: Project Type: DM and R&R
Project Name: UAA WFSC Near-Term Renewal and Repurposing
Project No.: 14-0016

Cc:



Non- Academic Project Program Resource Planning Status Report

UAA Wells Fargo Near Term Renewal and Repurposing

Formal Project Approval

This project involves renewal and repurposing of the space vacated by the Athletic Programs upon completion of the Alaska Airlines Sports Center.

Milestone #0

Mission Area Analysis: (Renewal and Repurposing of vacated space) Date: N/A
Statement of Need: (Renewal and Repurposing of vacated space) Date: N/A

Milestone #1

Statewide Academic Council (SAC) Review: Date: N/A
(Not required for non-academic projects)

Milestone #2

Preliminary Administrative Approval: Date: 11/11/13

Milestone #3

Statement of Requirements: (To be developed) Date: _____

Milestone#4

Business and Financing Plan: Date: N/A
Operating Budget Request (not requested, facility replaces existing) Date: N/A
Capital Budget Request: Date: FY15
Legislative Funding: Date: _____
Board Approval of Capital Budget Distribution: Date: _____

Milestone #5

Formal Project Approval: Date: 12/16/13
Schematic Design Approval: Date: _____

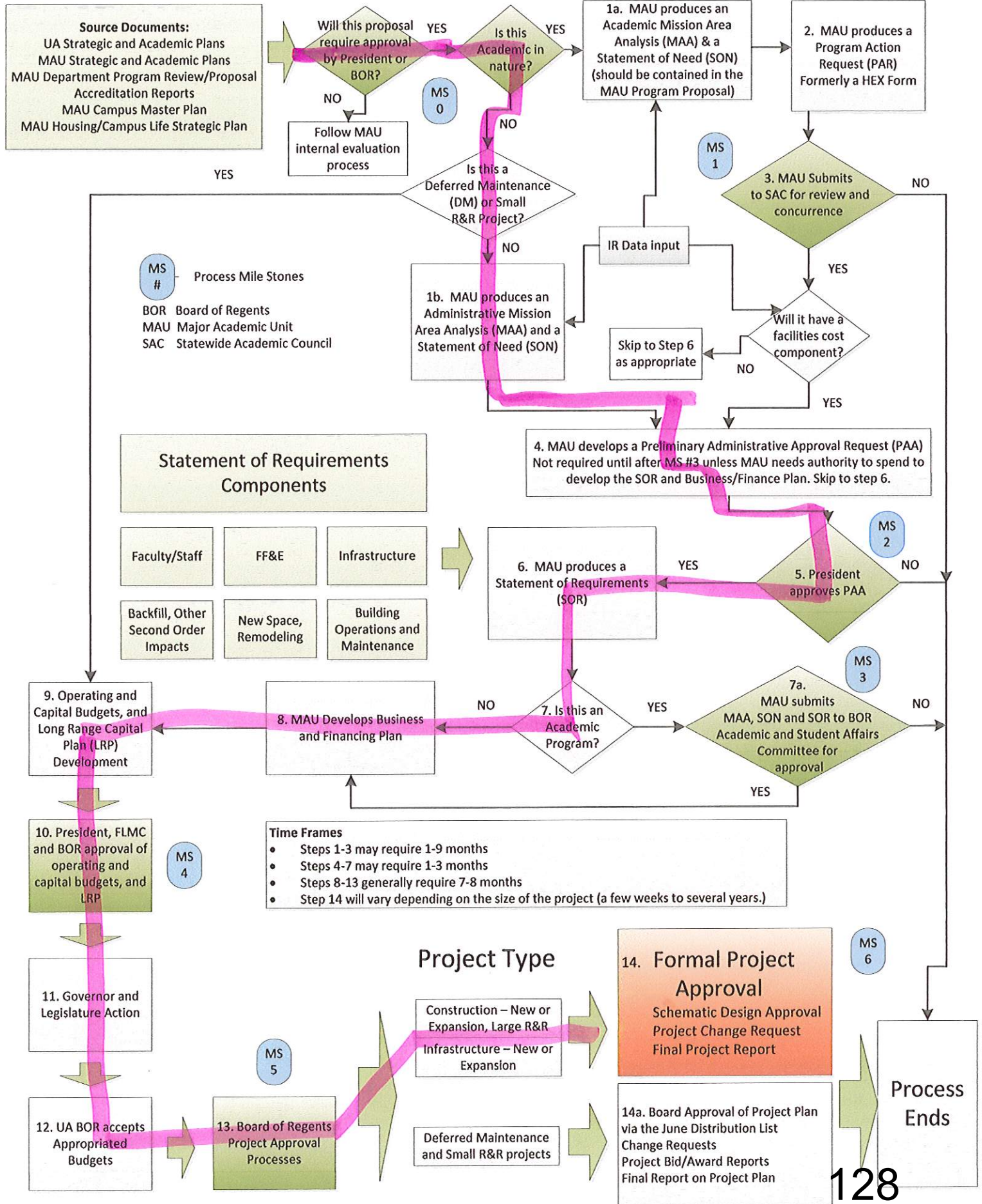
Milestone #6

Construction Started: Date: _____
Construction Completed: Date: _____
Beneficial Occupancy: Date: _____
Final Project Report: Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





FORMAL PROJECT APPROVAL

Name of Project: UAA WFSC Near-Term Renewal & Repurposing
Project Type: Deferred Maintenance, Renewal & Repurposing
Location of Project: UAA Main Campus, Wells Fargo Sports Complex, AS117, Anchorage
Project Number: 14-0016
Date of Request: November 12, 2013

Total Project Cost:	\$ 10,000,000	
Approval Required:	Full Board	
Prior Approvals:	Preliminary Administrative Approval	11/11/13

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 Anchorage WSFS Near Term Renewal and Repurposing 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 \$10,000.000. This motion is effective December 12, 2013.

Project Abstract

The Wells Fargo Sports Complex (WFSC) will be partially vacated in the summer of 2014, with the opening of the new Alaska Airlines Complex. As a result of the vacancy created by Athletics relocating, this project will address needs of the remaining departments: Recreational Sports, the UAA Hockey Team, Tanaina Child Development Center; and other departments selected to occupy vacated space.

Variances

None

Special Considerations

None

Total Project Cost and Funding Sources

FY15/16 R&R/DM Funding

\$10,000,000

Annual Program and Facility Cost Projections

No significant change from current costs.

Project Delivery Method

Due to need to coordinate phasing of the construction during the design process in order to keep the building operational during construction, CMAR is being considered as the method for implementing the construction.

Affirmation

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

Supporting Documents

Project Agreement

One-page Project Budget

Drawings

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.



PROJECT AGREEMENT

Name of Project: UAA WFSC Near-Term Renewal & Repurposing
Project Type: DM, R&R
Location of Project: UAA Main Campus, Wells Fargo Sports Complex, AS117, Anchorage
Project Number: 14-0016
Date of Agreement: November 12, 2013

INTRODUCTION

A Project Agreement (PA) is required for all Capital Projects with a Total Project Cost anticipated to exceed \$2.5 million. For project under \$2.5 million, a project agreement should be attached to the FPA or all of the components of the PA may be incorporated into the FPA.

The PA represents a formal agreement between the affected program department(s), the MAU's chief facilities administrator, the chief academic officer, the chief financial officer, the chancellor, and the chief facilities administrator documenting a common understanding of the programmatic need, project scope, and other matters related to the project.

BODY OF THE AGREEMENT

Basis for the Project

The Wells Fargo Sports Complex (WFSC) will be partially vacated in the summer of 2014, with the opening of the new Alaska Airlines Complex. As a result of the vacancy created by Athletics relocating, this project will address needs of the remaining departments: Recreational Sports, the UAA Hockey Team, Tanaina Child Development Center; and other departments selected to backfill vacated space. Recreational Sports will be able to support more intermural events and community use, as well as Alumni use of the facilities. To support the hockey program, the current ice sheet needs to be replaced due to failing and outdated mechanical equipment, and alterations in the hockey locker room will bring them up to UAA standards for athletic teams. Tanaina Child Development Center will be altered to correct life safety concerns, and focus on reestablishing accreditation with National Association for the Education of Young Children (NAEYC). The vacated space will be programmed to meet the needs of UAA Wellness Program; Health Physical Education and Recreation (HPER), Air Force ROTC Program, and Army ROTC Program, with refreshing finishes a primary focus for the new tenants. Mechanical and electrical work necessary to provide reliable service to the building for the next five to ten years will be accomplished.

Programmatic Need

Mission Area Analysis. The genesis of improving the athletics, recreation, and related academics programs and facilities at UAA is in the strategic guidance from both the system and UAA. The UA 2009 Strategic Plan has as a goal to enhance efforts in student recruitment and retention and a primary theme of the Strategic Direction Initiative is Student Achievement and Attainment. The UAA 2017 Strategic Plan has three priorities that touch on the impact of athletics, recreation, and related academics on the success of the students at UAA and the relationship of the university with both the internal and the external community:

Priority C. Increase Student Success

1. Work...to increase the UAA share of Alaska's college bound students.
2. Intensify our recruitment of the most talented and highly qualified high school graduates from Alaska and beyond...
3. ...continuing to improve our rates of retention...

Priority D. Strengthen the UAA Community

To make the best of the opportunities and challenges that lie ahead, we must focus our attention on building and strengthening the UAA community as a whole. To build an institution distinguished as a diverse, engaged community of students, staff, faculty, alumni, and schools, colleges, and campuses, we will:

2. Enhance student life on campus
8. ...maintain plant and equipment to provide a dynamic, state-of-the-art environment...
10. Build strong wellness, exercise, recreation, and intercollegiate athletics programs and facilities to serve students, faculty, staff, and our communities.

Priority E. Expand and Enhance the Public Square

4. Increase the role of our campuses as centers of creative exhibition and performance and become the venue of choice for Alaskan public life.

Higher education researchers have shown consistently that athletics, recreation, and related academic programs and infrastructure are key elements of student recruitment, retention and a healthy relationship and identity with the internal and external university community. Therefore, our overarching goal in examining this mission area and looking at what needs to be done is to provide the kind of high quality intercollegiate athletic programs; health, physical education, and recreation academic programs, and staff, faculty, student and community recreation opportunities appropriate for the largest university, in the largest community, in Alaska. UAA wants to be a university seeking to attract—and keep—the most talented and highest qualified students and superbly serve its internal and external communities. UAA wants to be a university whose vision is to be a distinguished university of first choice. UAA wants to be a university that competes nationally in athletics as well as academics. UAA believes that consistent national recognition in athletics brings public attention to and interest in the University and reinforces our brand. In short we want a university synonymous with its city.

Statement of Need. The Athletics department and 10 related teams are relocating to the new Alaska Airlines Center in 2014, leaving the WFSC ready to be repurposed, to better accommodate the demand of the UAA student body for a recreation center, among other needs. Following are the departments that will remain in the building:

The Recreation Department will be able to support the student body with more intermural events and increased area for general recreation, as well as support the local community with more availability and larger gyms.

Hockey is the only athletic team to remain in the WFSC. The ice rink will continue to be used for practice, and is in need of major repairs. The infrastructure is failing and well past its life expectancy, with parts and the necessary refrigerant type no longer available. The replacement of the ice sheet is necessary to continue to house the hockey team until the time a new location is available. Additionally, hockey is the only team sport that does not have its own shower and toilet facilities. The proposed renovations will provide adequate locker room facilities for the hockey team.

Tanaina Child Development Center, an existing tenant, requires improvements in areas of accessibility and safety, including but not limited to plumbing, fixtures, and equipment locations. The Tanaina facility is currently grandfathered into the current code requirements for child care facilities, based on a 2004 code revision. Completing renovation work for Tanaina could enable the program to reestablish accreditation with the National Association for the Education of Young Children (NAEYC).

Vacated space will allow for additional departments to be relocated to the WFSC. Departments that will be reviewed for compatibility with the space available include: UAA Wellness Program; Health Physical Education and Recreation (HPER), Air Force ROTC Program, and Army ROTC Program.

Statement of Requirements

There will not be any new personnel required to fulfill the near term renewal and repurposing of WFSC, and the existing furnishings will be evaluated for reuse.

Strategic Importance

The WFSC is in the center of the UAA Main Campus, and is a major path for students and the public to make their way across campus. With Athletics relocating, UAA has an opportunity to fill the offices with departments that relate closely to the existing specialized function of fitness, but were remotely located due to lack of space in the building. Recreation, Intramurals, HPER, ROTC programs, and the UA Wellness program offer health and fitness focuses, are student interaction focused, and deserving of a larger public face. They will maintain a lively, engaging environment on this main thoroughfare.

Existing tenants will be positively affected by addressing outstanding needs. Hockey will have an improved environment that will improve recruitment and retention of team members; Tanaina will have an improved environment for the safety and health of their students, and physical changes can improve the ability to gain accreditation with NAEYC. Recreation and Intramural activities will be available more frequently, providing service to more students.

Impact Analysis

Students will be positively affected by the change of programs housed in the WFSC. The Recreation facilities and Intramural Sports will have increased availability; the potential for HPER can provide a closer alignment with amenities for its program as well as increased classroom availability; Hockey will be housed in an environment that will support the team and future recruitment; and Maintenance calls and utility demands will be reduced by the improvements to mechanical and electrical equipment.

Program Enhancements

A primary enhancement provided by this project is the replacement of the ice sheet. The project will remove the outdated and failing equipment, replacing it with modern refrigeration system. This new system will be designed for relocation to a future UAA hockey venue. In addition to the replacement of the ice equipment replacement, incorporation of a heat recovery system will be reviewed for the potential benefits for the whole building heating and cooling.

Needs Assessment

R-22, the current refrigerant used for the ice rink, is being phased out. UAA is being proactive to retain the ice sheet by replacing the system before we are unable to service it.

Project Impact

This project will improve the function for the Recreational Sports, the UAA hockey team, and bring new departments into the building, without performing a full renovation of the building.

Approval to proceed with design, followed by successful Board of Regents approvals, will enable the first phase of construction to commence in May 2014 with completion for Fall Semester 2014. Delay will impact our ability to take advantage of getting any of the work done during the summer of 2014 when a large portion of the building will be vacated following Athletic Department relocation to the new Sports Arena.

This work will improve the functionality of the building for the users until a full renovation or replacement of the building can be accomplished.

Project Site Considerations

Not applicable.

Incremental Costs

Not applicable.

Proposed Funding Plan

Annual Program and Facility Cost Projections

No significant change from current costs

Total Project Cost and Funding Sources

Funding Title	Fund Account	Amount
FY15/16 R&R/DM Funding	TBD	\$10,000,000
Total Project Cost		\$10,000,000

Project Schedule

DESIGN

Conceptual Design	November 2013
Formal Project Approval	December 2013
Schematic Design	January 2014
Schematic Design Approval	February 2014
Construction Documents	March 2014

BID & AWARD

Advertise and Bid	April 2014
Construction Contract Award	April 2014

CONSTRUCTION – Phase 1

Start of Construction	July 2014
Construction Complete	August 2014
Date of Beneficial Occupancy	August 2014
Warranty Period	1 year

CONSTRUCTION – Phase 2

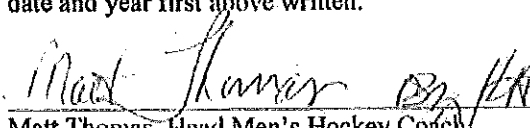
Start of Construction	July 2015
Construction Complete	August 2015
Date of Beneficial Occupancy	August 2015
Warranty Period	1 year


Supporting Documents

None

Agreement

In witness whereof, the parties attest that they have made and executed this Agreement to be effective the date and year first above written.



Matt Thomas, Head Men's Hockey Coach

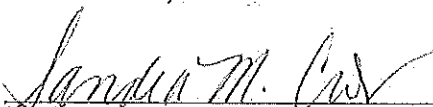

Kevin Silver, Associate Director of Athletics, Director of Recreation

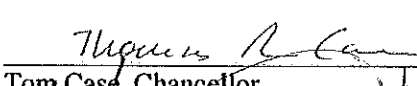

Helen Coe, Executive Director, Tanaina Child Development Center


Tom Sternberg, Director of Facilities Maintenance and Operations

 11/12/13
John Faunce, Director of Facilities Planning and Construction

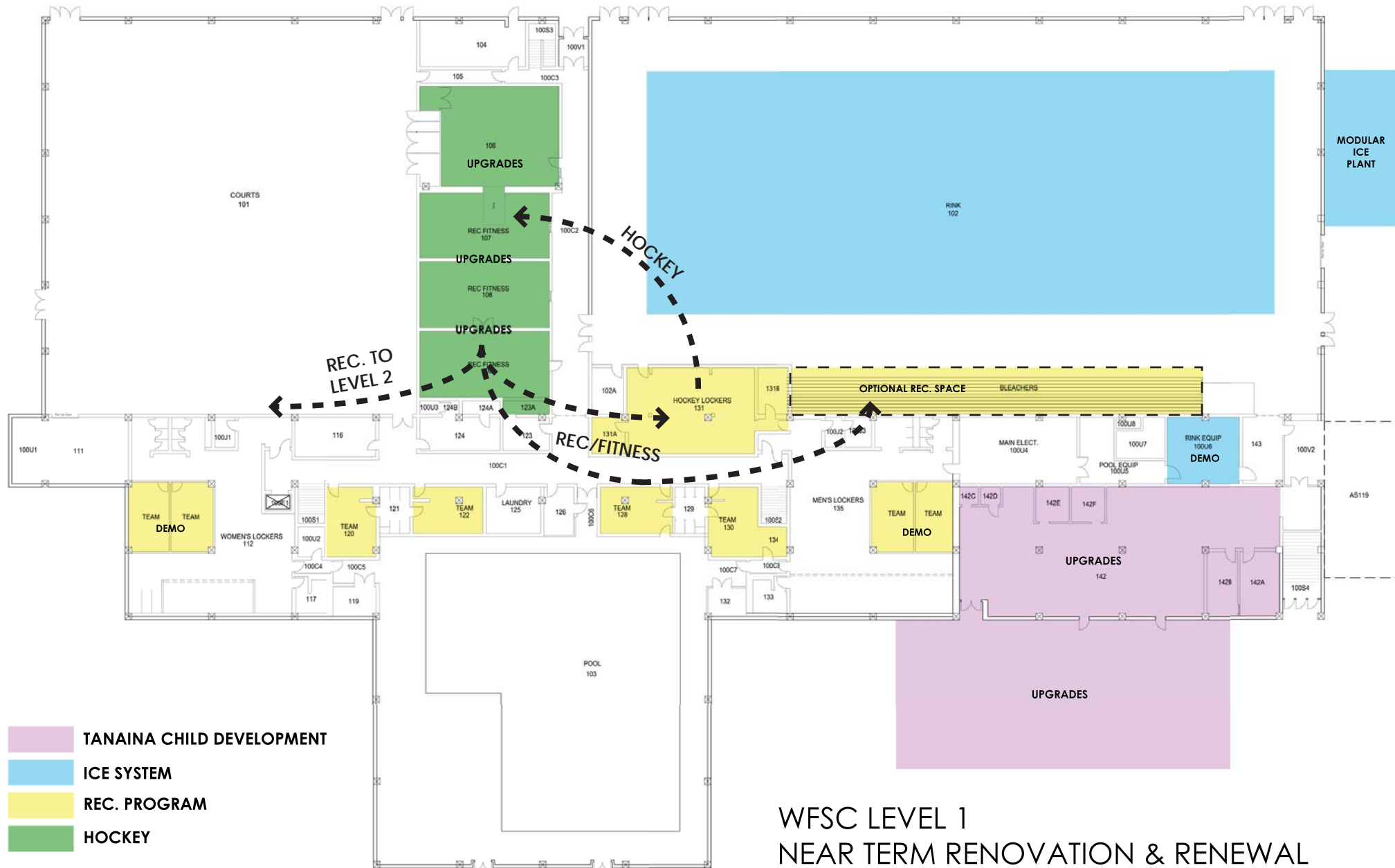
 12 NOV 13
Chris Turlentes, Associate Vice Chancellor, Facilities and Campus Services

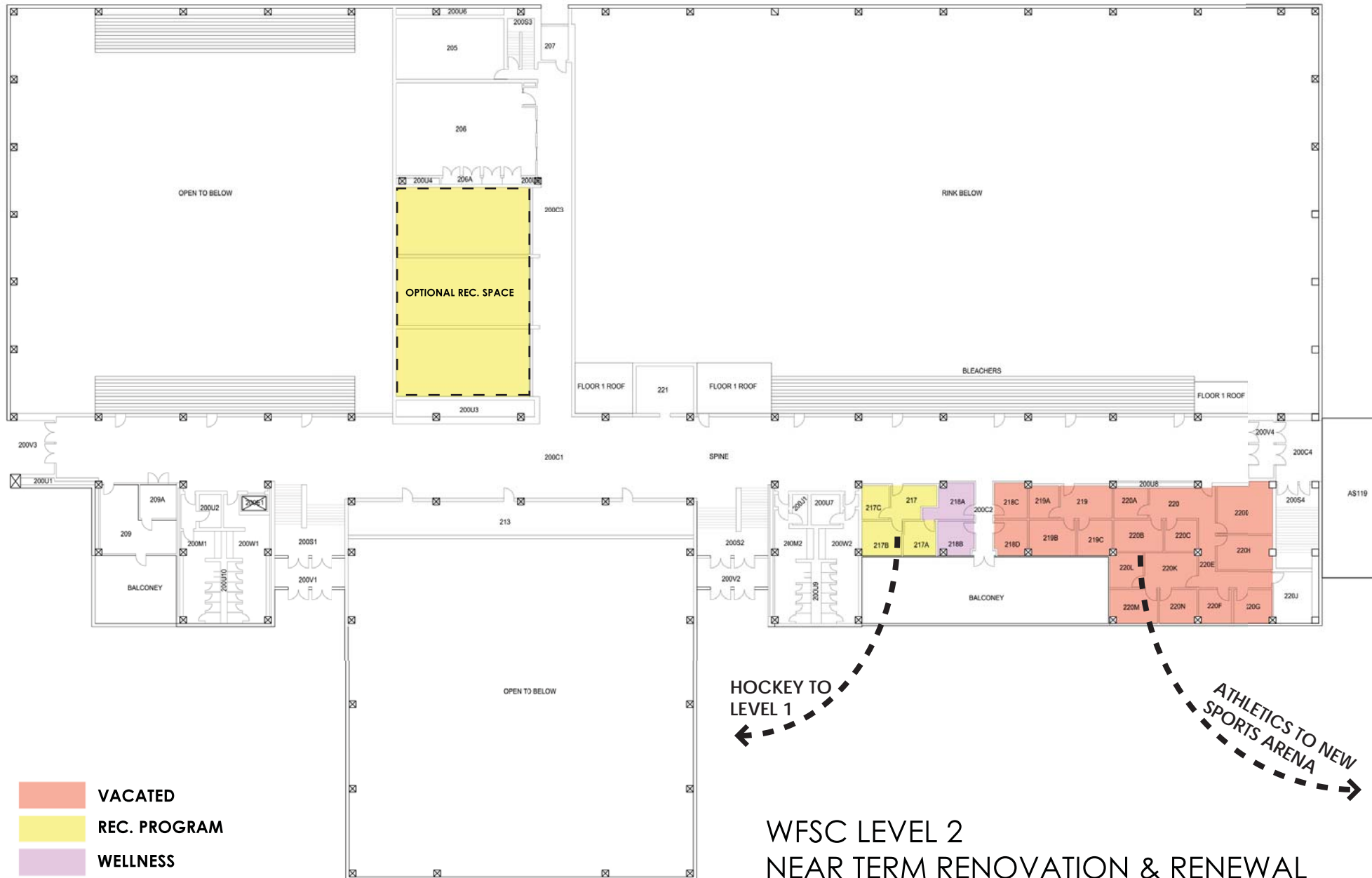
 11.12.2013
Bill Spindle, Vice Chancellor, Administrative Services

 12 NOV 2013
Tom Case, Chancellor

 13 NOV 2013
Kit Duke, AVPF&LM

UNIVERSITY OF ALASKA	
Project Name: WFSC Near Term Renewal & Repurposing	
MAU: UAA	
Building: Wells Fargo Sports Center, AS 117	Date: 8-Nov-13
Campus: Anchorage Main Campus	Prepared by: K Reynolds
Project #: 14-0016	Acct #: TBD
Total GSF Affected by Project:	36,900
PROJECT BUDGET	FPA Budget
A. Professional Services	
Advance Planning, Program Development	
Consultant: Design Services	\$ 800,000
Consultant: Construction Phase Services	\$ 100,000
Consul: Extra Services (List:_____)	
Site Survey	
Soils Testing & Engineering	
Special Inspections	
Plan Review Fees / Permits	\$ 50,000
Other	
Professional Services Subtotal	\$ 950,000
B. Construction	
General Construction Contract(s)	\$ 7,360,000
Other Contractors (List:_____)	
Construction Contingency	\$ 662,400
Construction Subtotal	\$ 8,022,400
Construction Cost per GSF	\$ 217
C. Building Completion Activity	
Equipment	
Fixtures	
Furnishings	\$ 300,000
Signage not in construction contract	
Move-Out Costs	
Move-In Costs	\$ 33,918
Art	
Other (Interim Space Needs or Temp Reloc. Costs)	
OIT Support	\$ 20,000
Maintenance Operation Support	\$ 5,000
Building Completion Activity Subtotal	\$ 358,918
D. Owner Activities & Administrative Costs	
Project Plng, Staff Support	\$ 108,803
Project Management	\$ 559,879
Misc. Expenses: Advertising, Printing, Supplies, Etc.	
Owner Activities & Administrative Costs Subtotal	\$ 668,682
E. Total Project Cost	\$ 10,000,000
Total Project Cost per GSF	\$ 271
F. Total Appropriation(s)	\$ 10,000,000







Phase 1 Total Project Cost	\$ 8,240,000
Total Project Cost	\$16,259,000
Approval Level:	Full BOR

SCHEMATIC DESIGN APPROVAL REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke *11.15.13*
Chief Facilities Officer

THROUGH: Tom Case *TC Case 12 Nov 2013*
Chancellor

THROUGH: William Spindle *W. Spindle 11.12.2013*
Vice Chancellor, Administrative Services

THROUGH: Chris Turletes *12.1.13*
Associate Vice Chancellor, Facilities and Campus Services

THROUGH: John Faunce *11/12/13*
Director, Facilities Planning and Construction

FROM: *for* John Hanson *11/12/13*
Senior Project Manager

DATE: November 11, 2013

SUBJECT: Project Type: DM and R&R
Project Name: UAA Consortium Library Old Core Mechanical Upgrades, Phase 1
Project No.: 03-0006

Cc:



Non- Academic Project Program Resource Planning Status Report

UAA Consortium Library Old Core Mechanical Upgrades, Phase 1

Schematic Design Approval

This project involves renewal and replacement of the original HVAC equipment in the Library. This building is over 40 years old and the systems were not upgraded when the new library addition was added.

Milestone #0

Mission Area Analysis: (Renewal and Repurposing of vacated space) Date: N/A
Statement of Need: (Renewal and Repurposing of vacated space) Date: N/A

Milestone #1

Statewide Academic Council (SAC) Review: Date: N/A
(Not required for non-academic projects)

Milestone #2

Preliminary Administrative Approval: Date: 03/12/12

Milestone #3

Statement of Requirements: (Developed as a part of the FPA) Date: 12/07/12

Milestone #4

Business and Financing Plan: Date: N/A
Operating Budget Request (not requested, facility replaces existing) Date: N/A
Capital Budget Request: FY12, FY13, FY14 and FY15
Legislative Funding: FY12, FY13, & FY14 received
Board Approval of Capital Budget Distribution: Date: _____

Milestone #5

Formal Project Approval: Date: 12/07/12
Schematic Design Approval: (Phase 1) Date: 12/16/13

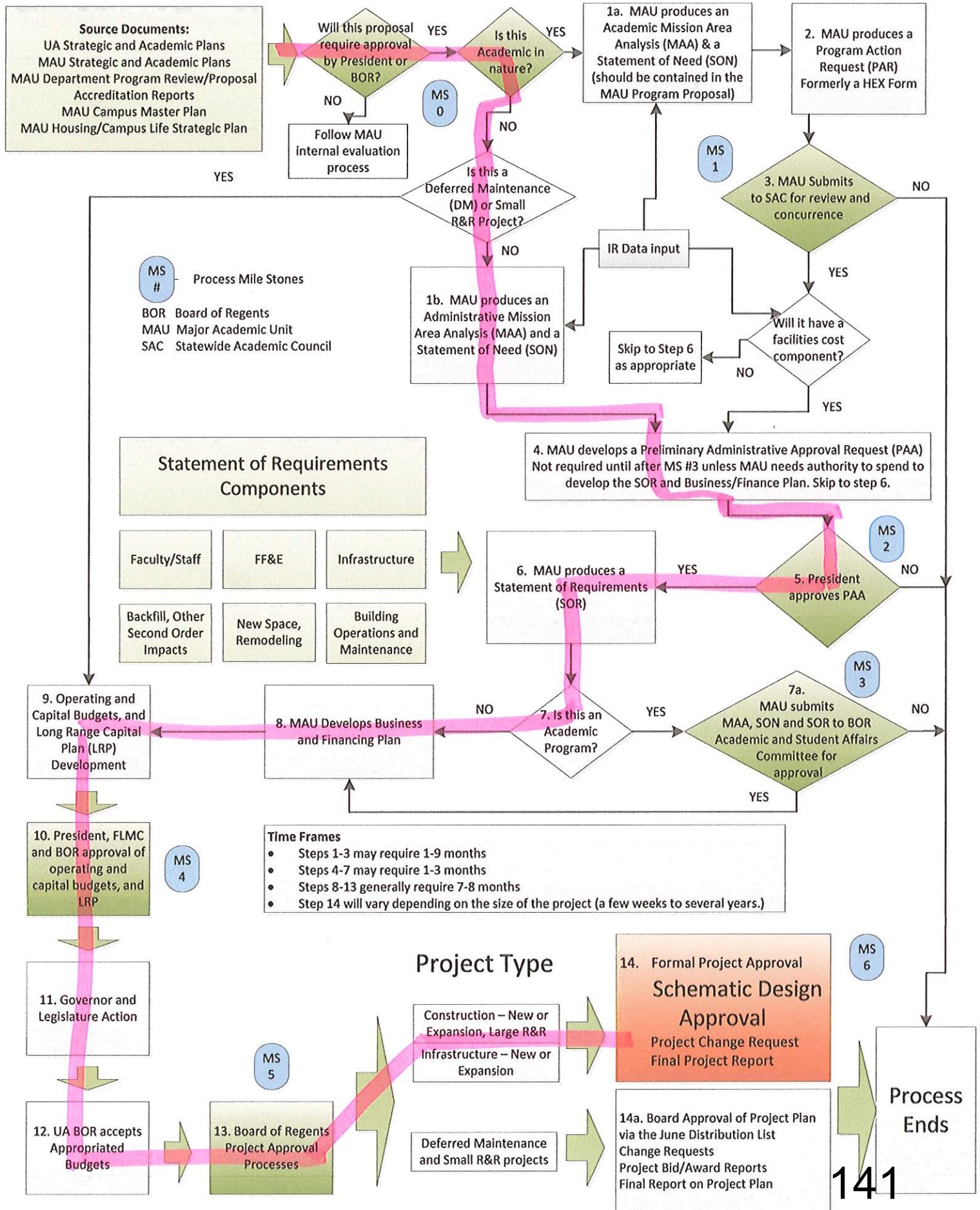
Milestone #6

Construction Started: Date: _____
Construction Completed: Date: _____
Beneficial Occupancy: Date: _____
Final Project Report: Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





UNIVERSITY OF ALASKA
ANCHORAGE

SCHEMATIC DESIGN APPROVAL

Name of Project: UAA Consortium Library Old Core Mechanical Upgrades, Phase I
Project Type: Deferred Maintenance
Location of Project: UAA Main Campus, Library (AS 124), Anchorage, AK
Project Number: 03-0006
Date of Request: 11/11/2013

Total Project Cost:	\$ 16,259,000 (all phases)	(Phase 1 Amount: \$8,240,000)
Approval Required:	Full Board	
Prior Approvals:	Preliminary Administrative Approval	03/12/12
	Formal Project Approval	12/07/12

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, 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 Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1, 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 \$8,240,000. This motion is effective December 12, 2013.

Project Abstract

This project is Phase 1 of a two-phase project. Phase 1 will replace the boilers, main air supply/exhaust fan units, heating/cooling coils, galvanized piping and humidification systems and hazardous materials abatement in two central cores (Quadrant B and C). The base bid will include the scope of work for Quadrant C and additive alternate #1 will include the scope of work for Quadrant B.

Rationale and Reasoning

Background

The original UAA Library was constructed in the early 1970s and has undergone several renovations, including a major 110,000 square foot addition in 2004. The mechanical systems in the original building (Old Core) have now reached the end of their useful life and require replacement.

The four Quadrants of the original library building, Quadrants A, B, C, D, are composed of two floor levels totaling approximately 22,400 square feet each and are served by separate ventilation systems housed in a penthouse fan room and separate heating systems located in a basement level mechanical room.

Each of the four Quadrant penthouse fan rooms contain a built up air handling unit (AHU) with a supply and return fan that provides ventilation via ducted supply ductwork to variable volume terminal units and an unducted, fan assisted return air system.

Each basement mechanical room contains two cast iron boilers and circulation pumps to serve AHU heating coils, perimeter baseboard fin tube, reheat coils around the central skylight area and ceiling mounted cabinet unit heaters located in the stairwells. A glycol hydronic heating solution is utilized. The hydronic piping system is fouled due to suspected overheating of the glycol solution, which has greatly reduced system efficiency.

Programmatic Need

The original HVAC system consists, for the most part, of equipment over 40 years old located within the four central cores (known as Quadrants). This project goal is to modernize the building heating and ventilation systems to make the systems more energy efficient and the occupants more comfortable. To that end the ventilation, heating and building automation systems for the entire Old Core building will eventually be demolished and completely replaced. The heating systems for the building will be reconfigured to contain two larger boilers in each of the Quadrant A and Quadrant C boiler rooms, serving half the building each. This will decrease the number of boilers serving the Old Core building from eight to four, increasing energy efficiency and reducing the required maintenance time for the system. 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.

Project Scope

The scope of work is similar for each phase of the project. The scope of work includes mechanical, electrical, building automation, architectural, fire protection and structural systems, as well as hazmat abatement and code and safety upgrades. The full scope of work is described in detail in the attached design narrative.

Project Impacts

This project will upgrade the east side of the library that includes Quadrants B and C. Phase 2 will upgrade the west side of the library that includes Quadrants A and D. The building will be occupied during construction. Occupants will have to be relocated to other areas of the building to allow construction. Books, shelving, case work, and furniture will have to be relocated and/or placed in temporary storage. The project is phased to accomplish one quadrant at a time to minimize the impact on building occupants. The base bid will include only the work in Quadrant C. An additive bid alternate will be included to also award the work in Quadrant B if sufficient funding is available.

If sufficient funding is not available in FY15, Quadrant C can be completed with available funds and Quadrant B will be accomplished when additional funding is available. Delays in funding of either or both phases will delay potential energy cost savings and cause higher maintenance costs to continue.

Variances

The FPA budget (total project cost) was \$5,250,000. The scope of work included in the Formal Project Approval request was based upon discussions with facilities maintenance and building occupants. The intent of this project is to extend the life of the existing facility an additional 30 years. During schematic design, a detailed survey of all of the mechanical/electrical requirements was accomplished. Site investigations revealed that the amount of work necessary to revitalize and extend the life of the Consortium Library was significantly more extensive than previously identified. The breakdown of construction costs and total project costs are as follows:

Phase	Quadrant	Construction Costs	Total Project Costs (Rounded)
1-Base Bid	C	\$3,021,096	\$4,316,000
1-Additive Alt.	B	\$2,747,081	\$3,924,000
Subtotal (Phase 1)		\$5,768,177	\$8,240,000
2-Base Bid	A	\$2,913,250	\$4,162,000
2-Additive Alt.	D	\$2,699,903	\$3,857,000
Subtotal (Phase 2)		\$5,613,153	\$8,019,000
Total Project Cost (TPC)		\$ 11,381,330	\$ 16,259,000

Total Project Cost and Funding Sources

Quadrant C Funding

Fund/Org	Fund Description	Original Funding Amount
104110-17040	FY13 FP&C R&R Operating Funds	36,833
174004-17059	FY13 FP&C Recharge	92,838
564354-17191	FY12 Library Old Core Mechanical Upgrades	95,000
564386-17049	FY13 Campus Mechanical/Electrical/HVAC Upgrades	51,689
564418-17191	FY 14 Old Core Mechanical Upgrades	2,746,800
514544-17164	FY13 BMH Renewal (Surplus funds)	1,292,840
Subtotal		\$4,316,000

Quadrant B Funding

TBD	FY15 Capital R&R/DM Funds	3,924,000
Total Phase 1 (Quadrant B & C)		\$8,240,000

Phase 2 Funding

TBD	FY16 Capital Funds R&R/DM Funds	\$8,019,000
Total Project Cost (Phase 1 and Phase 2)		\$16,259,000

**** Total expensed and encumbered as of November 4, 2013 is \$768,338.46.**

Annual Program and Facility Cost Projections

The annual O&M Costs are expected to be reduced as the result of higher efficiency mechanical and electrical systems to be installed under this project.

Project Schedule

- DESIGN (Phase 1)
 - Conceptual Design October 2012
 - Formal Project Approval December 2012
 - Schematic Design October 2013
 - Schematic Design Approval December 2013
 - Construction Documents May 2014
- BID & AWARD
 - Advertise and Bid June 2014
 - Construction Contract Award July 2014
- CONSTRUCTION
 - Start of Construction July 2014
 - Construction Complete January 2015
 - Date of Beneficial Occupancy February 2015
 - Warranty Period 1 Year
- DESIGN (Phase 2)
 - Conceptual Design October 2012
 - Formal Project Approval December 2012
 - Schematic Design October 2014
 - Schematic Design Approval December 2014
 - Construction Documents May 2015
- BID & AWARD
 - Advertise and Bid June 2015
 - Construction Contract Award July 2015
- CONSTRUCTION
 - Start of Construction July 2015
 - Construction Complete January 2016
 - Date of Beneficial Occupancy February 2016
 - Warranty Period 1 Year

Project Delivery Method

Design-Bid-Build

Supporting Documents

- One-page Budget
- Design Narrative Document
- Site Plan
- Floor Plan

Affirmation

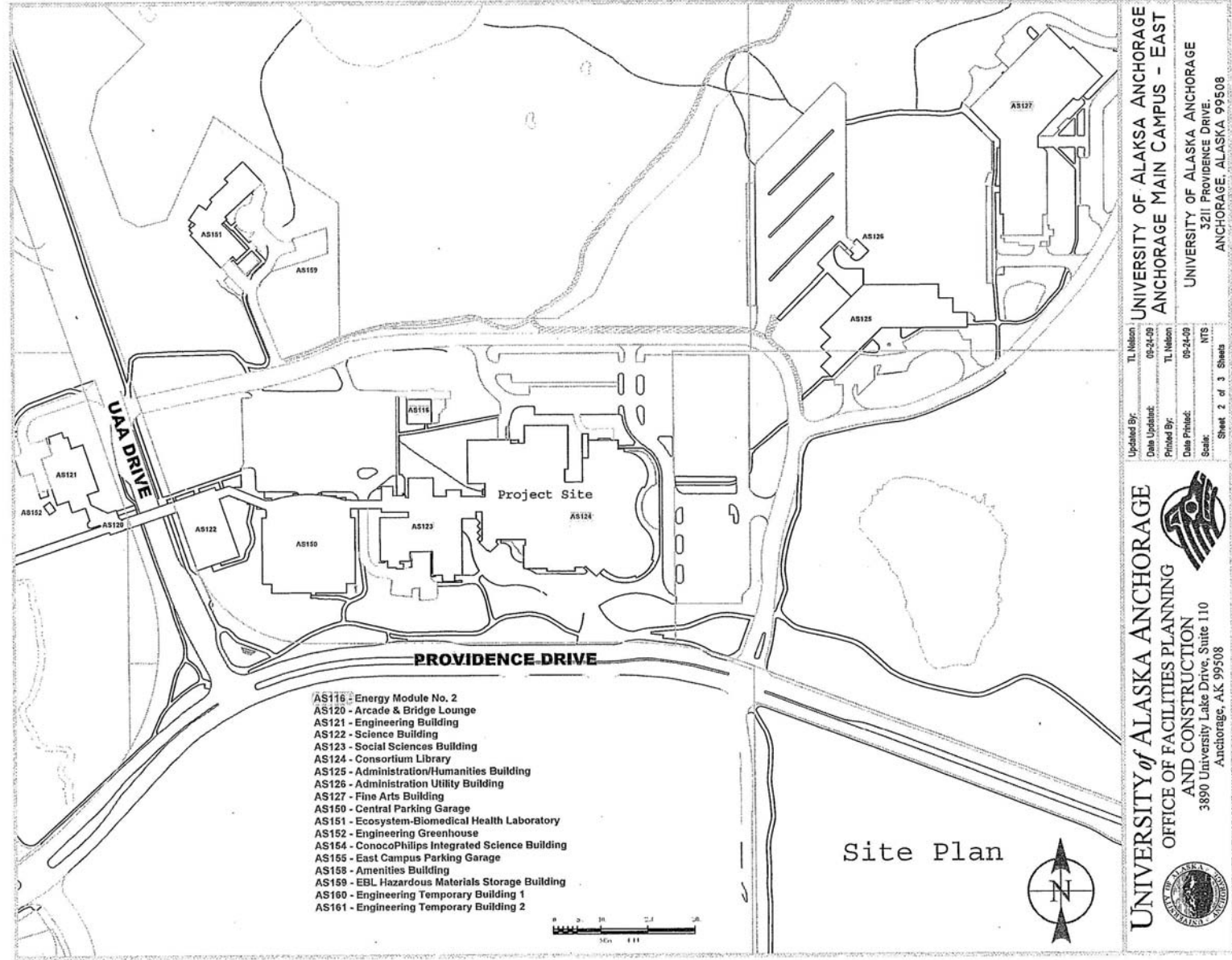
This project complies with Regents Policy, the campus master plan, and the Project Agreement.

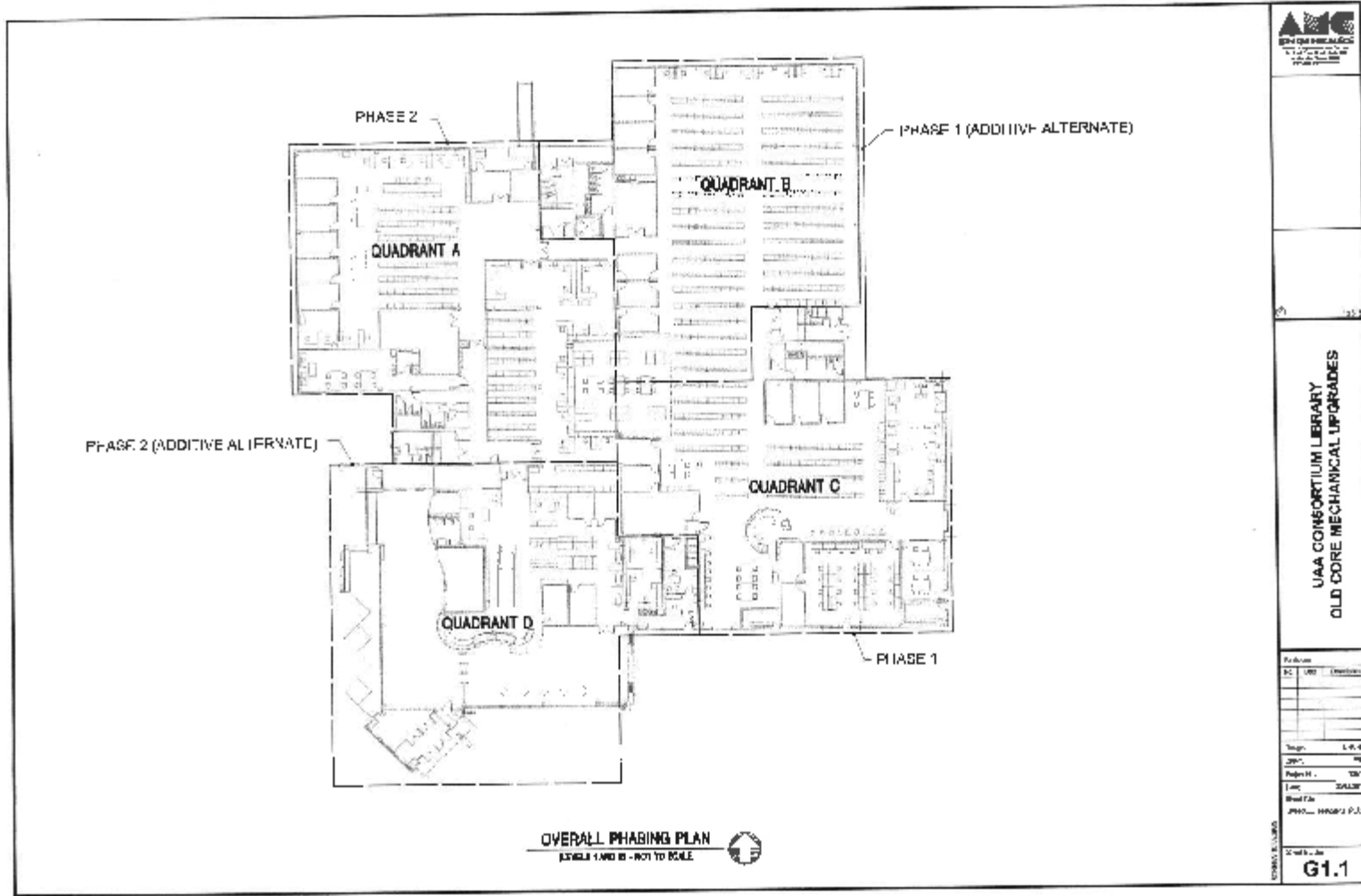
Approvals

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: UAA Consortium Library Old Core Mechanical Upgrades, Phase 1			
MAU: Anchorage, Alaska			
Building:	Consortium Library (AS124)	Date:	11/11/2013
Campus: UAA		Prepared by:	CJ Fischer
Project #: 03-0006			
Total GSF Affected by Project:	88,960	88,960	44,480
PROJECT BUDGET	FPA Budget	SDA Budget	SDA Budget, PH 1
A. Professional Services			
Advance Planning, Program Development	\$ 60,000	\$ 74,800	\$ 37,900
Consultant: Design Services	\$ 600,000	\$ 968,000	\$ 490,468
Consultant: Construction Phase Services	\$ 150,000	\$ 329,000	\$ 166,698
Consul: Extra Services (List: _____)	\$ 25,000	\$ 25,000	\$ 12,667
Site Survey			\$ -
Soils Testing & Engineering			\$ -
Special Inspections	\$ 50,000	\$ 50,000	\$ 25,334
Plan Review Fees / Permits	\$ 73,500	\$ 228,000	\$ 115,780
Other			\$ -
Professional Services Subtotal	\$ 958,500	\$ 1,674,800	\$ 848,847
B. Construction			
General Construction Contract(s)	\$ 3,340,900	\$ 11,400,000	\$ 5,777,869
Other Contractors (List: _____)		\$ 350,000	\$ 177,339
Construction Contingency	\$ 334,000	\$ 1,175,000	\$ 595,521
Construction Subtotal	\$ 3,674,900	\$ 12,925,000	\$ 6,550,729
Construction Cost per GSF	\$ 41	\$ 145	\$ 147
C. Building Completion Activity			
Equipment	\$ 41,600		
Fixtures			
Furnishings			
Signage not in construction contract		\$ 15,700	\$ 8,099
Move-Out Costs			
Move-In Costs			
Art			
Other (Interim Space Needs or Temp Reloc. Costs)		\$ 600,000	\$ 304,009
OIT Support	\$ 50,000	\$ 50,000	\$ 25,334
Maintenance Operation Support	\$ 100,000	\$ 100,000	\$ 50,668
Building Completion Activity Subtotal	\$ 191,600	\$ 765,700	\$ 388,110
D. Owner Activities & Administrative Costs			
Project Plng, Staff Support		\$ 245,000	\$ 123,806
Project Management	\$ 420,000	\$ 643,500	\$ 326,082
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$ 5,000	\$ 5,000	\$ 2,426
Owner Activities & Administrative Costs Subtotal	\$ 425,000	\$ 893,500	\$ 452,314
E. Total Project Cost	\$ 5,250,000	\$ 16,259,000	\$ 8,240,000
Total Project Cost per GSF	\$ 59	\$ 183	\$ 185
F. Total Appropriation(s)	\$ 5,250,000	\$ 16,259,000	\$ 8,240,000







Total Project Cost	\$ 15,250,000
Approval Level:	Full Board

PROJECT CHANGE REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke
Chief Facilities Officer

[Signature] 11.15.13

THROUGH: Tom Case
Chancellor

T Case 12 Nov 2013

THROUGH: William Spindle
Vice Chancellor, Administrative Services

W. Spindle 11.12.2013

THROUGH: Chris Turletes
Associate Vice Chancellor, Facilities and Campus Services

[Signature]

12 NOV 13

THROUGH: John Faunce
Director, Facilities Planning and Construction

John Faunce 11/12/13

FROM: Summer Sauve
Project Manager

S. Sauve 11/12/13

DATE: November 11, 2013

SUBJECT: Project Type: New Construction, DM/R&R
Project Name: KPC Career & Technical Education Center
Project No.: 10-0013

cc:



Academic Project Program Resource Planning Status Report

UAA KPC Career and Technical Education Center

Project Change Request

This project change request involves expenditure of project funds for the renewal and repurposing of the space vacated by programs moving into the Career and Technical Education Center. Contingency funds and funds resulting from lower than estimated bids resulted in additional funds being available.

Milestone #0

Mission Area Analysis: (Project developed prior to MAA Requirement) Date: N/A
Statement of Need: (Project developed prior to SON Requirement) Date: N/A

Milestone #1

Statewide Academic Council (SAC) Review: Date: N/A
(Project developed prior to this requirement)

Milestone #2

Preliminary Administrative Approval: Date: 11/11/10

Milestone #3

Statement of Requirements: (Developed in conjunction w/ Business Plan) Date: 01/11/11

Milestone#4

Business and Financing Plan: Date: 01/11/11
Operating Budget Request: Date: FY14
Capital Budget Request: Date: FY11
Legislative Funding: Funded through FY11 GO Bond
Board Approval of Capital Budget Distribution: Date: _____

Milestone #5

Formal Project Approval: Date: 02/18/11
Schematic Design Approval: Date: 09/22/11
Project Change Request #1 Date: 04/13/12

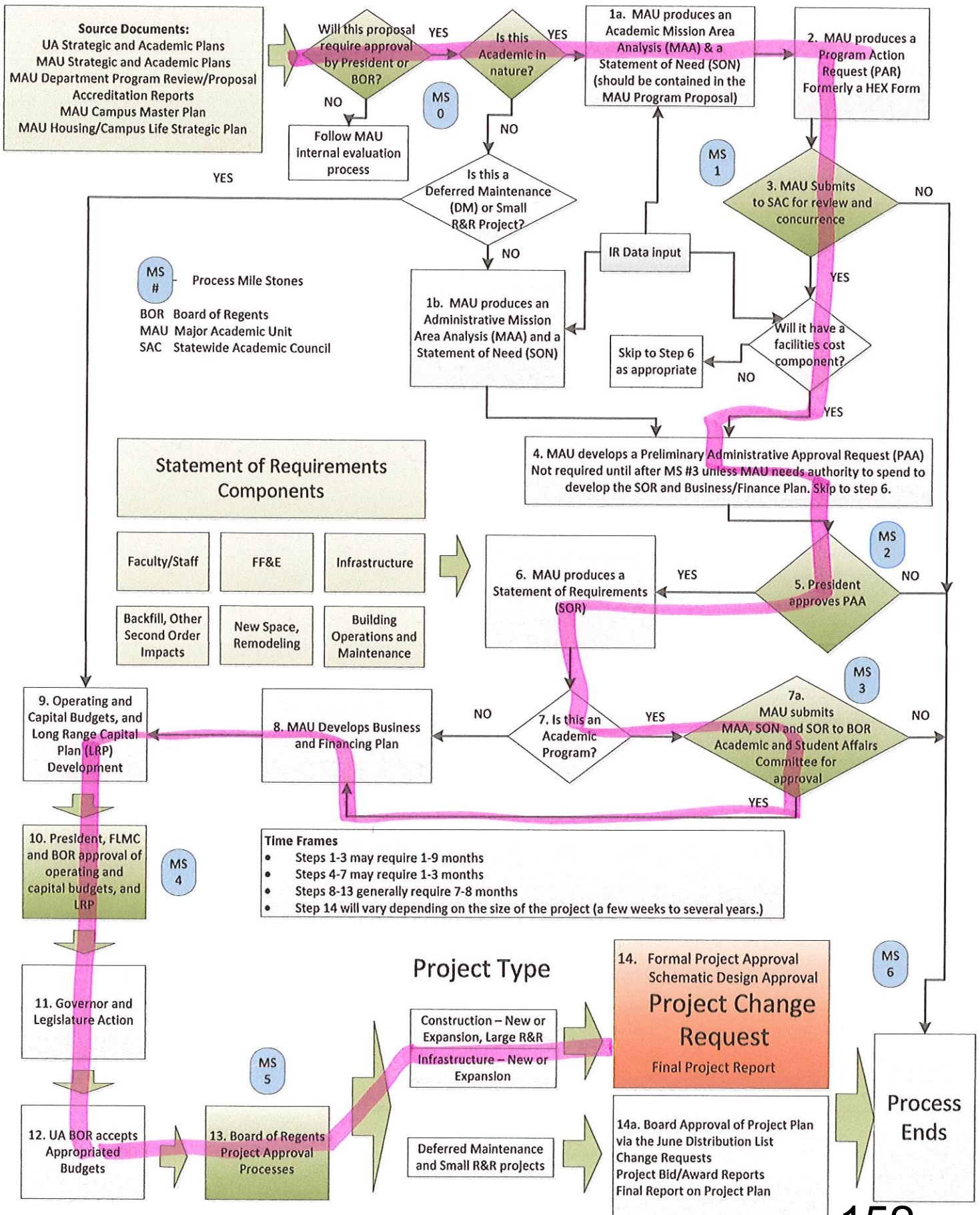
Milestone #6

Construction Started: (New Building) Date: 06/2012
Construction Completed: (New Building) Date: 08/21/13
Beneficial Occupancy: (New Building) Date: 08/21/13
Construction Started: (Renewal and Repurposing) Date: 06/2013
Construction Completed: (Renewal and Repurposing) Date: _____
Beneficial Occupancy: (Renewal and Repurposing) Date: _____
Final Project Report: Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11



PROJECT CHANGE REQUEST

Name of Project: *UAA KPC Career & Technical Education Center*
Project Type: *New Construction, Deferred Maintenance/Renovation & Repurposing*
Location of Project: *UAA, Kenai River Campus, Building # KP108, Soldotna*
Project Number: *10-0013*
Date of Request: *November 11, 2013*

Total Project Cost:	\$ 15,250,000	
Approval Required:	Full Board	
Prior Approvals:	Preliminary Administrative Approval	November 2010
	Formal Project Approval	February 2011
	Schematic Design Approval	September 2011
	Project Change Request #1	April 13, 2012

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.

Action Requested

The Facilities and Land Management Committee recommends that the Board of Regents approve the Project Change Request for the University of Alaska Anchorage KPC Career & Technical Education Center as presented in compliance with the campus master plan, and authorizes the university administration to increase the project scope to include \$1,800,000 for the second phase of renewal and reallocation work not to exceed the current Total Project Cost of \$15,250,000. This motion is effective December 12, 2013.

Project Change Request Abstract

The approved Total Project Cost for this project includes \$1,500,000 for renovation of reallocated space vacated by the KPC Career & Technical Education Center. Due to savings resulting from a favorable bidding climate and successful completion of the construction of the project, there is a remaining balance of approximately \$2,600,000. The MAU requests to increase the project scope for renovation to allow use of \$1,800,000 of these funds to complete the second phase of the renovation and repurposing work.

RATIONALE AND REASONING

Background

The KPC Career and Technical Education Center (CTEC) is now completed and occupied. The approved project amount for this project also included \$1,500,000 to renovate and reallocate spaces previously occupied by tenants relocating into the new CTEC. The first phase of the renovation and reallocation work which will move the emergency services classroom/lab and nursing lab into the space vacated by the process technology and instrumentation labs has been awarded and is under construction. Although there are sufficient funds remaining within the project to accomplish the next phase of the renovation and reallocation work, it will exceed the amount approved specifically for the renovation and reallocation work.

Programmatic Need

The KPC Campus Facility Master Plan (2010) identifies the intent to “Move faculty offices into the space vacated by the electronics lab/classroom, the nursing and EMS programs on the second floor of the Ward Building. This would provide a more uniform space allocation for faculty and a conference room.” Presently KRC faculty offices are spread across the campus. The Phase 2 renovation and reallocation project would bring all faculty into one suite area except for those faculty that have offices attached to their lab space. This will result in increased collegiality, cross-discipline collaboration, and efficient use of administrative faculty support.

Project Scope

The renovation and repurposing work has been split into two phases. The first phase of the work consists of moving the emergency services classroom/lab and nursing lab into the space vacated by the process technology and instrumentation labs move into CTEC. This project fit within the \$1,500,000 approved by the Board of Regents for Regents for renovation and repurposing work, and is under construction for a total project cost of \$1,100,000.

The second phase of the work will renovate the spaces vacated when the electronics lab/classroom was relocated into the new CTEC, and the spaces vacated by the nursing and EMS programs during the first phase of the renovation and repurposing work. These vacated spaces will be converted to faculty offices in order to provide a more uniform space allocation for faculty and a conference room. This work is consistent with The KPC Campus Facility Master Plan (2010) and will bring the faculty which is currently spread out across campus into a single suite area. The estimated cost of this phase of work is \$1,800,000.

Project Impacts

The completion of the phase 2 renovation and repurposing will leave some empty spaces on the 2nd floor of the McLane building. No funding for renovation of this space is being requested in this project change.

Variances

Due to a very favorable bidding climate, the project came in under budget and has adequate fund balance to accomplish the remaining repurposing work. This Project Change Request is to increase the project scope to allow the campus to use \$1,800,000 of the remaining project funds to accomplish the second phase of the renovation and reallocation work.

Total Project Cost and Funding Sources

Funding Title	Fund/Org Account#	Original Amount	New Amount
FY 11 GO Bond	512030-22719	\$14,500,000	\$14,500,000
FY 12 Operating	590084-22719	\$677,000	\$677,000
FY 11 Operating	106210-22719	\$73,000	\$73,000
Total Project Cost		\$15,250,000	\$15,250,000

Annual Program and Facility Cost Projections

This project will not increase the Annual Program and Facility O&M Costs.

Project Schedule - Career Technical Center**DESIGN**

Conceptual Design	June 2010
Formal Project Approval	December 2010
Schematic Design	July 2011
Schematic Design Approval	September 2011
Construction Documents	March 2012

BID & AWARD

Advertise and Bid	April 2012
Construction Contract Award	May 2012

CONSTRUCTION

Start of Construction	June 2012
Construction Complete	August 2013
Date of Beneficial Occupancy	August 21, 2013
Warranty Period	1 year

Project Schedule - Phase 1 Paramedic and Nursing Renovation**DESIGN**

June 2013

BID & AWARD

Advertise and Bid	June 2013
Construction Contract Award	August 2013

CONSTRUCTION

Start of Construction	November 2013
Construction Complete	May 15, 2014
Date of Beneficial Occupancy	June 2014
Warranty Period	1 year

Project Schedule - Phase 2 Ward Offices Renovation**DESIGN**

Schematic Design	October 2013
Schematic Design Approval	December 2013
Construction Documents	January 2014

BID & AWARD

Advertise and Bid	February 2014
Construction Contract Award	March 2014

CONSTRUCTION

Start of Construction	May 2014
Construction Complete	November 2014

Date of Beneficial Occupancy
Warranty Period

November 2014
1 year

Career Tech Building was occupied in August 2013. The first phase of the renovation work is scheduled to be completed in May 2014. The second phase is scheduled for completion in November 2015.

Project Delivery Method
Design-Bid-Build.

Affirmation
This project complies with Regents Policy, the campus master plan and the amended Project Agreement.

Supporting Documents
One-page Project Budget
Phase 2 Ward Offices Schematic Design Floor Plan

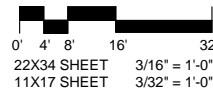
Approvals
The level of approval required for PCR shall be based upon the estimated TPC as follows:

- 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).

UNIVERSITY OF ALASKA			
Project Name: UAA KPC Career and Technical Education Center			
MAU: UAA			
Building: New		Date: 11/7/2013	
Campus: Kenai River Campus		Prepared by: S. Sauve	
Project #: 10-0013	Acct #:	512030	
Total GSF Affected by Project:	New Building	17,054	17,054
	Backfill	4,215	4,215
PROJECT BUDGET		Previous Budget	Revised Budget
A. Professional Services			
Advance Planning, Program Development			
Consultant: Design Services (Including Backfill)		\$ 1,180,500	\$ 1,180,500
Consultant: Construction Phase Services			
Site Survey			
Soils Testing & Engineering			
Special Inspections		\$ 80,000	\$ 80,000
Plan Review Fees / Permits		\$ 50,000	\$ 50,000
Other			
Professional Services Subtotal		\$ 1,310,500	\$ 1,310,500
B. Construction			
General Construction Contract(s)		\$ 8,350,000	\$ 8,082,500
Replace existing Septic/Storm System		\$ 200,000	\$ -
Backfill Phase 1 - Paramedic & Nursing		\$ 1,500,000	\$ 1,100,000
Backfill Phase 2 - Ward Offices		\$ -	\$ 1,800,000
Construction Contingency		\$ 855,000	\$ 855,000
Construction Subtotal		\$ 10,905,000	\$ 11,837,500
Construction Cost per GSF			
New Building		551	524
C. Building Completion Activity			
Equipment		\$ 230,000	\$ 50,000
Process Tech Equipment		\$ 1,500,000	\$ 1,100,000
Furnishings		\$ 240,000	\$ 50,000
Signage not in construction contract		\$ 15,000	\$ 12,500
Move-In Costs		\$ -	
Art		\$ 80,000	\$ 80,000
Maintenance Operation Support		\$ -	
Building Completion Activity Subtotal		\$ 2,065,000	\$ 1,292,500
D. Owner Activities & Administrative Costs			
Project Plng, Staff Support		\$ 290,000	\$ 290,000
Project Management		\$ 679,500	\$ 519,500
Misc. Expenses			
Owner Activities & Administrative Costs Subtotal		\$ 969,500	\$ 809,500
E. Total Project Cost		\$ 15,250,000	\$ 15,250,000
Total Project Cost per GSF		\$ 717	\$ 717
F. Total Appropriation(s)		\$ 15,250,000	\$ 15,250,000



1 WARD BUILDING FLOOR PLAN - LEVEL 2
3/16" = 1'-0"



SCHEMATIC DESIGN

SHEET NO.

A201
58

KPC BACKFILL - FACULTY OFFICES
156 College Road Soldotna, AK 99669
UAA KENAI PENINSULA COLLEGE
RENOVATION PLAN



McCOOL CARLSON GREEN
ARCHITECTURE INTERIOR DESIGN SPACE PLANNING
421 W. 1ST AVE. Suite 300, ANCHORAGE, AK 99501-9474

REVIEWED BY:
JOB NO. 2011017
PROJ. MGR. SB
DRAWN BY:
DATE: 12/27/12
REVISIONS:



Total Project Cost	\$ 248,000,000
Approval Level:	Full BOR

FORMAL PROJECT APPROVAL REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke *VD*
AVP Facilities and Land Management

THROUGH: Brian Rogers *BR*
Chancellor

THROUGH: Pat Pitney *Pat Pitney*
Vice Chancellor

THROUGH: Scott Bell, P.E.
Associate Vice Chancellor

THROUGH: Gary Johnston *11/11/13*
Director

FROM: Michael Ruckhaus, P.E. *MR*
Sr. Project Manager

DATE: November 8, 2013

SUBJECT: Project Type: Renewal and Replacement
Project Name: UAF Heat and Power Major Upgrade
Project No.: 2012031 CPHR

cc: (CPHR) 101



Non- Academic Project Program Resource Planning Status Report

UAF Combined Heat and Power Plant Major Upgrade

Formal Project Approval

This project involves construction of a replacement combined heat and power plant for the UAF Main Campus. This Atkinson building is 49 years old and the systems have experienced several critical failures in recent years.

Milestone #0

Mission Area Analysis: (Replacement of existing facilities) Date: N/A
Statement of Need: (Replacement of existing facilities) Date: N/A

Milestone #1

Statewide Academic Council (SAC) Review: Date: N/A
(Not required for non-academic projects)

Milestone #2

Preliminary Administrative Approval: Date: 08/13/13

Milestone #3

Statement of Requirements: (Developed as a part of the FPA) **Date: 12/16/13**

Milestone#4

Business and Financing Plan: Date: N/A
Operating Budget Request (none requested, facility replaces existing) Date: N/A
Capital Budget Request: FY12, FY13, FY14 and FY15
Legislative Funding: FY12, FY13, & FY14 received for permitting and preliminary design
Board Approval of Capital Budget Distribution: Date: _____

Milestone #5

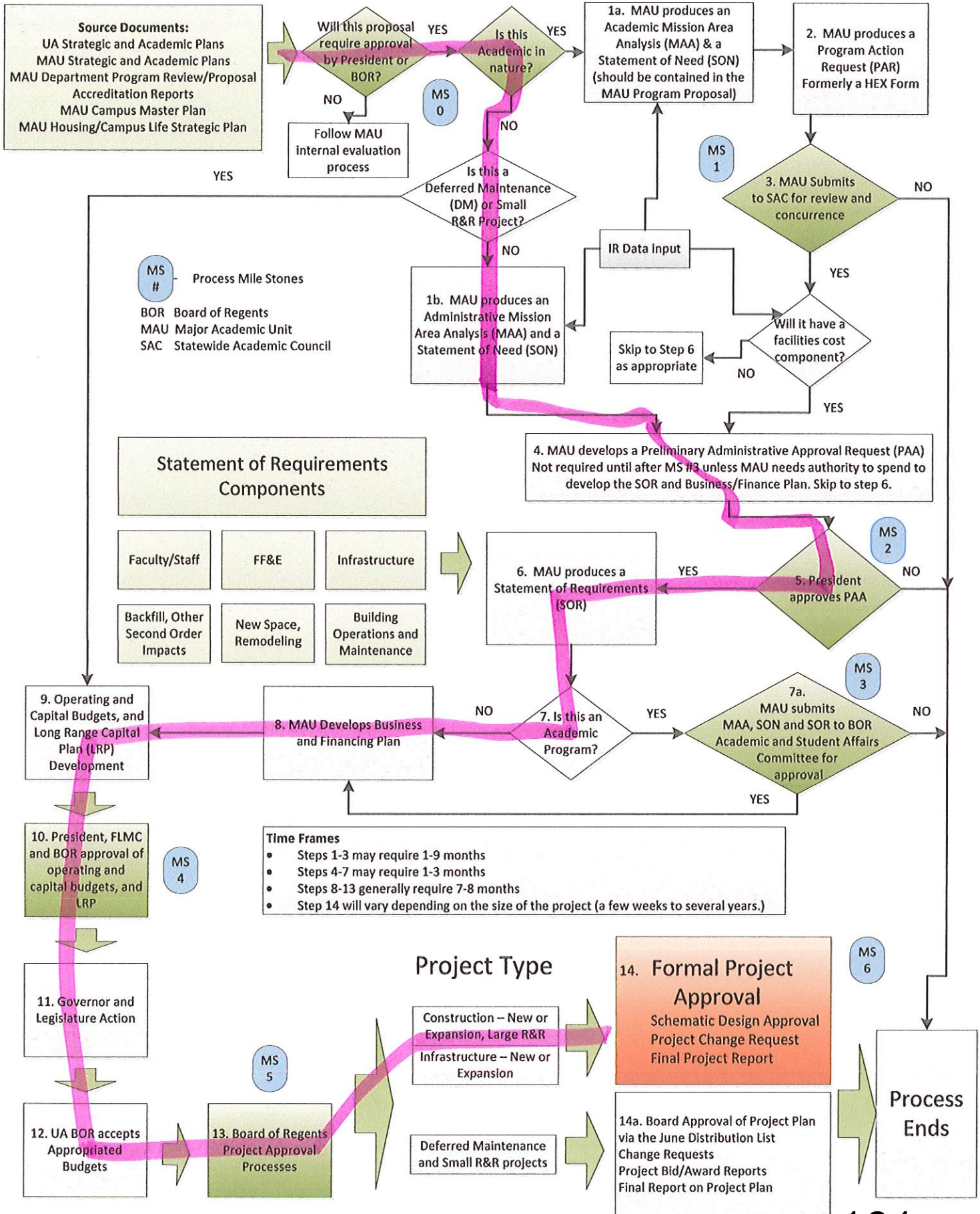
Formal Project Approval: For EPA Permitting Date: 12/08/11
Formal Project Approval: (for design and construction) **Date: 12/16/13**
Schematic Design Approval: Date: _____

Milestone #6

Construction Started: Date: _____
Construction Completed: Date: _____
Beneficial Occupancy: Date: _____
Final Project Report: Date: _____

University of Alaska Program Resource Planning Academic, Budget and Project Planning Process

Rev. 9-8-11





FORMAL PROJECT APPROVAL

Name of Project: UAF Heat and Power Plant Major Upgrade
Project Type: Renewal and Replacement
Location of Project: UAF, Fairbanks Campus, Atkinson Building-Power Plant # FS802, Fairbanks
Project Number: 2012031 CPHR
Date of Request: November 8, 2013

Total Project Cost:	\$ 248,000,000	
Approval Required:	Full BOR	
Prior Approvals:	Preliminary Administrative Approval	August 13, 2013
	FPA Environmental Permitting (\$3,000,000)	December 8, 2011

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 Heat and Power Plant Major Upgrade, 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 \$248,000,000. This motion is effective December 12, 2013.

Project Abstract

The two coal-fired boilers in Atkinson Combined Heat and Power Plant are at the end of their useful life and need to be replaced. A facility addition to the Atkinson Plant will house two coal/biomass fired boilers (total capacity 280,000 lbs/hr steam) and a steam turbine with 17 MW of electrical output. This facility will have an expected life of 50 years. The current Atkinson Plant will remain in place continuing to house the two backup boilers (one gas and one oil-fired), water treatment, and machine shop.

RATIONALE AND REASONING

Background

The Combined Heat and Power Plant Major Upgrade project has been UAF's most mission critical capital issue for the last five years. Significant planning has been accomplished and the Board of Regents has received regular progress updates since 2010. Although a Formal Project Approval was received December 8, 2011 for the environmental permitting at \$3,000,000 (referred to below as Initial Project Development Cost), for consistency within the facility policy requirements, UAF seeks Formal Project Approval for the entire Combined Heat and Power Plant Major Upgrade project for a total of \$248,000,000 inclusive of the \$3,000,000 permitting phase funded in December 2011.

The plan for required project approvals is: (1) FY15 capital budget request at \$245,000,000 (\$195M GF, \$50M NGF) November 2013; (2) Formal Project Approval December 2013; (3) Partial Schematic Design Approval (for site work) June 2014; (4) Schematic Design Approval December 2014.

The Combined Heat and Power operation at UAF, housed at the Atkinson Power Plant, is reaching a crossroad. The plant was constructed in 1964 with additional capacity added in 1972, 1982, 1986, and 1998. It provides all of the heat and most of the electricity for the 3 million square feet of facilities on the UAF Fairbanks campus. Much of the infrastructure in the plant is nearing the end of its useful life, especially the two coal-fired boilers which are both almost 50 years old. Engineering analyses have identified a number of critical upgrades necessary to the heat and power infrastructure at UAF.

A 2006 study of the existing heat and power plant recommended the replacement of the oldest components of the existing plant and rehabilitation of the remaining equipment. It concluded UAF's best approach for the future would be to construct a 20MW combined coal/biofuel replacement plant. In 2010, an analysis was performed for additional options including natural gas. This study also concluded that the best option for UAF's future heat and power needs are new combined coal/biofuel boilers and a 17MW turbine, which is a little smaller than the 2006 recommendations.

Scope of Work

The proposed facility upgrade will provide a total of 280,000 lbs/hr of steam and 17MW of electricity with two coal/biomass fueled boilers and a steam turbine with controlled extraction ports for providing low pressure steam for heating the campus. The size of the facility is based on projected campus growth for the next 20 years. There is known growth in the next five years after the Murie Building including the Wood Center Dining Addition and the new Engineering Building. Steady growth for the remaining 15 years is assumed (see attached Plant Sizing Methodology and Analysis), however, projecting the rate of new facility construction is uncertain in this fiscal environment.

The proposed boilers use Circulating Fluidized Bed (CFB) technology. This technology is more efficient and produces fewer emissions than the current stoker boilers. The permitting strategy is based on the new boilers producing fewer emissions than the existing coal boilers. The CFB boilers are also fuel flexible and will be able to burn approximately 85 percent coal and 15 percent biomass. If other solid fuels become available in the future, the CFB boilers would be able to burn them as well. The boilers can also be retrofitted to burn natural gas, should it become available at an attractive price.

The facility addition will be located immediately east of the Atkinson Heat and Power Plant and will connect to the current Atkinson Plant and the campus utilidor system. It will also connect to the campus electrical system at the Campus Switchgear Building. The facility will be approximately 100 feet high. The existing Atkinson Heat and Power Plant will remain, but the two coal boilers, coal handling system, and ash handling equipment will be decommissioned. The existing Boilers 3 and 4 will be able to burn oil or natural gas and, when used with existing Turbine 3, will provide redundancy for the new CFB

boilers and turbine. The existing facility water treatment, condensate collection and treatment and machine shop will remain in service.

Programmatic Need

See attached Statement of Need (SON).

Strategic Importance

See attached Statement of Need (SON).

Impact Analysis

See attached Statement of Need (SON).

Project Impacts

The project will have impacts on the following items:

Parking: The existing parking lot at the Atkinson Plant will be displaced. The staff is expected to be the same size as the current staff and new parking will be provided in the vicinity of the new facility.

Disruptions of Utilities during construction and commissioning: The new facility will need to connect to existing low pressure steam, high pressure steam, water, boiler feedwater, condensate, electric, and sewer. These may require outages to facilitate the connections. Commissioning of the plant has the risk of causing outages to campus for steam and power. The impacts of these potential outages will be mitigated by maintaining a connection to GVEA and the existing Atkinson equipment.

Potential Phasing of Funding and Construction: The funding could be phased but construction cannot. Phased funding, however, will most likely add additional time, cost and risk to the project. The project requires a significant early financial commitment to purchase major equipment. The lowest risk method for phasing would be to defer labor costs to later in the schedule, and fully fund equipment, design, and a large percentage of materials early in the schedule.

Project Site Considerations

The site that was selected is immediately east of the Atkinson Plant. The new boilers and turbine need to be located close to the Atkinson Plant as there are shared services. The Atkinson Plant will function as back-up to the new boilers and therefore steam, condensate, power, and boiler feedwater need to be connected between both facilities. The only site that satisfies this criteria is the existing parking lot east of the Atkinson Plant.

Incremental Costs

The new facility will lower UAF's annual operating costs significantly. The fuel cost savings are estimated at \$4,400,000 per year. The new boilers will offset burning expensive oil and purchasing power from GVEA. The savings will be used to pay the project bond debt.

Variances

None

Special Considerations

Early Procurement: In order to advance the design of the facility upgrade, major equipment vendors will need to be selected first as the facility is designed around the actual equipment that will be installed. The major equipment is CFB boilers, steam turbine, air cooled condensers and plant controls. The proposed selection process will include bids, but the commitment to the vendors will only extend to provide

engineering drawings and data to support the overall design of the facility. A Notice to Proceed for the purchase of the equipment will not be done until after Schematic Design Approval is obtained. The estimated combined value of this equipment is \$45,000,000.

Schematic Design Approval(s) – If FY15 funding is obtained it is anticipated that a partial Schematic Design Approval will be needed in summer 2014 to perform some limited site work in 2014. The Schematic Design Approval for the overall project is scheduled to be submitted in December 2014.

Air Quality Permit – ADEC has issued a draft air quality permit and the public comment period has expired with UAF the only commenter. UAF submitted comments to correct conflicts and inaccuracies in the draft permit. Additionally, ADEC plans to accept the federal EPA comments that were delayed due to the federal government shut-down in October. A final permit is expected to be issued in January 2014.

Total Project Cost and Funding Sources

<u>Funding Title</u>	<u>Fund Account</u>	<u>Projected Estimate</u>
Series S Bond (UAF Debt DM)	514552-50216	\$800,000
Series Q Bond (UAF Debt DM)	514537-50216	\$1,547,000
FY14 Deferred Maintenance	571366-50216	653,000
Initial Project Development Cost		\$3,000,000
		(\$1,870,000 expended)
FY15 Capital appropriation		\$195,000,000
FY15 UA revenue bond		\$50,000,000
Remaining Project Cost		\$245,000,000
Initial Project Development Cost		\$3,000,000
Remaining Project Cost		\$245,000,000
Total Project Cost		\$248,000,000

Annual Program and Facility Cost Projections

<u>Program Cost</u>	<u>Amount</u> <u>Projected Estimate</u>
The new facility staffing needs are identical to the existing facility.	
<u>Facilities Cost</u>	
Maintenance & Repair	(\$200,000)
Operations (fuel cost savings)	(\$4,200,000)
Annual O&M Cost Reductions	(\$4,400,000)
Savings committed to Debt Service	\$4,400,000

The new facility will require the same staffing as the existing facility, but there will be a significant reduction in repairs and maintenance due to the new equipment.

The reduction in fuel savings is due to reduced purchases of power from GVEA and reduced purchases of natural gas and oil. The cost of oil on a BTU basis is \$26.90/MMbtu and the cost of coal is \$4.41/MMbtu.

Proposed Project Schedule

DESIGN

Conceptual Design Development for Permitting	December 2011 – February, 2013
Air Permit Issued	December 2013
Formal Project Approval	December 2013
Major Equipment Selection (for Engineering)	January 2014
Partial Schematic Design Approval (for Site Work)	June 2014
Schematic Design Approval	December 2014

CONSTRUCTION

CM@R Selection	May 2014
NTP for Equipment Procurement	December 2014
Site Work	August 2014
Start of Construction	April 2015
Start of Commissioning	May 2018
Commencement of Operation	November 2018

This schedule assumes state funding is approved in the FY15 state capital budget.

Project Delivery Method

The Construction Manager at Risk (CM@R) is being used for this project. The project is very complex and large, which is a good fit for CM@R. The pre-purchase of major equipment by UAF is an important factor in selecting CM@R. It is extremely difficult, and financially risky to manage and integrate owner purchased equipment into other project delivery methods. It is anticipated that some elements of construction will commence prior to having the design 100% complete. CM@R is ideally suited to smoothly integrate different work packages as the design is completed. CM@R selection will be both qualifications- and cost-based and the selected CM@R will be required to competitively bid subcontracts.

Affirmation

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

Supporting Documents

- One Page Budget
- Statement of Need
- UAF Risk Management Evaluation of Atkinson Combined Heat and Power Plant
- Plant Sizing Methodology and Analysis
- Drawings
 - Preliminary Engineering Drawings (25 pages) including Site Map

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.

UNIVERSITY OF ALASKA	
Project Name: UAF Heat and Power Plant Major Upgrade	
MAU: UAF	
Building:	Date: 24-Oct-13
Campus: Fairbanks	Prepared by: Mike Ruckhaus
Project #: 2012031 CPHR	Acct #: TBD
Total GSF Affected by Project: N/A	
PROJECT BUDGET	FPA Budget
A. Professional Services	
Advance Planning, Program Development, Permitting	\$3,000,000
Consultant: Design Services	\$14,600,000
Consultant: Construction Phase Services	\$2,000,000
Consultant:	
Site Survey (included above)	
Soils Testing & Engineering (Included above)	
Special Inspections	\$100,000
Plan Review Fees / Permits	\$200,000
Other	
Professional Services Subtotal	\$19,900,000
B. Construction	
General Construction Contract(s)	\$140,500,000
Other Contractors (List: _____)	
Construction Contingency (includes 4 years escalation)	\$31,200,000
Construction Subtotal	\$171,700,000
<i>Construction Cost per GSF</i>	N/A
C. Building Completion Activity	
CFB Boilers (2)	\$35,000,000
Turbine	\$6,500,000
Air Cooled Condenser	\$3,800,000
Signage not in construction contract	
Move-Out Costs	
Move-In Costs	\$50,000
Art	
Other (Interim Space Needs or Temp Reloc. Costs)	
OIT Support	\$25,000
Maintenance Operation Support	\$100,000
Building Completion Activity Subtotal	\$45,475,000
D. Owner Activities & Administrative Costs	
Project Plng, Staff Support	\$7,350,000
Project Management	\$3,500,000
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$75,000
Owner Activities & Administrative Costs Subtotal	\$10,925,000
E. Total Project Cost	\$248,000,000
<i>Total Project Cost per GSF</i>	N/A
F. Total Appropriation(s)	\$248,000,000

Statement of Need for UAF Combined Heat and Power Plant

June 2013

The core mission of UAF depends on having reliable light and heat in all of the facilities. The existing Atkinson Combined Heat and Power facility has succeeded in reliably supporting the UAF mission since 1964. While the facility has seen some growth and very limited renewal over the years, the primary coal boilers are at the end of their useful life. These boilers are the heart of the plant and they are showing signs of age by increased outages and maintenance over the last 10 years. In addition to increased operating costs, the risk of a catastrophic failure that prevents the plant from providing heat and power to the campus is increasing every year. The campus experienced a 10-hour heat and power outage on December 11, 1998 when a boiler tube ruptured and filled the plant with steam. This was a serious event and some corrective action has been taken since that event to mitigate the effects if it should reoccur. The campus electrical distribution system is in the process of being removed from the Atkinson Plant to the new Campus Switchgear Facility. This will allow the campus to be powered from GVEA in the event of a similar outage, but most of the buildings would freeze with the lights on without the ability to deliver steam for heating.

In the 2012 update and all prior institutional risk evaluations, a failure of the Atkinson Combined Heat and power Plant is listed No. 1. The attached 2012 UAF Risk Evaluation provided to the Board of Regents' Audit Committee in February 2012 details those risks. The critical nature of providing reliable, reasonable cost heat and power to the UAF campus has led to this project being the top capital request priority.

The design and capacity of the Atkinson Plant has served the campus well for nearly 50 years. It is time to make the significant investment again to provide reliable heat and power for the future.



Brian Rogers, Chancellor
(907) 474-7112
(907) 474-6785 fax
uat.chancellor@alaska.edu

Bob Shefchik, Executive Officer
(907) 474-7489
(907) 474-7475 fax
rshefchik@alaska.edu

Office of the Chancellor

390 Signers' Hall, P.O. Box 757500, Fairbanks, Alaska 99775-7500
www.uaf.edu

MEMORANDUM

DATE: February 7, 2012

TO: Pat Gamble, President, UA *KG*
Nikki Pittman, Director, Internal Audit, UA

FROM: Brian Rogers, Chancellor, UAF *BR*

SUBJECT: Audit Committee Report on UAF CHP Risks

We must address the replacement funding in 2014 without fail... possibly even as early as 2013. PKG

The Board of Regents (BOR) audit committee requested a report on the risks related to the Atkinson Combined Heat and Power (CHP) Plant for its scheduled meeting on February 15, 2012. This memorandum and the attached updated Risk Management Plan for Risk # 01-2010 UAF provide that report.

Since the risk management plan was prepared in the summer of 2010, UAF has made significant progress on the replacement of the Atkinson CHP Plant. Concurrently, work has been occurring to limit the possibility/probability of a catastrophic failure at the plant endangering UAF. Outlined below is a summary of the work that has occurred, the work remaining, the risks to the University based on current status, and the mitigation strategies in place that result from those risks.

Since the initial risk management plan was prepared in 2010, UAF has selected the most viable replacement option for the Atkinson CHP Plant, selected a contractor to conduct the preliminary design and permitting work for that plant, and worked to minimize the risk to the existing plant. That work is presently underway, with completion of the permit application planned for the summer of 2012.

UAF has provided regular updates on the critical electrical project and Atkinson CHP Plant upgrades to the BOR since the Risk Management Plan was put in place in August 2010. A

Alaska's First University – America's Arctic University

UAF is an AA/EQ employer and educational institution



Brian Rogers, Chancellor
(907) 474-7112
(907) 474-6725 fax
uaf.chancellor@alaska.edu

Bob Shefchik, Executive Officer
(907) 474-7489
(907) 474-7475 fax
rshefchik@alaska.edu


Office of the Chancellor

320 Signers' Hall, P.O. Box 757500, Fairbanks, Alaska 99775-7500
www.uaf.edu

MEMORANDUM

DATE: February 7, 2012

TO: Pat Gamble, President, UA
Nikki Pittman, Director, Internal Audit, UA

FROM: Brian Rogers, Chancellor, UAF 

SUBJECT: Audit Committee Report on UAF CHP Risks

The Board of Regents (BOR) audit committee requested a report on the risks related to the Atkinson Combined Heat and Power (CHP) Plant for its scheduled meeting on February 15, 2012. This memorandum and the attached updated Risk Management Plan for Risk # 01-2010 UAF provide that report.

Since the risk management plan was prepared in the summer of 2010, UAF has made significant progress on the replacement of the Atkinson CHP Plant. Concurrently, work has been occurring to limit the possibility/probability of a catastrophic failure at the plant endangering UAF. Outlined below is a summary of the work that has occurred, the work remaining, the risks to the University based on current status, and the mitigation strategies in place that result from those risks.

Since the initial risk management plan was prepared in 2010, UAF has selected the most viable replacement option for the Atkinson CHP Plant, selected a contractor to conduct the preliminary design and permitting work for that plant, and worked to minimize the risk to the existing plant. That work is presently underway, with completion of the permit application planned for the summer of 2012.

UAF has provided regular updates on the critical electrical project and Atkinson CHP Plant upgrades to the BOR since the Risk Management Plan was put in place in August 2010. A

Alaska's First University – America's Arctic University

UAF is an AA/EQ employer and educational institution

significant amount of UAF major maintenance funding has been allocated to either the critical electrical project or major maintenance components of the CHP Plant for the past few years. This emphasis has minimized, but not eliminated, the risk of plant failure at UAF. Remaining work to be undertaken is focused on potential single point of failure items in the CHP Plant's electrical or heating infrastructure. The updated Risk Management Plan (attached) provides specific detail on the items that are outstanding. Those items will continue to present risks to the plant until the maintenance work is completed.

The current status of the Atkinson CHP plant is one where the risks to UAF, UA, and the State of Alaska are primarily financial risks. The risk of catastrophic failure of the heating system, the most significant risk in terms of both magnitude and lack alternatives, is minimized by the redundancy in boiler operations. Should UAF's aging coal boilers go down, sufficient capacity exists to run the main campus using the back-up oil and oil/gas boilers at the CHP Plant. However, the switch from coal to oil would dramatically increase costs for provision of heat and electricity. Annual fuel costs would rise from just under \$8 million per year to just over \$34 million per year. This increase of over \$2 million per month would rapidly drain all campus and system reserves, requiring either massive reallocations or emergency supplemental funding.

Risks at the Atkinson CHP Plant that could negatively impact the entire campus will remain until a replacement plant is completed and on-line. Actions taken by UAF and UA have worked to minimize those risks while simultaneously working on a replacement CHP plant. The fact that major components of the plant are 50+ years old increases the probability of a system failure as time passes. To that end, UAF continues to work with UA risk management and emergency services to plan for contingencies in the event of a catastrophic failure. The most recent emergency exercise, conducted February 7-8, 2012, contained a scenario with a failure at the CHP Plant.

The details provided in the attached Risk Management Plan provide the Audit Committee the opportunity to review in greater detail the status of UAF risks and mitigation efforts. I will be available at the Audit Committee meeting to respond to any question on this information.

RISK MANAGEMENT PLAN

Prepared:	August 16, 2010 <i>Updated February 15, 2012</i>	Risk #	01-2010 UAF
Risk Owner:	Brian Rogers/ Bob Shefchik Chancellor /Executive Officer 907-474-7489	Risk Issue:	Inability to replace heat and power plant with timely and cost-effective solution
Risk Statement:	The UAF Atkinson Combined Heat and Power Plant is aging and needs replacement. Failure to plan for and successfully implement a replacement project places all facilities on the main UAF campus at risk of significant damage.		

Summary of Risk:

The Combined Heat and Power operation at UAF, housed at the Atkinson Power Plant, is reaching a crossroads. The plant was constructed in 1964, with additional capacity added in 1972, 1982, 1986, and 1998. It provides all of the heat and most of the electricity for the 3 million square feet of facilities on the UAF main campus. Much of the infrastructure in the plant is nearing the end of its useful life, especially the two main boilers, which are both more than 45 years old. Engineering analyses have identified a number of critical upgrades necessary to the heat and power infrastructure at UAF.

Five major deficiencies of the UAF electrical distribution system were identified in a report prepared by PDC Inc. Engineers in 2001. Work is progressing on correcting those deficiencies through the UAF R&R project for “Critical Electrical Distribution Upgrades.” This is a phased project; it is expected that the final phase of this work will be completed in 2012-2013. However, UAF will retain some risk until the project is fully funded and completed. *This work has been progressing as planned since the 2010 report. While some items remain unfinished on the critical electrical project, the majority of the work is completed or in progress with planned work in 2012.*

A 2006 study of the existing heat and power plant recommended replacement of the oldest components of the existing plant and rehabilitation of the remaining equipment. It concluded UAF’s best approach for the future would be to construct a 20MW combined coal/biofuel replacement plant. That report is now six years old, and no work to begin design or permitting of a replacement plant has occurred. *Since 2010, significant movement on the replacement project has occurred. A project to undertake preliminary engineering and environmental permitting began in 2011. This project will result in a submitted permit application for a new plant with preliminary design and permit completion planned for the summer of 2012.*

The entire main campus physical plant is dependent on the heat and power provided by the Atkinson plant. A failure at the plant would put the 3 million square feet of facilities at risk. If an event occurred during the summer, current electrical infrastructure is insufficient to allow transmission of enough power from GVEA to meet campus demand. If an event occurred during temperatures below freezing, the physical infrastructure of UAF could suffer catastrophic damage. *Capacity to receive electricity for GVEA will improve with the completion of the switchgear installation. This project is well underway, with the new switchgear building constructed and the equipment purchased and delivered. Installation will occur during the summer of 2012 with the entire campus moving to the new switchgear during the next 2 ½ years. The risk of the entire main campus being solely dependent on heat from the Atkinson CHP plant still exists.*

Managing/Mitigating the Risk:

UAF consistently ranks the critical electrical project and the Atkinson replacement projects at the top of its major maintenance capital projects list. This has effectively positioned the critical electrical work to be designed, phased, and targeted for completion. The Atkinson Plant has lagged, partially because the critical electrical work needed to begin immediately and partially due to the high capital cost of a replacement combined heat and power plant.

At the direction of the Vice Chancellor for Administrative Services, a working group was established to re-evaluate the 2006 recommendations and consider new options. The circumstances and economics for coal, natural gas, and other alternative fuels had changed since 2006, and it was prudent to revisit our plan in light of current conditions. GLHN (the 2006 UDP consultant) was hired to evaluate multiple options in the order of magnitude level, and then to perform a detailed evaluation of two or three viable options. The process included solicitation of input from industry, the public, and interested stakeholders. Identifying alternatives, obtaining input, and analyzing options has led to the refinement of options to plants driven by two main fuel sources: coal/biofuel and natural gas. Work continues on those two options, with a recommendation targeted in time for the 2011 legislative session. *The decision to proceed with a solid fuel replacement system, focusing on Circulating Fluidized Bed Boiler technology, was made in the spring of 2011. The current preliminary design and permitting project is based upon that decision.*

The FY2012 and FY2013 R&R priorities will contain funding for permitting and the initial design necessary to prepare, submit, and defend permit applications. These amounts, while significant, are less than \$5 million annually and within amounts reasonably expected to be received in annual capital appropriations. *This funding has been used to proceed on the replacement work.*

Depending on the options selected, capital costs will range from \$50 million to \$200 million for the replacement plant. Due to the varying cost of fuel, operating costs run in inverse proportion to the capital costs; i.e. coal/biomass options are more costly to construct but less costly to operate while gas plants are less costly to construct but significantly more costly to operate. Without a reliable, cost-effective source of gas identified in the near future, planning will proceed on the coal/biomass options. *As noted above, the selected option is for a solid fuel boiler, which places the likely capital costs at approximately \$200 million.*

While design and permitting are being conducted, UAF will explore options for significant capital funding. These will include legislative appropriations, public-private partnerships, budget approaches that include capital amortization as part of utility base funding, and sell-back of excess capacity into the grid. A campaign for awareness of need amongst members of the legislature, the state administration, and the

leaders of local government will be a critical part of ensuring support for such a large capital investment. *This work continues.*

Based on the preliminary design and permitting timeline, there will not be a need for additional capital funding for the replacement plant until the summer of 2013, at the earliest. This led, in part, to the decision not to include a replacement plant funding request in the FY13 UA capital budget. It is expected that there will be a significant request for FY14 funding presented to the Board of Regents for the 2013 legislative session. The amount and type of the request from UAF will depend on the results of the preliminary engineering work. The amount and type of the request that goes to the state will be depend on the content of that request, the judgment of the UA system, and the determination of the Board of Regents.

Stakeholders:

Chancellor's Cabinet

Every member of the Chancellor's Cabinet has a stake in this risk. With the Chancellor, this group establishes UAF's capital and operating budget priorities and advocates for those priorities, both with internal (campus) and external constituencies. As evidenced by ranking this as UAF's top risk, the Cabinet understands the critical nature of the risk.

Executive Officer

The Chancellor and Vice Chancellor of Administrative Services tasked the Executive Officer to lead the team assigned to review options, receive input, and prepare recommendations on how to proceed in addressing this risk. The review team includes the head of the utilities division, the facilities services utilities project manager, the dean of the College of Engineering and Mines, representation from UAF marketing and communications, and a UAF student. It is the executive officer's responsibility to review progress, ensure that recommendations are delivered to the Chancellor and VCAS in a timely and useful manner, and that the project stays at the top of the campus priority list.

Vice Chancellor for Administrative Services (VCAS)

The VCAS is responsible for management of the facility services division, including allocating funding within that division to ensure that ongoing operations are maintained until a new plant is constructed. The VCAS will also pursue and advocate for funding options to meet the UAF's and the system's capital needs.

Facilities Services Project Manager and Director of UAF Utilities

These two individuals represent the front-line stakeholders in this risk. They are responsible for identifying near-term operational risks, maintaining operations, and analyzing the technical details presented by consultants on long-term options.

Deans, Institute Directors, all Campus Management

All of these individuals need to understand the critical nature of this risk, advocate for addressing the issue (even at the expense of their own capital needs), and promote funding for continued action on this project until successful.

Detailed Update on Known Plant Risks:**Equipment Failure Risks:**

Deaerator tank: The deaerator tank has not been out of service since 1964. Piping connections leak and the possibility exists that it is near failure. The plant cannot operate without this tank. The design of the replacement is at 50% and a new tank will be ordered for installation in late summer 2012.

Feedwater heater: This equipment has had several leaks over the last 3 years that required fixing when the plant is able to be operated at reduced capacity. If it fails, the plant can only run at 50% capacity. The replacement is on the same schedule as #1 above.

High pressure steam piping: The current configuration of HP steam piping does not allow bypassing and flexibility if a valve fails to open or a boiler needs to be isolated to fix it. New valves are currently being ordered and the most critical will be installed when the plant is down for items 1 and 2 in late summer 2012.

Condensate piping and hotwell: This piping is corroded and there are some partial fixes planned as part of the new utilidor project for West Ridge. These improvements should increase capacity and replace corroded sections as well as corroded connections to the hot well. Adding additional hot well capacity is best done when the new plant is constructed.

Variable Frequency Drives (VFD's): All of the VFD's in the plant are old and have problems. These are single points of failure for individual boilers, but they do not cause the entire plant to go down. They are scheduled for replacement summer 2013. Fixing the coal boiler VFD's is not planned based on the assumption the new plant will be built in a few years.

Rail repairs: 50% of the rail siding is in bad shape and could be unusable at any time (the AKRR red-flagged one section last year that did require an emergency repair). This will require a temporary switch to fuel oil until deliveries can be configured from the other direction or accommodations made to transport the coal by truck.

Coal boiler tubes: In the event a boiler tube fails, the boiler (but not the whole plant) would be out of service for at least a week. Oil boilers could supply the necessary steam to supply campus at a significant cost. A major repair of the coal boiler tubes is being deferred (~\$10M per boiler) because a new plant would result in decommissioning of the coal boilers. The high cost of retubing would be better spent on a replacement plant.

Main Turbine: This equipment is in good shape, but is a single point of failure. If it goes down, GVEA would supply most of the campus power. Heat could still be supplied to campus during turbine repairs.

Electrical Switchgear: The plant is still dependent on the existing switchgear in the Atkinson Plant. The new equipment will be energized this summer, but in the interim, a major electrical event would knock out the campus. It will be two years before all of the campus distribution is on the new switchgear.

Major Plant Failure: A catastrophic event caused by an earthquake, fire, or explosion that took down the entire plant could eliminate all campus heat and electricity. Many major plant components are in excess of 50 years old. A catastrophic system failure that takes down the all or part of plant, although

unlikely, will increase in probability as the plant ages until the replacement plant is constructed. No back-up system for heat will exist either, until the replacement plant is constructed.

Corrective / Mitigation Efforts for Equipment Failure Risk:

Corrective plans for all of the single point of failure issues and major equipment risks are underway and part of the multi-year major maintenance program. By the end of 2012, most of the equipment issues will be resolved or well on the way to being resolved. Some issues will remain until the 2013 and 2014 construction seasons. It is expected that the annual M&R capital funding from the legislature will be sufficient to meet these needs. This approach does, however, put pressure on the other needed M&R projects at UAF.

Repairs being conducted at the Atkinson Plant are those that are necessary to avoid single points of failure across the next several years while awaiting the replacement plant or will serve as part of the reconfigured system when the new plant is constructed. Some work is being deferred on the coal boilers to avoid huge capital expenses on equipment that could be decommissioned within a small number of years.

Cost, Permitting, and Aging Risks:

Cost Risk: Failure of one or both of the existing coal boilers, absent a catastrophic event that brings down the entire plant, represents primarily a financial risk to UAF/UA. The two coal boilers are backed up by the oil and oil/gas boilers in the plant. The oil boilers are presently used to provide supplemental heat when the steam from the coal boilers is insufficient to meet the heating demands of campus. These boilers are adequately sized to meet the entire heating demand of campus without reliance on the coal boilers. However, the switch from coal to oil would dramatically increase costs for provision of heat and electricity. Annual fuel costs would rise from just under \$8 million per year to just over \$34 million per year. This increase of over \$2 million per month would rapidly drain all campus and system reserves, requiring either massive reallocations or emergency supplemental funding.

UAF is working to mitigate operating cost risk in two ways. First, the efforts to mitigate the equipment risk reduce the likelihood that a switch to oil will be required. Secondly, UAF is actively working within the community on approaches to bring natural gas to Fairbanks. These efforts, through the Interior Delegation, the Chamber of Commerce, the FNSB, and GVEA/Flint Hills, offer the opportunity to reduce the cost risk by approximately 50%.

Permitting Risk: It is premature to assess permit risk until the work presently underway on preliminary design and permit preparation is complete or nearly completed. Known risks include permit delays, negative regulatory environment for coal, actions of external groups, and design/cost problems. A plan for assessment and mitigation of permit risks may be presented to the Board of Regents in the fall of 2012.

Aging Risk: Every year the Atkinson Plant ages and components grow another year older. The known equipment risks are identified in this plan. In addition, the annual aging of the plant increases the probability that some component will fail. The consequences of that failure on the plant will be unknown until the failure occurs. It could be a simple pump that stops working and is replaced in a day's time. It could also be as serious as the steam tube that ruptured in 1998 that shut down the entire plant. The balance of continuing preventative maintenance on a 50-year old boiler while working to replace that same boiler is one that contains risks. The fact that the back-up heating boilers are part of the same facility and infrastructure that serves the entire campus means the risk of heat loss from a failure in the

older part of the plant will continue to exist and will grow during the time that UAF/UA is working to construct the replacement CHP plant.

Risk Triggers/Metrics:

Warning Events:

- *Failure to complete initial design and permitting work in advance of the 2013 legislative session.*
- *Failure to complete switchgear project.*
- *Failure to complete or schedule single point of failure projects in FY13.*
- Episodic breakdowns – failures that interrupt heat/power to UAF's main campus

Tracking Mechanisms:

- Construction progress on the “Critical Electrical Infrastructure” project
- Funding received for permitting and initial design
- Reports to VCAS of activities of the combined heat and power
- *Existence of completed permit application by September 2012*

Communications Plan:

- Reports to the Board of Regents on the “Utilities Upgrade Plan” at regularly scheduled meetings by UAF facilities services
- Reports to the Board of Regents on the “Critical Electrical Infrastructure” at regularly scheduled meetings by UAF facilities services
- UA capital budget priorities presented to the Board of Regents annually

PLANT SIZING METHODOLOGY AND ANALYSIS

The University of Alaska – Fairbanks
Combined Heat and Power Plant Replacement

BACKGROUND

The existing coal boilers in the Ben Atkinson Heat and Power Plant were constructed in 1964 and either significant renewal or replacement is needed to continue to provide heat and power to the University of Alaska Fairbanks (UAF) campus. UAF has made the decision to replace the existing coal boilers and auxiliary equipment with a new combined heat and power plant that will be fueled with a combination of coal and biomass. This report documents the process used to develop the steam and electrical generation requirements of the new facility and summarizes the results of the analysis.

METHODOLOGY

The recommended steam and electrical generation capacity of the new combined heat and power plant was established through a multi-step process that involved utilizing historical plant data and projected campus building growth to develop future campus steam and electric load growth projections for a 20 year period.

OPERATIONAL BASELINE AND HISTORICAL GROWTH TRENDS

The facility operational baseline was established by reviewing recent plant data to establish peak, average, and minimum values for high pressure steam, low pressure campus steam, and electrical generation. The operational baseline data obtained from this analysis are reflected in Table 1. The historical growth trends for campus steam and electrical generation were derived from data found in historical facility operations reports and through the use of the plant database. While data extracted from the plant database was only available for the past several years, data was obtained from operational reports dating as far back as 1990. The data obtained was analyzed for year-over-year peak generation trends which were then converted to a growth rate in the form of a 2% compounded annual increase for electrical generation and a 1.5% annual increase for campus steam demand.

Once calculated, these values were validated by comparing them to the predicted square footage growth rate published in the 2010 UAF Campus master plan. The comparison indicated that energy consumption was predicted to grow slightly slower than campus facility square footage. This difference is attributable to the effects of campus energy conservation programs.

FUTURE ENERGY DEMAND PREDICTION

The process of establishing future peak steam and electrical generation requirements involved an analysis of expected energy demands at two different time horizons. The first horizon analyzed was five years in the future. This time period was chosen both because it is the expected date of completion of the new plant, and because the capital projects plan for the next several years, and the associated impacts to campus energy use, is considered to be reasonably well known. The second horizon analyzed was 25 years in the future (2037) or, alternatively, twenty years after the new plant becomes operational.

As previously stated, the peak campus steam and electrical demands (campus energy demands) for the year 2017 were established by incorporating the predicted energy requirements for facilities that the University intends to build over the next five years into the current operating baseline. The following buildings were assumed to be operational by 2017:

- Life Sciences – 700kW electrical demand, 7 KPPH steam demand
- Engineering – 700 kW electrical demand, 7 KPPH steam demand
- Housing & Dining – 700 kW electrical demand, 5 KPPH steam demand

Peak campus energy demands for the year 2037 were established by applying the growth rates calculated from historical data to the operating baseline and extending the values out over 25 years.

Winter average campus energy demands for both 2017 and 2037 were obtained by calculating the percent growth in the peak values and applying that growth to the baseline winter average. For example, the 2017 winter electrical average demand was calculated by dividing the 2017 peak electrical demand by the 2012 peak electrical demand and then multiplying that value by the 2012 winter average demand.

The methodology to predict the future minimum campus energy demands proved difficult to develop given the continuing energy conservation efforts on the UAF campus. Subjective criteria such as operational experience and knowledge of current trends in energy conservation were used to estimate minimum campus energy use trends. Adjustment of the peak campus energy demands to account for future energy conservation was not necessary as the historical data already includes the effects of all campus conservation efforts to date.

Once established, the electrical and campus steam demands were entered into a power cycle modeling program called ThermoFlow. This information, when entered into a model that represents the likely configuration of the future plant, can allow the program to calculate the necessary amount of high pressure steam that is needed to meet the desired steam and electrical output. A model run was performed for each case (peak, winter average, and minimum) in 2017 and 2037 to determine the necessary boiler capacity.

RESULTS OF SIZING ANALYSIS

The current and future campus energy demands resulting from the above methodology are summarized in the following table. The values shown for the peak demand in the year 2037 represent the basis for the recommended size of the new combined heat and power facility.

		Electrical Generation (Gross MW)	Campus Steam (KPPH)	High Pressure Steam (KPPH)
2012 (Operational Baseline) ¹	Peak	10.6	130	190
	Winter Average	8.5	85	117
	Minimum	7	40	105
2017	Peak	13 ²	150 ²	230 ⁸
	Winter Average	11 ⁶	98 ⁶	190 ⁸
	Minimum	7.5 ⁷	50 ⁷	135 ⁸
2037	Peak	17 ^{3,5}	190 ⁴	280 ⁸
	Winter Average	14 ⁶	124 ⁶	230 ⁸
	Minimum	10 ⁷	60 ⁷	165 ⁸

TABLE 1 - CURRENT AND PREDICTED FUTURE ENERGY DEMAND

Notes:

- 1) Based on recent operating data obtained from the plant database
- 2) Based on projected energy usage of buildings currently in the capital projects plan
- 3) Based on 2% annual growth rate for electrical demand
- 4) Based on 1.5% annual growth rate for campus steam demand
- 5) Includes predicted campus electrical load plus 1 additional megawatt for station service power consumption.
- 6) $(\text{Future Peak}/2012 \text{ Peak}) * 2012 \text{ Winter Average}$
- 7) Based on operational experience
- 8) Calculated by Thermoflow software based on required campus steam and electrical generation demands.

LIMITING FACTORS

Once determined, the proposed plant size was analyzed for potential limiting factors such as turndown, redundancy requirements, air permit constraints, and projected capital costs. The potential impacts of the use of a biomass fuel or the purchase of as-available wind power were also considered. The campus growth rates utilized in the calculations and the resulting equipment sizing conclusions were compared to the conclusions reached in the 2006 Utilities Study to confirm that the results were consistent with the conclusions that were reached in the previous study.

EMISSIONS

The plant size was evaluated for potential emissions limitations by first calculating the required heat input to meet the required output and then using that value to calculate predicted emissions characteristics. The conversion of plant capacity to a required heat input was accomplished through the use of the Thermoflow software. The required steam flows and electrical output were entered into a model that represented the likely configuration of the steam cycle in the new plant. The software then calculated the required energy input to the boilers based on the information provided. The resulting value, 370 MMBTU/hr, was then entered into a spreadsheet developed by the project environmental consultants (SLR International Corporation) to determine predicted pollutant emissions rates and total annual emissions. Additional information was solicited from potential boiler vendors to ensure the accuracy of the results of the emissions spreadsheet.

The predicted emissions obtained from the calculations were then compared to the limits established in current environmental regulations. The results of this comparison indicated that boilers rated for the required heat input would be capable of meeting all applicable emissions regulations including the New Source Performance Standards (NSPS), National Emissions Standards for Hazardous Air Pollutants (NESHAPS), and regulations associated with the Prevention of Significant Deterioration (PSD).

TURNDOWN

While the sizing analysis provided the required boiler size to meet the peak energy demands for the next 25 years, it did not provide any information as to the performance of the boiler or boilers during periods of low energy demands. This scenario was evaluated by comparing the minimum projected steam flow (2017 Minimum High Pressure) against the typical minimum load for boilers of this type. Discussions with potential boiler vendors indicated that 40% of Maximum Continuous Rating (MCR) would be a conservative minimum load estimate.

	Full Load (total steam gen)	Minimum Load	Minimum Demand	Remaining Turndown
One Boiler	280 KPPH	112 KPPH	135 KPPH	23 KPPH
Two Boilers (two operating)	280 KPPH	112 KPPH	135 KPPH	23 KPPH
Two Boilers (one operating)	140 KPPH	56 KPPH	135 KPPH	79 KPPH

TABLE 2 - TURNDOWN EVALUATION

The results of this analysis indicate that either one larger boiler or two smaller boilers are capable of operating at the predicted minimum load in 2017. It also reveals, however, that utilizing two smaller boilers in the new facility will provide additional turndown flexibility. Should there ever be a need to operate at a load lower than 112 KPPH, the two boiler option will allow facility operators to remove one boiler from service while still supplying campus with steam from the new facility.

REDUNDANCY

Redundancy is a key factor in ensuring a reliable supply of steam to the campus under all conditions. Traditionally UAF has used an N+ 1 redundancy criterion which requires that there be sufficient installed capacity to supply the maximum campus demand in the event of the failure of any single unit.

The redundancy evaluation of the new facility with a single boiler sized at 280 KPPH or 2 boilers sized at 140 KPPH is summarized below. Backup steam generation capacity will be supplied from the two existing package boilers. Each boiler is rated for 100 KPPH of steam generation.

	Lost Generation Capacity (single unit failure)	Available Backup Capacity	Demand Shortfall	N+1 Criterion Satisfied?
One Boiler	280 KPPH	200 KPPH	80 KPPH	NO
Two Boilers	140 KPPH	200 KPPH	0 KPPH	Yes

TABLE 3 - REDUNDANCY

The results shown in Table 3 indicate that the proposed size of the new facility can meet the N+1 redundancy requirement only if the steam generation capacity is evenly split between two units.

IMPACTS OF RENEWABLE ENERGY SOURCES

UAF has identified two potential sources for renewable energy that could potentially impact the sizing requirements of the new facility.

BIOMASS

UAF has expressed a strong desire to include provisions for the future use of woody biomass (wood chips or pellets). Given the heat input required to operate the new boilers at full load and the limited potential supply of woody biomass available in the immediate vicinity of Fairbanks, the maximum biomass firing rate is expected to be limited to a maximum of 30% of MCR at any time.

AS-AVAILABLE WIND GENERATED POWER

UAF is currently investigating the potential to purchase up to 1 megawatt of wind generated power from the Golden Valley Electric Association (GVEA). When this power is available, it will result in a corresponding reduction in the electrical output of the steam turbine-generator. The availability of wind generated power, however is highly dependent on current weather conditions and cannot be relied upon as a continuous source of power for the university. Therefore the steam turbine-generator should be sized to meet the entire predicted campus electrical demand.

As previously stated, the purchase of wind generated power would reduce the need for electrical generation from the steam turbine-generator. During periods of low campus energy demand, this could potentially force the boilers to operate below their recommended minimum load. This could be a limiting factor should a single, large boiler be installed. In the event that two, smaller boilers are provided, the situation could be resolved by removing one of the boilers from service.

CONCLUSION

It has been determined that the existing stoker-type boilers at the Ben Atkinson Heat and Power Plant are at the end of their service life and should be replaced. This analysis details the methodology used in sizing the replacement boilers and steam turbine in order to meet the energy demands of the campus for the next 25 years and beyond. It also details the results of the sizing calculations and the subsequent analysis of factors that could potentially limit the size of the boilers below the desired value.

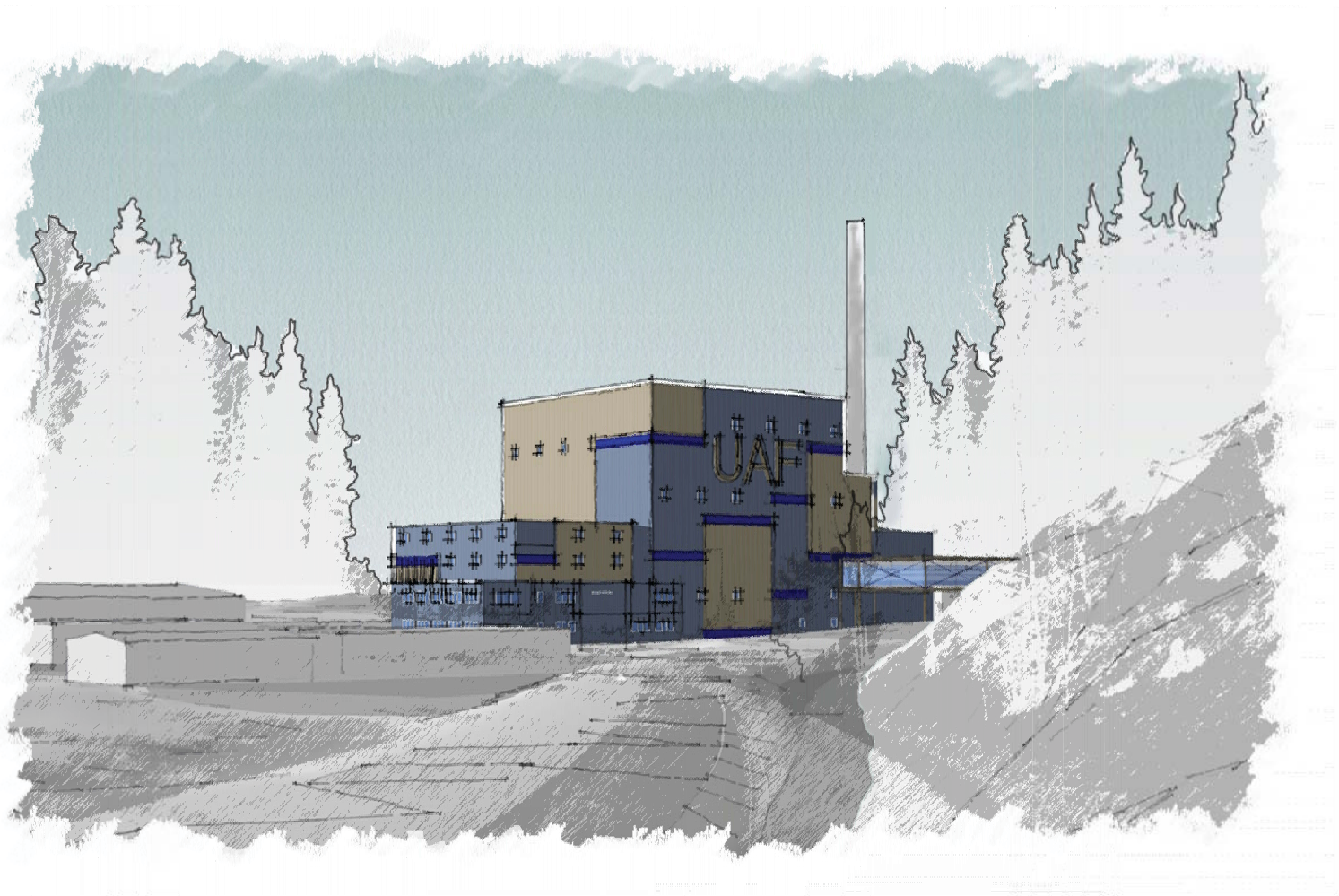
Based on the values shown in Table 1 and the results of the limiting factors analysis, it is recommended that the new facility be sized to meet the following requirements:

	Unit Capacity	Number of Units	Plant Capacity
Boilers	140 KPPH High Pressure Steam	2	280 KPPH High Pressure Steam
Steam Turbine	17 MW Gross Electrical Generation 190 KPPH Campus Steam	1	17 MW Gross Electrical Generation 190 KPPH Campus Steam

TABLE 4 - RECOMMENDED SIZING REQUIREMENTS

UAF COMBINED HEAT AND POWER PLANT

FAIRBANKS, ALASKA



UAF COMBINED
HEAT AND
POWER PLANT

ISSUE DATE 20 FEB 2013
COMM. NUMBER 191101
DESIGNED BY TEM
DRAWN BY ENT
SCALE 0" = 1"

COVER SHEET

G0.0
183

LIST OF DRAWINGS

GENERAL

G0.0 COVER SHEET

ARCHITECTURAL

A0.0 3D PERSPECTIVES
A0.1 3D PERSPECTIVES
A1.0 FIRST FLOOR PLAN
A1.1 SECOND FLOOR PLAN
A1.2 ADMINISTRATION AREA ENLARGED FLOOR PLANS
A2.0 EXTERIOR ELEVATIONS
A3.0 BRIDGE ELEVATIONS & DETAILS

CIVIL

C000 EXISTING CONDITIONS SITE PLAN KEY
C001 EXISTING CONDITIONS SITE PLAN - WEST
C002 EXISTING CONDITIONS SITE PLAN - CENTER
C003 EXISTING CONDITIONS SITE PLAN - EAST
C004 EXISTING CONDITIONS TOPOGRAPHIC KEY PLAN
C005 EXISTING CONDITIONS TOPOGRAPHIC PLAN - WEST
C006 EXISTING CONDITIONS TOPOGRAPHIC PLAN - CENTER
C007 EXISTING CONDITIONS TOPOGRAPHIC PLAN - EAST
C010 NEW WORK FENCING PLAN
C011 FIELD OFFICES, LAYDOWN YARD AND STAGING PLAN
C100 DEMOLITION SITE PLAN KEY
C101 DEMOLITION SITE PLAN - WEST
C102 DEMOLITION SITE PLAN - CENTER
C103 DEMOLITION SITE PLAN - EAST
C200 NEW WORK SITE PLAN KEY
C201 NEW WORK SITE PLAN - WEST
C202 NEW WORK ABOVE GROUND SITE PLAN - CENTER
C203 NEW WORK UNDERGROUND SITE PLAN - CENTER
C204 NEW WORK BRIDGE AND UTILIDOR PLAN
C205 NEW WORK SITE PLAN - EAST
C206 NEW WORK GRADING PLAN - KEY
C207 NEW WORK GRADING PLAN - WEST
C208 NEW WORK GRADING PLAN - CENTER
C209 NEW WORK GRADING PLAN - EAST
C210 TRAFFIC CIRCULATION SITE PLAN
C211 FIRE ENGINE TURNING SIMULATIONS

MECHANICAL

M1.0 PLANT VENTILATION CONCEPT ISOMETRIC
M2.0 SANITARY AND PROCESS WASTE SITE PLAN

PROCESS EQUIPMENT

GG02 GENERAL ARRANGEMENT EQUIPMENT LAYOUT BASEMENT
GG03 GENERAL ARRANGEMENT EQUIPMENT LAYOUT GROUND FLOOR
GG04 GENERAL ARRANGEMENT EQUIPMENT LAYOUT TURBINE FLOOR
GG05 GENERAL ARRANGEMENT EQUIPMENT LAYOUT FEEDER FLOOR
GG06 GENERAL ARRANGEMENT EQUIPMENT LAYOUT TRIPPER FLOOR
GG07 GENERAL ARRANGEMENT ELEVATION LOOKING SOUTH



1 3D PERSPECTIVE - UNIVERSITY AVENUE AT COLLEGE ROAD LOOKING WEST
A00 N.T.S.

UAF COMBINED
HEAT AND
POWER PLANT

ISSUE DATE 20 FEB 2013
COMM. NUMBER 191101
DESIGNED BY TEM
DRAWN BY ENT
SCALE 0" = 1"

3D PERSPECTIVES
COAL OPTION



UAF COMBINED
HEAT AND
POWER PLANT

ISSUE DATE 20 FEB 2013
COMM. NUMBER 191101
DESIGNED BY TEM
DRAWN BY ENT
SCALE 0" = 1"

3D PERSPECTIVE
COAL OPTION



1 3D PERSPECTIVE - ALUMNI DRIVE LOOKING SOUTHWEST
A0.1 N.T.S



2 3D PERSPECTIVE - ALUMNI DRIVE LOOKING EAST
A0.1 N.T.S



3 3D PERSPECTIVE - YUKON DRIVE LOOKING SOUTHEAST
A0.1 N.T.S



4 3D PERSPECTIVE - TANANA LOOP LOOKING SOUTHEAST
A0.1 N.T.S

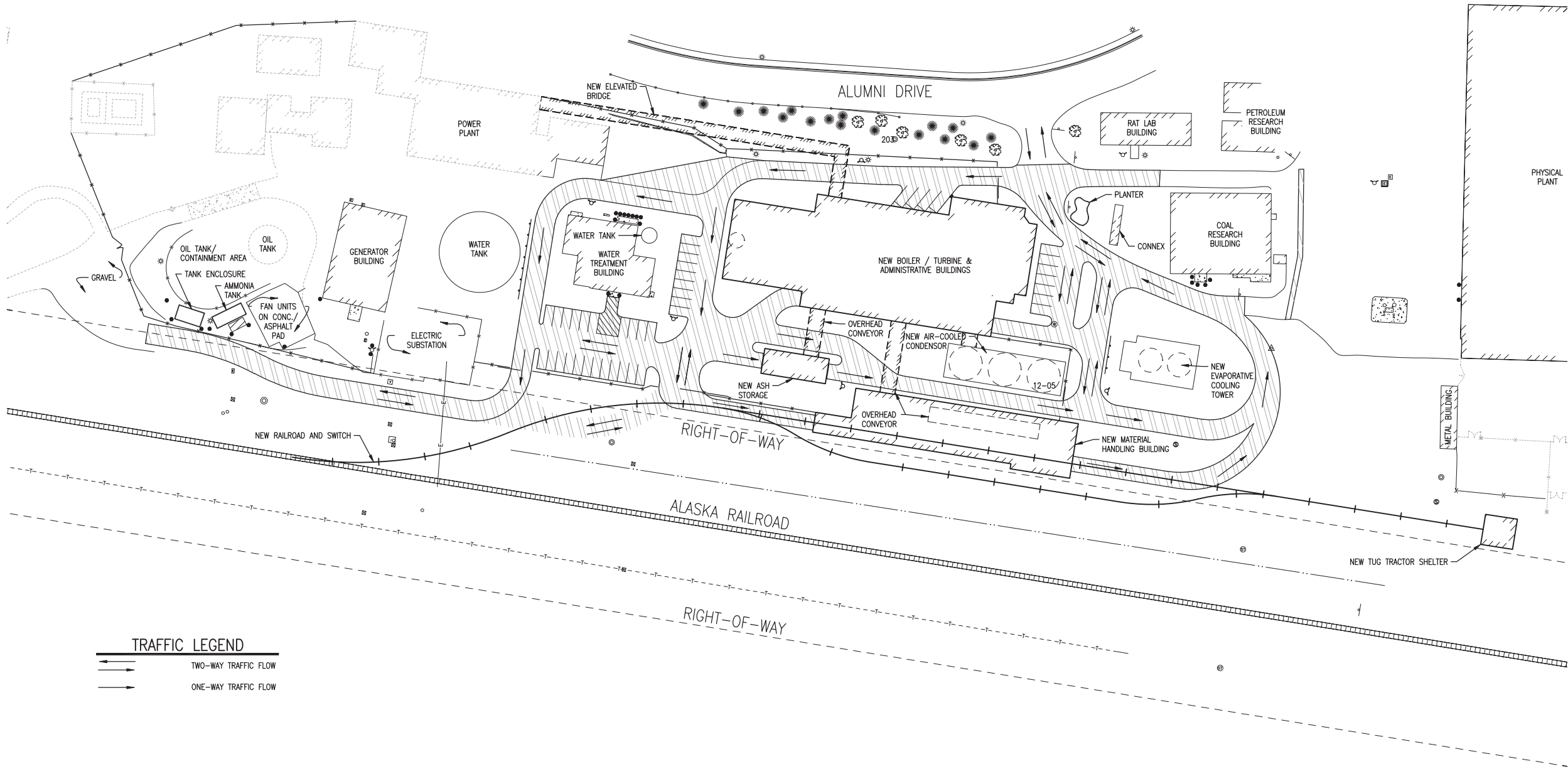


UAF COMBINED
HEAT AND
POWER PLANT

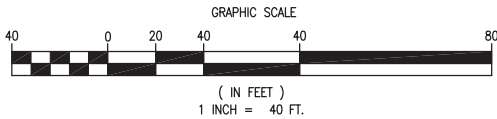
ISSUE DATE 20 FEB 2013
COMM. NUMBER 191101
DESIGNED BY VJA
DRAWN BY JAR
SCALE 0" = 1"

TRAFFIC
CIRCULATION
SITE PLAN

C210
186



1 TRAFFIC CIRCULATION SITE PLAN
C210 1" = 60'





Non- Academic Project Program Resource Planning Status Report

UAS Technical Education Center Renewal

Formal Project Approval

This project involves renewal of the mechanical and electrical systems and upgrades to the space in the Technical Education Center and the Welding Lab. A MAA and SON were developed as the Renewal will impact program space allocations and program delivery in addition to the building system upgrades.

Milestone #0

Mission Area Analysis: (Included with FPA)	Date: <u>12/12/13</u>
Statement of Need: (Included with FPA)	Date: <u>12/12/13</u>

Milestone #1

Statewide Academic Council (SAC) Review: (Not required for non-academic projects)	Date: <u>N/A</u>
--	------------------

Milestone #2

Preliminary Administrative Approval:	Date: <u>06/06/12</u>
--------------------------------------	-----------------------

Milestone #3

Statement of Requirements: (To be developed)	Date: _____
--	-------------

Milestone#4

Business and Financing Plan:	Date: <u>N/A</u>
Operating Budget Request (not requested, existing facility)	Date: <u>N/A</u>
Capital Budget Request:	Date: <u>FY15& FY16</u>
Legislative Funding:	FY13 DM&R funding for Phase 1
Board Approval of Capital Budget Distribution:	Date: <u>06/06/12</u>

Milestone #5

Formal Project Approval:	Date: <u>12/16/13</u>
Schematic Design Approval:	Date: _____

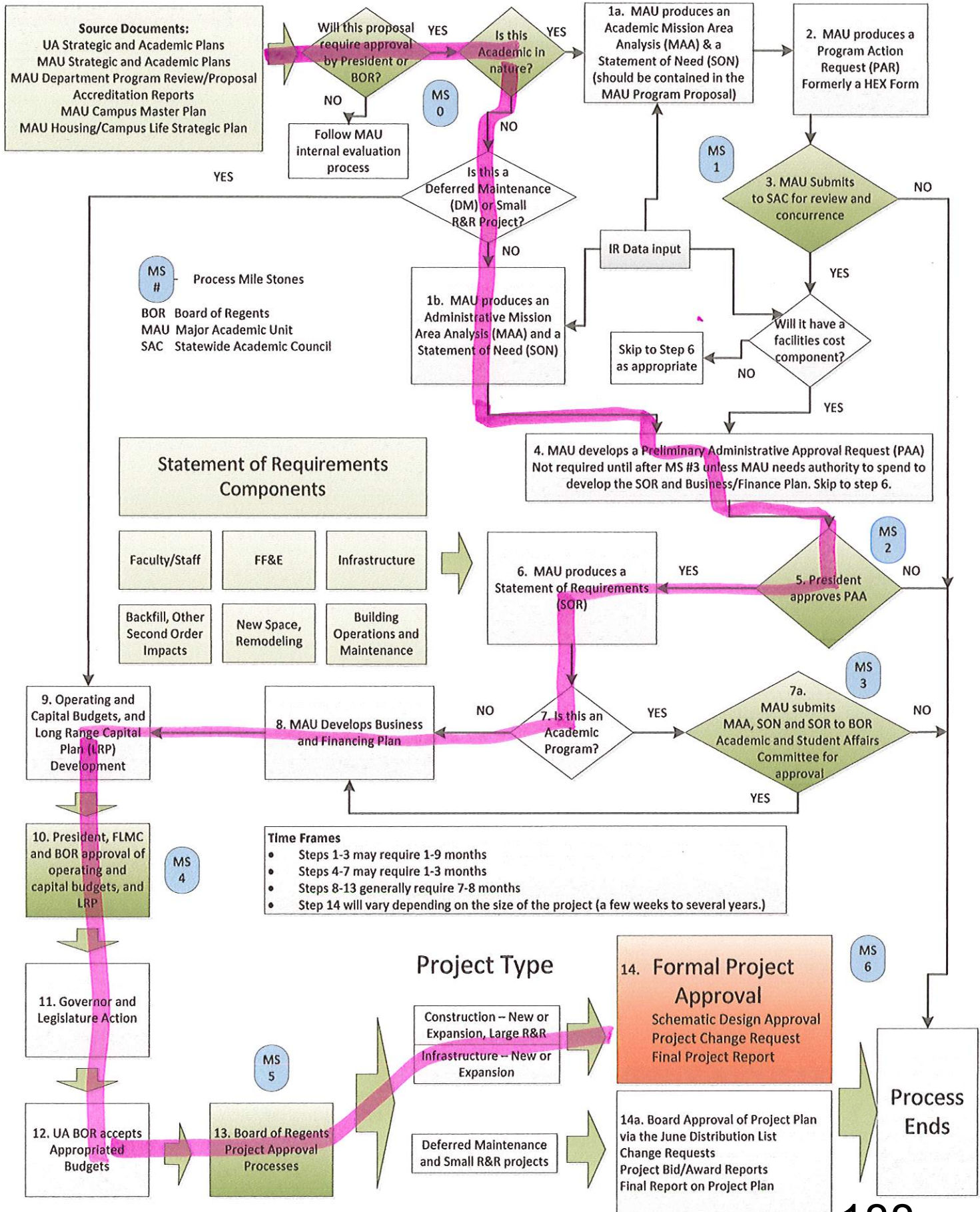
Milestone #6

Construction Started:	Date: _____
Construction Completed:	Date: _____
Beneficial Occupancy:	Date: _____
Final Project Report:	Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





FORMAL PROJECT APPROVAL

Name of Project: UAS Technical Education Center Renewal
Project Type: Renewal & Repurposing
Location of Project: UAS, Juneau Campus, Technical Education Center and Welding Lab, Juneau
Project Number: 2013-02
Date of Request: November 15, 2013

Total Project Cost:	\$ 4,620,000	
Approval Required:	Full Board	
Prior Approvals:	Preliminary Administrative Approval	June 2012

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 Southeast Technical Education Center Renewal 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 \$ 4,620,000. This motion is effective December 12, 2013.

Project Abstract

The Technical Education Center Renewal is a multi-year project of building upgrades to the Technical Education Center and the Welding Lab. Academic programs and curriculum have changed significantly since the Technical Education Center and Welding Lab were put into service in 1984 and 1981 respectively. The Technical Education Center received additions in 1985 and 1992, but neither building has had a major remodel since then. Mechanical and electrical systems in both buildings are largely original. As a consequence, current programs are not well supported. Programs will receive upgraded space, configured to meet current program requirements and building common spaces will be upgraded. Upgrades to major building systems including mechanical and electrical systems, exterior envelope, and building controls. Improvements are needed to better accommodate the teaching activities in the building

and to improve energy efficiency, reduce operational costs, and replace systems and components that are nearing the end of their service lives.

Variances

This project began as an expansion of the current diesel technology lab and has expanded based on the conceptual planning process over the last year. The project as now envisioned reconfigures a portion of each of the principal teaching labs in the building.

Special Considerations

Work must be phased to allow current academic programs to continue during the work. Only a portion of the total project cost is available at this time. The first phase of the project will utilize \$1.5 million of 2013 capital renewal funds. The priority for the first phase will be expansion of the diesel technology teaching lab. A schematic project approval will be submitted for that project in early 2014.

Total Project Cost and Funding Sources

Total Project Cost	\$4,620,000
---------------------------	--------------------

Phase 1 of this project is funded with \$1.5M of 2013 R&R capital (563138). The remaining work is expected to be accomplished in 2 or 3 additional increments depending on future funding.

Annual Program and Facility Cost Projections

This project is expected to reduce the energy consumption of the existing facility. Elements of the project that will contribute to the energy efficiency of the facility include: renewal of the building automation system, replacement of the boilers, replacement of most of the building lighting systems, and replacement of the majority of the ventilating fans. Based on results from previous building renewal projects we expect to reduce the energy consumption of the building by at least 20%.

	<u>Amount</u>
Total Annual Program Cost Increase	unchanged
Total Annual O&M Cost (based on 20% reduction of energy consumption)	-\$20,000
Total Annual Renewal and Replacement Cost	unchanged

Project Delivery Method

The project will be Design-Bid-Build.

Affirmation

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

Supporting Documents

- Mission Area Analysis and Statement of Need
- Project Agreement
- One-page Project Budget
- Conceptual Work Items Narrative
- Work Items Floor Plan

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.
- $\text{TPC} \leq \$1.0$ million will require approval by the AVP of Facilities and Land Management.



PROJECT AGREEMENT

Name of Project: UAS Technical Education Center Renewal
Project Type: R&R
Location of Project: UAS, Juneau Campus, Technical Education Center and Welding Lab,
Project Number: 2013-02
Date of Agreement: November 15, 2013

INTRODUCTION

A Project Agreement (PA) is required for all Capital Projects with a Total Project Cost anticipated to exceed \$2.5 million. For project under \$2.5 million, a project agreement should be attached to the FPA or all of the components of the PA may be incorporated into the FPA.

The PA represents a formal agreement between the affected program department(s), the MAU's chief facilities administrator, the chief academic officer, the chief financial officer, the chancellor, and the chief facilities administrator documenting a common understanding of the programmatic need, project scope, and other matters related to the project.

BODY OF THE AGREEMENT

Basis for the Project

The Technical Education Center Renewal is a multi-year program of building upgrades to the Technical Education Center and the Welding Lab which will reconfigure program spaces and renew or replace building systems and infrastructure.

Programmatic Need

Academic programs and curriculum have changed significantly since the Technical Education Center and Welding Lab were put into service. Current programs are not well supported.

Power Technology, Construction Technology, Mining Training, and Marine Transportation will be reconfigured to meet current program requirements.

Strategic Importance

See attached Mission Area Analysis and Statement of Need

Impact Analysis

See attached Mission Area Analysis and Statement of Need

Program Enhancements

No additional services or programs are intended beyond those provided in the current facility. There will be reallocation of spaces between those programs to reflect current and future demands. See attached MAA and SON.

Needs Assessment

The Technical Education Center, located at 1415 Harbor Way in downtown Juneau, was built in 1983 and added on to twice, in 1985 and 1992. The building has not had a major remodel since then. The mechanical and electrical systems are largely original.

Upgrades to major building systems including mechanical and electrical systems, exterior envelope, and building controls are needed to improve energy efficiency, reduce operational costs, and replace systems and components that are nearing the end of their service lives.

The Welding Lab, also at 1415 Harbor Way, was purchased by the University and remodeled in 1980 into a welding lab and support spaces. The building has not had a major remodel since then.

Project Impact

The project is expected to improve the operational efficiency of the facility by lowering future energy and maintenance costs. Energy costs will be reduced due to replacement of older less efficient heating, ventilating and lighting equipment. Future maintenance costs will be reduced due to replacement of equipment that has or is nearing the end of its useful life.

Project Site Considerations

There is no site work anticipated with this project.

Incremental Costs

There are no incremental costs associated with this project.

Proposed Funding Plan

Phase 1 of this project is funded with \$1.5M of 2013 R&R capital (563138). The remaining work is expected to be accomplished in 2 or 3 additional increments depending on future funding.

Annual Program and Facility Cost Projections

Program Costs – there will be no program costs increases due to this project.

Facilities Costs: - This project is expected to reduce the energy consumption of the existing facility. Elements of the project that will contribute to the energy efficiency of the facility include: renewal of the building automation system, replacement of the boilers, replacement of most of the building lighting systems, and replacement of the majority of the ventilating fans. Based on results from previous building renewal projects we expect to reduce the energy consumption of the building by at least 20%.

Total Project Cost and Funding Sources

Funding Title	Fund Account	Amount
FY13 DM Funding (phase1)	77100-563138	\$1,500,000
FY14-16 DM Funding (Future Request)	TBD	3,120,000
Total Project Cost		\$4,620,000

Project Schedule – Phase 1 only

DESIGN	
Conceptual Design	August, 2013
Formal Project Approval	December, 2013

Schematic Design	January, 2014
Schematic Design Approval	February, 2014
Construction Documents	March, 2014
BID & AWARD - Phase 1	
Advertise and Bid	April, 2014
Construction Contract Award	April, 2014
CONSTRUCTION	
Start of Construction	May, 2014
Construction Complete	August, 2014
Date of Beneficial Occupancy	August, 2014
Warranty Period	One year

Supporting Documents

MAA/SON
 One-page Budget
 Drawings:
 Phasing Plan, August 23, 2013

Agreement

In witness whereof, the parties attest that they have made and executed this Agreement to be effective the date and year first above written.

Pete Traxler

Digitally signed by Pete Traxler
 DN: cn=Pete Traxler, o=Career Education, ou=Associate Dean,
 email=pbtraxler@uas.alaska.edu, c=US
 Date: 2013.11.14 09:26:57 -0900

Pete Traxler, Associate Dean, Career Education for Juneau Programs



Keith Gerken, Director, Facilities Services

Michael Ciri, Interim Vice Chancellor of Administrative Services

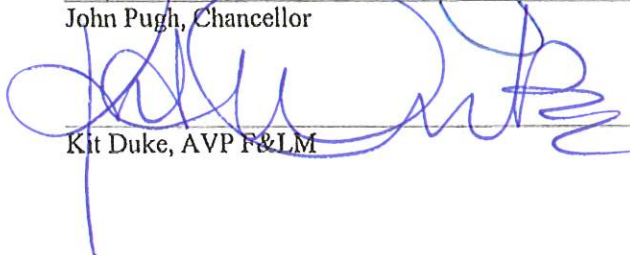


Richard A. Caulfield, PhD, Provost



John Pugh, Chancellor

ACTING CHANCELLOR 11/14/13



Kit Duke, AVP F&LM

11.18.13

UNIVERSITY OF ALASKA		
Project Name: Technical Education Center Renewal		
MAU: UAS		
Building: Technology Education Center		Date: November 2013
Campus: Juneau		Prepared By: W.K.Gerken
Project #	2013-02	Account No.: 563138
Total GSF Affected by Project:		21,890
PROJECT BUDGET		Total Project
A. Professional Services		
Consultant Basic Services	15.0%	536,000
Construction Administration	2.0%	71,000
Site Survey		-
Soils Engineering		-
Project Inspection	2.0%	71,000
Plan Review / Permits		8,000
Other		-
Professional Services Subtotal		686,000
B. Construction		
General Contractor		3,191,000
Other Contractors (Voice/Data Installation)		-
Construction Contingency	12.0%	383,000
Art		-
Other (Interim Space Needs)		-
Construction Subtotal		3,574,000
Construction Cost per GSF		
C. Equipment and Furnishings		
Equipment		25,000
Furnishings		75,000
Make Ready/Move In		
Equipment and Furnishings Subtotal		100,000
D. Administrative Costs		
CIP recovery	3.5%	152,000
Misc. Expenses		-
Project Management	2.5%	108,000
Administrative Costs Subtotal		260,000
E. Total Project Cost		4,620,000
Total Project Cost per GSF		\$ 211.06

Mission Area Analysis and Statement of Need: University of Alaska Southeast (UAS) Technical Education Center (TEC), Juneau Campus

November 2013

Mission Area Analysis—UAS Career Education

The University of Alaska Southeast's (UAS) School of Career Education offers post-secondary workforce education and training in support of the UA System's role in building a future workforce for Alaska. UAS Career Education's programs extend back many years in the region, incorporating programs offered initially at community colleges in the region. Today, these UAS programs help fulfill President Gamble's *Shaping Alaska's Future* initiative which focuses on the importance of productive partnerships with public entities and private industries in building a workforce to sustain and grow Alaska's communities.

UAS Career Education supports this theme of building Alaska's future workforce. It does so by focusing on *student learning* and *student success*—key elements in our UAS mission. To fulfill this mission, UAS Career Education supports training and collaboration in partnership with industries vital to Southeast Alaska. Using facilities at the Juneau, Ketchikan, and Sitka Campuses, the School of Career Education specializes in Mining, Construction, Health Sciences, Power Technology, Fisheries Technology, Maritime and Multiskilled Worker training, Marine Transportation, and Welding. UAS Career Education provides training for high demand jobs. Programs offered by Career Education develop professional, community and industry leaders that serve both Juneau and all of Southeast Alaska.

The School of Career Education's primary role is to prepare students for productive employment by providing academic, vocational, and community interest courses. The School also assists students in the transition to college and the successful completion of their programs of study at all levels—from non-credit Workforce Certificates (WCs) and credit-bearing Occupational Endorsements (OEs), to Certificates and Associate degrees. The School's offerings are shown in Table 1:

Table 1: UAS School of Career Education offerings

WORKFORCE CREDENTIALS	OCCUPATIONAL ENDORSEMENTS	CERTIFICATES	DEGREES
Entry Level Miner Maritime & Multiskilled Worker	Automotive Technology Building Energy Retrofit Tech Diesel/Heavy Duty Tech Healthcare Information Tech Law Enforcement Marine Engine Room Prep Marine Transportation Mine Mechanic Power Technology Residential Construction Welding	Automotive Technology Drafting Technology Fisheries Technology Health Information Mgt-Coding Healthcare Privacy & Security Pre-Nursing Qualifications Pre-Radiological Tech Residential Building Science	Apprenticeship Technology Construction Technology Fisheries Technology Health Information Mgt. Health Sciences Law Enforcement Nursing (with UAA) Power Technology (Auto/Diesel/Mine Mechanic/Marine Oiler)

Career Education requires strong partnerships with the industries we serve. These partnerships are the backbone of strong and growing programs. These partnerships engage students, faculty, staff, communities, workforce development, professional development and academic success. Our partnerships help to keep our programs relevant to our students and area industries.

Examples of partnerships vital to UAS Career Education include: Hecla/Greens Creek Mine, Coeur Mining-Kensington, Alaska Department of Labor and Workforce Development, Alaska Department of Education and Early Development, Alaska Public Safety Academy, Alaska Marine Highway System, Southeast Conference, Key

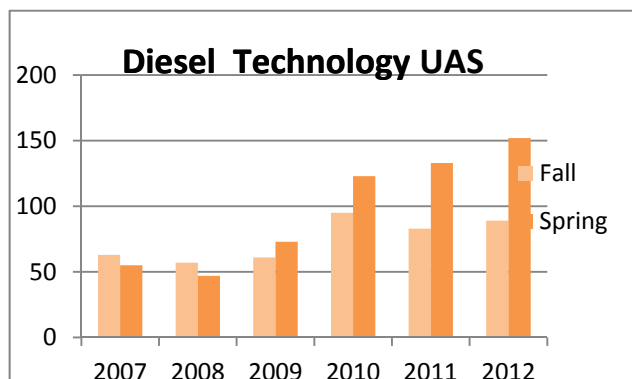
Bank, First Bank, Delta Fuel, NC Machinery, Tlingit-Haida Regional Housing Authority, Alaska Ship and Drydock, Silver Bay Seafoods, Sitka Sound Science Center, Juneau and Sitka Pioneers Homes, Wildflower Court, Bartlett Community Hospital, PeaceHealth, Southeast Alaska Regional Health Corporation (SEARC), First Student transportation services, Miller Construction, Dipsticks Auto Club, Mendenhall Motors, and more.

UAS Career Education programs align closely with the changing economy of Southeast Alaska. No longer dependent largely on government and timber alone, the region's economy is increasingly diversified—focusing on mining, seafood, the visitor industry, healthcare, timber, and government (*Southeast Alaska by the Numbers 2013*, Southeast Conference, 2013a). Between 2010 and 2012 the region grew by 2,800 people to a new record high of 74,423. The labor force increased by 1,800 jobs. Job earnings in the region increased by 10 percent over this two-year period. Some 280 new mining jobs were created, an increase of 50 percent. Nearly a million visitors came to the region, including an increase of 61,000 more cruise ship passengers. And, Southeast Alaska continued to expand its ocean-based economy: more than a quarter of all work-related income in the region comes directly from maritime employment: so-called “Blue Jobs” (*The Maritime Economy of Southeast Alaska*, Southeast Conference 2013b).

Statement of Need—Renovation of Juneau’s Technical Education Center (TEC)

The UAS Technical Education Center (TEC) at the Juneau Campus is located near downtown Juneau—adjacent to Juneau Douglas High School. The TEC was built in 1983 to be a Marine Center housing programs in boat building, boat restoration and boat repair. Activities in the TEC were expanded over the years to include Construction, Diesel, Auto, Welding, and recently Mine Training. Current space allocations at the TEC cannot accommodate the needs of our growing programs and serve the needs of our industry.

Renovation of the TEC will improve the layout of the building, expand Career Education’s ability to offer high demand trainings and classes, and increase safety and security of staff and the space. Of immediate need is expansion of Power Technology/Diesel lab facilities, used for mine mechanic training as well as training for heavy duty diesel and marine mechanics. The Power Technology program has seen dramatic increase in numbers requiring larger classrooms, larger lab spaces, additional sections, and newer, more technologically advanced equipment. These increases are due to partnership and scholarships coming from Hecla and Coeur, which serve both industry and students alike. Moreover, Power Technology has a mutually beneficial relationship with nearby Juneau Douglas High School. JDHS students walk across the street to take career education classes in the TEC, thereby building a solid career pathway from secondary-level education to post-secondary.



The TEC is home to the UAS Center for Mine Training, Southeast Alaska’s only mine training facility, where miners are trained in underground operations and MSHA safety courses. The Center’s Introduction to Mining Occupation and Operations class, offered online throughout Alaska, introduces high schools students to different aspects of mining occupations. This class has generated much interest and numbers will be continuing to grow. The UA Mining and Petroleum Training Service (MAPTS) funds Mining Safety and Health Administration (MSHA) classes every other week. These classes are for the “first time miner” and “refresher” courses. The increased attention of the Center’s classes has made additional space a priority.

The TEC is especially used by non-traditional students—those from a variety of age groups and socioeconomic backgrounds. It is a center for face-to-face classes, real-world lab scenarios and student advising. These interactions assist students as they grow in their knowledge of a variety of subjects that can be applied in a workplace environment.

The need in Juneau for quality career and technical education is growing. The expansion of the TEC will allow us to produce more graduates and to partner with local businesses and agencies. Regional growth includes expansion of the Greens Creek Mine Tailing holding area and continued exploration by Coeur at the Kensington Mine. These two mines employ over 500 people in Southeast Alaska and our partnerships have never been stronger. We continue to lead the industry in our supply of competent workers to these employers.

Juneau also has a broad and established tourism industry that is world renowned. Nearly 1,000,000 visitors came to our region in 2013. This industry frequently employs our students to service and repair busses, boats, charter vessels, and trucks. In addition, the City and Borough of Juneau along with state agencies require fleet maintenance and repair technicians of which our students are well suited.

We expect continued growth in construction technology and maintenance opportunities. The Tlingit-Haida Regional Housing Authority and RuralCAP Weatherization Program have routinely sought training for construction workers through UAS. This training and employment is due in part to the addition of monies contributed by Alaska Housing Finance Corporation to perform weatherization and energy efficiency upgrades for homeowners. Juneau has a strong tax base and yearly initiates infrastructure projects that need trained and skilled workers.

There is a high demand for locally trained employees in these fields, and our students often expect to be employed before completion of their field of study. With knowledge in their perspectives fields our students can expect good paying, long lasting careers. This demand has created an increased need for highly skilled and real world work experiences on equipment and in a work space that is held to a high industry standard.

Annual Operating Budget Impact

Funding these improvements will allow UAS to maximize the efficiency of this important building. The building's footprint will not increase but the quality and layout of instructional spaces and labs will be much improved. Expanded and reconfigured space will allow for safer and more secure working environment, and will allow staff and faculty to focus on their intended work rather than monitoring problematic building maintenance issues and building safety. We expect that the heating and utility upgrades, combined with state-of-the-art controls and insulation, will enable UAS to control utility costs and demonstrate our commitment to accountability for university assets.

August 16, 2013

TEC Conceptual Work Items

The following represents a general listing of potential work items to upgrade the TEC UAS complex. These items represent both interior renovation work packages to accommodate new program objectives, as well as upgrades needed to the building facility itself due to age or obsolescence.

The categories of work are arbitrary, but reflect the more logical program or facility needs that have been identified. An attached graphic identifies each of the following items with a numbered key.

Work Item 1 - New Mine Training Center Renovations - \$329,981

The Mining Training Program will be relocated to the area currently labeled as Plastics shop. The existing walls separating the Carpentry shop will be demolished along with all walls and equipment along the interior of the north wall. A new Mining Training Center entrance and vestibule will be created in the north wall. The entrance vestibule will have glass doors and relites for transparency. A new canopy will be built over the entrance to provide shelter as well as increased visual identity for the mine training center.

The vestibule, reception, office and mining computer lab will all receive new acoustic partition walls, carpet and drop ceilings with lighting. The new mine training class will retain its overhead door to the heavy equipment work space and leave the ceiling open to existing roof framing.

The mining heavy equipment bay and simulator space will include re-installation of the existing simulator. It will be placed in the southern part of the bay, with preparation for an additional identical simulator in the near future.

Work Item 2 – Relocation of Construction Tech Equipment - \$101,383

All existing equipment located in Carpentry/ Wood Shop will be consolidated and relocated to the new construction tech shop. This will require rerouting and modification to the dust collection system. The construction tech shop will remain open to framing above.

Work Item 3 – Spray Booth and Classroom - \$73,659

New partition walls will be placed to create Power Tech Class 2, Storage, Spray Materials room, and a Spray Booth. The classroom will receive all new finishes and a drop

ceiling with lighting. Mechanical work will consist of additional ventilation for the spray booth and classroom HVAC.

Work Item 4 – New Power Tech Lab - \$237,915

In the high bay all existing shelving will be demolished and the roll-up door along the southwest wall removed and filled in with standard framing. The existing pit in the storage area adjacent to Engine Cleaning will be filled with concrete to be flush with the surrounding floor. The walls of the existing Engine Cleaning room will be demolished and replaced to follow the step in the ceiling structure from 20ft to 11ft. New heavy duty shelving will be provided for engine storage along the walls of the high bay.

The New power tech lab will be open to the existing 20' roof framing and closed in with acoustically insulated partition walls. Mechanical work will consist primarily of altering HVAC to accommodate the new spaces

Work Item 5 – Power Tech Lab 2 – \$185,415

Power Tech Lab 2 will require demolition of the existing fence surround and office, as well as relocation of the existing mining simulator to the mining high bay. New partition walls will be placed in correspondence with the existing 12' ceiling outline to close in power tech lab 2 and the adjacent storage rooms, as well as the modified lobby hallway. Walls in these areas will be painted gwb, while floors will remain concrete. A new drop ceiling and lighting will be required in Power Tech Lab 2. Existing mechanical will remain in place.

Work Item 6 – Power Tech Class and Offices - \$200,176

The offices off the lobby will be updated with new finishes. A new door will be added in the middle office to access the Power Tech Class and the door in the office to the south will be relocated. The power tech class will receive new carpet and paint. Existing mechanical will remain.

The storage room adjacent to the southwest corner of the existing Mining Class will be remodeled into an accessible restroom. This will require some demo of the concrete floor to attach plumbing to the adjacent existing restrooms. New fixtures and finishes will be required.

Work Item 7 – Construction Tech Upgrade - \$102,991

The construction tech lab will remain open with a new fenced wood storage area in the northeast corner. A new exterior entrance with relites and a small canopy will be installed in the north wall to form a separate construction technology entrance. The construction tech class and construction tech room to the west will remain unchanged.

Work Item 8 – Remodel of 2nd Floor Restrooms - \$158,951

Work will consist of demolition of the existing restrooms and locker rooms to allow for a student lounge, storage space, and new restrooms. New partition walls, drop ceilings and lighting will be required. Mechanical work will consist of alterations to all existing restroom fixtures.

Work Item 9 – 2nd Floor Faculty Upgrades - \$163,165

Work will consist of demolition of the existing classrooms and hallway to allow for additional offices and storage space. All demolished and new walls are non-structural interior partition walls. New finishes will be required in all updated spaces as well as new ceilings, and lighting. Existing offices will receive new carpet and paint to match.

Work Item 10 – 2nd Floor Large Classroom/Computer Lab - \$133,959

Work will consist of demolition of the existing classrooms and hallway to allow for a new larger classroom. The large classroom will require a new moveable partition to divide the space into 2 smaller classrooms for periodic independent use. The entire classroom space will need comprehensive audio visual capability including the electrical support for use as a computer lab in the south end.

Work Item 11 – Mechanical Controls Upgrade - \$496,605

All mechanical controls in the building will be upgraded to Direct Digital Controls. See mechanical conceptual narrative for details.

Work Item 12 – Boiler Upgrades - \$177,903

Boilers will be replaced with new more efficient equipment. See mechanical conceptual narrative for details.

Work Item 13 – HVAC System Upgrades - \$117,930

Existing fans and exhaust system will be upgraded with new equipment. See mechanical conceptual narrative for details.

Work Item 14 – Compressor Replacement \$79,905

Existing compressor will be replaced with a new compressor. See mechanical conceptual narrative for details.

Work Item 15 – Marine Tech Lab Renovations - \$64,675

The North half of the welding lab will be remodeled to include a new classroom and storage rooms. The classroom will get all new finishes and lighting. The Marine Lab will be an open high bay space with new wall paint and new suspended lighting.

Work Item 16 – Welding Building Upgrades - \$143,479

Restrooms and janitorial will be remodeled to accessible restrooms with new fixtures. The Metal Storage room will receive a new exterior double door for ease of receiving welding materials. The storage containers existing south of the welding building will be relocated to free up access to the south face of the building.

Work Item 17 – Welding Equipment Upgrade - \$111,022

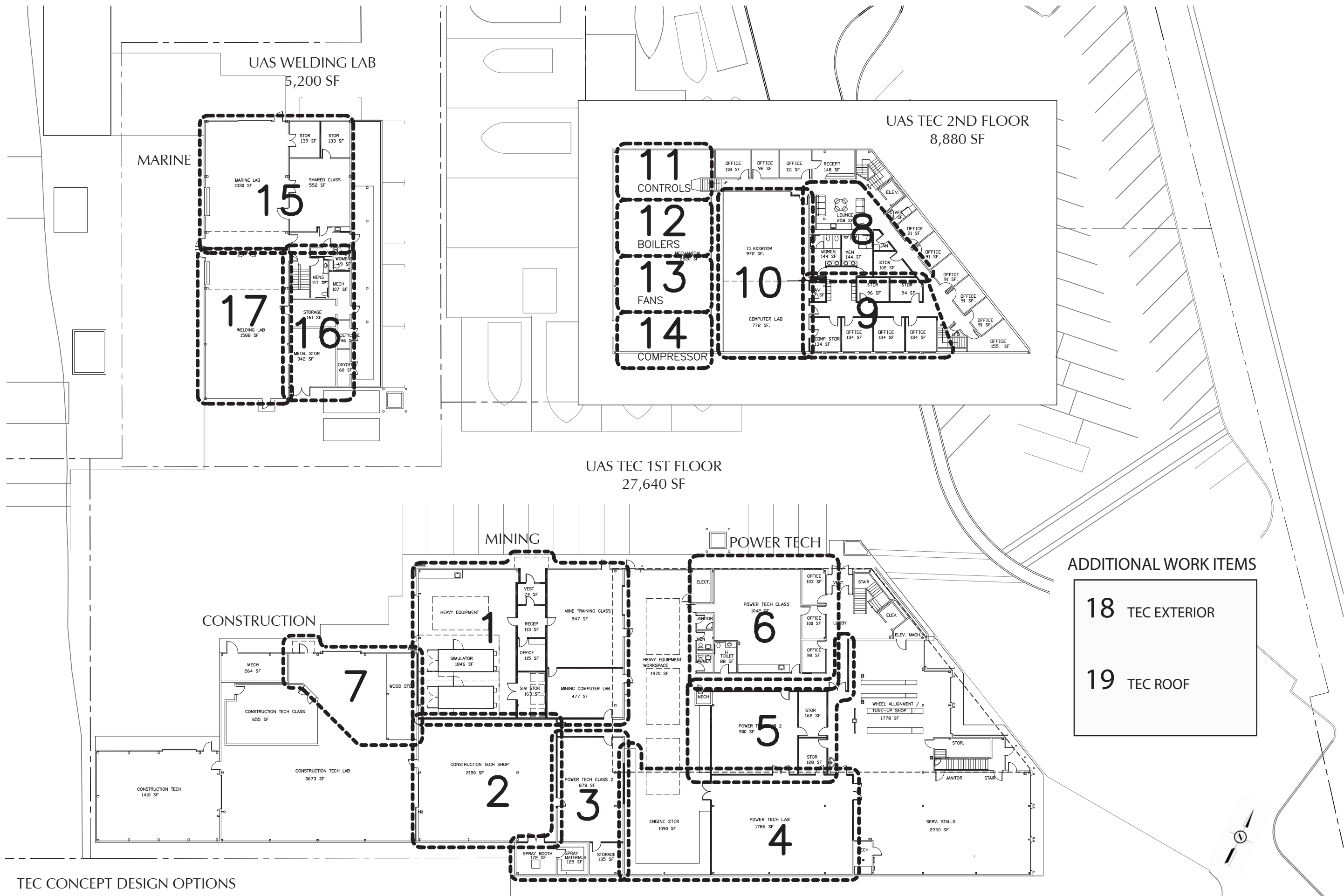
The welding lab will be refitted with updated equipment, partitions, and ventilation systems. Mechanical will provide details as known.

Work Item 18 – TEC Exterior Painting and Glazing Replacement - \$150,000**Work Item 19 – TEC Roofing Replacement - \$300,000**

One portion of the roof has been replaced within the last 7-8 years, representing roughly 20% of the roof area. Other areas of the roof have been in place for roughly 20 years, and will require replacement within ten years.

POSSIBLE– Electrical Upgrades - \$200,000 (place holder)

Study letter with Ben Haight underway. Current electrical costs are distributed throughout HMS estimate. Costs will be refined after receipt.





Total Project Cost	\$ 2,030,983
Approval Level:	Full FLMC

SCHEMATIC DESIGN APPROVAL REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke *11.12.13*
AVP Facilities and Land Management

THROUGH: Brian Rogers
Chancellor *[Signature]*

THROUGH: Pat Pitney *Pat Pitney*
Vice Chancellor

THROUGH: Scott Bell, P.E. *SWB 10/25/13*
Associate Vice Chancellor

THROUGH: Gary Johnston *[Signature] 10/25/13*
Director

FROM: Mary Pagel, P.E. *MP 10/25/13*
Project Manager

DATE: October 25, 2013

SUBJECT: Project Type: Renewal and Replacement
Project Name: Road Improvements FMATS Street Light Conversion Stage III
Project No.: 2013016 RISLC

cc: RISLC (101)



UNIVERSITY
of ALASKA
Many Traditions One Alaska

Non- Academic Project Program Resource Planning Status Report

UAF Street Light Conversion Project – Schematic Design Approval

This project is a minor Deferred Maintenance and Renewal of existing facilities. This project is a joint venture with the Alaska Department of Transportation, the Alaska Division Office of the Federal Highway Administration and the UAF campus with the goal of reducing energy consumption by street lights on the UAF campus.

Milestone #0

Mission Area Analysis: (Goal approved in UAF CMP)
Statement of Need:

Date: N/A
Date: N/A

Milestone #1

SAC Review:

Date: N/A

Milestone #2

Preliminary Administrative Approval:

Date: 10/08/12

Milestone #3

Statement of Requirements: (Developed in conjunction with FPA)

Date: 09/26/13

Milestone#4

Business and Financing Plan:
Operating Budget Request
Capital Budget Request:

Date: N/A
Date: N/A
Date: N/A

(This project is funded through Federal Grants with 10% UAF Operating Funds match.)

Milestone #5

Formal Project Approval:
Schematic Design Approval:

Date: 09/26/13
Date: 12/12/13

Milestone #6

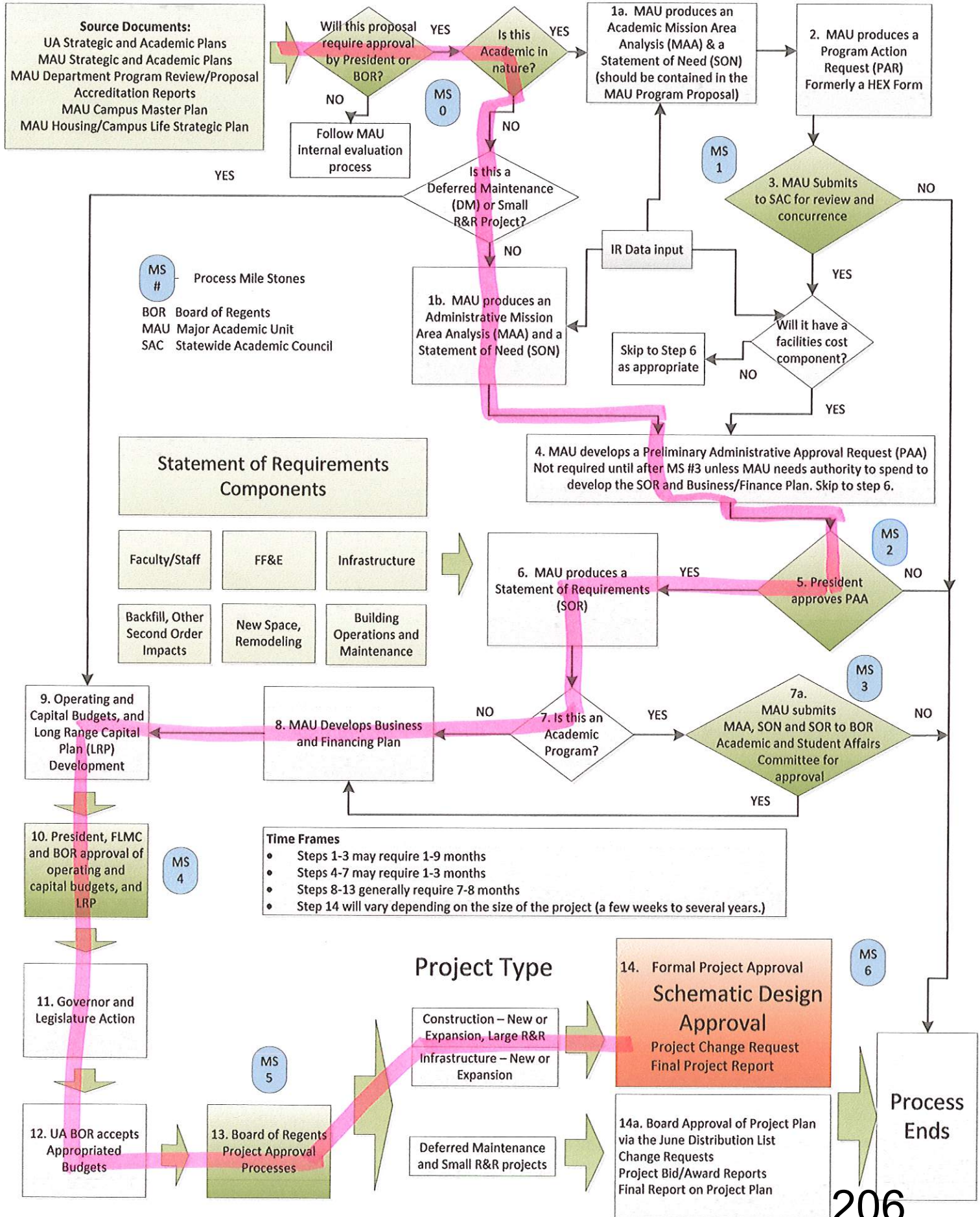
Construction Started:
Construction Completed:
Beneficial Occupancy:
Final Project Report:

Date: _____
Date: _____
Date: _____
Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





SCHEMATIC DESIGN APPROVAL

Name of Project: Roadway Improvements Fairbanks Metropolitan Area Transportation System Street Light Conversion

Project Type: Renewal and Replacement

Location of Project: UAF, Fairbanks Campus, Street Lights, Fairbanks

Project Number: 2013016 RISLC

Date of Request: October 25, 2013

Total Project Cost:	\$2,030,983	
Approval Required:	FLMC	
Prior Approvals:	Preliminary Administrative Approval	October 8, 2012
	Formal Project Approval	September 26, 2013

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, 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 approves the Schematic Design Approval request for the University of Alaska Fairbanks Roadway Improvements, Fairbanks Metropolitan Area Transportation System Street Light Conversion 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 \$2,030,983. This motion is effective December 12, 2013.

Project Abstract

The Alaska Department of Transportation and Public Facilities (DOT&PF) and the Alaska Division Office of the Federal Highway Administration (FHWA) in cooperation with UAF, will convert campus roadway illumination fixtures to light emitting diode (LED) or other appropriate technology under Stage III of the FMATS Streetlight Conversion Project.

Pilot studies conducted by the City of Fairbanks on city streetlight systems determined that over 60 percent of the City of Fairbanks' energy consumption was due solely to the operation of its street light system. Stage I of this project replaced 1,800 city streetlight fixtures in 2010 and Stage II replaced an additional 1,000 city streetlight fixtures. Both projects have provided for significant energy savings for the City of Fairbanks. UAF also hopes to significantly reduce campus energy consumption through Stage III of this project. An estimated 201 road luminaires may receive new fixtures.

RATIONALE AND REASONING

Background

The project goal is to reduce energy and maintenance costs associated with the operation of the UAF campus roadway lighting system. Estimates of energy reduction prepared by the City of Fairbanks on a similar project are in the range of 50 percent. Because LED fixtures last four times longer than HPS (high pressure sodium), the manpower necessary for re-lamping will be reduced by 75 percent.

Project Scope

UAF, through the attached Memorandum of Agreement for Local Match Contribution and Maintenance (MOA) with DOT&PF, will manage the design phase of this project. DOT&PF is the project owner and all design standards and design processes must meet approval of the DOT&PF project representative. DOT&PF will manage the construction phase of the project.

This project will ultimately provide UAF with lighting fixture conversions on all illumination systems associated with campus roadways. The conversions will require grounding wire upgrades, and UAF expects that some new luminaire pole installations will be required for lighting coverage at critical intersections.

Work tasks and requirements are expected to include:

- Verification of project luminaires and circuits
- Inventory and analysis of existing conditions including age and structural integrity
- Assessment of grounding needs
- Completed work in accordance with the 2001 American Association of State Highway and Transportation Officials (AASHTO) – A Policy on Geometric Design of Highways, UAF Street Lighting Standards and State of Alaska, Department of Transportation Highway Preconstruction Manual. Typical Pre-Construction manual requirements include preparing a Design Study Report, Erosion and Sediment Control Plan, Traffic Control Plan, Construction Sequence Plan, Design Notebook, etc.
- Supporting UAF and DOT & PF as needed for Public Involvement
- Coordination of design standards with DOT & PF and UAF Lighting Master Plan team
- Preparation of design documents and engineers estimate
- Attendance at review meetings
- DOT & PF development of the Environmental Document
- No anticipated field surveying
- DOT & PF management of the construction

Project Impacts

Project impacts will be experienced during the construction phase in the form of noise, dust and use of temporary closures. The Alaska Department of Transportation is responsible for project management and will administer the construction contract. All reasonable measures and standards of care will be employed during construction to minimize project impacts.

Variances

N/A

Total Project Cost and Funding Sources

Approximately 90 percent of the funding for this project is provided by the Federal Highway Administration through a Fairbanks Metropolitan Area Transportation System (FMATS) grant.

<u>Funding Title</u>	<u>Fund Account</u>	<u>Amount</u>
AK DOT&PF Funding	FHWA	\$1,811,493
FY14 UAF Operating Funds	515270-50216	\$219,490
Total Project Cost		\$2,030,983

Annual Program and Facility Cost Projections

<u>Cost Type</u>	<u>Amount</u>
Maintenance & Repair (expected reduction)	\$4,000
Utilities (identify any expected reduction)	\$30,000
Total Annual O&M Cost Savings	\$34,000

Project Schedule

DESIGN

Conceptual Design	July 2013
Formal Project Approval	September 2013
Schematic Design Approval	December 2013
Schematic Design and Construction Documents Completed	March 2014

BID & AWARD

Advertise and Bid	March 2014
Construction Contract Award	June 2014

CONSTRUCTION

Start of Construction	July 2014
Construction Complete	October 2014
Date of Beneficial Occupancy	N/A
Warranty Period	1 Year

Project Delivery Method

Design-Bid-Build is the project delivery method selected by the Alaska DOT & PF.

Supporting Documents

One-page Budget, prepared by DOT & PF – Estimated Design Fee
 One-page Budget prepared by DOT & PF – Actual Design Fee
 Design Narrative Document – Abbreviated Design Study Report
 Memorandum of Agreement with DOT & PF
 Overall Plan Drawing: E001 Overall Plan
 E101 Section 1
 E102 Section 2
 E103 Section 3
 E104 Section 4
 E105 Section 5
 E106 Section 6
 E107 Section 7
 E108 Section 8 & 9
 E201 Details

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.

FMATS Street Light Conversion, Stage III: DOT & PF

2013016 RISLC

PROJECT BUDGET

(Estimated Design Fee)

PHASE II

Item	Cost	Notes	Estimate source
Design	\$141,000	Performed by a consultant managed by UAF	Mary Pagel, PM/UAF DDC
Owner Activities	\$36,500	UAF management and administrative costs	Mary Pagel, PM/UAF DDC
ADOT&PF Environmental Document	\$20,000	ADOT&PF will complete the environmental document	Jeff Organek, PM/ADOT & PF
ADOT&PF Management	\$35,000	ADOT&PF administration and management	Jeff Organek, PM/ADOT & PF
Indirect Cost Allocation Plan (ICAP) 4.79%	\$11,137		

Estimated Total \$243,637

UAF match (9.03%) \$22,000

Uaf Phase II Contignecy (50% x 9.03%) \$11,000

Total UAF Phase 2 Match \$33,001

PHASE IV

Item	Cost	Notes	Estimate source
Construction	\$1,460,000	Performed by contractor	Mary Pagel, PM/UAF DDC
Construction Engineeering 15%	\$219,000	Performed by ADOT & PF	Jeff Organek, PM/ADOT & PF
Construction + CENG	\$1,679,000		Jeff Organek, PM/ADOT & PF
Indirect Cost Allocation Plan (ICAP) 4.79%	\$80,424		Jeff Organek, PM/ADOT & PF

Estimated Total \$1,759,424

UAF match (9.03%) \$158,876

Uaf Phase IV Contignecy (15% x 9.03%) \$23,831

Total UAF Phase IV Match \$182,707

Total Project Cost	\$2,003,061
Total UAF Match	\$215,708

FMATS Street Light Conversion, Stage III: DOT & PF

2013016 RISLC

PROJECT BUDGET

(Actual Design Fee)

PHASE II

Item	Cost	Notes	Estimate source
Design	\$168,922	Performed by a consultant managed by UAF	Mary Pagel, PM/UAF DDC
Owner Activities	\$36,500	UAF management and administrative costs	Mary Pagel, PM/UAF DDC
ADOT&PF Environmental Document	\$20,000	ADOT&PF will complete the environmental document	Jeff Organek, PM/ADOT & PF
ADOT&PF Management	\$35,000	ADOT&PF administration and management	Jeff Organek, PM/ADOT & PF
Indirect Cost Allocation Plan (ICAP) 4.79%	\$11,137		

Estimated Total \$271,559

UAF match (9.03%) \$24,522

Uaf Phase II Contingency (50% x 9.03%) \$12,261

Total UAF Phase 2 Match \$36,783

PHASE IV

Item	Cost	Notes	Estimate source
Construction	\$1,460,000	Performed by contractor	Mary Pagel, PM/UAF DDC
Construction Engineering 15%	\$219,000	Performed by ADOT & PF	Jeff Organek, PM/ADOT & PF
Construction + CENG	\$1,679,000		Jeff Organek, PM/ADOT & PF
Indirect Cost Allocation Plan (ICAP) 4.79%	\$80,424		Jeff Organek, PM/ADOT & PF

Estimated Total \$1,759,424

UAF match (9.03%) \$158,876

Uaf Phase IV Contingency (15% x 9.03%) \$23,831

Total UAF Phase IV Match \$182,707

Total Project Cost	\$2,030,983
Total UAF Match	\$219,490

**ABBREVIATED DESIGN STUDY REPORT
FOR
FMATS LED STREET LIGHT CONVERSION STAGE III**

**FEDERAL PROJECT NO.: STP-0002(274)
STATE PROJECT NO.: 61954**

OCTOBER 2013

**FOR
ALASKA DEPARTMENT OF TRANSPORTATION AND PUBLIC FACILITIES
NORTHERN REGION PRECONSTRUCTION**

**BY
DESIGN ALASKA, INC.
601 COLLEGE ROAD
FAIRBANKS, ALASKA 99701**

PREPARED BY: JEFFREY M. LEONELLI, E.I.T.

UNDER THE SUPERVISION OF: ELIZABETH T.B. JOHNSTON, P.E.



Introduction/History

The Alaska Department of Transportation and Public Facilities (ADOT&PF) in cooperation with the Alaska Division of the Federal Highway Administration (FHWA) and University of Alaska Fairbanks (UAF) are proposing to convert existing street light units to light-emitting diode (LED) technology under Stage III of the Fairbanks Metropolitan Area Transportation System (FMATS) Street Light Conversion Project. The purpose of the project is to reduce the energy consumption of the street lighting system.

Previous stages I and II replaced street lighting throughout the City of Fairbanks and City of North Pole with LEDs. A study conducted by the City of Fairbanks in 2008 comparing High Pressure Sodium (HPS) against LEDs revealed that with similar illumination performances the LEDs used less than half the amount of power and provided a better color temperature and light quality. Stage I of this project replaced 1,800 street lights in 2010 and saved \$135,000 in energy costs during 2011.

Manufacturer reports and testing data indicate LED units last upwards of 100k hours compared to the lamp life of HPS at 24k hours and metal halide at 15k-20k hours. Also, as rated life is approached for HPS, the probability of complete lamp burnout increases exponentially. LEDs do not have a burning filament and light output will fade with time as opposed to complete failure.

Preliminary power estimates of the existing street lights suggest that the lighting load is roughly 40kW with an average daily use of 11 hours. This equates to 160,600 kWh per year. Based on the study conducted by the City of Fairbanks, which showed a 50 percent reduction in energy use, UAF could have a projected annual energy savings of 80,300 kWh.

Project Description

The project scope is to replace the existing street lights throughout the campus area with LED units up to roadways maintained by ADOT&PF (Geist Road, University Avenue and Farmer's Loop Road). The grounding and bonding means and methods to supply a low impedance ground fault return path for the street lighting system will be addressed. Structural deficiencies of existing pole bases and damaged pole components will also be addressed. The scope is limited to existing pole locations only and roadway sections that do not contain street lights will not receive new light poles.

All street light fixtures will undergo replacement with a unit that utilizes a slip fitter mounting system. This will allow all poles to be retrofit with a tenon mounting arm, suitable for street lighting. Existing poles and pole bases will be assessed on an individual basis and be replaced if they display structural damage or any deficiencies that present a hazard or risk. Preliminary investigations indicate 19 poles should be replaced for structural reasons. The grounding system that utilizes driven ground rods as the only means of ground fault return will be replaced to provide an equipment grounding conductor (EGC) back to its power source.

Trenching activity will potentially be required between fixtures to replace conductors when an EGC cannot be easily retrofitted. A mechanical trencher will be used to trench conduit between street light poles at the edge of pavement, back of sidewalk. The anticipated width of the trenches is approximately eight inches, and the maximum depth is 48 inches. Backfilled trenches and resurfacing with topsoil and seeding will match the current ground cover.

MEMORANDUM OF AGREEMENT

Between

**THE STATE OF ALASKA
DEPARTMENT OF TRANSPORTATION AND PUBLIC FACILITIES**

And

THE UNIVERSITY OF ALASKA, FAIRBANKS, FACILITY SERVICES

Project: FMATS Street Light Conversion Stage III

Agreement No. 025-3-1-013

Date Prepared: October 9, 2010

Federal Project No. NA

State Project No. 61954

This Memorandum of Agreement (MOA) is made and entered into this ___ day of October 2012 by and between the State of Alaska, acting by and through the Department of Transportation and Public Facilities, hereinafter called the "Department", and the University of Alaska, Fairbanks Facility Services, hereinafter called "UAF."

By this agreement the Department hires UAF to complete the subject work stipulated under the MOA for the FMATS Street Light Conversion Stage III project, hereinafter called the "project."

Project Scope:

Convert HPS (High Pressure Sodium) street lights on the UAF campus to LED (Light Emitting Diode) street lights or other appropriate lighting technology, excluding roadways owned by the Department. Replacement of light poles and upgrades to the grounding system will occur as necessary in order to achieve code compliance.

UAF shall complete all Preliminary Engineering through Final PS&E and provide support during construction. At the discretion of the Department, this will include preparation of any documents needed for a possible Revised Final or Addenda during the advertising and award period of the project. UAF shall not perform any work outside the authority level approved by the Federal Highway Administration (FHWA). This Agreement may be amended to include support during construction, if construction funds become available.

A. Agency Obligations:

The Department and UAF agree to accept the following responsibilities for each respective agency and to complete the work in the manner and general time frame required by this agreement:

UAF Obligations:

1. Unless specifically noted otherwise, UAF shall be responsible for completing all items of work required to develop the construction PS&E assembly. UAF shall be responsible for all items of work required to submit all necessary documents in support of a request for advertising and award for construction. UAF will also provide support during construction.
2. UAF shall meet the deliverables schedule listed in Part D of this MOA.
3. While not limited to these, the following items are of particular concern, and must be addressed when performing the work:
 - A. All construction plans must be developed in accordance with the Department's most current drafting standards and similar in form and quality to examples provided by the Department. The Department will provide drafting standards as well as any electronic standards, templates, and examples needed for UAF to conform to this requirement.
 - B. All work shall be conducted in strict conformance and full compliance with the same regulations, procedures, standards, guidelines, laws and document formats as those required of the Department, unless specifically exempted by the Department.
 - C. The limits of the design work obligations under this MOA are based on the following project limits and assumptions:

Upgrade existing street lights within the UAF boundary (excluding roadways owned by the Department) from HPS to LED or other energy efficient lighting technologies.

Project Termini: UAF boundary.

D. Submittal Requirements:

All documents submitted by UAF throughout the design process, inclusive of plans, specifications, cost estimates, and reports shall be developed on the following software and shall be submitted in hard-copy form along with an electronic copy on computer CD in the format the document was originally created in, of the related file. Drawings shall be submitted with one (1) unbound copy suitable for reproduction. Reports shall be submitted with one (1) unbound copy suitable for reproduction. The

computer file will directly and exactly reflect that shown on the hard copy print. No hand drafting will be allowed. Use of software other than that specified will be allowed, but all files shall be translated to the applicable formats noted below, and shall be 100% compatible with such formats. Incompatible files shall be rejected and UAF shall provide files in the specified formats.

The software and file format requirements are:

Brand Name	<u>File Format</u>	<u>Items</u>
AutoCAD (release 2010 or higher)	.dwg	Plan sheets, Report Drawings, etc.
Microsoft Word (Release 2007 or higher)	.docx	Contract, Specifications, Design Study Report Correspondence, etc.
DOT& PF BIDTAB	Citrix based	Engineer's Estimate, Preliminary Cost Estimates, etc.

UAF will be granted access to the DOT&PF's web based "BIDTAB" program which shall be used when developing the cost estimates.

E. All work shall be completed in accordance with:

- State of Alaska, Department of Transportation Highway Preconstruction Manual
- State of Alaska, Department of Transportation Standard Specifications for Highway Construction, 2004 Edition
- 2001 American Association of State Highway and Transportation Officials (AASHTO) – A Policy on Geometric Design of Highways and Streets Alaska Standard Drawings
- UAF street lighting standards

F. All quantity computations shall be separated by individual bid items. All computations shall clearly show the data basis, assumptions, methods, and results. They shall be organized so as to allow a reviewer to ascertain by inspection exactly how each individual sheet total, sub-total, and grand total shown in the computations or on the plans, was derived. All computations and analyses shall be checked by at least one individual (other than their originator) with sufficient technical acumen to provide a check of both the technical concepts involved and the arithmetic accuracy of the computations. All computations shall bear the date the work was performed, the name of the individual performing the computations along with the name of the individual checking the work. Parallel computations developed by a second individual as a check on the original computations will not be allowed. All superseded calculations or portions thereof shall be clearly voided.

All original calculations and analyses shall be compiled as the Designer's Notebook and be delivered to the Department's Project Manager with the delivery of the Final PS&E assembly. Provide the Department with two copies of the Designer's Notebook to make available for viewing during project advertising

- G. UAF will be responsible for submitting a draft Project Management Plan on the Department's supplied forms within one month after the MOA is approved. The Department will provide input necessary to finalize the Project Management Plan.
- H. Upon receiving all final signatures of the approved environmental document, prepare and submit a Draft Design Study Report (DSR). The DSR must identify and define UAF's street lighting design standards. Provide a resolution to reviewer comments of the Draft DSR. The comment resolutions must be incorporated into the Final DSR documents and subsequent submittal in support of the request for Design Approval.
- I. UAF will be responsible for development of the Design plans, Specifications, and Engineers Estimate and related submittal documents for the Plans-In-Hand/ Review PS&E, Review Resolution, Final PS&E and any other related documents. The reviews will be conducted through the Department's Contracts section. Review Resolution will include written responses to comments.
- J. Prior to submittal of the Final PS&E, UAF will certify that all improvements designed and included in the Final PS&E will be constructed in conformance with the approved Environmental Document's environmental commitments.
- K. Prior to submittal of the Final PS&E, UAF will certify that all improvements designed and included in the Final PS&E will be constructed upon lands owned by the University of Alaska.
- L. UAF will be responsible for the design and development of the Erosion Sediment Control Plan (ESCP), Traffic Control Plans (TCPs), Construction Sequence Plan (CSP), detail sheets, quantity compilation and summary sheets, illumination, specifications, Engineer's Estimate, and any other items needed in accordance with current requirements and as applicable to this project.
- M. UAF shall ensure all plans and specifications are in accordance with all Code of Federal Regulations (CFR) requirements, including the requirements of 23 CFR 635.411. When a patented or proprietary item is specified in the plans or contract, a minimum of two manufacturers must be listed and the words "or equal" included to ensure the broadest range of choice. UAF must perform research adequate to assure that a minimum of two manufacturers meet all of the contract requirements for any materials required on the project, regardless of whether a proprietary name is listed in the contract documents. If only one manufacturer meets the requirements, a proprietary item may be specified if a public interest finding is conducted and it is found to be in the public's best interest to use the proprietary product.

- N. It is not anticipated field surveying will be required to develop this project. If required, UAF will be responsible for all field surveying necessary to complete the project development through Final PS&E. Field survey shall be completed in accordance with accepted industry practice and shall include closeout of all instrument setups, and any and all hand entered field book notes necessary to supplement the electronic data collection files.
- O. UAF will coordinate with and assist the Department for all Public and Agency Involvement, including participation in the agency/public scoping meetings and the Local Planning Approval process, as applicable.
- P. UAF will be responsible for all necessary location of utilities and coordination with affected utility companies. UAF will be responsible to secure non-objection or other necessary commitments for relocation or adjustment of all affected utilities.
- Q. UAF will be responsible for the compilation of supporting documentation and development of all required reports, specifications and design details of work normally required for projects of this nature.
- R. UAF will be responsible for support of certain Department in-house activities:
 - 1. Participation in in-house scoping meeting.
 - 2. Participation in Design Hand-off meeting.
 - 3. Providing figures, conceptual design, and other resources in support of the environmental document.
- S. UAF shall submit monthly status reports identifying:
 - 1. Tasks completed to date,
 - 2. Tasks anticipated to be completed in the next month,
 - 3. Significant problems experienced or expected,
 - 4. Current costs and updated estimate of costs through final PS&E,
 - 5. Updated milestone dates showing key tasks completed and estimated completion dates for future key tasks.

Department Obligations:

- 1. The Department shall function in an oversight role and monitor the progress of the work, including reviewing and approving all documents developed by UAF. Final approval authority of all documents shall remain with the Department or the FHWA, as appropriate.
- 2. Unless specifically authorized otherwise by the Department's Engineering Manager, all documents requiring outside Department approval or review shall be delivered to the Department for submittal by the Department to the outside agency.

3. The Department shall make available to UAF any readily accessible existing information within the Department that is relevant to the subject work. This information will be available to UAF on an “as-is” basis. UAF shall obtain updates to the information or supplemental information needed to complete the work. Design manuals, reference manuals, guidelines, or regulations will not be supplied by the Department, but some may be available for purchase through the Department.
4. The Department will obtain any permits required for the project.
5. It is not anticipated additional rights of way will be required to construct these improvements. If required, the Department will complete and/or obtain the ROW title and plans, permanent utility easements, and construction easements/permits.
6. The Department will be responsible for development of the Environmental Document.
7. The Department will be responsible for obtaining local planning commission approval.

B. Project Management:

The Department’s designated Engineering Manager, Jeff Organek, shall be the official representative of the Department. All official direction from the Department, whether oral or written, shall be from and through the Department’s Engineering Manager. While UAF will and may deal directly with many individuals within the Department when completing the work, all contacts and instructions by such individuals shall be considered advisory only, unless specified by the Engineering Manager.

Mary Pagel, UAF project manager, shall be the single contact person and is designated in responsible charge of the project and is empowered to represent UAF’s interests concerning the subject project.

UAF shall assign sufficient manpower resources and shall perform the work in an efficient manner so as to ensure completion of the work in a timely manner and within the schedule and allocated budget.

C. Reimbursement:

The maximum amount payable under this agreement shall not exceed: One Hundred-Seventy-Seven-Thousand-Five-Hundred Dollars (\$177,500). Expenditures incurred in excess of that specifically authorized in this agreement shall not be allowed or paid for by the Department. It is incumbent upon UAF to monitor UAF expenditures in a timely manner to ensure there are no unauthorized overruns in the project.

UAF will be reimbursed for all authorized costs in the following manner:

- Direct labor costs (DLC) as shown on supporting documentation on a monthly basis, listing the employee's name, hours worked, salary rate, and Indirect Costs (IDC) (i.e. Overhead).
- IDC shall be applied at the rates in effect each audit year (7/1 through 6/30). The FY12 and FY 13 IDC rates are in accordance with the "FY13 Fringe Benefit Forward Pricing Proposal" dated March 31, 2012 and attached to this MOA. The F&A rate is 25% and will be applied only to the first \$25,000. At this time, an audited rate for the period 7/1/13 through 6/30/14 (FY14) is not available so the FY13 rate will be used until the new audited rate is issued. No amendment to this MOA is required when the IDC rate changes.
- No other in-house UAF costs (Other Direct Charges (ODC)), such as Xerox copies, phone bills, equipment overhead, etc. shall be billed directly to the project, rather are recovered under the IDC charge added to the negotiated DLC amount.

The term "authorized costs" shall be understood to mean those costs determined by the FHWA to be participating costs by the FHWA to the Department. Any costs submitted by UAF that are paid but subsequently determined to be non-participating by FHWA, shall be reimbursed to the Department by UAF.

UAF shall submit billings along with supporting documentation on at least a quarterly basis. Each billing shall list the project name and number, begin and end date of the billing period, recapitulation listing the total cost to date along with the total of previously approved billings and the balance due. Supporting documentation shall include copies of all monthly status reports for the billing period, a summary of the employees name, hours worked, salary rate, plus the stipulated amount of IDC.

If UAF elects to hire a Consultant to perform all or a portion of the subject work, the third party must be hired in strict conformance with UAF's procurement procedures for selecting and hiring such parties, subject to approval by the Department. The same stipulations allowing termination of the MOA between the Department and UAF shall be included in third party agreements, modified as necessary to accommodate the method of payment.

Third party agreement costs shall be paid by the Department to UAF as ODC. The Department and funding agency (FHWA), reserve the right to perform an audit of all records related to the project, prior to payment on any billing.

All project records pertinent to this agreement shall be made available for inspection, audit, or reproduction for a minimum of three years from the date of final payment or upon termination of this agreement.

The Department will not pay UAF for:

- Costs that cannot be adequately verified as valid for this project.
- Cost incurred prior to this MOA execution date.

- Expenditures incurred in excess of that specifically authorized in this MOA or subsequent amendments to the MOA.

D. Schedule:

The contract completion date for this MOA is December 31, 2015. The schedule for deliverables is as follows and is contingent upon issuance date of Notice to Proceed:

- Project Management Plan: Within one month after MOA approval
- Environmental Document Complete: June 10, 2013
- Draft Design Study Report: September 9, 2013
- Final Design Study Report: November 11, 2013
- Combined Plans-in-Hand/Review PS&E Assembly: March 18, 2014
- Final PS&E Assembly: April 29, 2014

As of the date of this MOA, there are not any Phase 4 Construction funds programmed for these project improvements. This schedule may be adjusted by amendment as necessary to meet funding obligation deadlines if money becomes available.

The MOA may be amended to reflect scheduling and funding adjustments that may be required should the design work need to be packaged into multiple smaller PS&E assemblies to take advantage of any available construction funding.

E. Notice to Proceed (NTP):

Upon receipt of all required agreement signatures, the Department's Project Manager will issue UAF a "Notice to Proceed" letter authorizing UAF to begin work on the subject project. Work begun prior to the Notice to Proceed will not be paid for by the Department. The Notice to Proceed will authorize work consistent with the authority level granted by FHWA. The initial NTP will limit work to preliminary design in support of the environmental document.

F. Termination:

Subject to 15 calendar day's prior notice, the Department reserves the right to terminate this agreement at any time. UAF shall be reimbursed for all authorized costs incurred prior to the termination date.

Upon termination of this agreement or completion of the project, all project related material including notebooks, hardcopy and computer data and drawing files, computations, correspondence, etc, shall be stored in an adequate manner at UAF, but shall at all times be available for inspection or use upon 24 hours advance notice by the Department to UAF. The originals or copies, as appropriate, of all or portions of the project materials shall be delivered to the Department when requested.

University of Alaska, Fairbanks, Facilities Services

Reviewed:

Signature:  Date 10/09/12

Name: Gary Johnston
Title: Director of Design and Construction

Approved:

Signature:  Date 10/12/12

Name: Scott Bell
Title: Associate Vice Chancellor for Facilities Services

Approved:

Signature:  Date 10-12-12

Name: Linda Zanazzo
Title: Contracting Officer for Facilities Services

**State of Alaska
Department of Transportation and Public Facilities
Northern Region Preconstruction**

Recommended:

Signature:  Date 10-19-12

Name: Jeffrey C. Organek, P.E.
Title: Engineering Manager

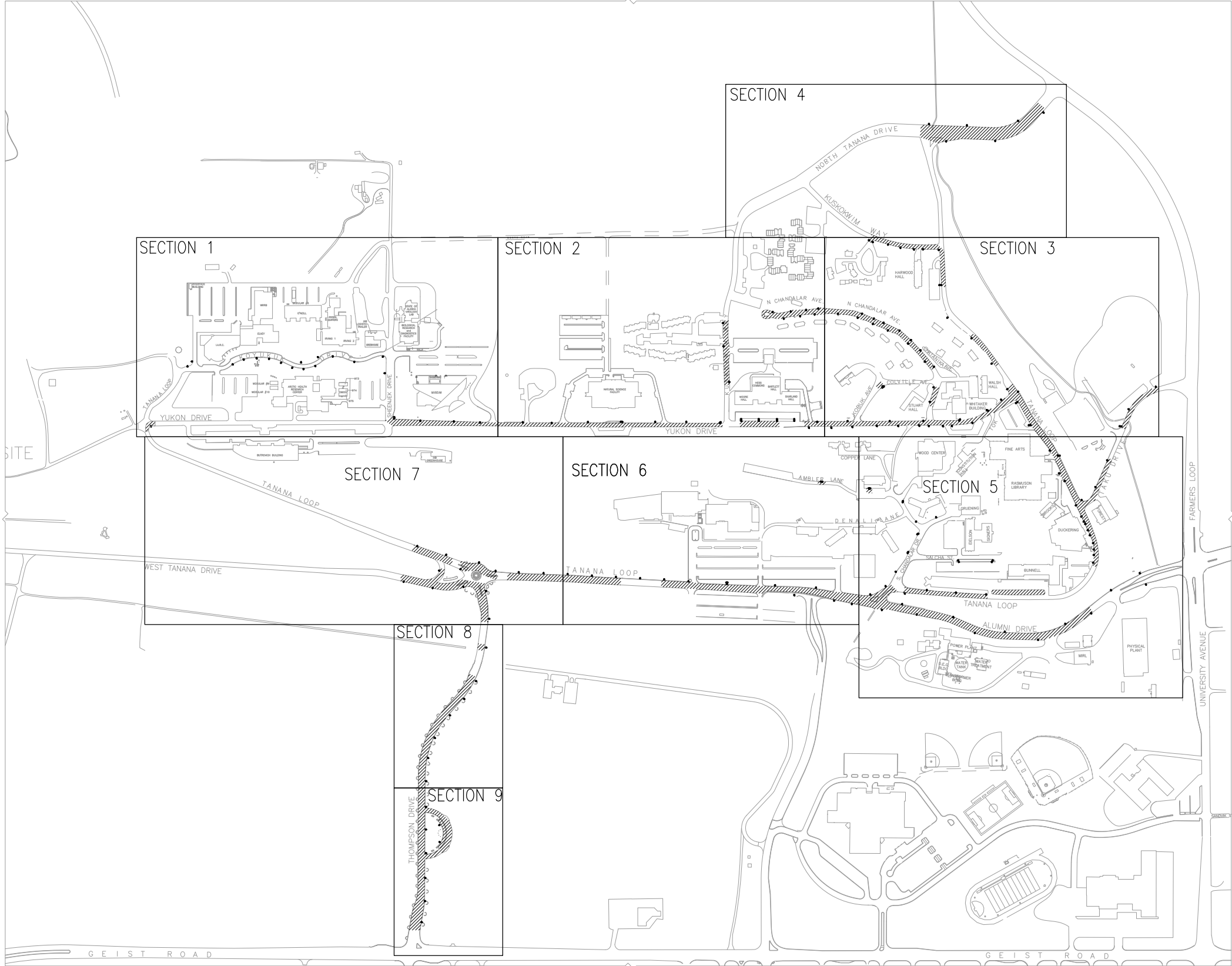
Approved:

Signature:  Date 10/19/12

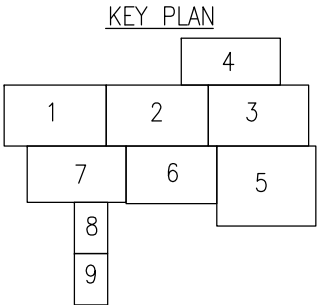
Name: Longin Krol, P.E.
Title: Preconstruction Engineer



ELECTRICAL SYMBOL LEGEND	
	NOTE KEY - INDICATES NOTES APPLICABLE ON EACH SHEET
493	LIGHTING FIXTURE NUMBER - UNIVERSITY OF ALASKA FAIRBANKS STREETLIGHT INVENTORY LIST
	AREA LIGHTING FIXTURE
EG	EQUIPMENT GROUND PRESENT AT LIGHT FIXTURE
BG	BARE EQUIPMENT GROUND, ASSUMED TO REQUIRE GROUNDING REPLACEMENT.
NG	NO EQUIPMENT GROUND PRESENT AT LIGHT FIXTURE
	SOIL DISTURBANCE AREAS AS A RESULT OF STRUCTURAL DAMAGE TO LIGHT POLE, HAND HOLE DAMAGE, NO GROUNDING, IMPROPER GROUNDING OR BROKEN GROUNDING. AREAS NOT INDICATED ARE OTHERWISE DETERMINED AS HAVING SUFFICIENT ILLUMINANCE AND LUMINANCE VALUES OR ARE AREAS WHERE LIGHT POLE FIXTURES DO NOT EXIST.



1 OVERALL PLAN
E001 1" = 300'



2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

OVERALL PLAN

SPECIFIC NOTES

- 1 NOT USED.
- 2 NOT USED.
- 3 NOT USED.
- 4 NOT USED.
- 5 NOT USED.
- 6 NOT USED.



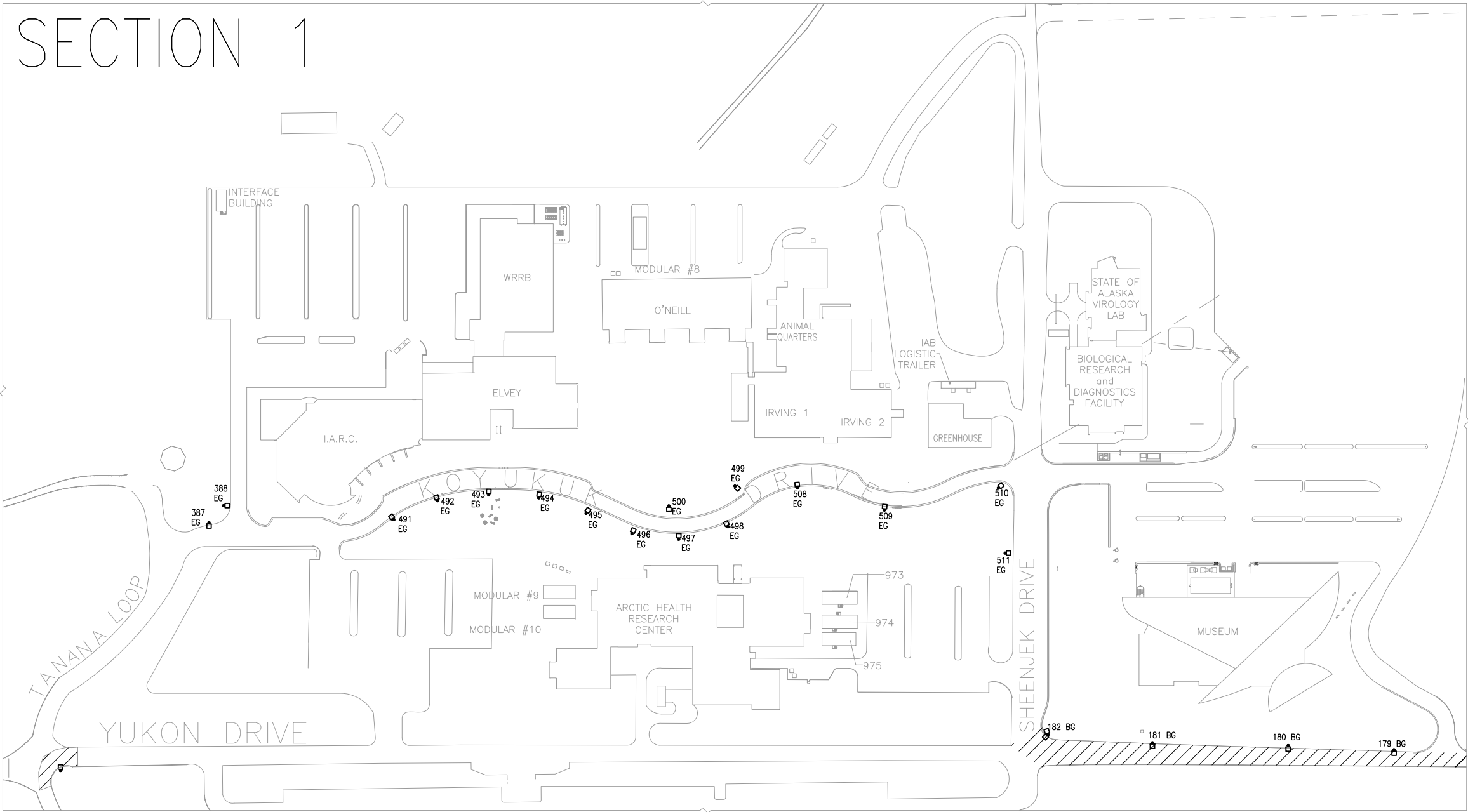
2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

SECTION 1

E101
226

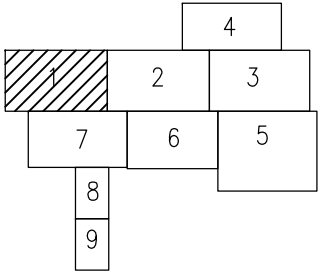
SECTION 1



1 SECTION 1 PLAN
E101 1" = 80'

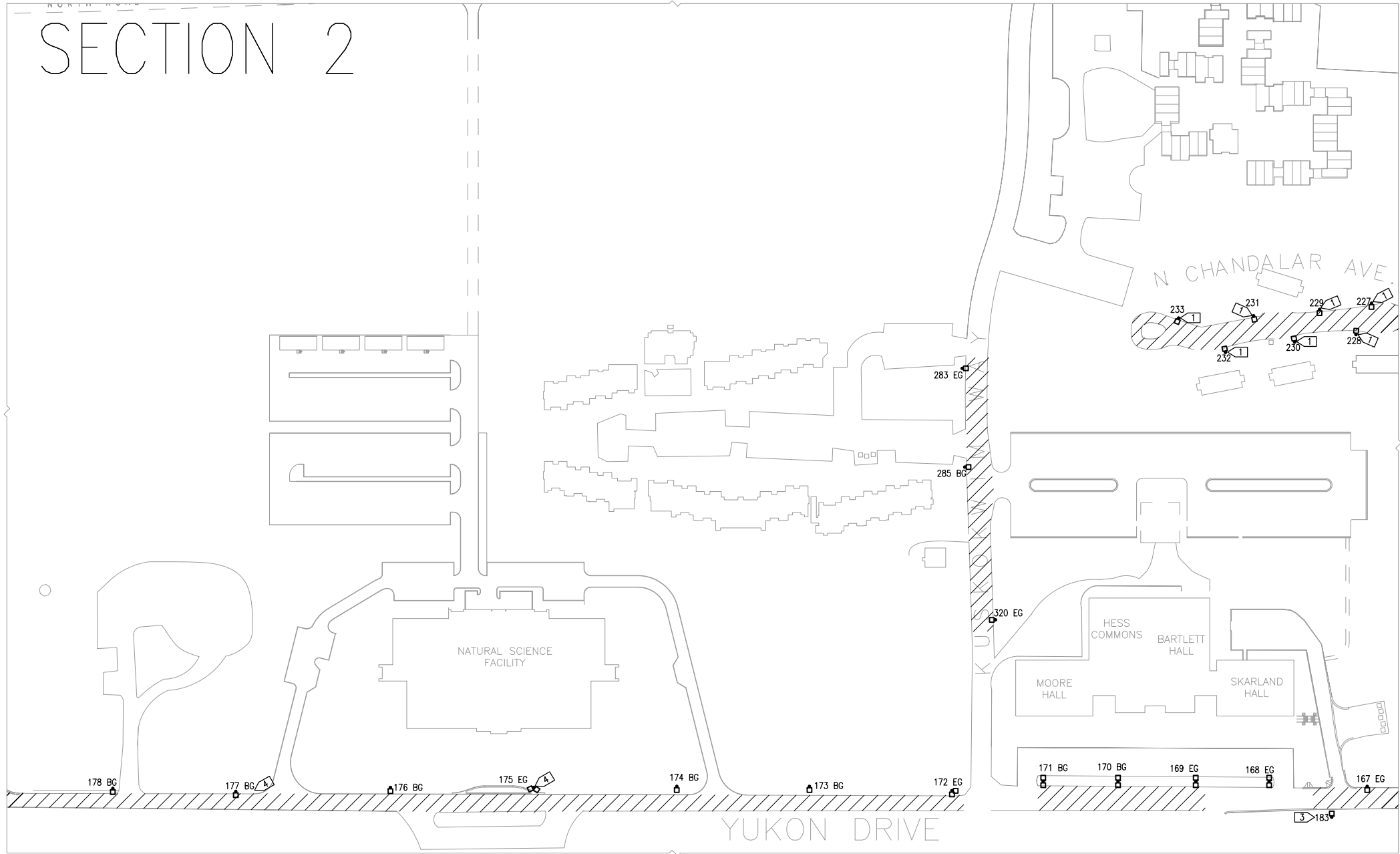


KEY PLAN



SPECIFIC NOTES

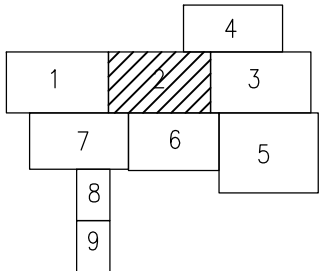
- 1 HANDHOLE COULD NOT BE OPENED. ASSUMED TO BE DAMAGED. REQUIRES POLE REPLACEMENT.
- 2 NOT USED.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 STRUCTURAL DAMAGE TO POLE BASE. REQUIRES NEW POLE BASE INSTALLATION.
- 5 NOT USED.
- 6 NOT USED.



1 SECTION 2 PLAN
E102 1" = 80'



KEY PLAN



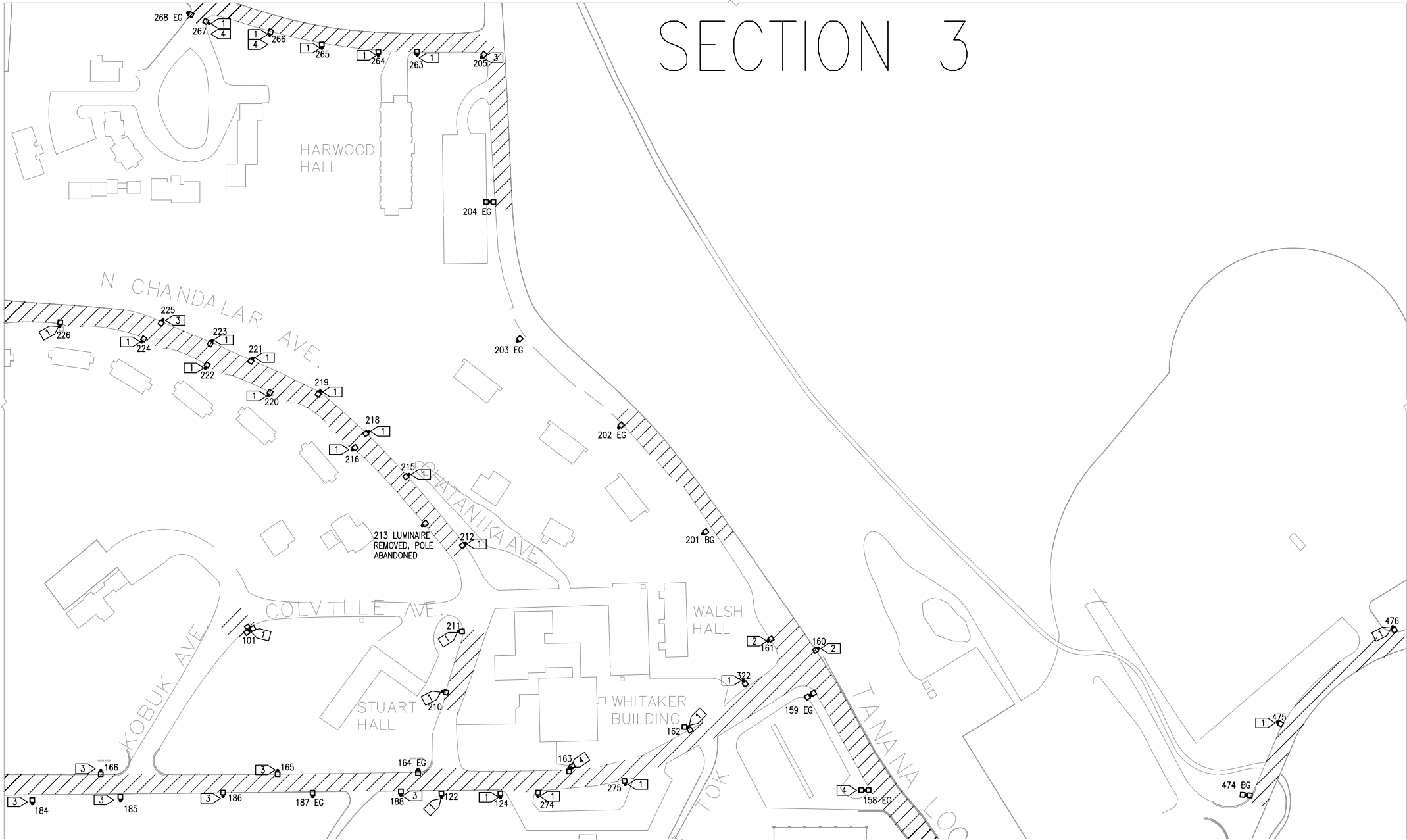
2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

SECTION 2

SPECIFIC NOTES

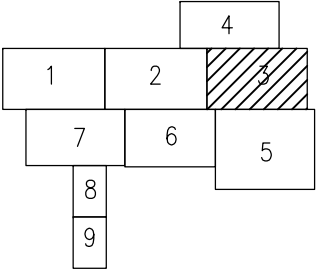
- 1 HANDHOLE COULD NOT BE OPENED. ASSUMED TO BE DAMAGED. REQUIRES POLE REPLACEMENT.
- 2 HANDHOLE DAMAGED, COULD NOT BE OPENED. REQUIRES POLE REPLACEMENT.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 STRUCTURAL DAMAGE TO POLE BASE. REQUIRES NEW POLE BASE INSTALLATION.
- 5 NOT USED.
- 6 NOT USED.



1 SECTION 3 PLAN
E103 1" = 80'



KEY PLAN



2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

SECTION 3

SPECIFIC NOTES

- 1 NOT USED.
- 2 NOT USED.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 NOT USED.
- 5 NOT USED.
- 6 NOT USED.

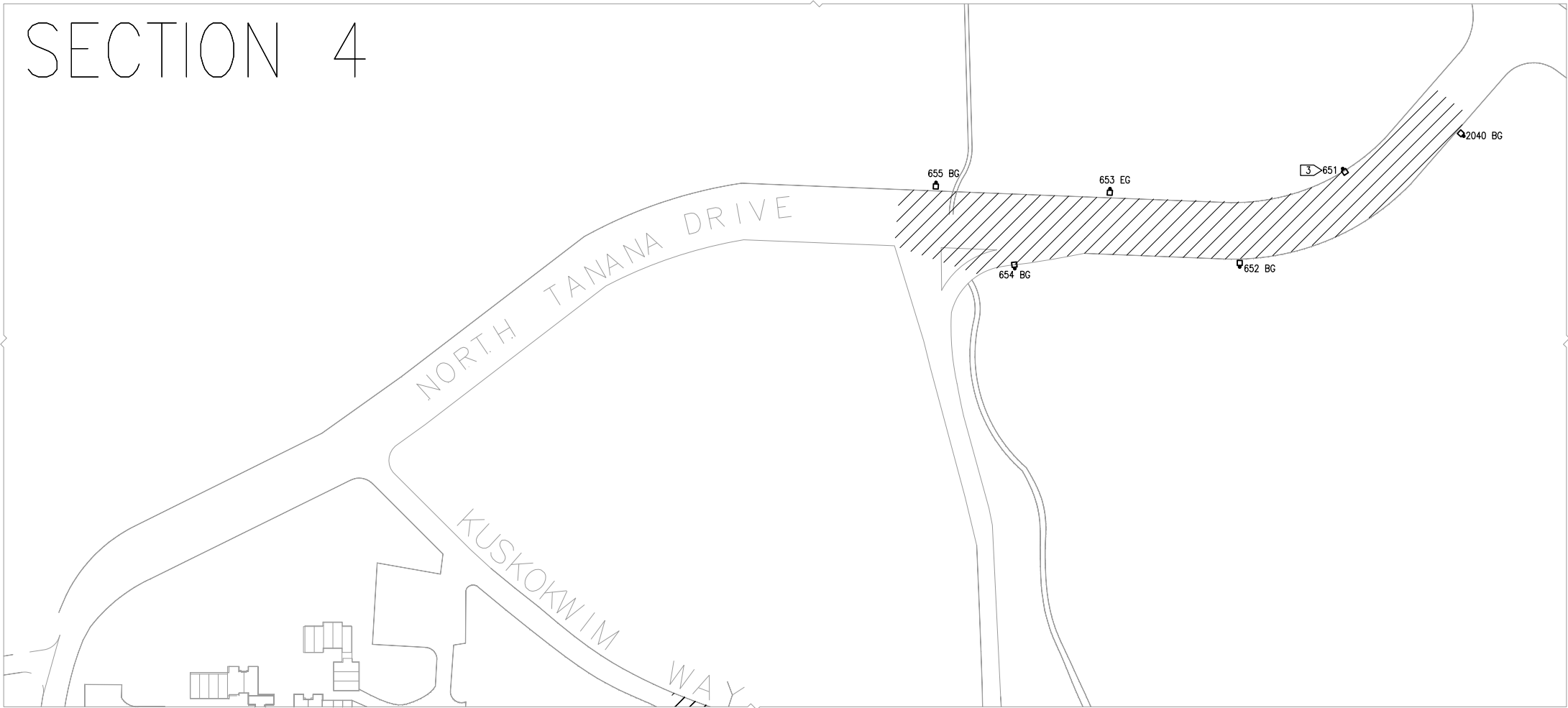


2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

SECTION 4

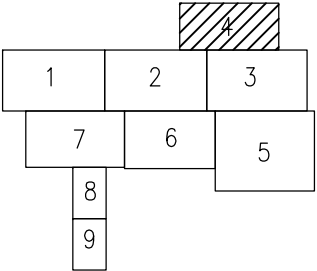
E104
229



1 SECTION 4 PLAN
E104 1" = 80'



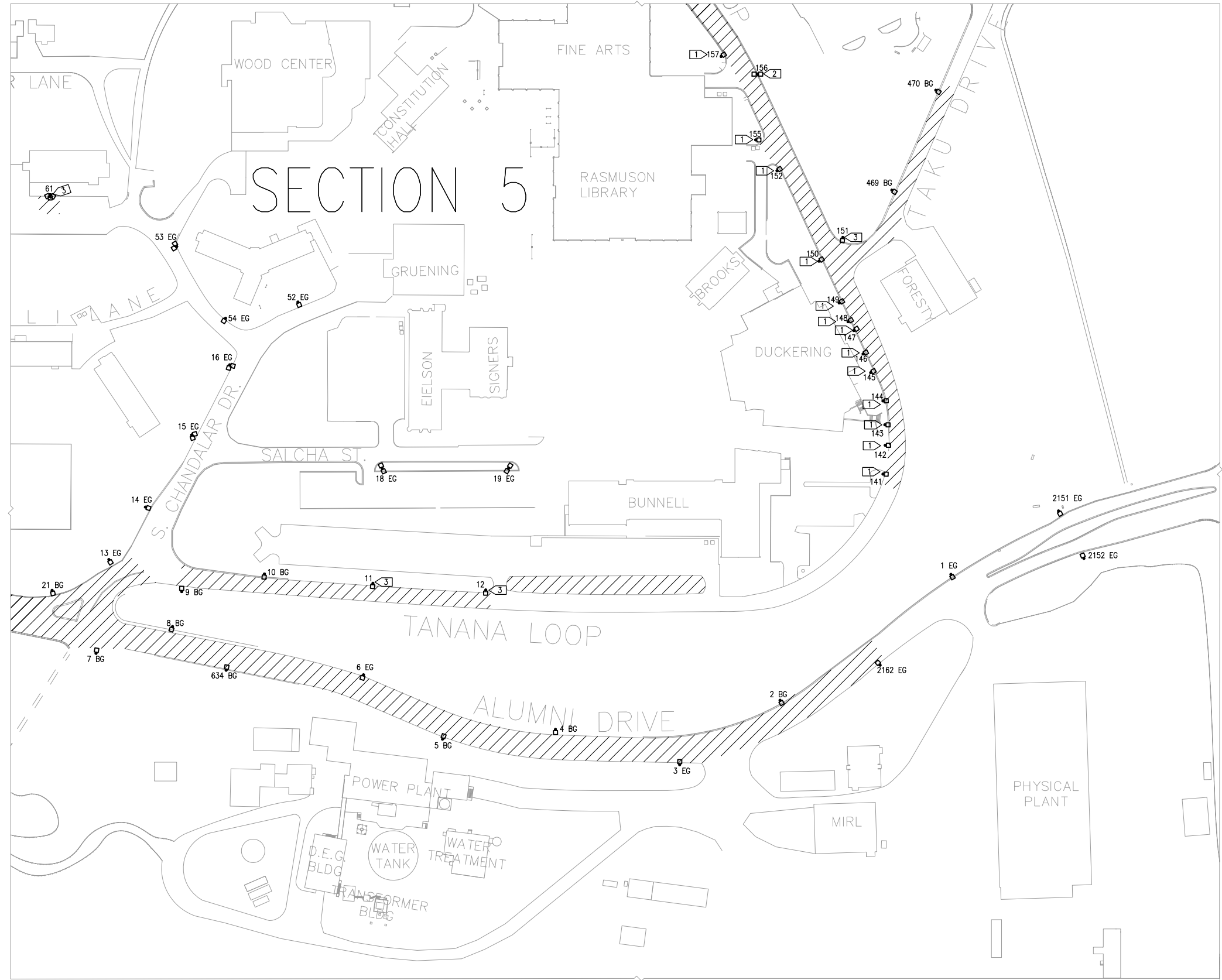
KEY PLAN



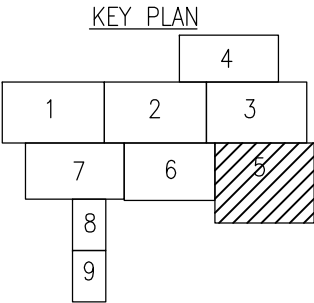


SPECIFIC NOTES

- 1 HANDHOLE COULD NOT BE OPENED. ASSUMED TO BE DAMAGED. REQUIRES POLE REPLACEMENT.
- 2 HANDHOLE DAMAGED, COULD NOT BE OPENED. REQUIRES POLE REPLACEMENT.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 NOT USED.
- 5 NOT USED.
- 6 NOT USED.



1 SECTION 5 PLAN
E105 1" = 80'



2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

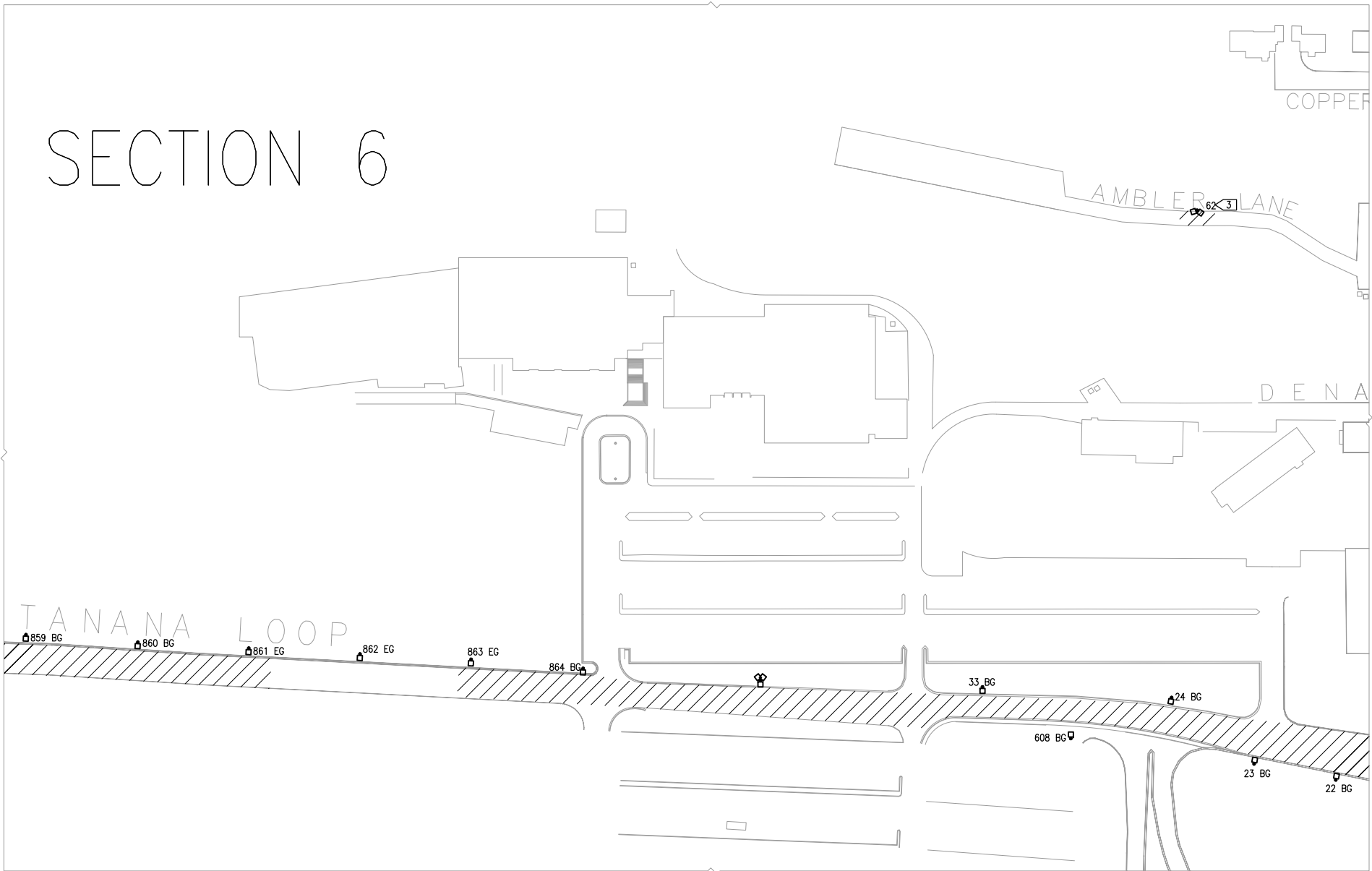
SECTION 5

E105
230



SPECIFIC NOTES

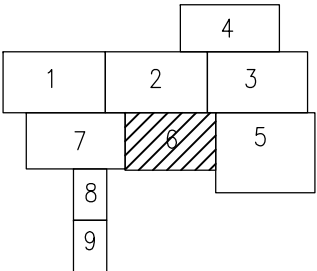
- 1 NOT USED.
- 2 NOT USED.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 NOT USED.
- 5 NOT USED.
- 6 NOT USED.



1 SECTION 6 PLAN
E106 1" = 80'



KEY PLAN



2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

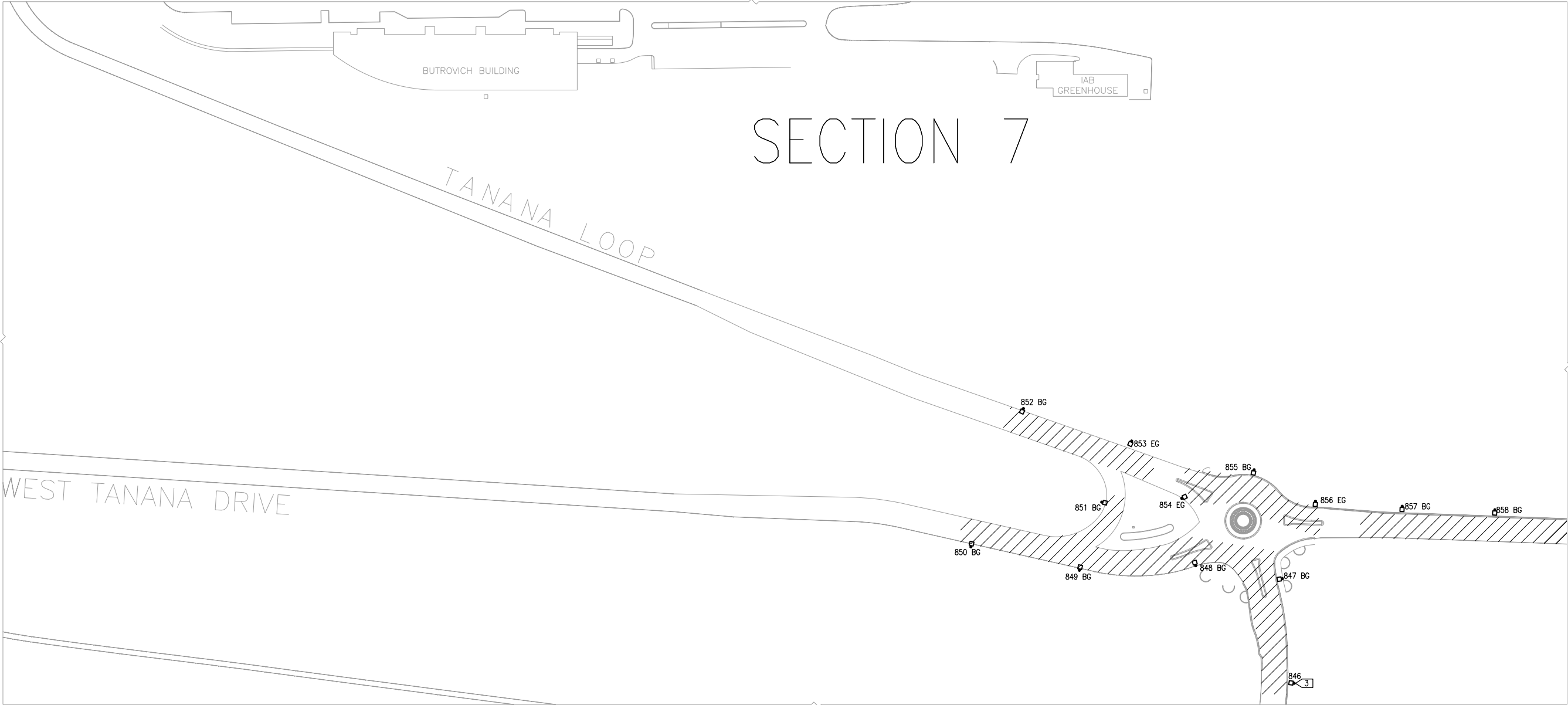
SECTION 6

E106
231



SPECIFIC NOTES

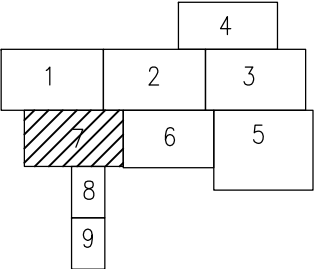
- 1 > NOT USED.
- 2 > NOT USED.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 > NOT USED.
- 5 > NOT USED.
- 6 > NOT USED.



1 SECTION 7 PLAN
E107 1" = 80'



KEY PLAN



2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

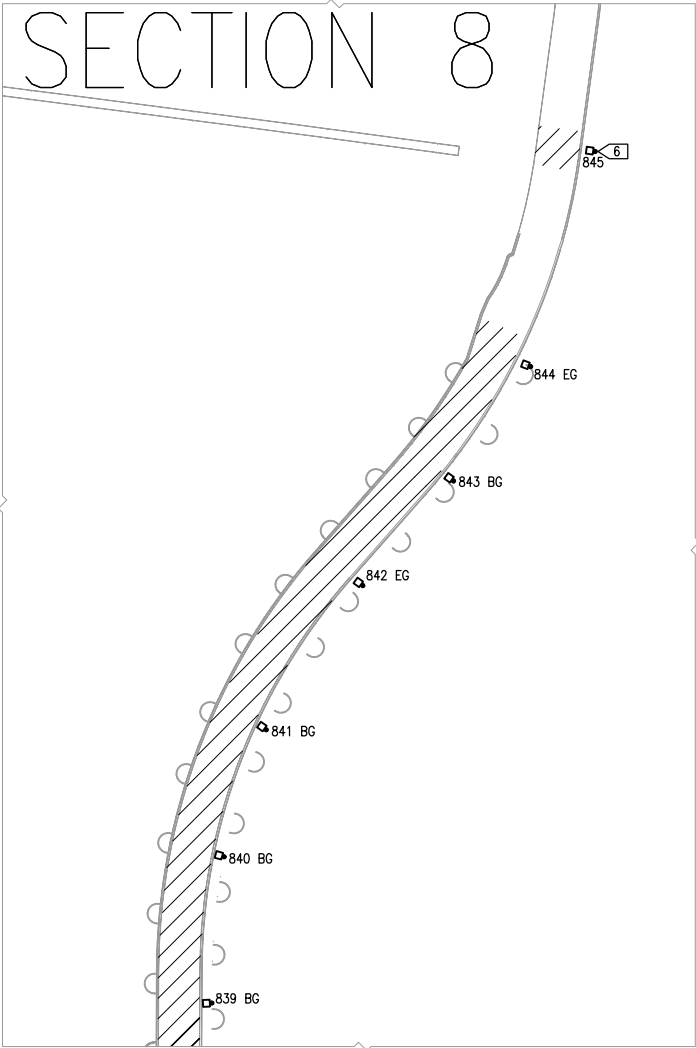
SECTION 7

E107
232

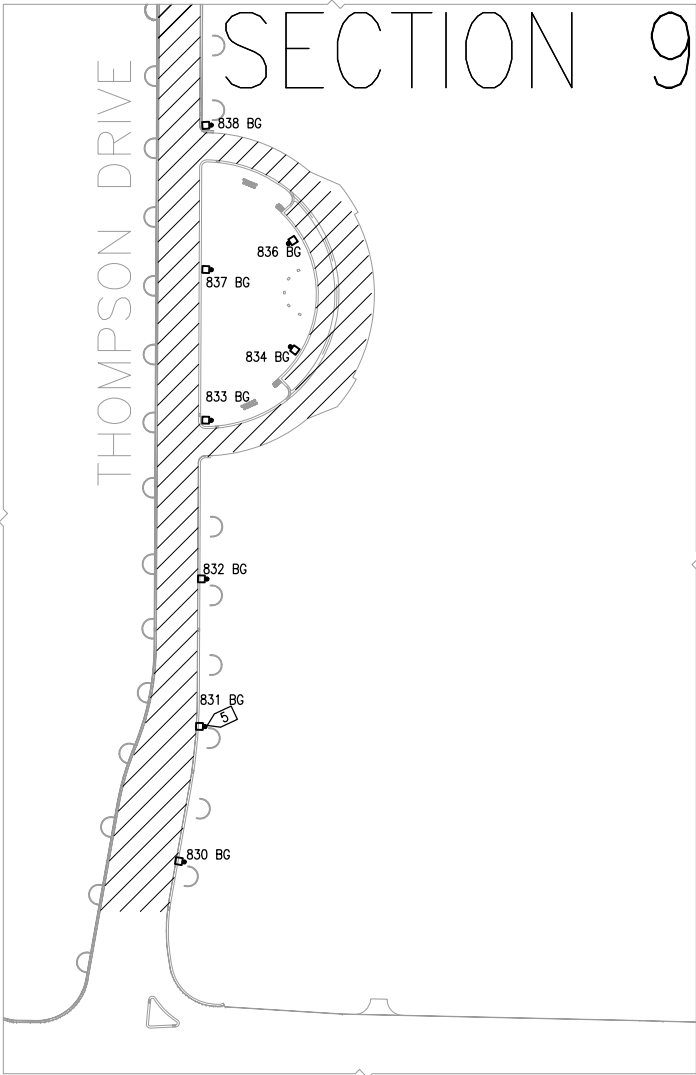


SPECIFIC NOTES

- 1 NOT USED.
- 2 NOT USED.
- 3 NO EQUIPMENT GROUNDING CONDUCTOR. REQUIRES PROPER GROUNDING INSTALLATION.
- 4 NOT USED.
- 5 BROKEN OR DISCONNECTED GROUND WIRE. RECONNECT GROUND WIRE TO POLE HOUSING.
- 6 LIGHT FIXTURE NOT INSPECTED DUE TO INACCESSIBLE LOCATION. ASSUMED BARE GROUND INSTALLATION PER TYPICAL ADJACENT LIGHT FIXTURES. REQUIRES PROPER GROUNDING INSTALLATION.

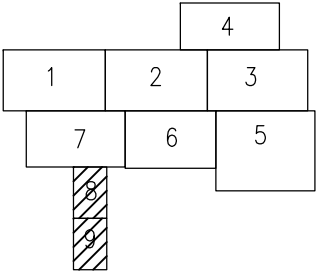


1 SECTION 8 PLAN
E108 1" = 80'



2 SECTION 9 PLAN
E108 1" = 80'

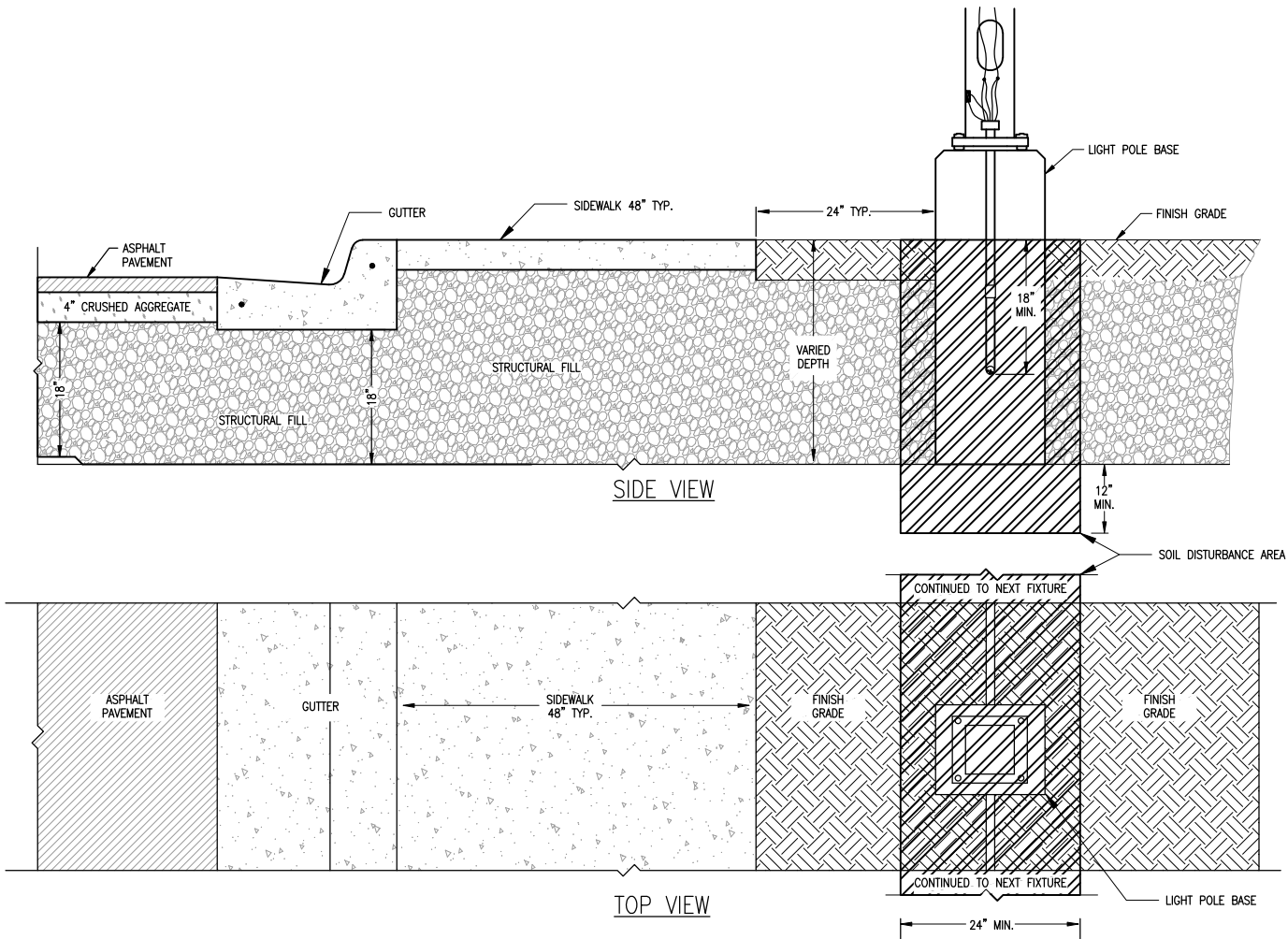
KEY PLAN



2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JBR
SCALE 0" = 1"

SECTIONS 8 AND 9

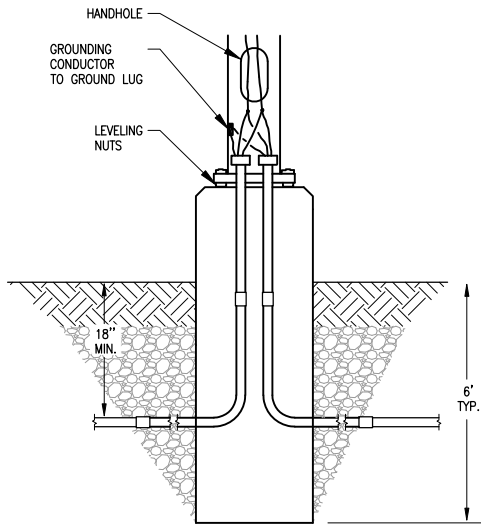


GENERAL SHEET NOTES

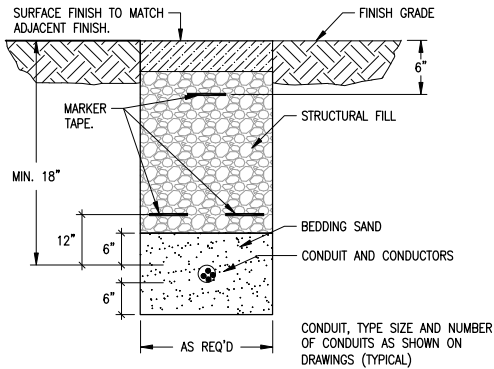
SOIL DISTURBANCE AREAS ABOUT THE POLE BASE VARY DEPENDANT ON ISSUE BEING RESOLVED AS DESCRIBED BELOW:

1. STRUCTURAL DAMAGE TO POLE OR HANDHOLE (INCLUDING UNABLE TO OPEN HANDHOLE):
 - A. REPLACE POLE. REMOVE POLE FROM POLE BASE AND LAY ON SOIL ADJACENT TO BASE. PREPARE NEW POLE WITH LIGHT REPLACEMENT FIXTURE, SET, RAISE AND MOUNT NEW POLE.
2. STRUCTURAL DAMAGE TO BASE:
 - A. REMOVE SOIL DOWN TO 1' BELOW BOTTOM OF BASE IN A 2' PERIMETER ABOUT THE EDGE OF THE POLE BASE. REMOVE IMMEDIATE ADJACENT POLES FROM RESPECTIVE BASES UPSTREAM AND DOWNSTREAM OF BASE WITH STRUCTURAL DAMAGE AND LAY POLE ON SOIL. CUT CONDUIT AND CONDUCTORS AT PENETRATION INTO POLE BASE. REMOVE AND REPLACE BASE WITH NEW BASE PER DETAIL. EXTEND EXISTING CONDUIT TO NEW POLE BASE. INFILL SOIL ABOUT POLE BASE PER DETAIL. PULL NEW CONDUCTORS FROM ADJACENT FIXTURES TO NEW POLE BASE. SET, RAISE AND MOUNT LIGHT FIXTURES AND POLES TO THEIR RESPECTIVE BASES.
3. INCOMPATIBLE MOUNTING OF EXISTING POLE TO BASIS OF DESIGN LIGHT FIXTURE:
 - A. REPLACE POLE. REMOVE POLE FROM POLE BASE AND LAY ON SOIL ADJACENT TO BASE. PREPARE NEW POLE WITH LIGHT REPLACEMENT FIXTURE, SET, RAISE AND MOUNT NEW POLE.
4. BARE OR NO EQUIPMENT GROUNDING CONDUCTOR:
 - A. FIXTURE IS ASSUMED TO OR DOES NOT HAVE PROPER GROUNDING. REMOVE POLES FROM THEIR BASES BOTH UPSTREAM AND DOWNSTREAM UP TO AND INCLUDING THE FIXTURES THAT HAVE PROPER GROUNDING IN BOTH DIRECTIONS. FOR ADEQUATELY SIZED CONDUIT BETWEEN BASES, REPULL CONDUCTORS WITH INCLUDED INSULATED EQUIPMENT GROUND. FOR CONDUITS DETERMINED TO BE UNDERSIZED, TRENCH BETWEEN POLE BASES WITH NEW CONDUIT AND CONDUCTORS PER DETAIL. SET, RAISE AND MOUNT LIGHT FIXTURES AND POLES TO THEIR RESPECTIVE BASES.

1 SOIL DISTURBANCE DETAIL
E201 NO SCALE



2 LIGHT POLE DETAIL TYP.
E201 NO SCALE



3 TRENCH DETAIL TYP.
E201 NO SCALE

2013016 RISLC
ROAD
IMPROVEMENTS
FMATS STREET
LIGHT
CONVERSION
STAGE III

ISSUE DATE 15 MAR 2013
COMM. NUMBER 031224
DESIGNED BY ETJ
DRAWN BY JML
SCALE 0" = 1"

DETAILS

References in the board packet

- A Primer on Academic Freedom from the AGB website
<http://agb.org/sites/agb.org/files/u3/AcademicFreedomPrimer.pdf>
- Academic Freedom: Truth in the Ivory Tower by LJ Evans, UAF's Aurora magazine (2011)
- UA Board of Regents policies addressing academic freedom
- Northwest Commission on Colleges and Universities' standards on academic freedom
- UNAC Collective Bargaining Agreement Excerpt

Why is there a need for academic freedom?

- *Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.*
- Universities face internal and external pressures to conform and to avoid controversy. Conformity is not consistent with academic rigor nor is it conducive to advancement of knowledge and understanding. New developments and understandings are often controversial.

Isn't freedom of speech enough?

- Workplace speech is not as protected as private speech.
- Garcetti v. Ceballos, 126 S.Ct. 1951 (2006) “when public employees make statements pursuant to their official duties, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.” This is the case regardless of whether the speech implicates matters of public concern.
 - *Garcetti* did not involve an education context, and reserved the question of academic speech.

The Basic Tenets of Academic Freedom

- *Full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties.*
- *Freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.*
- *When college and university teachers speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.*

Issues Not Protected by Academic Freedom

- The AAUP Statement on Professional Ethics suggests the following examples:
 - Speaking or acting as a private person and creating the impression of speaking or acting for their college or university.
 - Incompetence in their field of expertise.
 - Evaluations of students that do not reflect students' true merit.
 - Failure to respect the confidential nature of the relationship between professor and student.
 - Exploitation, harassment, or discriminatory treatment of students or colleagues.
 - Failure to acknowledge significant academic or scholarly assistance from colleagues or students.
 - Refusal to accept their share of faculty responsibilities for the governance of their institution.
- Controversial Student Articles in the School Newspaper

Academic Freedom Does Not Shield Disruptive or Inappropriate Behavior

- Academic freedom claims sometimes arise in the context of employer efforts to appropriately manage or discipline employees.
 - As with all claims of retaliation for protected activity, the evaluation of such claims is fact-intensive.
 - While such claims garner media attention, Universities must manage to ensure an appropriate and effective environment for scholarship and student learning.
 - Speech related to employment, but not on “matters of public concern” may give way to employer concerns for providing effective public service.

Why are academic freedom and tenure linked?


- *Tenure is a means to certain ends; specifically: freedom of teaching and research and of extramural activities, and a sufficient degree of economic security to make the profession attractive to men and women of ability.*
- *Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.*
- Tenure allows faculty the freedom to explore/pursue ideas that may not be popular or profitable.

Academic Freedom Continues to Evolve

- AAUP found it necessary to issue a post-September 11 statement, confirming the importance of free expression on college campuses.
- *Garcetti* left the scholarship and teaching context *unresolved*: Justice Kennedy's majority opinion observed that “*there is some argument that expression related to academic scholarship or classroom instruction implicates additional constitutional interests that are not fully accounted for by this Court’s customary employee-speech jurisprudence.*” He therefore concluded that “*we need not, and for that reason do not, decide whether the analysis we conduct today would apply in the same manner to a case involving speech related to scholarship or teaching.*”
 - There is a split in the circuits, with the 9th circuit holding that *Garcetti* “*does not apply to teaching and writing on academic matters by teachers employed by the state.*”

A PRIMER ON ACADEMIC FREEDOM

A PRIMER ON **ACADEMIC** FREEDOM

his primer offers a general overview of academic freedom in American higher education. It is designed to present basic concepts, including the application of academic freedom to faculty members and institutions of higher education. Each American college or university applies principles of academic freedom in the context of its own mission. The primer is not a definitive discussion or legal analysis. For further information, readers may wish to explore the additional resources listed on page 9.

What Is Academic Freedom?

American higher education relies on the fundamental value of academic freedom. Academic freedom protects college and university faculty members from unreasonable constraints on their professional activities. It is a broad doctrine giving faculty great leeway in addressing their academic subjects, allowing them even to challenge conventional wisdom. Under principles of academic freedom, a faculty member may research any topic. He or she may raise difficult subjects in a classroom discussion or may publish a controversial research paper. The excellence of America's higher education system rests on academic freedom.

What Is the Purpose of Academic Freedom?

Academic freedom serves to advance the two core values of higher education.

#1. *Advancing knowledge through research and creativity.* Colleges and university faculty members work to advance knowledge and the arts. They conduct research and write scholarly papers and books. They create stories, plays, music, and works of visual art. Peers who are experts in the same field, or a similar area, scrutinize the work of faculty members. A chemist's research paper is most appropriately evaluated by other chemists, not by the legislature or the general public. Even a university president relies heavily on other chemists to evaluate a chemistry professor's scholarship.

*The college professor
and the student both
need leeway
to explore
controversial ideas.*

Good research and creative activities need breathing space. People may be inhibited from doing their best work if they fear offending outside forces, such as politicians or donors, or inside authorities, such as trustees or senior administrators. Without academic freedom, our society would lose professors' best inventions, scholarship, and creative products.

#2. Educating students to develop their own independence of mind. Higher education exposes students to new ideas, new conceptual approaches, and new forms of argument and creativity. In high school, students learn facts, apply processes, and master material given to them. The college experience is broader and deeper. Professors challenge students to seek out facts, test those facts, and develop their own frameworks of knowledge and truth. The college professor and the student both need leeway to explore controversial ideas. Academic freedom provides room to do this without inappropriate interference.

To support these two core values, colleges and universities also need freedom from unreasonable governmental interference.

What is the Scope of Academic Freedom?

Academic freedom embraces both rights and responsibilities. Upon being assigned a course to teach, the professor has the responsibility to teach the subject in a professional manner. He or she has the right to select the course material, provided it is appropriate to the topic. The professor can decide how best to present the material, choosing from methods accepted in the discipline. On behalf of the college, the professor has the right to grade the students. This right comes with corresponding responsibilities to follow institutional grading standards and to assign grades without discrimination or arbitrariness.

The scope of academic freedom is broad but not unlimited. Academic freedom does not protect false statements or unprofessional conduct, as defined under relevant professional standards. A professor could be disciplined, for example, for chronically ineffective teaching or for refusing a reasonable request to meet with a dean.

What Materials Can Help Explain or Refine Academic Freedom?

Three useful sources on academic freedom are campus policies, accreditation standards, and national policy recommendations.

1. *Campus Policies.* Most colleges and universities have policies protecting academic freedom. A typical policy affirms freedom in teaching and also freedom in research. Campus academic freedom policies appear in places such as handbooks, contracts, websites, faculty collective bargaining agreements, trustee-approved policies, and institutional charters and bylaws. Campus tradition and past practice also help define academic freedom rights and responsibilities within an institution. In addition to describing academic freedom rights and responsibilities, a typical policy also includes a set of internal procedures. These procedures are sometimes called “academic due process.” They allow a professor to test whether a disciplinary action is based on a legitimate reason or on a reason violating his or her academic freedom. Campus academic freedom policies and procedures merit careful reading, to understand their nuances in the context of the institution’s mission.
2. *Accreditation Requirements.* Colleges and universities undergo formal accreditation by external groups. The accreditation process tests the effectiveness of higher education institutions. The federal government regulates the accreditation process. The government approves accrediting organizations, and only colleges and universities accredited by approved organizations may participate in federal student loan programs. The six major accrediting groups are located in different parts of the country, and each oversees the academic institutions in its region. Most of the accreditors require institutions to protect academic freedom. The academic freedom statement from one regional accrediting group appears as an appendix below. Professional schools, such as schools of law, engineering, or business, may receive separate accreditation from professional organizations. The American Bar Association, for example, accredits law schools. Professional organizations generally also include academic freedom among their accreditation requirements.
2. *Policies of National Academic Organizations.* Since 1915, the American Association of University Professors (AAUP) has sought to defend faculty academic freedom in American higher education. It has issued model policy statements, sometimes in collaboration with other higher education associations. The model policies define academic freedom rights and responsibilities. They also recommend academic due process to protect academic freedom. More than 200 learned societies and higher education associations have endorsed the 1940 Statement of Principles on Academic Freedom and Tenure. This policy statement provides:

*All faculty members
are entitled to freedom
in teaching and
research.*

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties....
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject....

Colleges and universities may include the model policy recommendations in their internal policies, adapt them to fit the campus's own circumstances, or ignore them.

Other groups also address academic freedom from a broad perspective. National organizations such as the American Council on Education, the Association of American Colleges and Universities, and the Association of Governing Boards of Colleges and Universities work to advance academic freedom through means such as reports, policies, and legal briefs. The National Education Association and the American Federation of Teachers both have higher education divisions that support academic freedom.

Do Part-Time and Adjunct Professors Also Have Academic Freedom?

Yes. All faculty members are entitled to freedom in teaching and research. As a practical matter, though, tenured faculty enjoy the greatest protection from arbitrary dismissal and, accordingly, the greatest academic freedom. Tenured faculty should help protect the rights of all faculty and instructors. Institutional policies may address the rights and responsibilities of part-time and adjunct professors.

Do Several Professors Teaching the Same Course Have Academic Freedom?

Yes, but their rights may be somewhat narrower than if they were teaching entirely different courses. Faculty members teaching multiple sections of a course often collaborate on designing the course. The faculty members as a group may decide on the general topics they will cover in each class session. All the professors may need to use the same textbook. Reasonable requirements for teaching multi-section courses, especially requirements designed *by* faculty *for* faculty, do not violate academic freedom. Colleges and universities have a legitimate interest in the content of their courses and course sections.

Do Students Have Academic Freedom?

Students need freedom to explore controversial ideas and engage in creative work. The courts have spoken about a student's "freedom to learn." Is this the same as academic freedom? Scholarly experts disagree on whether students technically have academic freedom or a different type of freedom. In either case, students need room to explore, learn, and grow.

Like professors, students have both rights and responsibilities. A student has, for example, the right to disagree with a professor in class. With the right to disagree comes the responsibility to maintain appropriate behavior in class. The student may not steer the conversation off to an unrelated topic. The student may not monopolize the discussion to the point that others cannot participate. Student freedoms and responsibilities apply in the on-line learning environment as well as in the classroom. Whatever his or her personal views may be, the student remains responsible for learning the course material. Institutions explain student rights and responsibilities in their handbooks and policies.

Like professors, students have both rights and responsibilities.

How Do Religiously-Affiliated Institutions Address Academic Freedom?

Some private institutions have religious goals and define academic freedom in the context of their doctrinal responsibilities. As a matter of good practice, a religiously-affiliated college gives faculty members advance notice of restrictions it may place on customary understandings of academic freedom. Eligibility for receipt of federal funds requires a religiously-affiliated institution to respect academic freedom.

How Does Academic Freedom Relate to Free Speech?

The term "free speech" generally refers to rights under the First Amendment to the United States Constitution. The Constitution protects people from the actions of *government*. Taxpayer-funded public colleges and universities are governmental entities. Their actions must respect the First Amendment rights of students, faculty, and others. Colleges and universities themselves also have First Amendment rights protecting them from intrusions such as undue government regulation of institutional speech.

Some federal court decisions involving public institutions suggest the First Amendment protects academic freedom, at least partially. Speech protected by the First Amendment may, or may not, also be protected by academic freedom. The two categories overlap but they are not identical.

In one respect, academic freedom provides *less* protection than the First Amendment. Consider this example. A citizen could lawfully proclaim in the town square that the moon is made of green cheese. The government could not punish the person for making that statement. What if an astronomy professor from a public university, in all seriousness, made the same statement in the town square? Her peers and her university could decide that the statement cast serious doubt on her competence to teach astronomy. The university could discipline the professor for making the statement, provided the university met its obligations to provide academic due process.

Does the First Amendment Apply in Private College Settings?

As a general matter, no. Private colleges and universities are not governmental entities, so the First Amendment does not cover their dealings with faculty members. The main source of legal protection for academic freedom at private colleges and universities is their own handbooks, policies, and faculty contracts, rather than the First Amendment.

Some exceptions exist. In California, for example, a state law known as the “Leonard Law” requires private institutions to respect principles tracking the First Amendment. Another exception is the “state action” legal doctrine. Occasionally the ties between a private university and a government entity may be so strong that a court will find that the university has, in effect, engaged in governmental action. In this unusual situation, the private university might have First Amendment responsibilities like those of a state-supported university.

Does Academic Freedom Give Professors the Right to Criticize the Institution?

Most institutions operate with a shared governance model that gives faculty important – though not exclusive – authority over academic matters. At well-run colleges and universities, faculty exercise significant influence over areas including research, the curriculum, subjects and methods of instruction, and faculty status such as hiring, promotion, and discipline. Boards and administrators rely on faculty advice in making academic decisions.

Close observers of academic freedom tend to agree that the faculty’s participation in guiding the college on academic matters is a component of academic freedom. Faculty should remain free, they argue, to express their professional opinions on issues affecting the academic dimensions of their institutions.

Professional opinions may include criticism. The right to offer candid, critical views comes with companion obligations. These include obligations to respect the opinions of others and not to disrupt campus operations.

Does a College President Have Academic Freedom?

Not in his or her presidential role. A college president represents the institution and is accountable to its governing board. If a president, while leading the institution, also engages in teaching or research, the president would enjoy academic freedom as a faculty member in those activities. The same concept applies to other academic administrators such as provosts and deans.

Governing board members must always act in the institution's best interest.

Do Trustees or Regents Have Academic Freedom?

Members of campus governing boards owe their best, unbiased advice to the institutions they serve. (Some institutions call their governing board members trustees; other institutions use the term regents.) Governing board members must always act in the institution's best interest. Academic freedom does not apply to board members, although other sources such as state law or institutional policy may protect trustees in certain situations. If a professor also serves as a trustee, he or she does not lose academic freedom for faculty functions.

Does a University Have Academic Freedom?

Outside requirements imposed on higher education institutions may be unduly intrusive. Institutions can, and should, resist outside pressures that threaten their mission and the freedoms of their faculty and students. A college might argue, for example, that a court should not enforce a subpoena seeking disclosure of a faculty member's research on local gangs.

Institutions have the right to "institutional autonomy." Rooted in the First Amendment, this concept means that outside rules and requirements should not unduly constrain the university itself. The phrase institutional autonomy maintains a distinction between institutional rights and individual academic freedom.

Institutional autonomy and academic freedom have similar goals – to advance the pursuit of knowledge and the education of students. Yet the concepts are not identical. Consider the example of a public university seeking to adopt a policy for its investments. It might resist external interference on the basis of its institutional autonomy. A campus investment policy would not, however, raise an academic freedom issue. Both institutional autonomy and academic freedom serve the public good of America as a nation, rather than serving the narrower interests of institutions or faculty members. Some experts prefer to say that colleges and universities have their own academic freedom rather than institutional autonomy.

How Do Academic Freedom Disputes Typically Arise?

The subjects that spark academic freedom controversies tend to reflect the social and political concerns of the era. In 1901, for example, Stanford University dismissed economist Edward Ross because Mrs. Leland Stanford, Jr., disliked the professor's views on the gold standard. In the 1950's, colleges fired faculty members for discussing communism. Today our social "hot buttons" include terrorism, sexuality, religion, and race.

A student or community group might, for example, complain about a paragraph in a professor's published article. The group may claim that, by publishing the article, the faculty member showed disrespect for the group's beliefs. Media coverage can heighten a controversy, and the university may be flooded with angry emails calling for the professor to retract the article and for the university president to dismiss the professor.

Who Protects Academic Freedom?

We all do. Here are some steps you can take:

- Within the community, be ready to explain academic freedom and its importance to society. Academic freedom contributes to advances in fields including medicine, electronic technologies, food safety, agriculture, and the humanities.
- Keep your mind open to new ideas. This does not necessarily mean agreeing with new ideas, but rather hearing and considering them fairly.
- Support controversial plays, art exhibits, films, and similar events.
- Resist efforts to ban books or otherwise restrict speech.
- Exercise your own right to express your opinions. Answer speech you don't like with more speech, rather than with calls for suppression.
- Offer moral support to everyone working to protect academic freedom.
- Discuss the value of academic freedom with friends, neighbors, co-workers, educators, and students. Link the value of academic freedom to the mission of a university.
- Resist overly-expansive claims of academic freedom rights. Academic freedom comes with responsibilities and does not protect every convenience of a faculty member's professional life.
- Within a college or university, find and read the policies for faculty academic freedom. Read the procedures a professor can use to complain about potential academic freedom violations. Also find and read the policies on student rights. Volunteer to serve on a committee, lead a workshop, or teach about academic freedom. Talk to faculty, students, and administrators about their views on academic freedom.

For More Information

American Association of University Professors

www.aaup.org

American Council on Education

www.acenet.edu

Association of American Colleges and Universities

“Statement on Academic Freedom and Educational Responsibility”

www.aacu.org/About/statements/academic_freedom.cfm

Association of Governing Boards of Colleges and Universities

“Statement on Board Responsibility for Institutional Governance”

www.agb.org/statement-board-responsibility-institutional-governance

Chronicle of Higher Education

www.chronicle.com

Finkin, Matthew W., and Robert C. Post, *For the Common Good: Principles of American Academic Freedom* (Yale University Press, 2009)

Frederic Ewen Academic Freedom Center

New York University

www.nyu.edu/library/bobst/research/tam/ewen/

Inside Higher Education

www.insidehighered.com

University World News

International academic freedom newsletter available

www.universityworldnews.com

As an additional resource on institutional rights, see the brief *amicus curiae* filed in 2003 on behalf of Columbia University and a group of other private universities in the United States Supreme Court in *Grutter v. Bollinger*. The brief is available, along with all others in the case, on the University of Michigan’s website. www.vpcomm.umich.edu/admissions/legal/gru_amicus-ussc/um/Columbia-both.pdf

Accreditation Standard on Academic Freedom

The excerpt below comes from the higher education accrediting standards of the Middle-States Association of Colleges and Schools. The Association accredits over 500 colleges and universities. The excerpt illustrates the interest that many accrediting groups take in academic freedom.

Academic freedom, intellectual freedom, and freedom of expression are central to the academic enterprise. These special privileges, characteristic of the academic environment, should be extended to all members of the institution's community (i.e., full-time faculty, adjunct, visiting or part time faculty, staff, students instructed on the campus, and those students associated with the institution via distance learning programs).

Academic and intellectual freedom gives one the right and obligation as a scholar to examine data and to question assumptions. It also obliges instructors to present all information objectively because it asserts the student's right to know all pertinent facts and information. A particular point of view may be advanced, based upon complete access to the facts or opinions that underlie the argument, as long as the right to further inquiry and consideration remains unabridged.

www.msche.org/publications/CHX06060320124919.pdf

This accrediting standard applies the protection of academic freedom not only to faculty but also to students, staff (which would include the college president), and probably the governing board. The standard expands the traditional understanding of academic freedom, which is presented in the primer above.

About The Difficult Dialogues Initiative

This primer comes from the Difficult Dialogues Initiative. Sponsored by the Ford Foundation, Difficult Dialogues seeks to promote academic freedom and religious, cultural, and political pluralism on college and university campuses in the United States. The authors, Ann H. Franke and Robert M. O'Neil, acknowledge the generous assistance of many individuals, particularly including: Jonathan Alger, Judith Areen, Karl Brevitz, Stephen Dunham, Derek Langhauser, Ada Meloy, James Mingle, Beverly Ledbetter, Dorothy Robinson, Kathleen Santora, and Frederick Schaffer. For more information, visit www.difficultdialogues.org

An electronic version of this report is available from the Association of Governing Boards of Universities and Colleges at www.agb.org.

Academic freedom

Truth in the ivory tower



and the university

By LJ Evans

An 8-year-old girl was killed in Anchorage in the late 1980s when a mass of icicles broke loose from a roof, crushing her as she played under the eaves. Soon after, Rich Seifert wrote a piece in the *Fairbanks Daily News-Miner* that criticized the construction methods that had created the deadly conditions.

Alaska builders organizations denounced Seifert because of the article, which he wrote as part of a regularly appearing column.

"They said I was calling them murderers," Seifert says. "I told them, 'But we know how to do this right. We know how to build roofs that won't do this and it's just because of shoddy building practices that this happened.'"

When Seifert, now a professor of engineering, was hired by UAF's Cooperative Extension Service, he says he was told, "We want you to be the people's consultant on energy and building practices. Nobody is buying you. You are the watchdog for technology, to give people good advice about building practices."

Seifert believed he was doing that — using his expertise to promote safe buildings in Alaska — and he stood his ground. The *News-Miner* canceled his column, but his supervisor, the CES director and the university president stood by him.

"I was protected by academic freedom before I even had tenure," Seifert says.

What it is

Academic freedom is a key tenet of university life. It protects the freedom of faculty to teach and research without unreasonable interference or restriction from law, institutional regulations or public pressure. Closely related to it is tenure. (At UAF, tenure may be granted after a probationary period of up to seven years and after completing certain requirements.) Tenure means faculty can be fired only on grounds of serious misconduct, incompetence or misbehavior, not just because the professor

took a politically unpopular stand.

Academic freedom, says biology professor Abel Bult-Ito, "allows faculty to study subjects that may be controversial in society but are nevertheless legitimate research topics that might otherwise have a politician saying, 'Fire that person because of such and such.' It's a mechanism to protect faculty from political interference."

"I have the obligation to teach the [required] subject material," he adds, "but how I teach it and what types of materials I include in the classroom are for me to decide."

"To me academic freedom means artistic freedom. I've never felt the need to shy away from controversy here at UAF."

The guidelines for academic freedom in the U.S. come primarily from the American Association of University Professors, initially in the "1940 Statement of Principles on

Academic Freedom and Tenure," and augmented with other, more recent documents dealing with topics such as electronic communications.

Provost Susan Henrichs says the AAUP guidelines reflect what she believes are the two key aspects of academic freedom: with the right comes the responsibility. Faculty have the right to communicate the results of their research and their opinions about it to students, the public and other faculty members, she says.

"With that also comes the responsibility to be thoughtful, accurate and unbiased."

Faculty must also understand the rules are different in different settings, Henrichs says. The responsibility of an instructor in an introductory course to deal with controversial subjects is different than in an advanced graduate student seminar.

What it isn't

Academic freedom is often confused with freedom of speech, which is protected in the U.S. Constitution. Academic freedom, though, is essentially part of the employment contract between professor and university.

UAF alumni in this story: Bernice Joseph, '88, '98; David Klein, '53; Rich Seifert, '73

“Freedom of speech is a broad right that all people can exercise,” Henrichs says. “Freedom of speech applies to the faculty member also, of course, but academic freedom ... revolves around speech and writing relating to the faculty member’s role as a teacher and researcher.”

Free speech, not free of conflict

Academic freedom and freedom of speech often overlap, especially in a university setting. In 2001 a poem published by a professor at the University of Alaska Anchorage created a firestorm of controversy. Some people felt the poem, “Indian Girls,” by creative-writing professor Linda McCarriston, reflected racist hate speech. Protesters wrote to the English Department chair and the UAA chancellor, demanding an apology.

Mark Hamilton, the president of the University of Alaska statewide system at the time, issued a strongly worded memorandum defending free speech. He urged university administrators to be unequivocal in protecting that right for faculty, students and staff.

“Academic freedom and freedom of speech are so intertwined, it is difficult mentioning one without the other,” Hamilton says. “In this case it was straightforward freedom of speech. The crux of this particular memo was that administrators, trying to be easy to get along with, will get a complaint and say, ‘I’ll check into that.’ My absolute resolute point was there is nothing to investigate.”

A number of UAF faculty members interviewed for this story vividly recalled the incident, and cited it as a reflection of the value placed upon academic freedom and free speech across the university system. “The discussion challenged the thinking not only of the students but the institution,” says Bernice Joseph, dean of the College of Rural and Community Development.

More recently, shortly before UAF’s September 2009 convocation, a religious group on the Fairbanks campus hung an anti-gay banner in Wood Center. A number of faculty members and students were upset, and they asked Chancellor Brian Rogers to have it removed.

Rogers refused, but he addressed the issue in his convocation speech.

“I disagree with the banner, but I also disagree with those who would remove it,” he said. “The university community must

be one where we protect the freedom to speak, even when we find the speech disagreeable.”

The crisis: Project Chariot

“The most flagrant disregard of academic freedom — the worst example I know of at this university — happened in the 1960s,” says Terry Chapin, Institute of Arctic Biology professor and the only Alaskan appointed to the National Academy of Sciences.

In 1958 the U.S. Atomic Energy Commission began to explore the possibilities of using an atomic bomb to create a harbor in northwest Alaska, a project that some university officials strongly supported. The program was named

Project Chariot, a story that author Dan O’Neill brought to light in *The Firecracker Boys*. A number of ecology studies were commissioned from University of Alaska researchers as part of the program, including studies of the subsistence economy of Native groups in that region. Some researchers argued strongly against Project Chariot.

They were fired.

“None of those people were rehired by the university,” Chapin says.

“That was a different era. Bill Wood was the president of the university and he called the shots,” says David Klein, professor of wildlife management, emeritus. Klein joined the university in 1962, right after the Project Chariot crisis peaked, and worked in the same department some of the fired professors had been with. The faculty, almost all on two-year contracts, were under direct control of the president via the deans of the colleges.

“Your contract could be readily terminated. There was no such thing as tenure at that time.”

“This problem wasn’t unique to the University of Alaska, although UA certainly was not a leader in moving ahead with granting tenure and more academic freedom. It was mostly the Ivy League colleges who had tenure and academic freedom, and mostly the state universities who didn’t,” Klein says.

In the years following Project Chariot, things gradually changed. The UA Board of Regents affirmed the principles of academic freedom. The reasons for a termination had to be spelled out, and it couldn’t be just because a faculty member expressed views contrary to those of the public or the administration. Now the concept of academic freedom had real legs to stand on.

“The university community must be one where we protect the freedom to speak, even when we find the speech disagreeable.”

Creative expression

A couple of years ago Carrie Baker, assistant professor in UAF's Theatre Department, directed *The Laramie Project*, a play about the 1998 torture and murder of Matthew Shepherd, a 21-year-old student at the University of Wyoming. During the trial, witnesses said Shepherd was targeted because he was gay.

Baker knew the subject matter of the play was going to be a little edgy for Fairbanks, but she says that made the department even more excited about producing it. She adds that it didn't occur to her to ask higher-ups for approval, because it is her job to choose material she believes will offer a good experience for her students and the community in general.

"To me academic freedom means artistic freedom. I've never felt the need to shy away from controversy here at UAF."

That sense of freedom — that professors at UAF can pursue scholarly work of their own choosing without interference from administrators — was an opinion voiced by several faculty members in interviews. John Craven, professor of physics, emeritus, tempers his positive assessment of UAF with a note of caution.

"Academic freedom is very healthy here. I'm not aware of anything that's really challenging it," he says. "Academic freedom is not necessarily the first thing on people's mind because it hasn't been challenged here in a long time.

"The real test of academic freedom is not now, when things are fine — it's when something occurs that stresses it."



LJ Evans is a writer and editor for UAF Marketing and Communications.



UAF photo by Maureen McCombs.

Speak freely!



■ Academic freedom is so pervasive at UAF that I don't see it. We do have to be very careful with the exercise of its privilege, though, because it's not something that's so pervasive in the corporate world. Because we have the right to speak freely without fear of retaliation, we have a tremendous responsibility to be careful what we talk about. Faculty have an enormous influence on students, and with that comes a heightened responsibility to not take academic freedom for granted but to use it very carefully and strategically.

Charlie Dexter, professor, applied business and accounting

■ When I tell Fairbanks-based faculty that I'm a director at a rural campus, and that our new program in ethnobotany really does incorporate a lot of traditional Native ways of knowing as well as western science, I see people raise their eyebrows to ask, "Is that a real science?" I appreciate the fact there's academic freedom for our faculty to create a program that is a blend of these things.

Mary Pete, director, Kuskokwim Campus

■ In the eight years I've been teaching art at UAF I've never heard about any fallout with anything. Taboo and controversial subject matters are routinely exhibited.

Jamie Smith, adjunct instructor, Art Department

■ People have been getting into trouble for their ideas for quite some time. I think it's likely that some Neanderthals were banished for preaching against the existence of Cro-Magnons. Academic freedom carries the weight of intellectual substance because it presumes expertise, years of careful study and thought, and meticulous research and scholarly insight.

*Ralph Gabrielli, associate professor,
Alaska Native Studies and Rural Development Department*

■ In some sciences a fact is right or it's wrong; it can be tested. ... In a field like philosophy where you may say something that you've reasoned out ... the existence of God or something, there are people with different opinions. There's no way to test with facts. Those are the places where people who strongly disagree can say, "How can you say that? You should be fired!" Because of academic freedom you can say that in a dialogue and you can't be fired.

Cathy Cahill, associate professor, chemistry and biochemistry, and president-elect, UAF Faculty Senate

■ In a university it's important for us to challenge each other's preconceived notions and use good analysis and good critical thinking to expand our knowledge. We can only do that if we give each other the absolute freedom to talk about these issues within our own discipline.

Sine Anahita, associate professor, and chair, Sociology Department

■ Academic freedom gives you latitude in the way you teach and conduct your research. Young faculty ... are conscious of not taking on something too deep that might not result in a publication. Tenure gives more-senior faculty the opportunity to take on the more challenging questions even if they may not be fruitful.

Dana Thomas, vice provost and professor of statistics

■ It's important for each of us to have the academic freedom to say what we believe is true, but there's also a responsibility for the university, its faculty and students to provide information to the public that is useful and clear as possible.

Terry Chapin III, professor, Institute of Arctic Biology, and Biology and Wildlife Department

Tradition of independence

By Matthew K. Reckard

Scholars want academic freedom; universities demand political freedom. The modern university has its origins in medieval Europe, when constraints on intellectual freedom were greater than today. Think Copernicus, whose heliocentric cosmology — and the teaching of it — was heresy, since religious orthodoxy held that the sun revolved around the earth.

The medieval Latin word for a guild was *universitas*. The early universities, like the artisan guilds that evolved at the same time, were largely self-regulating and self-disciplining corporations of people involved in a common pursuit.

Universities had three advantages over trade guilds: greater financial, political and physical independence. Many universities had endowments and political support from wealthy and powerful people. They inherited from monastery and cathedral schools a tradition of independence from civil authority.

And they were mobile. Because universities brought money and prestige to their cities, local merchants, kings and bishops all wanted them. But early universities didn't own buildings. So, if dissatisfied where they were, they simply moved. This happened in 1209 when, following town-gown violence, scholars and masters left Oxford to found Cambridge University.



Sometimes, universities demanded privileges and protections as a condition of staying in a city (or moving back). In 1200, to keep them from leaving Paris, King Philip II essentially freed university scholars there from all local civic authority. In 1229, they left Paris anyway. To get them to return, Pope Gregory IX freed them from local church authority, too.

By the 16th century nascent modern nation-states were exerting power over all society, including universities. Famously, in 1530 King Henry VIII coerced Oxford University into approving his divorce from Catherine of Aragon. But remnants of their legal and political power survived and evolved into the American concept of academic freedom. Today's scholars can thank their medieval forebears, who demanded their intellectual right to challenge conventional wisdom.

Matt Reckard spent a formative year of his youth in England when his father was on a university sabbatical. He's been enamored of Oxford ever since.

Further reading ...



Academic Duty
by Donald Kennedy



The Firecracker Boys: H-Bombs, Inupiat Eskimos, and the Roots of the Environmental Movement
by Dan O'Neill

... and links

American Association of University Professors
www.aaup.org/aaup/

Association of American Colleges and Universities
www.aacu.org

University of Alaska Board of Regents policies on academic freedom, see chapter 04.04.010
www.alaska.edu/bor/policy-regulations/

UAF Faculty Senate policy on academic freedom
www.uaf.edu/files/uafgov/fspolicy_acadfree.html

Northwest Commission on Colleges and Universities standards for academic freedom
www.nwccu.org/Standards%20and%20Policies/Eligibility%20Requirements/Eligibility%20Requirements.htm

UA Board of Regents Policies on Academic Freedom

P02.07.030. Objectives for Management of Information Resources.

Information resources shall be managed in a manner that will:

- A. respect First Amendment rights and privacy, including academic freedom;

R02.07.064. Protection of Privacy and Academic Freedom.

A. The university takes privacy and academic freedom very seriously. Information resources personnel at the university may access the content of electronic communications and copy and examine any files or other information resident on or 02.07 15 Information Resources processed through information resources only to the extent that there is a need to know in order to:

1. protect the privacy of data and communications;
2. address a malfunction;
3. maintain the secure and efficient operation of information resources; or
4. avoid potential legal liability relating to the operation of information resources.

P04.04.010. Academic Freedom.

Nothing contained in regents' policy or university regulation will be construed to limit or abridge any person's right to free speech or to infringe the academic freedom of any member of the university community.

P04.04.045. Tenure.

A. Tenure is established to assure the academic community an environment that will nurture academic freedom by providing employment security.

The Northwest Commission on Colleges and Universities has the following standards for academic freedom:

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

ARTICLE 6

Academic Freedom and Responsibility

- 6.1 The University and United Academics agree that academic freedom is essential to the mission of the University and that providing an environment of free and honest inquiry is essential to its functioning. Nothing contained in this Agreement shall be construed to limit or abridge any individual's right to free speech or to infringe upon the academic freedom of any member of the University community.

- 6.2 Academic freedom is accompanied by the corresponding responsibility to provide objective and skillful exposition of one's subject, to at all times be accurate, to exercise appropriate restraint, to show respect for the opinions of others and to indicate when appropriate that one is an institutional representative.

- 6.3 The University of Alaska and United Academics endorse the “1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments,” issued by the American Association of University Professors and the Association of American Colleges, and the 1999 statement “On Collegiality As a Criterion for Faculty Evaluation, issued by the American Association of University Professors. The University of Alaska and United Academics agree that all members of the academic community have an obligation to maintain accepted standards of civility and professionalism.

System Office of Risk Services
Phone: (907) 450-8150
Fax: (907) 450-8177



UNIVERSITY
of ALASKA
Many Traditions One Alaska

Butrovich Building
910 Yukon Drive, Suite 001
PO Box 755240
Fairbanks, AK 99775-5240
www.alaska.edu/risksafety

SYSTEM OFFICE OF RISK SERVICES

2013 REPORT to BOARD OF REGENTS

December 12 - 13, 2013

Nancy Spink, Chief Risk Officer
System Office of Risk Services
Phone: (907) 450-8150
Fax: (907) 450-8177



Butrovich Building
910 Yukon Drive, Suite 001
PO Box 755240
Fairbanks, AK 99775-5240
www.alaska.edu/risksafety

Date: December 13, 2013

To: Chair Patricia Jacobson and President Patrick Gamble

From: Nancy Spink 
Chief Risk Officer

RE: 2013 Annual Risk Services Report

In our 2013 annual report, Risk Services works collaboratively with the universities and Audit & Consulting Services to bring you more information about university risks. As suggested in the Executive Summary for Enterprise Risk Management, we are looking at **risk accountability** and **risk mitigation**. The universities have focused on “top 3” risks but in greater detail. The areas of our report are:

- A. Executive Summaries
 - 1. Enterprise Risk Management
 - 2. Health, Safety & Environmental Management
 - 3. Claims
 - 4. Emergency Management
- B. Enterprise Risk Management
 - 1. Risk Review Format
 - 2. Heat Map
 - 3. Risk Score Cards – UAF Top 3 Risks
 - 4. Risk Score Cards – UAA Top 3 Risks
 - 5. Risk Score Cards – UAS Top 3 Risks
 - 6. Risk Score Cards – SW Top 3 Risks
- C. Health, Safety and Environmental Management (Metrics – through 3rd Quarter 2013)
- D. Claims (Metrics – through 3rd Quarter 2013)
- E. Emergency Management (Metrics – through 3rd Quarter 2013)

As always, we appreciate any feedback from you, our partners in risk leadership. Please let us know if there are additional informational information or format changes that would help present information intuitively and quickly to you. I would be happy to answer any questions that you may have regarding risk services or this report.

cc: Patricia Jacobson, Chair, Board of Regents
Chancellors Case, Pugh, and Rogers
Campus VCAs Pitney, and Spindle, and Ciri
Campus Risk - Isgrigg, Swaim, Markussen, Garcia
Audit & Consulting Services - Nikki Pittman, Chief Audit Executive
Risk Services Practice Leaders - Rick Forkel, Russ Steiger, Patricia Wilson

A. Executive Summaries

1. Enterprise Risk Management

New format, methods, data

Risk Services worked collaboratively with Audit & Consulting Services and university risk management to focus reporting and discussion on **risk strategies**. Using a new Risk Review form which is based partly on past efforts, and partly on new models (see ERM history below), the new form moves “beyond the risk register.” Rather than presenting just a list of risks, the new format gives the Board, and the universities, a wider look at risks. The new Risk Review format has been included in this report for your review. The Risk Review form asks the universities to:

- Name the risk
- Assign an owner (assign accountability for the risk)
- Describe the risk
- Develop risk metrics (impact / probability / tolerance)
- Discuss risk mitigation
- Discuss change in the risk over time

The new format focuses more on **accountability** and **mitigation** than just listing risk. By developing this format, the goal of the universities is to discuss risk openly, to look for opportunities to work collaboratively on risk, to see where resources may be pooled. Where does it make sense to work as a university? Where does it make sense to work as a system of universities? Is our information correct? What do we need to research? How does risk interact with “Shaping Alaska?” Are we thinking strategically about risk? We are early in our method and data, and want to encourage movement in mitigation strategies and collaboration on risk.

Top 3 Risks by University – Risk Score Cards

The 2013 Risk Services report includes a short version of these risk reviews called a “Risk Score Card.” The risk score cards contain the metrics but not the mitigation strategies. Because the mitigation strategies in the risk reviews contain sensitive security and/or infrastructure information, a risk review document is not for public disclosure. A risk review document is available to the Board upon request.

Heat map

We have developed a heat map, similar to that developed by the University of Alberta. Putting our university risks on the map, it is clear that the universities are thinking strategically about risks. We are thinking about “level 3” and “level 4” risks. (Level 1 -2 risks can be handled operationally.) This year, the universities were asked to develop their top risks on their own, as they have done in the past. In 2014, sharing the heat map, and this report, will show that there are common risks. The next step beyond enterprise risk is “collaborative risk,” working on common risks in collaboration.

“We do have limited resources, and have to be strategic about what risks we tackle. We have to work at the proper altitudes for each risk.”

- From AJG White Paper on Collaborative Risk, 2013

ERM history at the University of Alaska

The University of Alaska is entering its fourth year working in an Enterprise Risk Management (ERM) approach to managing risk. In 2010, the Chief Risk Officer and the Chief Audit Executive led teams from the three universities and Statewide in a risk identification and scoring process. In 2011, the teams wanted to lead their own efforts at ERM. Throughout most of 2012, the teams continued with their own efforts. In 2011, Julie Baecker retired. A new Chief Risk officer was hired in June, 2012. In October 2012, the new Chief Risk Officer (Nancy Spink) conducted a “Risk Summit” for the newly appointed Risk Management officers of the universities to begin discussing both strategic and operational risk management. At the Risk Summit, the group began discussing the ERM risk management program at the University of Alaska, and improvements that could be made to reach best practices in ERM. In 2013, new models of risk were presented. The University of Alberta’s work was made available by video presentation in February, 2013. Dorothy Gjerdrum gave a presentation about the ISO 31000 standard in March, 2013. And in June, 2013, Janice Abraham, CEO of United Educators, spoke about moving “beyond the risk register.” By summer, 2013, the universities, Risk Services and Audit & Consulting Services worked together on the new Risk Review format that emphasized risk strategies. The 2013 Risk Services report to the Board of Regents launches the new format. Risk management, collaboratively, hopes that 2014 brings refinement to both method and data.

Most schools starting out spend 80% of their time on risk registries, 20% on implementation and training; this ration should be reversed (actually this is true of many risk management processes).”
From AJG White Paper on Collaborative Risk, 2013

2. Health, Safety & Environmental Management

Employee injuries requiring medical attention above and beyond first aid are on a **downward trend**. This is attributable to an increased focus on safety across all levels of the UA administration, improved training programs, and wider distribution of ice cleats and other safety equipment obtained through the Risk Services loss prevention program.

A **new incident reporting** system that will replace multiple paper and fax reports will go live in early 2014. The system will be a single web based portal to report all incidents and claims within the University system, including student incidents.

The internal regulatory **compliance audit program** continues with a review of hazardous waste compliance at UAF Fairbank in October. Audit findings are reported in the quarterly Risk Services reports, on scorecards with assigned target dates for closure. Previous quarterly reports may be viewed for the detailed scorecards.

3. Claims Management

The effective management of claims is an essential part of the University’s risk management program. Both the human and the financial resources of the University can be safeguarded through hands-on claim management by the **licensed professional adjusters** of Risk Services. When unforeseen events

occur, losses can be reduced if we take action to return injured employees to work quickly, investigate and settle auto and liability claims promptly and fairly, or evaluate and pay for property damage. We serve all of the Universities and the UA Statewide System through a **central claim office**.

Escalating workers' compensation medical costs pose a significant challenge for all employers throughout Alaska, including the University. It is hoped the Alaska Legislature will tackle workers' compensation reform in a meaningful way during the next session. However, the good news is that University medical costs for our injured workers over the past five years remain **lower than statewide averages**.

Implementation of a new risk management information system is underway, with a project completion target of January 2014. It will offer the University community a **secure online portal for reporting claims and incidents**, improve claim handling efficiency, and provide the electronic data exchange needed to comply with state and federal regulations.

4. Emergency Management

Emergency Management (EM) is responsible for the overall planning, coordination, execution, and sustainment of an all-hazard Emergency Management Program (EMP). Continuous EMP review and enhancement of public safety and campus-based EM needs are critical to ensuring the highest level of preparedness and incident readiness.

In 2013, EM focused on improvement in two areas: UA Alert, our mass communication system, and UA Ready, our EM core capabilities (including our State of Alaska and regional EM collaboration). UA Alert (using the Blackboard Connect BbC software) was tested at all three of the universities in 2013. UA Alert was also used by UAA in active incidents in 2013.



UA Ready implemented Continuity of Operations (COOP) practices through the use of Kualu Ready software. Initial focus is on developing plans for housing, IT, facilities and research. In conjunction with the State of Alaska State Preparedness conference, the State of Alaska funded travel for UA staff members to meet and train in COOP best practices, including the use of the Kualu software.

UA Ready improved collaboration with key partners, including extensive work with the State of Alaska as it prepares for its 2014 earthquake exercise. University of Alaska co-facilitated Disaster Resilient University Pacific Northwest Summit and shared UA's best-practices with other universities within FEMA Region X. The three UA universities worked on regional partnerships for Medical Stations and Community Shelters.

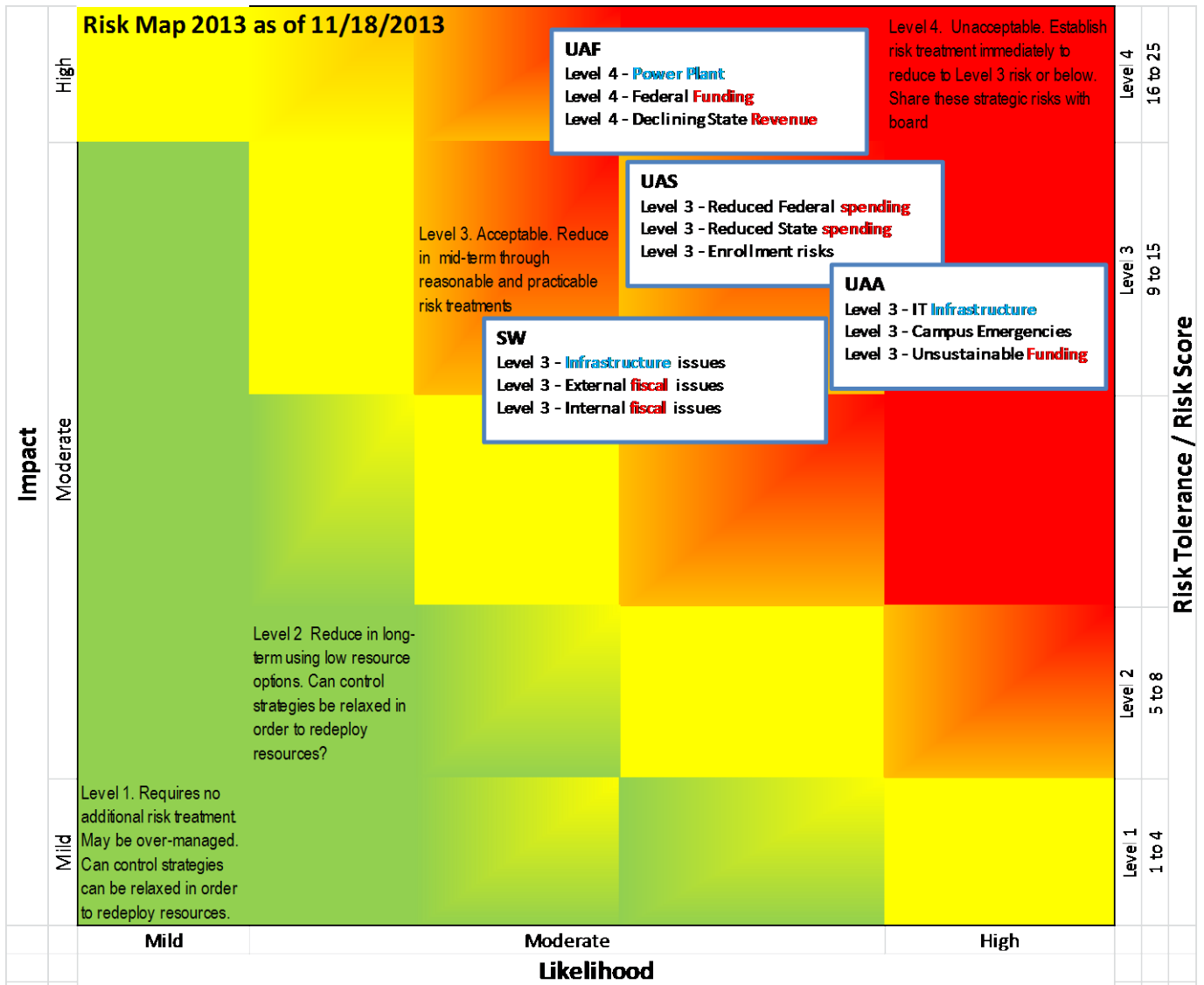
UA Ready has been selected to host two workshops in 2014:

- Emergency Management Institute's (FEMA) L0363 *Multi-Hazard Emergency Planning for Higher Education* course
- State of Alaska and FEMA Region X Disaster Recovery Operations staff for planned Recovery Workshop in 2014


1. New Risk Review Format

Risk Management Strategy for [Title of Risk]							
Date		Date 00, 2013					
Name of Risk		TBD					
Accountability		Department, Division or Committee					
Risk Partners "Stakeholders"		(List as appropriate) Office			(Listed as appropriate) Name, Title		
Applicable Board of Regent Committees		Enter Name of Board of Regent Committee here http://www.alaska.edu/bor/committees/					
Description of Risk		Describe risk concisely, but in terms of its scope throughout the enterprise					
Metrics		1-2 Insignificant / Mild		3 – Moderate			
Impact		0 Minimal impact on annual operations, reputation or financial condition.		Could delay plans in place, affect short-term programs, and require moderate management effort; 1-6 months' recovery.			
Likelihood		0 Unlikely to happen in the near future and no immediate action is needed.		More than likely to occur and management should begin to mitigate			
Risk Score		0 Multiply impact score by likelihood score (impact x likelihood) Risk Score will indicate where the risk falls on risk tolerance scale below ↓					
Risk Tolerance Enter Risk Level here (Choose one)		0 Level 4 Risk Score 16 – 25		Will not accept this risk. Risk treatment must be established immediately such that the residual risk is at Level 3 or below. In general, these risks should be shared with the board as they will be strategic risks.			
		Level 3 Risk Score 9 – 15		Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.			
		Level 2 Risk Score 5 -8		Will acceptable risk at Level 2 as long as it is reduced in the long-term using low resource options. The risk should be analyzed to determine whether it is being over-managed and where the control strategies could be relaxed in order to redeploy resources.			
		Level 1 Risk Score 1 – 4		Requires no additional risk treatment. The risk should be analyzed to determine whether it is being over-managed and that control strategies can be relaxed in order to redeploy resources.			
Treatment / Mitigation							
Discuss current and proposed mitigation for risk <i>Management strategies may include mitigation, transfer (through contracts or insurance), loss control, written procedures, management, budget considerations.</i> <i>Include risk triggers: what things, people or events might move this risk from probability to reality? What warning or forecasting tools do you use to track the first threat?</i> <i>What metrics exist to determine how well your risk management efforts are working? What are the biggest challenges you anticipate in managing this risk?</i>							
After Treatment							
Scores after treatment		Impact→	0	Likelihood→	0	Risk →	0
Change							
 		Discuss what has changed since the last report that has given rise to a change in ranking for this risk. Factors include but are not limited to:					
Choose one arrow / delete other							
Previous Risk Score		0					
New Risk Score		0					
		<ul style="list-style-type: none"> Significant changes in circumstances Mitigation strategies or techniques New controls 					


2. Heat Map




3. 2013 Risk Score Cards – UAF Top 3 Risks

① Risk Score Card for Power Plant							
Date		November 11, 2013					
Name of Risk		Inability to timely upgrade the heat and power plant with a cost effective solution					
Accountability		UAF Chancellor's Office					
Risk Partners "Stakeholders"		University of Alaska Statewide, University of Alaska Fairbanks	Brian Rogers, Chancellor; Kari Burrell, Executive Officer				
BOR Committees		Facilities & Land Management Committee Full Board					
Description of Risk							
<p>UAF's combined heat and power plant provides all of the heat and most of the electricity for the UAF main campus. The two 1964-era coal boilers have exceeded their useful life and are in dire need of replacement. Some of the auxiliary equipment in the plant is being rehabilitated under the on-going Atkinson Renewal project. We are extending the life of this equipment by making strategic repair and renovation investments, but the boilers still stand at significant risk of material failure.</p> <p>Risk Factor 1: Currently, key components of the heat and power system are mostly housed in one building.... UAF has the capacity to purchase electric power from GVEA, but is solely dependent upon the Atkinson Plant for heat. If a catastrophic event occurred during the winter, the UAF and UA infrastructure located on the main campus could suffer significant damage.</p> <p>Risk Factor 2: Use of the backup diesel boilers while performing maintenance on the coal fired boilers...Maintenance has been [generally been] achieved within 2 weeks....[at a cost of] \$350,000. If a boiler is irreparable and out of commission for a full year, the cost is \$10MM; for both boilers out of commission for a year the cost is \$20MM.</p> <p>Risk Factor 3: Not securing the necessary fiscal and community support to replace the coal fired boilers within the planned timeframe. There is the potential for the boiler tubes to fail and require a boiler tube replacement project; the estimated cost would be \$15-18MM for both boilers. This expense would be on equipment that is beyond its design life and won't be incorporated into the long-term solution. The key mitigation for the combined heat and power plant is to replace the coal fired boilers. Risks that could potentially derail or significantly delay the replacement of the coal fired boilers are the air emissions permit, interest nationally in phasing out US use of coal in order to reduce carbon dioxide emissions and flattening state revenues.</p>							
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic			
Impact	5	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university			
Likelihood	5	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.			
Risk Score	25	Multiply impact score by likelihood score (impact x likelihood) Risk Score will indicate where the risk falls on risk tolerance scale below ↓					
Risk Tolerance	4	Level 4 Risk Score 16 – 25	Will not accept this risk. Risk treatment must be established immediately such that the residual risk is at Level 3 or below. In general, these risks should be shared with the board as they will be strategic risks.				
After Treatment							
Scores after treatment		Likelihood →	3.7	Impact →	4.8	Risk →	18
Change							
		Although the UAF multi-prong strategy for addressing the risks posed by the aging equipment in the Atkinson Plant is well underway, the complexity and cost of the project mean that significant reductions in risk levels will take many more years to complete. In the meantime, critical pieces of equipment continue to age even more and there is greater risk of failure each year. Additionally, tightened state and federal budgets mean that UAF/UA have less capacity to absorb potential increases in operating costs that might result from a plant failure - failure will now potentially have greater impact.					
Choose one arrow / delete other							
Previous Risk Score	25						
New Risk Score	18						

2013 UAF Top 3 Risks, *continued*

② Risk Score Card for Federal Funding							
Date		November 11, 2013					
Name of Risk		Volatile Federal Funding Environment					
Accountability		UAF Chancellor's Office					
Risk Partners "Stakeholders"		University of Alaska and University of Alaska Fairbanks	Brian Rogers, Chancellor; Mark Myers, VC of Research; Pete Pinney, VC of CRCDD; Pat Pitney, VCAS; Susan Henrichs, Provost				
BOR Committee		Academic and Student Affairs Committee and Full Board					
Description of Risk		<p>Understanding the cumulative impacts of volatile federal funding, declining state revenue and proposed restrictions on other sources of income such as tuition is necessary when considering the total impact of this risk. Federal political and budget turmoil creates the potential for a more severe decline in federal funding to higher education nationally.</p> <p>Risk Factor 1: Significant decline in grants and research monies from federal funding; a significant source of income, approximately a third of total UAF revenue.</p> <p>Risk Factor 2: High dependence on federal funding through the Alaska Native Serving Institutions (ANSI) programs, there is the potential to negatively impact the five rural campuses, 2500 students, and many communities benefitting from these programs. These programs provided \$4.2MM in annual operating funds the last four years as well as more than \$34MM in capital and renovation funding since 2002. Since 2012 there have been 200 graduates from the rural campus.</p>					
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic			
Impact	4.5	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university			
Likelihood	4	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.			
Risk Score	18	Multiply impact score by likelihood score (impact x likelihood) Risk Score will indicate where the risk falls on risk tolerance scale below ↓					
Risk Tolerance	4	Level 4 Risk Score 16 – 25	Will not accept this risk. Risk treatment must be established immediately such that the residual risk is at Level 3 or below. In general, these risks should be shared with the board as they will be strategic risks.				
After Treatment							
Scores after treatment		Likelihood →	3.6	Impact →	3.8	Risk →	14
Change							
		With the mitigations that UAF has in place and the proactive approach to this risk, the after treatment score is reduced. UAF will continue to monitor key indicators to ensure that the mitigations are in place and at work, if they are not effective or cannot be exercised, alternate mitigations may need to be considered.					
Choose one arrow / delete other							
Previous Risk Score	18						
New Risk Score	14						

2013 UAF Top 3 Risks, *continued*

③ Risk Score Card for Declining State Revenue						
Date		November 11, 2013				
Name of Risk		Declining State Revenue				
Accountability		Vice Chancellor Administrative Services and UAF Leadership Team				
Risk Partners		University of Alaska, University of Alaska Fairbanks			Pat Pitney, VCAS	
BOR Committee		Board of Regent Committee Full Board				
Description of Risk		Due to the lack of a diversified economy for the state, specifically state revenue dependence on oil production and oil prices, there is the potential to cause a long term, decline in state revenue as a portion of the University's total budget.				
Metrics		1-2 Insignificant / Mild		3 – Moderate		4 -5 Significant/Catastrophic
Impact	4.5	Minimal impact on university		Short term; 1-6 months; require moderate management effort		Long-term and significant effects on university
Likelihood	4	Unlikely to happen; no immediate action needed.		More than likely to occur and management should begin to mitigate		High probability; within a year; immediate action plans needed.
Risk Score	18	Multiply impact score by likelihood score (impact x likelihood) Risk Score will indicate where the risk falls on risk tolerance scale below ↓				
Risk Tolerance	4	Level 4 Risk Score 16 – 25		Will not accept this risk. Risk treatment must be established immediately such that the residual risk is at Level 3 or below. In general, these risks should be shared with the board as they will be strategic risks.		
After Treatment						
Scores after treatment		Likelihood →		3.6	Impact →	3.8
					Risk →	14
Change						
						
		Choose one arrow / delete other				
Previous Risk Score	18	UAF continues to actively manage in the resource-constrained environment. Compounding the impact of the declining state revenue environment is the volatile nature of the Federal budget and congressional environment and its adverse impact on university research and community campus funding, and the pressure to hold student tuition rates constant.				
New Risk Score	14					

4. 2013 Risk Score Cards – UAA Top 3 Risks

① Risk Score Card for Unsustainable Funding				
Date		Nov 11, 2013		
Name of Risk		Unsustainable Funding		
Accountability		UAA Chancellor’s Cabinet		
Risk Partners “Stakeholders”		UAA Chancellor’s Cabinet		
BOR Committees		Audit, Facilities, and Student Affairs		
Description of Risk		During the first decade of the 2000’s, UAA experienced significant growth in enrollment, funding, and the quality of its teaching and research. This growth cannot be sustained because of a projected reduction in state general funds and tuition. The Governor of Alaska has made it his goal to reduce the size of the State budget from \$7B+ to \$5B+ over the next several years. The legislature has made it a goal to reduce the University’s dependence on General Funds. Currently, 50 per cent of all personnel annual compensation increases must come from current UAA revenues. UAA’s main source of revenue, other than GF, is tuition. The President and the Regents have been reluctant to increase tuition beyond 2-3% a year. Enrollment at UAA is projected to be flat or slightly down over the next several years due to a drop in high school graduates. Consequently, tuition is not able to make up for the loss in GF from the State. All of these factors combine to make the UAA current budget and any projected program growth potentially unsustainable over the long term without significant budget reallocation or reduction.		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	4	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	3	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

2013 UAA Top 3 Risks, *continued*

② Risk Score Card for IT Failure / Recovery				
Date		November 11, 2013		
Name of Risk		IT Infrastructure Failure/Disaster Recovery		
Accountability		UAA Chancellor’s Cabinet		
Risk Partners “Stakeholders”		UAA Chancellor’s Cabinet		
BOR Committees		Audit, Facilities, and Student Affairs		
Description of Risk		Nearly all of the Information Technology Services (ITS) core computer, telephone and network equipment is housed in a single location. This equipment supplies email, directory, phone, Blackboard Learn and several other services which are in constant use by faculty staff and students. Failure of the infrastructure through natural disaster or through unanticipated computer hardware or software fault would render one or more of these services inoperative. Risk of loss of internet connectivity is related.		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	5	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	3	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	15	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

2013 UAA Top 3 Risks, *continued*

③ Risk Score Card for Campus Emergencies				
Date		November 11, 2013		
Name of Risk		Responding to Campus Emergencies		
Accountability		UAA Chancellor’s Cabinet		
Risk Partners “Stakeholders”		Incident Management Team (IMT) - Student Affairs, University Police, Facilities and Campus Services, and University Advancement Emergency Management Office		
BOR Committees		Audit, Facilities, and Student Affairs		
Description of Risk		The numbers of natural disaster emergencies (earthquakes, hurricanes, etc.) and man-made disaster emergencies (campus shootings, sexual assaults, minor child incidents, etc.) that have plagued universities have significantly increased over the last decade. Given Alaska’s propensity for natural disasters: earthquakes, erupting volcanoes, heavy winds, ice, etc. and its high criminal activity: sexual assaults, weapon assaults, etc.; the likelihood of an emergency on campus is high. The physical growth of the campus over the last 10 years (30% growth in building square footage) makes security even more challenging. There is much more Federal oversight placed on universities today than any time in the past. Even though UA and UAA have instituted strong emergency management programs to prepare for the worst, more preparation is needed.		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	5	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	3	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	15	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

5. 2013 Risk Score Cards – UAS Top 3 Risks

① Risk Score Card for Enrollment, Retention & Completion				
Date		Date November 1, 2013		
Name of Risk		Inability to achieve enrollment management, retention and completion targets		
Accountability		UAS Chancellor’s Executive Cabinet		
Risk Partners “Stakeholders”		Enrollment Management Academic Affairs	Vice Chancellor Joseph Nelson Provost Rick Caulfield	
BOR Committees		Academic and Student Affairs Committee		
Description of Risk		Inability to attract and retain sufficient students in UAS programs to maintain vibrant programs or remain economically sustainable		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	3	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	4	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

② Risk Score Card for Reduced Federal Spending				
Date		Date November 1, 2013		
Name of Risk		Reduced Federal Spending on grants and Student Financial Assistance		
Accountability		UAS Chancellor’s Executive Cabinet		
Risk Partners “Stakeholders”		Enrollment Management & Student Affairs Academic Affairs	Vice Chancellor Joseph Nelson Provost Rick Caulfield	
BOR Committees		Academic and Student Affairs Committee University of Alaska Foundation		
Description of Risk		Risk of grant funded activities losing funding. Additional risks of students being unable to obtain sufficient financial aid, jeopardizing enrollment, retention and completion goals.		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	4	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	3	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

③ Risk Score Card for Uncertain State Appropriations

Date		Date November 1, 2013		
Name of Risk		Reduced state grant and general funding		
Accountability		UAS Chancellor’s Executive Cabinet		
Risk Partners “Stakeholders”		Administrative Services Academic Affairs	Interim Vice Chancellor Michael Ciri Provost Rick Caulfield	
BOR Committees		Legislative Committee, Facilities & Land Management Committee		
Description of Risk		Risk of declining state support for education combined with possible elimination of historic grant opportunities.		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	3	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	4	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

6. 2013 Risk Score Cards – SW Top 3 Risks

① Risk Score Card for Infrastructure				
Date		Date November 11, 2013		
Name of Risk		Infrastructure issues		
Accountability		SW President’s Staff		
Risk Partners “Stakeholders”		Carla Beam Dana Thomas Kit Duke Ashok Roy Michelle Rizk Karl Kowalski	Vice President, University Relations Vice President for Academic Affairs Associate Vice President Facilities and Land Management Chief Financial Officer Associate Vice President, Budget Chief Information Technology Officer	
BOR Committees		Audit, Facilities		
Description of Risk		Infrastructure issues, related to management and allocation of space, facilities, and resources, including but not limited to: major facilities failures; power plant; bandwidth / access		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	4	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	3	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

② Risk Score Card for External Fiscal Issues				
Date		Date November 11, 2013		
Name of Risk		External fiscal issues		
Accountability		SW President's Staff		
Risk Partners "Stakeholders"		Carla Beam Kit Duke Ashok Roy Michelle Rizk	Vice President, University Relations Associate Vice President Facilities and Land Management Chief Financial Officer Associate Vice President, Budget	
BOR Committees		Audit		
Description of Risk		Fiscal issues, arising from external funding sources, including but not limited to: Market crash/slump and loss in investment earnings; loss, slowdown, cuts in federal funding or grants; loss, slowdown, cuts in state funding or grants; donor confidence		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	3	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	4	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

2013 SW Top 3 Risks, continued

③ Risk Score Card for Internal Fiscal Issues

Date		Date November 11, 2013		
Name of Risk		Internal fiscal issues		
Accountability		SW President’s Staff		
Risk Partners “Stakeholders”		Michael Hostina Donald Smith Ashok Roy Michelle Rizk Kit Duke Saichi Oba Eric Seastedt	General Counsel Labor Relations Chief Financial Officer Associate Vice President, Budget Associate Vice President Facilities and Land Management Associate Vice President, Enrollment Chief Human Resources Officer	
BOR Committees		Audit		
Description of Risk		Fiscal issues, internal to organization, including but not limited to: external budget cuts; diversity of funding source; infrastructure issues; enrollment issues; competition; payroll issues; labor contracts		
Metrics		1-2 Insignificant / Mild	3 – Moderate	4 -5 Significant/Catastrophic
Impact	3	Minimal impact on university	Short term; 1-6 months; require moderate management effort	Long-term and significant effects on university
Likelihood	4	Unlikely to happen; no immediate action needed.	More than likely to occur and management should begin to mitigate	High probability; within a year; immediate action plans needed.
Risk Score	12	Impact x likelihood = Risk Score, or Risk Tolerance level below ↓		
Risk Tolerance	3	Level 3 Risk Score 9 – 15	Will accept a risk at Level 3 as long as it is reduced in the mid-term through reasonable and practicable risk treatments.	

CY 2012 through 1Q (March 31st, 2013)

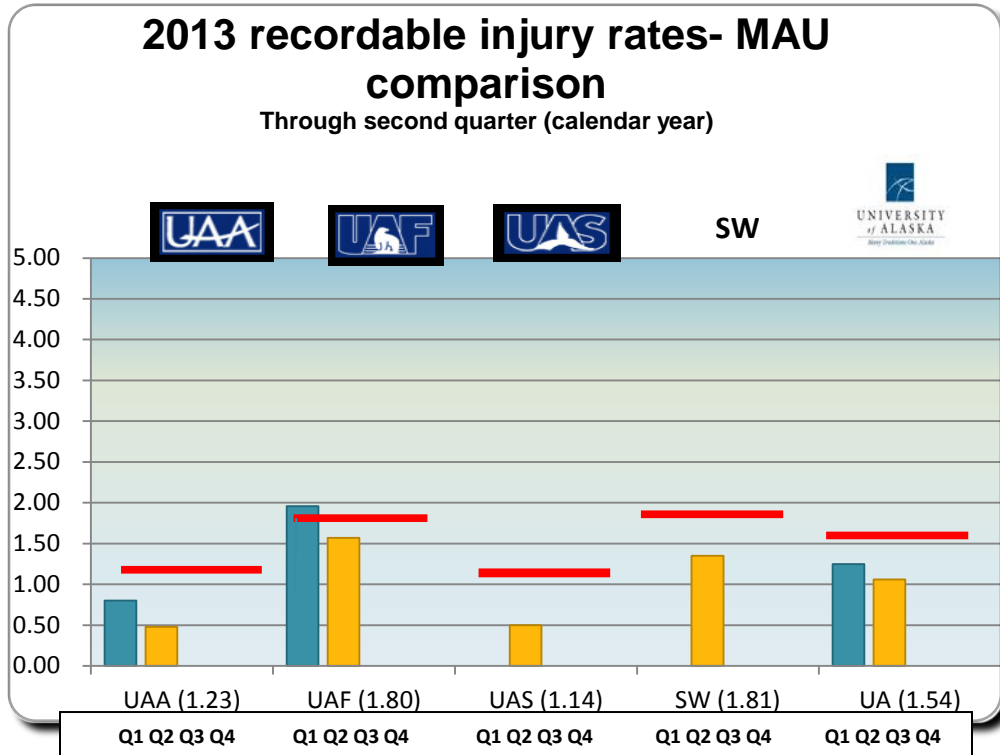
C. Health, Safety and Environmental Management

Russ Steiger, Director

Environmental, Health, & Safety

2013 YTD (2Q, Calendar)

July, 2013 RHS

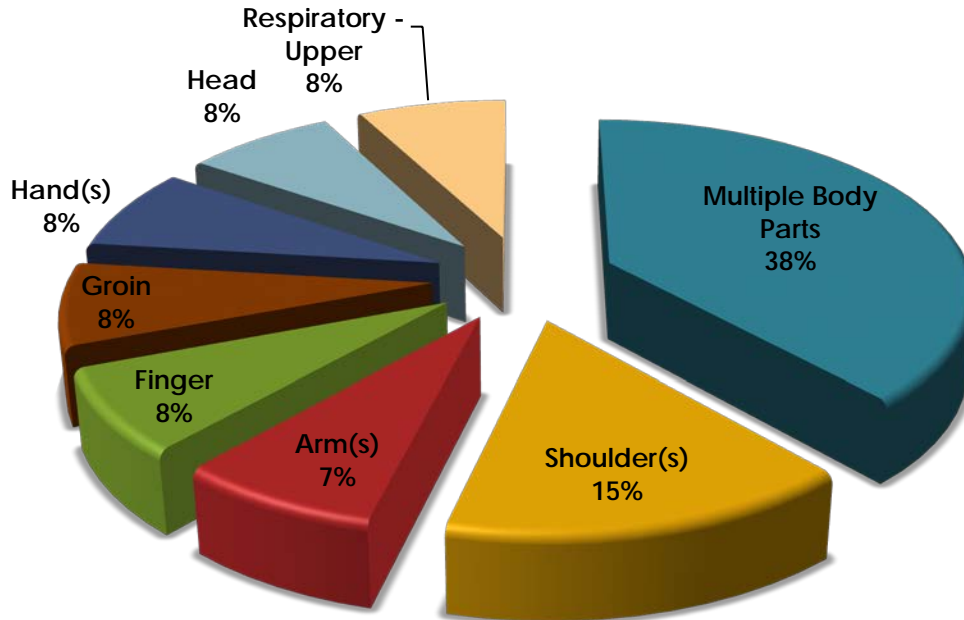


Note: Each MAU in the UA system year-to-date has a significantly lower annualized recordable injury rate than the target rate shown as the red dash above.

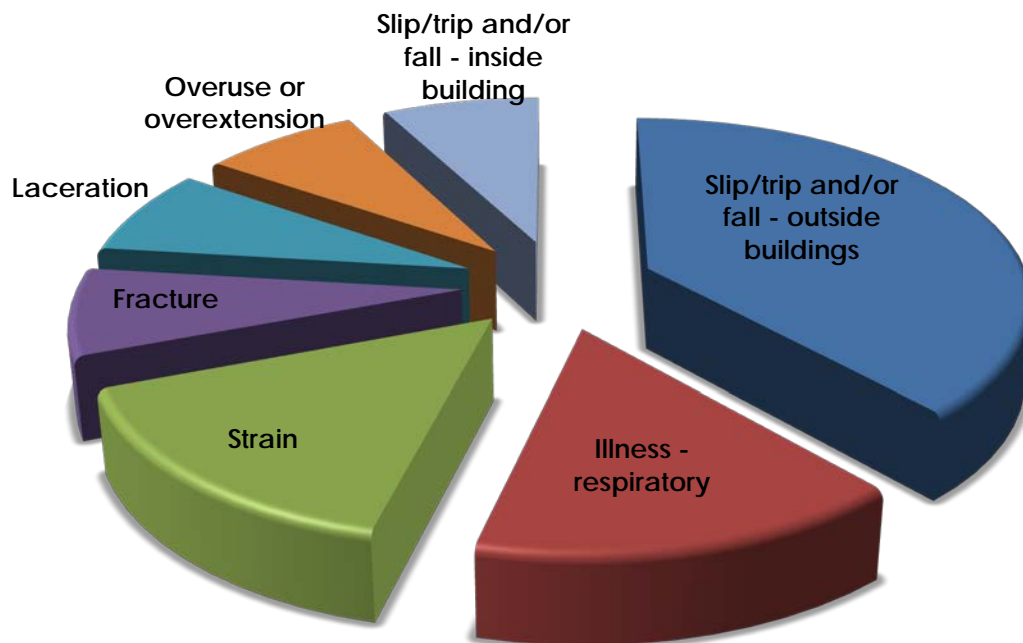
MAU	Previous year		2013 YTD # of OSHA recordable injuries	2013 Target rate	2013 OSHA recordable Injury rates by calendar quarter			
	2012 #	2012 Rate			Q1	Q2	Q3	Q4
UAA	28	1.37	5	1.23	0.8	0.48		
UAF	53	2.00	21	1.80	1.96	1.57		
UAS	5	1.27	1	1.14	0	0.5		
SW	6	2.01	2	1.81	0	1.35		
UA	92	1.71	29	1.54	1.25	1.06		

Note: the trend for recordable injuries in the UA system for 2013 is 58. For comparison, there were 92 recordable injuries in 2012 and 89 in 2011

Recordable Injuries- by body part 2Q 2013



Recordable Injuries-by cause 2Q 2013



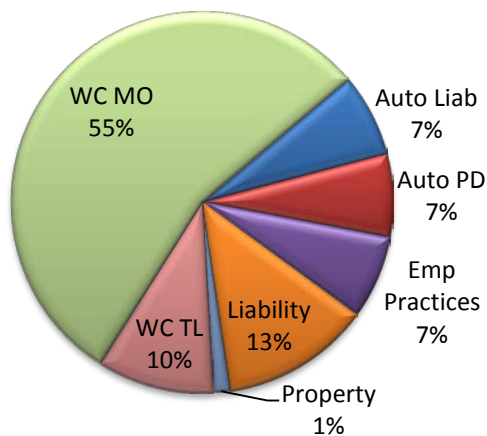
D. Claims Management

Patricia Wilson, Claims Manager

This section provides information regarding claims received and resulting expenses for these claims during the reporting period. It also includes an accounting of the payments made on prior cases during the reporting quarter.

Liability, workers' compensation, and property claims are handled by licensed staff adjusters in the Risk Services claims unit.

**Claim Frequency by Type
CY 13 Q 2**



Incidents

The claims unit handled **11 incidents** in the second quarter of 2013.

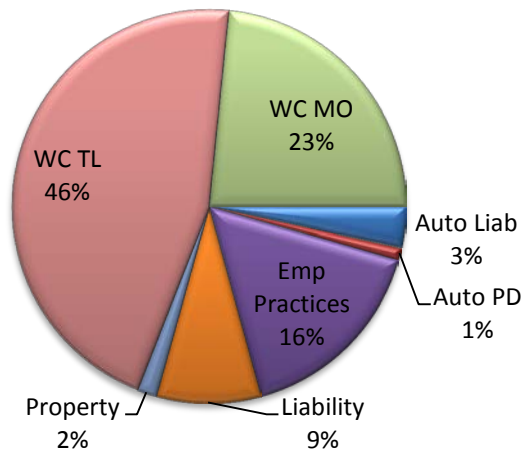
The incident category is used to denote matters that require investigation, recordkeeping, or handling by Risk Services but do not result in a claim against the University.

Incidents are not included in claim frequency or severity data because no dollar reserves or payments are associated with these cases.

	Q1	Q2	Q3	Q4	CY13 TD	CY12 TD
Auto Liability*	1	5			6	16
Auto Physical Damage*	17	5			22	24
Aviation	0	0			0	0
Detainee Medical	1	0			1	1
Employment Practices	1	5			6	12
Equipment Breakdown	1	0			1	0
General Liability	11	9			20	15
Property	7	1			8	21
Workers' Comp Time Loss	9	7			16	20
Workers' Comp Med-Only	27	39			66	129
Total	75	71			146	238

*Auto liability and auto physical damage claims costs are tracked separately. The total number of **accidents** in the quarter may be less than the combined total of the two categories, as one accident may result in costs in both categories.

Claim Severity by Type CY13 Q2



Workers' Compensation Claim Reporting Changes

The Alaska Dept. of Labor Workers' Compensation Division has announced new requirements for employers when reporting work injuries. Risk Services is working with all MAUs to keep UA's injury reporting compliant with the updated standards and paper forms.

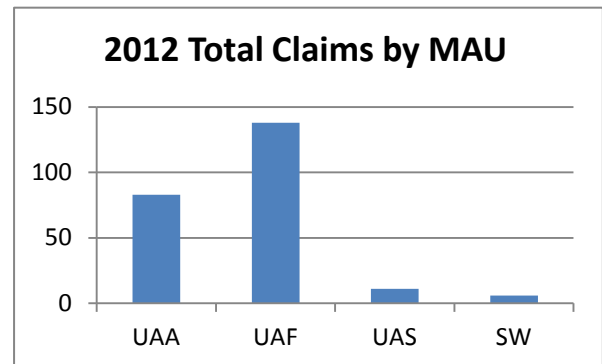
The Division has also announced that electronic transmission of claims will be required in the future. Our current risk management information system does not have this capability. Risk Services is planning a software solution that will enable UA to respond quickly to state reporting requirement changes as they occur.

	New Q1*	New Q2*	All Other Payments Q2**	New Q3*	New Q4*	New CY13 To Date	CY12 To Date
Auto Liability	\$12,500	\$14,519	\$3,251			\$27,019	\$69,466
Auto Physical Damage	\$29,297	\$4,512	\$3,517			\$33,809	\$22,742
Aviation	0	0	\$19,690			0	0
Detainee Medical	\$851	0	0			\$851	\$900
Employment Practices	0	\$70,500	\$45,959			\$70,500	\$60,250
General Liability	\$16,500	\$36,900	\$15,292			\$53,400	\$31,139
Equipment Breakdown	\$22,000	0	0			\$22,000	
Property	\$47,832	\$7,000	\$21,627			\$54,832	\$559,113
Workers' Comp Time Loss	\$151,542	\$197,136	\$260,491			\$348,678	\$479,711
Workers' Comp Med-Only	\$127,916	\$100,936	\$67,566			\$228,852	\$471,712
Total	\$408,437.93	\$431,503	\$437,393			\$839,941	\$1,695,033

*Total Incurred: Represents gross reserves for new claims opened in the quarter and payments for new claims opened, paid, and closed in the quarter.

**Payments made during the quarter on claims reported in prior periods.

	1 ST Q	2 nd Q	3 rd Q	4 th Q	CY13 To Date	CY12 To Date
UAA	36	17			53	83
UAF	34	44			78	138
UAS	4	7			11	11
SW	1	3			4	6
Total	75	71			146	238



E. Emergency Management

Emergency Management (EM) is responsible for the overall planning, coordination, execution, and sustainment of an all-hazard Emergency Management Program (EMP). Continuous EMP review and enhancement of public safety and campus-based EM needs are critical to ensuring the highest level of preparedness and incident readiness.

2013 Milestones









Initiatives to enhance our Core Capabilities while promoting State of Alaska regional EM collaboration;

- UA Alert
 - Ongoing implementation of Alert Notification System-Blackboard Connect (BbC)
 - Coordination of System crisis communication practices
 - Establishment of alternate jurisdictional emergency operations center (EOC) (s)
 - ✓ Mat Su Campus
 - ✓ Butrovich Building (UA Data Center)
- UA Ready
 - Implementation of Continuity of Operations (COOP) practices (critical for identification and evaluation of essential-functions during any disruption/incident)
 - Conducted Recovery Seminars in conjunction with State Preparedness Conference (s)
 - **Partnerships;**
 - ✓ UA/EM had representation from 13 campuses; State Division of Homeland Security/Emergency Management (DHS & EM) funded \$15K travel for UA staff members
 - Strengthen and expanded regional collaboration with partners and stakeholders
 - Conducted Multiple Preparedness/Readiness Workshops across the System
 - Regional Higher Education impact: asked to co-facilitate Disaster Resilient University Pacific Northwest Summit and share best-practices with University's within FEMA Region X
 - UAA, UAF, UAS brokering regional partnerships for Medical Stations and Community Shelters

Maintained **Readiness** through the following pillars of our UA EMP;

- Preparedness
 - ✓ UA EM seminar attendee's heard from Dr. Barry Dorn, Associate Director of the Program for Health Care Negotiation and Conflict Resolution at the Harvard School of Public Health, presenting on META-Leadership, effective leadership in a catastrophic disaster, this session offered examples of successful leadership in catastrophic disasters from around the world.
 - ✓ Delivered low-cost advance Incident Command System (ICS) training to our Campus Incident Management (IMT) team and jurisdictional EOC staff; delivering the message of exercise, not rhetoric, will prepare and legitimately integrate regional response capabilities.
 - ✓ Maintained exercise program and a constant surveillance of realworld lessons-learned
- Response
 - ✓ System, University, and Campus IMT Framework throughout
 - ✓ Coordinating System/University EM linkage
- Recovery
 - ✓ Selected to host the Emergency Management Institute's (FEMA) L0363 *Multi-Hazard Emergency Planning for Higher Education* course
 - UAF July 8-10
 - UAS July 15-17
 - UAA July 22-24
 - ✓ In coordination with State of Alaska and FEMA Region X Disaster Recovery Operations staff for planned Recovery Workshop in 2014
 - David Andrews (Alaska DHS/EM)

University of Alaska Emergency Management Readiness/Compliance* report card (July13)

Grade		All-Hazards Incident Management Team (IMT)	Communication Capability	Training	Exercise Program (White Cell Approach)
		FEMA Type-3All-Hazard IMT <ul style="list-style-type: none"> Activate to assist and coordinate any UA incident response and recovery effort that goes beyond campus capabilities/ resources Continued testing and evaluation IMT role Developing and Testing IC and PIO response checklists State/Fed Stakeholder to ANY regional unified training, exercise, or response 	Blackboard Connect (BbC) Implementation <ul style="list-style-type: none"> Ongoing strategy and testing of UA Operational Alert/Crisis Communication Continued training and evaluation of Campus PIO and BbC senders UA Data Center used as 24/7 UA situational awareness 	IMT (Higher Ed-All-Hazards), FEMA ICS and CCERT Trainers <ul style="list-style-type: none"> UA NIMS, ICS, OSHA, and HEOA Training Policy in development Command and General Staff TrT 	Mid planning conference for Alaska Shield 2014 (Aug13) <ul style="list-style-type: none"> IMT Coordination Crisis Communication Plan development Validate COOP Emergency Sheltering
<div>Establishing UA Policy/Min. Standards (draft to CRO/PKG NLT 1Sep13)</div>					
		Preparedness Workshops <ul style="list-style-type: none"> UAA Campus 	24/7 Dispatch Capability <ul style="list-style-type: none"> PIO,PD dispatcher UA Alert training 	CCERT Program Manager IMT Trained ICS 300/400 Course	Several functional exercise planned to evaluate IMT and communication effectiveness leading up to AS2014 PWSCC, KRC, and Kodiak involved in AS14 planning
		IMT expertise and capability UA/UAF Workshop	24/7 Dispatch Capability <ul style="list-style-type: none"> PIO,PD dispatcher UA Alert training 	CCERT trained IMT Trained ICS 300 Course	Main campus will be involved in AS14
		Ongoing EM Program organization/structure <ul style="list-style-type: none"> City/Borough of Juneau Service contract in draft Preparedness Workshops <ul style="list-style-type: none"> Juneau Sitka Community shelter partnership <ul style="list-style-type: none"> UAS, AK Guard, City/Borough, and Red Cross 	No dispatch entity <ul style="list-style-type: none"> PIO/IMT Alert training Service contract will enhance dispatch capabilities for Auke Lake Campus	CCERT trained IMT Trained ICS 300/400 Course	All Campuses involved in AS14 planning

*Compliance references: NIMS, HEOA, OSHA, and BoR Policy

Grading Scale: Non-Compliant:	On-going or Implementation:	Satisfactory:	Above Industry Standards
			

UA Ready Business/Operational Continuity Timeline

Implementation

- ✓ UA Readiness Committee and Director of EM identify essential services/function **“priorities”**
 - Incident Management Team, IT Network, Student Housing, Facilities, and Research
- ✓ Leadership buy-in; investment with continuity software tool; expectations outlined in UA Readiness Committee (Risk Services Kualiti READY software tool management)
- ✓ Identify MAU administrators
- ✓ OIT deliverables (web-site, single sign on access, portal management, UA branding, and necessary administrator control screen)

	Accomplished	POC
UA	April 13	Rick Forkel
UAA	April 13	Manch Garhart
UAF	April 13	Doug Schrage
UAS	April 13	Dan Garcia/Tom Dienst

Training and Plan Development

- ✓ Select MAU/POC's (June13)
 - UAF EM presented UA Ready initiative and timeline to Chancellor Cabinet
- Housing/Contingency Housing plans will serve as pilot project
 - Plan Development and Kualiti software integration
- Train MAU administrators and **“priority”** essential service POCs
 - Conduct initial interviews with priority POCs
- ✓ Posture ourselves to deliver additional COOP training to POC and/or COOP program managers

	Projected Completion	
UA	September 13	AS14 mid-planning meeting taking place 20Aug; UA will deliver exercise training/exercise outcomes
UAA		Training workshops conducted at PWSCC and KRC
UAF		
UAS		Training workshops conducted at Auke Lake Campus

Exercise and Assessment

- IMT (s) conduct functional exercises (FE) to validate response procedures and software tool effectiveness
 - Back-up communication capabilities to include cyber-security protocols
 - Emergency food/water options
 - Temporary sheltering
 - Alternate medical options
- Develop peer review (Readiness Committee) outcomes and metrics

	Projected Completion	
UA	March 14	AS14 mid-planning meeting taking place 20Aug; UA will deliver exercise training/exercise outcomes
UAA		IMT FE conducted in April
UAF		
UAS	March 14	IMT FE conducted in April Community planning for Student Rec Center shelter Auke Lake, Sitka, and Ketchikan confirmed for FE and/or FSE for AS14

Sustainment

- Evaluate UA ability to provide essential services during simulated short/long term interruptions
 - 6-12 hours after activation of COOP plans
 - Maintain emergency communication plans/capabilities with campuses
 - Maintain as close to real-time EM/IMT coordination

	Projected Completion	
UA	June 14	
UAA		
UAF		
UAS		

A black silhouette of the state of Alaska is positioned in the upper center of the page. Overlaid on the right side of the map is a portion of a piano keyboard, with several black and white keys visible. The background of the entire page is a textured, abstract composition of yellow, green, and blue, resembling a forest scene with sunlight filtering through trees.

ALASKA INTERNATIONAL PIANO-e-COMPETITION

June 28 - July 12, 2014 • Davis Concert Hall



[The Disklavier](#)

Video courtesy of Dr. Stella Sick, managing director of Musicians In Debut International

WHAT IS AN INTERNATIONAL PIANO-e-COMPETITION?

- History
- Competitions are held all over the world
 - Russia, France, Poland, U.S.
 - Van Cliburn and Alaska International Piano-e-Competition
- Held every 2-4 years
- Contestants between 18-32 years
- Judged by a jury of world renowned pianists and teachers

ALASKA
INTERNATIONAL
PIANO-E-COMPETITION

- Founded by Alexander Braginsky in 2002 in Minneapolis, Minn.
- Held in Alaska for the first time in 2014
- 24 musicians from all over the world performing at Davis Concert Hall
- More than 65,000 USD in prize money, performances and engagements



“No system is foolproof, but one thing is certain: contestants at the Alaska International Piano-e-Competition are judged on their merit, not on what school or what country they come from, or who their teacher is.”

- Alexander Braginsky
Founder, Piano-e-Competition

ALASKA INTERNATIONAL PIANO-e-COMPETITION

When and where will it be held?

*tentative schedule

June 28 - July 12, 2014

Davis Concert Hall

6/27 Contestants and jury arrival

6/28 Welcome party

6/29-7/3 First round

7/5 Second round

7/6 Finalists' rehearsal with chamber musicians

7/7 Third round; Chamber music performance

7/10-11 Finalists with

Fairbanks Symphony Orchestra

7/12 Award Ceremony and Gala Concert





What is a Disklavier?

- Premier piano made by Yamaha streams data across the Internet.
- Enables distance performances by displaying keystrokes and pedal technique of the musician in real time.
- Contestants will play while data streams their performance to other Disklaviers around the world.
- Disklavier technology allows a teacher to interact with students remotely.
- UAF has the opportunity to purchase a Disklavier.
- Potential collaboration with UAA and UAS for performances and teaching.

Questions?

Minimum Baccalaureate Admission Standards

Background

In July 2013, the UA Board of Regents submitted a developmental education report to the legislature in accordance with a recommendation made by the Alaska Advisory Task Force on Higher Education and Career Readiness in 2011. That report contained the following table of graduation rates for full-time students:

Table 3. Average 4-Year Bachelor Degree Graduation Rate within 6 Years
Fall 2002 – Fall 2006 Starting Cohorts

	English AND Math	English OR Math
Any Developmental	10.1%	22.1%
Significant Remediation	0.0%	11.0%
Some Remediation	4.4%	18.7%
Nearly College-Ready	13.3%	24.7%
College Ready	35.6%	

UAA and UAS currently admit students to baccalaureate programs that require significant remediation in both math and English; UAF established minimum admission standards in 2007 and does not admit such students. While underprepared students are expected to require additional time to complete baccalaureate programs, UA data indicates that no student requiring significant remediation in math and English in six annual cohorts had completed a baccalaureate within six years and only 4.4% of those requiring some remediation in both subjects did so.

About 4% of recent high school graduates and 1% of post traditional students entering UA baccalaureate programs annually need significant remediation; the figures for some remediation are 11% and 3% respectively. Minimum baccalaureate admission standards, if implemented, would direct one or both of these student groups to certificate, associate, or baccalaureate preparation programs. This approach is consistent with states that have separate community college and university systems.

The Statewide Academic Council agreed to move the following recommendation to the Faculty Alliance in July 2013.

The Statewide Academic Council (SAC) recommends that the three faculty senates set a minimum baccalaureate admission standard for the UA system and students that do not meet the admission standard, where historical data indicates substantial success in remediating them, should be admitted to a specific program to help them prepare for successful admission. The faculty senates would be jointly responsible for determining what the minimum admission criteria are; a starting point straw proposal is given below modeled after UAF's admission criteria.

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

STRAW STARTING POINT FOR DISCUSSION (the current UAF baccalaureate admission standard): For admission to baccalaureate level programs, applicants must fulfill either:

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

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

Rationale: UA institutions currently admit students that our historical data indicate do not complete baccalaureate degrees; this is an unethical practice. UA is and will remain an open admission institution. The UA mission includes the community college mission so students who apply for admission into a baccalaureate program but are not admitted should be accepted into an alternative program, such as a pre-baccalaureate certificate program (like the pre-nursing program), or an AA or AS program. UA should only admit students into baccalaureate programs that are prepared to complete those programs.

This change is intended to have several impacts. First, this change is intended to clearly communicate to future students, their parents, their teachers and school districts, UA standards for baccalaureate admission standards. Second, the U.S. Department of Education currently treats UA institutions as only four-year institutions and the required data reporting does not represent UA or Alaska well. The change is intended to more appropriately represent UA and Alaska on the national scene. Third, at present UA has relatively few clear pathways from associate programs to baccalaureate programs the way other community college and universities do in other states. This change is intended to encourage the development of such pathways and for UA to track students following those paths.

UAF implemented the above admission standard in fall 2007. Baccalaureate admissions fell 15 to 20% when they first implemented this standard but have since recovered.

UAA and UAS are still assessing the likely impact of implementing the proposed standard.

Complete College America recommends placing underprepared students in collegiate level coursework with additional support. UA institutions would have to assess whether to follow this recommendation, if the proposed admission standards are implemented.

The ACT score of 18 in option 2 above is a relatively low standard nationally for college readiness. College readiness benchmarks set by ACT are given in the table below. These benchmark scores on the

ACT subject-area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations. The ACT College Readiness Benchmarks are (content of paragraph and table copied from <http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>) :

College Course	ACT Subject-Area Test	The ACT Benchmark
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23



Undergraduate Research and Scholarship

High Impact Practice Leading to Campus-wide Student Success

University Honors College (UHC) is UAA's central unit increasing the breadth, depth, quality, and number of undergraduate research and scholarly experiences. This high impact practice increases student success before and after graduation. The UHC provides access to excellence across all disciplines by offering 1) undergraduate research and scholarly learning opportunities, and 2) a multidisciplinary academic curriculum.



UNDERGRADUATE RESEARCH PROGRAMS at UAA

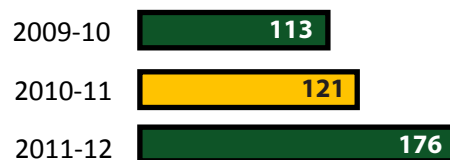
- **Robust UAA competitive grant program:** Awards for original research projects pairing undergraduate researchers with faculty mentors.
- **In the curriculum:** Undergraduate research, scholarship, and experiential learning.
- **Undergraduate Research and Discovery Symposium:** Students present research findings and receive campus-wide recognition.
- **Freshman Convocation** keynote speakers highlight undergraduate research: Nobel Laureates Sir Paul Nurse, Roger Tsien, Brian Schmidt and other world-class luminaries.
- **Task Force for Undergraduate Research & Scholarship:** Faculty leadership through campus-wide representation.
- **National Science Foundation-funded UAA-REU Program** in Biological Sciences, running continuously since 2007.
- **Faculty Leadership in Expanding Undergraduate Research (FLEUR)** Award for faculty to incorporate hands-on research experiences for students in undergraduate courses.
- **Faculty Development Program** for mentoring undergraduates in research and scholarship and annual recognition of outstanding faculty mentors with Exemplar Awards.

UNDERGRADUATE RESEARCH IMPACT

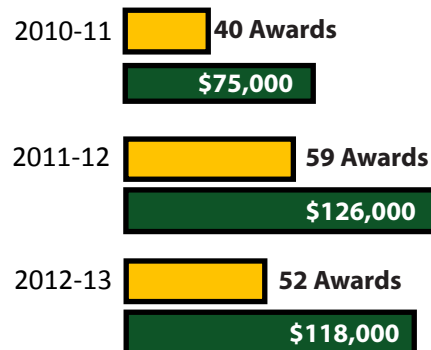
- **Publications** in national and international journals and conferences.
- **Acceptances** to top Masters and PhD programs and employment locally and nationally.
- **Major awards**, including the Fulbright, Goldwater, Marshall, and Truman scholarships. *The Chronicle of Higher Education* deemed UAA a top producer of Fulbright Scholars.

SELECTED PERFORMANCE INDICATORS

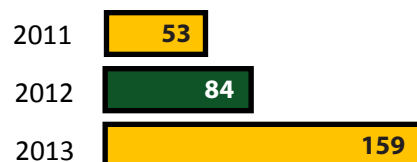
Undergraduate authors or co-authors on peer-reviewed publications



UHC Awards and Total Amount Awarded



Undergraduate authors of oral or poster presentations at the Undergraduate Research & Discovery Symposium



Over 50 % of the UAA baccalaureate students graduate with an undergraduate research curricular experience.

UAA FLEUR Award model presented at the Council on Undergraduate Research Workshop, 13th International Society for the Scholarship of Teaching and Learning Conference, October 2013



Undergraduate research is a high impact practice that enhances student engagement, retention, completion, and success.

Don't just *gain* knowledge
- *create* it!

URSA Activities

- **URSA Student Project Awards:** Funding for original research and creative scholarly projects pairing undergraduates with faculty mentors at all UAF campuses.
- **URSA Student Travel Awards:** Funding for travel by undergraduates to support or present their original research.
- **URSA Mentoring Awards:** Funding for mentors (faculty, postdocs, graduate students) to enhance or develop opportunities for undergraduate research, especially recurring opportunities.
- **Curriculum Support and Development:** Development of curricular opportunities for undergraduate research through creation of URSA courses and assistance developing departmental courses such as the Museum Research Apprenticeship Program (MRAP).
- **UAF Research Showcase:** A weekly seminar featuring current projects at UAF, making students aware of opportunities for research engagement and promoting active research across UAF and the greater Fairbanks community.
- **Fairbanks Research Day:** An annual celebration and presentation of research by undergraduate students at UAF.

URSA Impact

- **Presentations** by undergraduates of their research at national and international meetings.
- **Publications** co-authored by undergraduates in peer-reviewed professional journals.
- **Acceptance** of UAF baccalaureate graduates to top graduate programs, professional schools, and employment locally and nationally.

SELECTED PERFORMANCE INDICATORS

URSA Student Awards

	32 awards
AY2012	\$93,491
	45 awards
AY2013	\$107,967
	≈ 60 awards
AY2014 (projected)	\$147,831

URSA Mentoring Awards

	5 awards
AY2012	\$16,391
	8 awards
AY2013	\$31,938
	≈ 10 awards
AY2014 (projected)	\$35,203

URSA awards all derive from UAF's reinvestment of 1% ICR into student research

UAF undergraduates enrolled in 1 or more research courses

	FALL	SPRING	SUMMER	TOTAL
AY2012	137	210	15	362
AY2013	148	186	31	365

URECA!

Undergraduate Research - Experiential Learning - Creative Activity



OPPORTUNITIES

- URECA – Undergraduate Research & Creative Activity Awards
- Internships and Practica
- Directed Research
- Research Assistantships
- Experiential learning in catalog classes
- Research Experience for Undergraduates (REU)
- Juneau Icefield Research Program (JIRP)
- Capstone experience in most degrees

Research

- Glacial outburst flood monitoring
- The glass cliff revisited
- Humpback whale identification
- Starry flounder metabolism
- Auke Creek fish weir
- Diagonalizable Linear Operators & Polynomial Zeroes

Internships

- Legislative internship program
- Placements with Federal and State Agencies
- Lemon Creek Correctional Facility
- Alaska Native Language preservation
- Mendenhall Glacier Visitor Center

Creative Activities

- Tidal Echoes
- Vegetable oil kiln
- Creating & publishing poetry
- Fine art techniques in comic books
- Cup library
- National Council on Education for the Ceramic Arts awards

Experiential Learning

- Cuba semester
- Ecuador wintermester
- WhaleFest
- Bald Eagle Festival
- Beach seining, intertidal zone
- Ethnography
- Archeological digs



UAS CORE THEME: **RESEARCH & CREATIVE EXPRESSION**

Provide programs and services that support research, scholarship, and creative expression by faculty and students.

University of Alaska Strategic Direction Initiative Undergraduate Research Statewide Collaboration TURN (Teaching Undergraduate Research Now)

Proposal: Development and Delivery of a Methods of Inquiry Course across all University of Alaska Major Academic Units

Objective: Increase student retention, achievement, and attainment

Undergraduate research is a high-impact practice for increasing student success (Kuh, 2008). We propose to create a 100-level introductory course that is taught at all three University of Alaska Major Academic Units (MAUs) with a common core of student learning outcomes centered around the principles involved in undergraduate research and scholarly/creative activity. The course will motivate students by presenting exciting research in multiple disciplines while preparing the students to conduct research in subsequent courses or co-curricular activities. These goals align with the Strategic Direction Initiative themes of student achievement, student attainment, and accountability.

Attributes and components of the course

- Students need a reason to take the course. We will propose that the course satisfy a General Education Requirement through the curriculum committees at our respective MAUs.
- The course must present the methods behind research/creative activities in multiple disciplines. To accomplish this we propose to utilize a MOOC-like approach. We will generate a digital video library of approximately 12 TED-style videos, each 20-30 minutes in length, covering groundbreaking research and research methods in a diverse set of fields. The instructor at each MAU will choose a subset of these videos to incorporate into his or her course. Video presenters, selected from faculty members across the University of Alaska system, will receive compensation for their work.
- One hour-long forum session will be video recorded with a panel that consists of faculty researchers discussing how to address a key issue of importance for Alaska from the perspective of different disciplines. A moderator using a dynamic Socratic style of questioning will lead this TED-style panel. Sample topics include climate change, genetically modified food, or sustainability.
- The 12 TED-style videos and the TED-style panel can serve many functions. They will be suitable for individual broadcasts on Public Television. They can be compiled into a DVD series and used as teaching tools at institutions outside Alaska. They can be reedited to short promotional videos for use on the web or on television.

Methods of Inquiry:
How do we know what we know?

Course Content Guide
University of Alaska

I. **Revision Date:** June 16, 2013

II. **Course Information**

A. **College:**

B. **Course Subject/Number:** OURS/URSA/UNIV 121

C. **Credits:** 3

D. **Contact Hours:** (2 + 2) 30 contact lecture hours (2 contact lecture hours/week x 15 weeks = 30) plus 30 lab hours (2 contact lab hours/week x 15 weeks = 30) plus 60 hours outside work (4 hours outside lecture/week x 15 weeks = 60) plus 15 hours outside work (1 hour outside lab/week x 15 weeks = 15) for a total of 135 hours

E. **Course Title:** Methods of Inquiry

F. **Repeat Status:** No

G. **Grading Basis:** A-F

H. **Course Description:** How is knowledge acquired? This course introduces students to the ways that knowledge is both discovered and generated in multiple disciplines. The course covers the tools and study of the different means, materials, methods, nature, and ethics of academic inquiry. Online and face-to-face activities include lectures, presentations, faculty-guided discussions, active learning, and collaborative learning. The course includes skills and techniques in critical thinking, empirical and quantitative analysis, qualitative analysis, investigation, problem solving, learning, and research appropriate to the acquisition of knowledge in varying fields of study.

I. **Course Prerequisites:** (MATH A105 or concurrent enrollment) and (ENGL A111 or concurrent enrollment)

J. **Fees:** TBC; may be necessary for sustainability of the course depending upon the nature of the participatory research exercises and assignment

K. **Cross-listed:** No

III. **Course Level Justification**

This course is taught at the 100-level as a foundational gateway course to prepare students for courses and projects involving research/creative activity for the remainder of their degree program.

IV. **Instructional Goals and Student Learning Outcomes**

A. Instructional Goals. The instructor(s) will:
1. Guide student discovery of the generation and development of knowledge through various fields of inquiry.
2. Describe how questions are formulated and investigations conducted within various fields of inquiry.
3. Demonstrate the means, materials, and methods of inquiry in a variety of disciplines.

B. Student Learning Outcomes. Students will be able to:	Assessment method
1. Explain diverse fields of inquiry, including different ways of thinking used in critical and creative investigations across various disciplines and cultures.	Inquiry Project, Exam, Research Exercises/Assignments
2. Demonstrate and use general research and scholarly methods.	Inquiry Project, Exam, Research Exercises/Assignments
3. Identify, formulate, analyze, evaluate, and effectively communicate, in writing and orally, a problem, challenge, or issue.	Inquiry Project
4. Evaluate and utilize information resources in the context of research and creative scholarship.	Inquiry Project, Research Exercises/Assignments
5. Use both qualitative and quantitative research methods, including the knowledge, experiences, and values of communities and social groups, as the basis for academic inquiry.	Inquiry Project, Exam, Research Exercises/Assignments
6. Discuss ethical research conduct as a framework for the knowledge generated by academic inquiry.	CITI certification, Inquiry Project, Exam, Research Exercises/Assignments
7. Engage in collaborative learning with peers and faculty.	Inquiry Project, Research Exercises/Assignments

V. **Guidelines for Evaluation**

- A. Exams
- B. Inquiry project (includes oral presentation and written paper)
- C. Participatory research laboratory exercises/Assignments
- D. CITI certification

Suggested course grading breakdown:

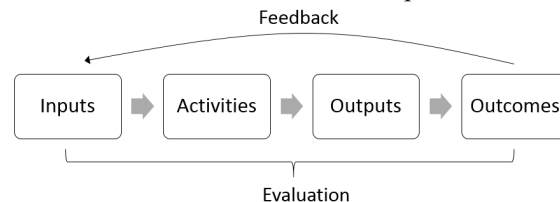
Participatory research laboratory exercises/assignments ¹	25%
Midterm Exam	20%
Inquiry Project— Group Score	25%

¹ Assignments that incorporate active/experiential learning are recommended

Inquiry Project— Individual Score	25%
CITI certification	5%

VI. **Topical Course Outline**

- A. Overview of inquiry, research methods, and scholarly/creative activity. The Logic Model as a contextual framework for a common process of inquiry.



- B. How to conduct a literature review.
1. Orientation to library and information resources.
 2. The student should be able to distinguish and evaluate between different types of sources: peer-reviewed journal article, edited book, academic vs. popular book, different types of research reports, archival, online sources, etc.
 3. Overview of bibliographic software and its use.
 4. Overview of citation and bibliographic styles.
- C. Expose students to a broad range of fields of inquiry and the various means, materials, and methods that are used to generate knowledge. Each week will focus on a particular field of inquiry. All academic disciplines are candidates for discussion. The instructor will select presenters to cover a diversity of disciplines.
1. Presentations (live or via recorded video from a library of presenters) from UAA, UAF, or UAS faculty and /or other national researchers that enable students to gain insights into the investigative study and research conducted in various disciplines. Subsequent corollary discussions in the class will provide the vehicle for further exploration of the lecture topic. The presentations will introduce students to applicable research tools, materials, and methods.
 2. Assigned readings complementary to that week's presentation. Narratives of inquiry using various methods in the different disciplines and fields of study will be presented.
 3. Faculty are encouraged to incorporate interdisciplinary and multi-disciplinary processes and approaches.
 4. Participatory research laboratory exercise tied to that week's topic will be completed by teams of students.
 5. The presentations and subsequent discussions and activities will reinforce how research design and scholarly methods/creative activities are conducted in the field of inquiry.
- D. Ethical considerations in conducting research.
1. CITI Certification.
 2. Use of animals in research.
 3. Plagiarism and data falsification.

4. Authorship.
- E. Students will conduct their own group inquiry projects. Each group will be expected to complete a written inquiry paper that addresses one academic question from different perspectives—e.g., natural sciences, social sciences, business, art, etc.
1. The paper should provide: a description of the methodology used to look for answers/solutions, including the processes used to gather information; the justification for a solution or answer; and a discussion of the analysis and synthesis of the results, including a discussion of the merits of the results, the credibility, usefulness, and significance of the outcome of the inquiry, particularly in regard to the community at large and specific social groups. Students are encouraged to use print, websites, places, people, papers, objects and artifacts, still images, and video as sources. Particular attention should be paid to the information resources that specific communities and social groups may provide. Final papers may include videos, images, and performances.
 2. How to write a project proposal.
 3. How to give a project presentation.
 4. Each group will present their results to the class and develop a poster for presentation at a university symposium.

VII. Suggested Text

Firestein. 2012. *Ignorance: How It Drives Science*. Oxford University Press.

VIII. Bibliography

Booth, Columb, Williams. 2008. *The Craft of Research*. University of Chicago Press.
Keller and Casadevall-Keller. 2010. *The Tao of Research: Path to Validity*. Sage.
Locke. 2009. *Reading and Understanding Research*. Sage.
Robson. 2007. *How To Do A Research Project: A Guide for Undergraduate Students*. Blackwell.
Salkind. 2011. *100 Questions (and Answers) About Research Methods*. Sage.
Walliman. 2010. *Research Methods: The Basics*. Routledge.

DRAFT Proposed A&SA Topic Reports and Schedule

Intended Outcome	Topic	Frequency	Meeting	Who prepares and delivers?
Inform the UA Board of Regents about enrollment trends, demographics (gender, age, ethnicity, location origin), and explanations for trends. Address course/credit transfers within the UA system.	Admissions & Transfers: Brief overview of admission process, recent revisions to the process, if any, trends in applications and transfers, timing of when students apply (relate to retention?), numbers processed, describe the key student transfer issues among MAUs and from outside of MAUs.	Biennial.	June (even years)	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services in cooperation with AVP Institutional Research and Planning. Data definitions and report template needed.
Remain competitive in national/international research.	Research and Creative Activity: Provide peer comparison of research and creative external funding (describe major sources), resulting works, e.g., publications,	Biennial	April (even years)	Research lead at each MAU - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed.
A summary of UA graduate employment in Alaska and elsewhere (where available).	Employment after graduation: Especially high demand job placement in Alaska - UA IR; DOL data on employment of graduates and non graduates and salary impact.	Biennial.	April (odd years)	Provosts - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed
A summary of military student education.	Identify programs pursued and completed by military students and their dependents. Address retention and completion rates and where and how military students are served.	Biennial	April (even years)	Coordinated by UA AVP Student and Enrollment Services
Senate Bill 241 requires the Board to report on teacher preparation, placement and mentoring. This is also an emphasis area in Shaping Alaska's Future.	Teacher Education (SB241) & K-12 Alignment: Describe trends in teacher education including current program enrollment, graduates, placement, and retention. Discuss program recruiting efforts, program revisions, barriers to placement, and what the institution is doing improve outcomes. Describe K-12 alignment efforts and bridge programs, students needing developmental education, course placement efficacy, and actions being taken to improve placement and developmental education.	Biennial	February (even years - could be arranged in conjunction with a joint meeting of BOR and AK Board of Education)	Deans of College/School of Education and ISER Education Research Staff - coordinated by VP Academic Affairs
The Association of Governing Boards has encouraged Boards to be informed about program reviews and institutional accreditation as a quality control approach.	Program Review & Accreditation: Describe programs reviewed during the past year, the resulting decisions, and the rationale for programs under further review or intended elimination.	Annual	September	Provosts - coordinated by VP Academic Affairs - each MAU reports - continue to refine the report template in use now.
Tuition setting by Board. This report keeps the Board informed about UA's tuition compared to those of other institutions and assess the affordability of postsecondary education in the State.	Tuition, Affordability, and Student Debt: Provide a peer comparison of tuition, financial aid by type, and student debt. Course and other fees are not included in this report as BOR policy requires the CFO to produce a report on fees.	Annual	December (this has varied)	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services - data definitions and report template needed
The Board of Regents has requested an annual report on eLearning. The legislature has also shown clear interest in eLearning.	e-Learning: Describe course and program offerings, enrollment trends - include out of state numbers (proportions), cost effectiveness, engagement by campus, competition, revisions made, if any, to improve student access, current barriers, national trends, and actions being taken for continuous improvement.	Annual	December	Provosts - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed

The Association of Governing Boards has encouraged Boards to be informed about student satisfaction with academic programs and student services.	Student Surveys & Satisfaction: Summarize student survey information (e.g., NSSE, CCSSE, Noel Levitz, and graduation surveys), recommendations resulting from these surveys, and actions being taken to maintain or improve student satisfaction.	Triennial	September (2015, 2018,...)	Depends on survey adopted. VPAA will identify leads with MAUs. Graduation survey is common among MAUs; however, other surveys are not. Timing varies by MAU currently; these will be aligned.
--	---	-----------	----------------------------	---

Notes:

1. Athletics eligibility and personnel issues were removed from this list because these topics are commonly handled in executive session.
2. Trends in student retention and graduation were removed from this list because these items are given in metrics and are available continuously.
3. Transfer report combined with admissions and enrollment trends report.

Future developments - further development is needed in these areas before reports can be delivered.				
Communicate a reliable summary of non credit course participation, certification, and resulting impact.	Outreach - Noncredit Workshops & Courses (including CES, MAP, MAPTS, and all campus offerings): Describe MAUs offerings, locations of offerings, numbers of participants, funding and expenditures, and assess impact.	Biennial	June	Provosts - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed
Inform the Board about general education and related instruction intended outcomes and their assessment.	General Education and Related Instruction: What are the student learning outcomes from general education and related instruction requirements, describe the evidence that students are achieving these outcomes, which courses are gate way courses (pass rates less than 70%) and the actions being taken to improve outcome rates, describe specific scheduling or sequencing barriers students face, what are areas needing improvement, and what is the institution doing to improve outcomes and efficiency? COULD BE TWO SEPARATE REPORTS, ONE FOR BACCALAUREATE GEN ED AND ONE FOR CERTIFICATE/ASSOCIATE RELATED INSTRUCTION.	Triennial	February	Provosts - coordinated by VP Academic Affairs - each MAU reports - data definitions and report template needed - could include CTC Deans & Campus Directors on related instruction.

Board meetings (not counting the January retreat or the November budget meeting) are as follows:	2015	2016	2017
February	Teacher Education (SB241) & K-12 Alignment	General Education and Related Instruction	Teacher Education (SB241) & K-12 Alignment
April (rural)	Graduate employment	Research and Creative Activity & Military Student Summary	Graduate employment
June	Outreach	Enrollment Trends, Demographics, Admissions and Transfers	Outreach
September	Program Review and Accreditation	Student Surveys & Satisfaction, Program Review and Accreditation	Program Review and Accreditation
December	Affordability and Tuition Setting, e-Learning	Affordability and Tuition Setting, e-Learning	Affordability and Tuition Setting, e-Learning

High School Student Enrollment Policies and Practices at UAF, UAA and UAS

See the September 2012 Board Agenda item Secondary student enrollment

(http://www.alaska.edu/files/bor/120927Ref13_Dual_Credit_Policies_Practices.pdf) for more complete information.

P10.05.010. Enrollment and Admission Requirements.

The University of Alaska will have an open enrollment policy allowing students to register for courses for which they have an adequate background. Requirements for enrollment into courses will be limited to those that indicate a student is sufficiently prepared. Additional requirements may be made for formal admission into degree and certificate programs approved by the board as well as other training programs. Requirements for enrollment in classes and admission into programs will be recommended by the program faculty and approved by the MAU chief academic officer.

There are no University Regulations on this issue because the above policy empowers program faculty and the MAU chief academic officer in this area.

The faculty and the MAU chief academic officers (provosts) note the following principles and consultations in establishing secondary student enrollment processes:

- a) Processes focus on student success
- b) Appropriate student maturity for course
- c) Processes are typically developed in consultation with school districts so differences occur

High School Student Enrollment Requirements Set by the Faculty and approved by the Provosts at each MAU

Requirement	UAA	UAF	UAS
Student must meet course prerequisite requirements.	Yes	Yes	Yes
Limited to 7 credits per semester.	No; only allowed to enroll in 7 credits during early registration but can enroll in up to 19 credits beginning the first day of class.	No	Yes
Student may enroll in pre-college courses (numbered 050-099).	Yes	Yes	No; exceptions may be approved by instructor.
Student may enroll in upper division courses (300 level or above).	No; exceptions must be approved by the course instructor, department chair, and dean, director or designee.	Yes	Yes
Student must have a cumulative high school grade point average of at least 3.0	No	No	Yes; exceptions may be approved by the course instructor.
Student must earn a grade of at least C from each course to register for future semesters.	Yes	No	No
Signatures required.	Secondary School Student and Parent/Guardian Statement of Understanding requires student and parent/guardian signature, instructor approval, and registrar signature.	High school enrollment form requires student and parent signatures and instructor or department chair approval.	Student, parent, high school counselor (if appropriate), UAS advisor, instructor and, if the student is under 16, the Dean.
Student must adhere to student code of conduct and institutional policies and regulations to continue enrollment.	Yes	Yes	Yes

Report on University of Alaska e-Learning

Board of Regents Meeting, Academic and Student Affairs Committee
December 12-13, 2013 Fairbanks, Alaska

Executive Summary

In FY13, about half of the system's distinct degree, certificate and endorsement programs could be completed at least 50 percent via e-Learning. Of these, about half are available completely via e-Learning. Universities in the UA system delivered almost 1,600 distinct e-Learning courses in FY13, 35 percent more (+411) than in FY09. In FY13, 38 percent of students (20,100 of 53,100) took at least one e-Learning course, compared to 32 percent in FY09. Four out of ten students taking for-credit classes and one in ten students taking non-credit classes took one or more courses via e-Learning course.

Work related to Shaping Alaska's Future will help UA make significant strides in areas where further refinement and development is needed, e.g. revenue sharing models that incentivize desired outcomes, and programs tailored to post-traditional student needs.

Part time students are more likely to take all e-Learning or all traditional courses, in part by virtue of taking fewer courses overall. Students tend to add e-Learning credits onto a more traditional course load in order to remain on track to timely graduation.

Quantifying and managing the cost of e-Learning separately from overall instruction and student services support has been challenging. The UA e-Learning team is currently tackling cost and cost models. Some factors lend themselves to valid disaggregation and comparison across these two categories and others do not. A list of these factors is contained herein.

In addition to training and faculty development opportunities directly supported by each university, the Office of the Vice President of Academic Affairs provides annual support for each institution to deliver faculty distance education technology training and technical support. Substantial progress has been made in this area but additional progress is needed. The number of faculty engaged in e-Learning development sessions is summarized herein, with 1,084 sessions attended by UAA faculty in FY13, 1,265 sessions by UAF faculty and 122 sessions by UAS faculty. One training highlight this year is the participation of 11 faculty members from three campuses and eight different disciplines in the Sloan-Consortium Teaching Online Certificate Program, a nationally recognized certificate program that provides a foundational course and three one-week long electives. This certificate program will be evaluated for wider adoption over the next year as an external mechanism to support the quality of UA's online instruction.

Beyond Alaska, e-Learning is among the top of current national education issues. On the whole, e-Learning is simply a means to achieve institutional priorities and goals via technology. Nationally, post-secondary enrollment is growing to surpass the capacity of traditional infrastructures, learner profiles are changing, and students are shopping for education that meets their needs, their budgets and their lifestyles. In response to national trends, e-Learning may rise to meet student needs and overcome funding challenges that traditional institutional structures cannot. Higher education institutions are changing to favor e-Learning at different rates according to their own missions and student demand. National focus remains on Massive Open Online Courses (MOOCs), an important and controversial part of the e-learning conversation at UA. Financial models for MOOCs remain in development. See Reference A on page 13 for more information.

Shaping Alaska's Future

A variety of e-Learning related topics, themes and effects have been identified for exploration and action as UA moves forward in the Shaping Alaska's effort. A meeting of university Chancellors, Provosts, faculty governance and others is being scheduled for early 2014 to begin tackling these areas. Below are a few examples of topics:

- System strategy for recruiting in-state, out-of-state, and international students into UA e-Learning programs
- e-Learning revenue sharing must be examined
- Common statewide course numbering to maximize transferability and benefit to students
- e-Learning is a viable mechanism to improve high school graduate preparation and pace of UA degree completion.
- Expanded e-Learning opportunities that allow for family schedules commonly required by post-traditional working students. Add weekend and 7-day a week course options and custom classroom hours, supported by universal internet access and broadband upgrades.
- Engaging Alaska's business communications leaders to get off the grid students access to high data rates that can enable the latest software applications, regardless of where they live in Alaska.

Recent Trends in UA e-Learning

The University of Alaska Board of Regents' Academic and Student Affairs committee was last provided a system wide report on e-Learning in December, 2012. Updated written reports for UAA, UAF, UAS are available for review online¹.

The University of Alaska has defined e-Learning as planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location². e-Learning courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies. e-Learning courses are delivered in many forms, including video conference, audio conference, correspondence, tele-courses, satellite telecasts, courses available via the Internet, CD-ROM, video/audio tape, etc. A course may be delivered entirely via e-Learning or by a hybrid of e-Learning and on-campus methods.

While in-state competition from other institutions has grown, e-Learning participation at the University of Alaska has also increased as a result of efforts to increase capacity to serve students via e-Learning. This report considers student participation in e-Learning during the course of a fiscal year in credit and non-credit courses, rather than just the standard reporting timeframe and definition of for-credit course participation during the fall semester. This is because e-Learning occurs at a higher rate over the course of the year than in the fall semester, with a notable non-credit component. Considering summer 2012, fall 2012, spring 2013 and year-long course participation during FY13, more than 53,100 different people took at least one course (for-credit or non-credit; traditional or e-Learning) from UA in FY13. Four out of ten students taking for-credit classes and one in ten students taking non-credit classes took one or more courses

¹ UAA: <http://www.uaa.alaska.edu/institutionaleffectiveness/upload/UAA-eLearning-2012-2013.pdf>

UAF: <http://elearning.uaf.edu/go/bor-unit-2013>

UAS: http://uas.alaska.edu/provost/ie/docs/UAS_eLearning_status_112013.pdf

² See University of Alaska reporting definitions for e-Learning course and e-Learning program, available online at: <https://alaska.datacookbook.com/institution/terms>

via e-Learning course in FY13. In FY13, 38 percent of students took at least one e-Learning course, compared to 32 percent in FY09.

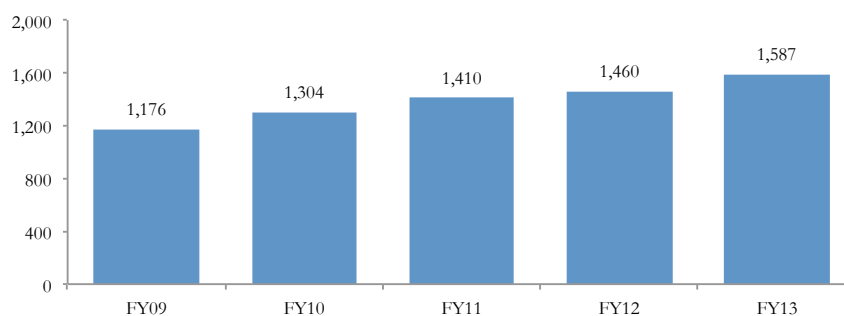
e-Learning students are relatively representative of the University of Alaska's overall race and ethnicity distribution, with about 15 percent self-identifying as Alaska Native or American Indian, and a total of 25 percent self-identifying as having a minority background. Somewhat surprisingly, e-Learning students tend to be a little older, with those 25 years of age or older making up 61 percent of e-Learning students and 50 percent of all students in FY13. UA students who came from out-of-state or another country were more likely to take one or more e-Learning courses than students who originated in Alaska. More than 45 percent of international students took at least one e-Learning course in FY13, compared to 40 percent of Alaska students and 52 percent of out-of-state students. About 5 percent of students who take e-Learning courses reside outside Alaska, and the remaining 95 percent are in-state, a pattern that has remained stable since FY09.

E-Learning Courses

Courses are classified based on the physical distance of the instructor and students as well as the type(s) of tools used to deliver courses. Courses that are 0 to 50 percent location based are classified as e-Learning courses for reporting, with courses in this category with any location based component considered to be hybrid e-Learning. Courses that are 51 to 100 percent location based are classified as traditionally delivered for reporting. Less than 3 percent of course sections are delivered by hybrid e-Learning at any of UA's universities. Roughly 18 percent of course sections are delivered fully by e-Learning and the remaining 79 percent of course sections are delivered by traditional means. Tools used to delivery coursework include Blackboard, Google, Kaltura, and Livescribe, among many others.

Universities in the UA system delivered about 35 percent more courses via e-Learning in FY13 than in FY09 as displayed in Figure 1 below.

Figure 1. Number of e-Learning Courses Delivered



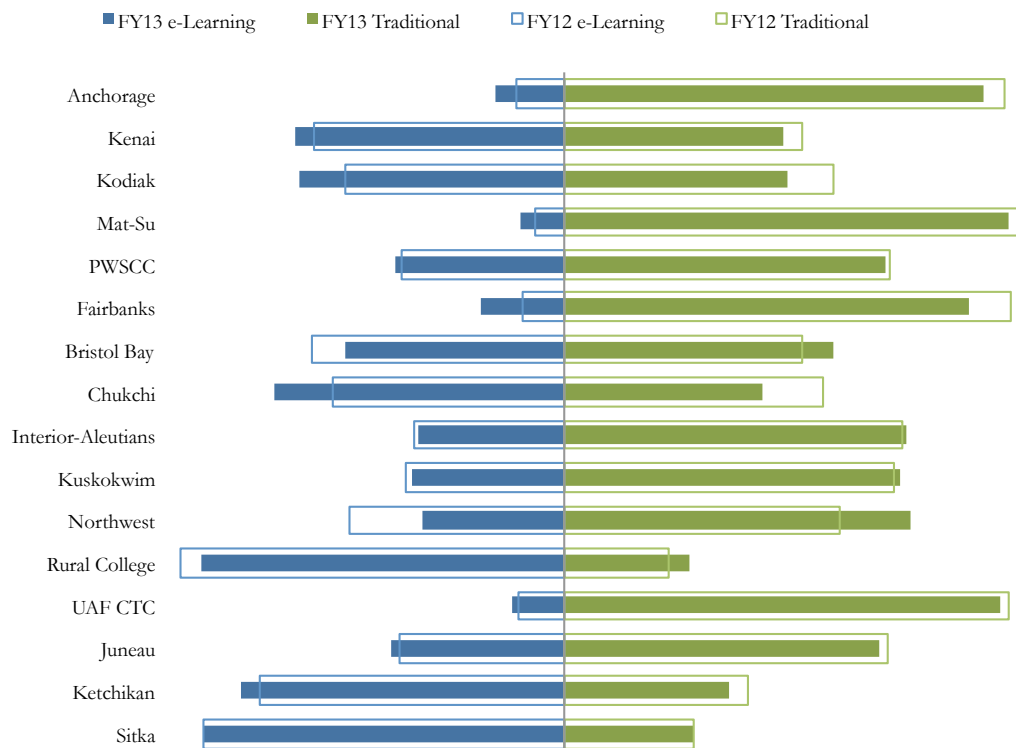
Of the more than 400 additional courses delivered by e-Learning since FY09, more than half were developmental and lower division, about 30 percent at the professional and graduate levels, and the remainder at the upper division level. Table 1 shows the distribution of e-Learning courses delivered in FY13 by university and level. About 70 percent of developmental e-Learning courses in FY13 were developmental math courses. A complete listing of the courses offered for the first time in FY13 via e-Learning is provided in Reference B, starting on page 14.

Table 1. Courses Delivered via e-Learning in FY13 by Level

Course Level	UAA	UAF	UAS	UA Total
Below 100	7	6	4	17
100	203	140	72	415
200	154	118	67	339
300	65	78	46	189
400	61	98	38	197
500	26	7	1	34
600	138	165	93	396
Total	654	612	321	1,587

Figure 2 provides a snapshot of the proportion of student credit hours delivered by e-Learning or by traditional classroom methods in FY12 and FY13, by each campus in the university system. While there has been some variation over the last year in the proportion of student credit hours delivered by e-Learning at each campus, the overall pattern is relatively stable. About 20 percent of all student credit hours delivered by UAA were via e-Learning, compared to 25 percent for UAF and more than 45 percent for UAS credits. In contrast, UAA delivered almost half of all e-Learning credits across the UA system in FY13, with UAF delivering about one-third and UAS just under one-fifth.

**Figure 2. Proportion of Student Credit Hours by Method
FY12-FY13**



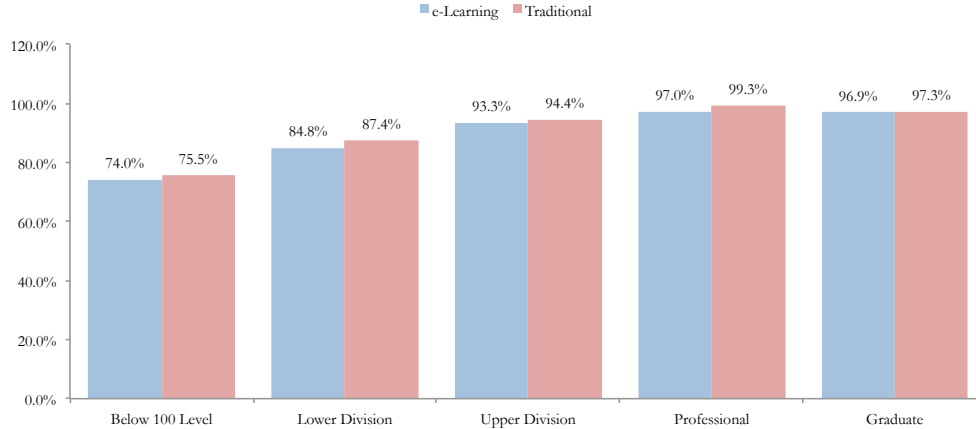
The distribution of student credit hours delivered by e-Learning from each university at each course level has remained relatively steady over the last five years, however there are differences among institutions driven by unique mission and student populations as demonstrated in Table 2 below. A higher proportion of graduate level student credit hours are classified as e-Learning because research and thesis credits are typically not location-based courses.

Table 2. Proportion of Student Credit Hours Delivered by e-Learning, FY13

University	Below 100 Level	Lower Division	Upper Division	Professional	Graduate
UAA	11%	19%	16%	14%	35%
UAF	17%	21%	23%	33%	53%
UAS	33%	40%	56%	3%	85%

Student success in a course, as defined by a grade of C or higher for undergraduate courses and a grade of B or higher for graduate and professional courses, or a P grade for either level, is similar for e-Learning and traditional delivery courses (Figure 3). Audited courses, or courses in which a student received an incomplete or grade deferral, are not considered.

Figure 3. Percent of FY13 Course Attempts with Successful Student Outcomes by Delivery Type



Student course-taking behavior varies by total annual course load (Figure 4). Part time students are more likely to take all e-Learning or all traditional courses, in part by virtue of taking fewer courses overall. More than half of those who take at least 30 credits a year, i.e., who are on track to timely program completion, take at least half of their courses via e-Learning.

**Figure 4. UA Students by Total Credit Hours Attempted in FY13
 and Mix of Course Type(s)**

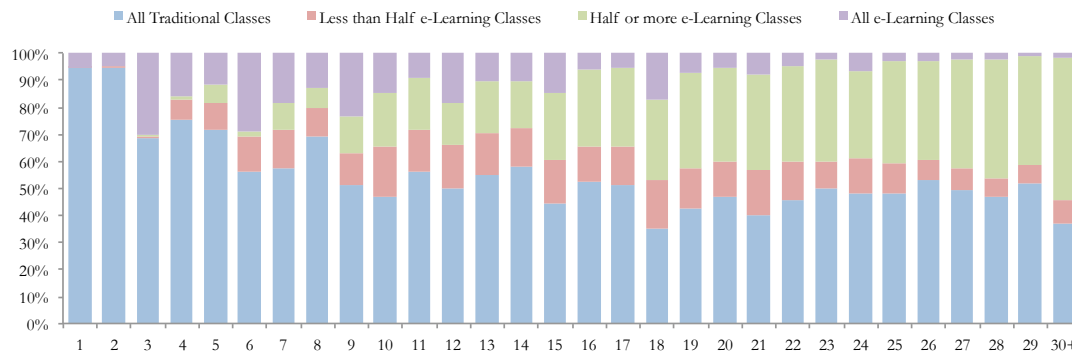


Table 3 shows the top 20 student credit hour generating e-Learning courses, which accounted for 15 percent of all e-Learning student credit hours credits delivered in FY13. Three-quarters of the courses on this list fulfill general education requirements for undergraduates³.

Table 3. Top 20 Student Credit Hour Generating e-Learning Courses, FY13

University	Course Subject	Course Number	Course Title	Student Credit Hours Delivered	Students Enrolled	e-Learning Course Sections
UAA	English	A212	*Technical Writing	3,288	1,099	54
UAA	English	A111	*Meth of Written Communication	2,172	725	39
UAA	Psychology	A111	*General Psychology	1,659	553	9
UAA	Dietetics & Nutrition	A203	Nutrition for Health Sciences	999	334	10
UAA	History	A101	*Western Civilization I	987	330	12
UAA	Mathematics	A105	Intermediate Algebra	987	334	16
UAA	Economics	A201	*Prin of Macroeconomics	960	322	9
UAA	Philosophy	A101	*Intro to Logic	897	301	11
UAA	Psychology	A150	*Lifespan Development	888	297	8
UAA	Business Administration	A151	*Introduction to Business	858	287	8
UAA	Biology	A102	*Introductory Biology	852	284	8
UAA	Communication	A237	*Interpersonal Communication	738	246	11
UAA	Economics	A202	*Prin of Microeconomics	726	242	8
UAA	Mathematics	A055	Elementary Algebra	672	226	11
UAA	History	A102	*Western Civilization II	669	223	9
UAF	History	F100X	Modern World History	993	331	14
UAF	English	F111X	Intro to Academic Writing	831	277	20
UAF	English	F200X	World Literature	723	241	12
UAF	Education	F593P	Special Topics	685	233	5
UAS	Biology	S111	*Human Anat/Physiol I	748	187	8

³ Core general education requirement courses are identified by * in the course title at UAA and UAS, or by X in the course number at UAF.

E-Learning Certificate and Degree Programs

Beyond course offerings, the University of Alaska offers degree programs that can be completed partially, or entirely, via e-Learning. UA programs have been categorized into hybrid-distance or full-distance categories, based on the ability to complete 50 percent or more, or 100 percent of program requirements by e-Learning. Programs that do not allow at least half of program requirements to be completed by e-Learning are classified as traditionally delivered for reporting. Information on how many programs fall into each category was collected from UAA, UAF and UAS for the first time last year, in response to federal reporting requirements, therefore trend information is limited.

As of FY13, UA institutions offer 258 distinct degree, certificate and endorsement programs that can be completed at least 50 percent via e-Learning, making up nearly half of all programs offered. See Reference C starting on page 18 for a full list. Of these, about half (125 programs) are available completely via e-Learning. Tables 4 and 5 below summarize the number of different programs offered at least half and fully by e-Learning, respectively, broken out by degree level and university. No programs were dropped from e-Learning delivery in the last year.

Table 4. Programs Available 50% or More via e-Learning, FY13

	UAA	UAF	UAS	Total
Occupational Endorsement	14	4	22	40
Certificate	8	13	16	37
Associate	14	12	14	40
Baccalaureate	7	46	13	66
Endorsement/Licensure	8	5	18	31
Master's	13	14	14	41
Doctoral		3		3
Total	64	97	97	258

Table 5. Programs Fully Available via e-Learning, FY13

	UAA	UAF	UAS	Total
Occupational Endorsement	11	4	12	27
Certificate	5	9	12	26
Associate	7	9	10	26
Baccalaureate	1	6	7	14
Endorsement/Licensure	4	4	3	11
Master's	6	7	6	19
Doctoral		2		2
Total	34	41	50	125

Table 6 details programs that are offered via e-Learning for the first time in FY13, including 13 UAA programs and 1 UAF program.

Table 6. Programs Newly Available via e-Learning in FY13

University	Major Description	Degree Description	Distance Level	Program first offered
UAA	Civil Drafting	Certificate	Full	2002
UAA	Computer Info Office Systems	Certificate	Full	2004
UAA	Career & Technical Education	Graduate Certificate	Full	2012
UAA	Direct Services Specialist	Occupational Endorsement Cert	Full	1998
UAA	Disability Services	Occupational Endorsement Cert	Full	1998
UAA	Medical Office Coding	Occupational Endorsement Cert	Full	1998
UAA	General Program	Associate of Arts	Half or More	1998
UAA	Early Childhood	Bachelor of Arts	Half or More	1998
UAA	Nutrition	Bachelor of Science	Half or More	2010
UAA	Indust Safety Program Support	Certificate	Half or More	2008
UAA	Teaching and Learning	Master of Education	Half or More	2012
UAA	Creative Writing	Master of Fine Arts	Half or More	1998
UAA	Nursing Science	Master of Science	Half or More	1998
UAF	Alaska Native Studies	Bachelor of Arts	Half or More	2003

These additional 14 programs represent a 6 percent increase over the number of UA programs offered partially or fully via e-Learning in FY12. While it may be possible to complete a degree or certificate via e-Learning, this does not imply a majority of graduates are doing so. Other programs, such as the Associate of Applied Science in Nursing and a variety of Teacher Education programs, have been successfully developed and implemented from the start to be available at a distance.

Cost Issues

A recent 2013 Education Advisory Board whitepaper outlined several strategies for enabling e-Learning and other digital instruction at scale, including:

- Tailor programs to the needs of different populations; Multiple modalities are needed for instruction and student service delivery
- Comprehensive student services and course/program design standards are critical
- Cost models need to rely on a variety of instruction types, and class sizes

Quantifying and managing the cost of e-Learning separately from overall instruction and student services support has historically been challenging. Compensation and tuition-sharing models vary within and among campuses and universities and have not been easily described in the past. Cost and cost models are among the issues to be tackled by the UA e-Learning team that will start in early 2014. A list of factors and issues affecting cost are discussed briefly here. Some factors may be appropriate for use in future comparisons of e-Learning to traditional delivery costs and others may not be possible to disaggregate to these two categories in a meaningful way. As program review efforts are further developed over time at each university, it will become more feasible to define useful measures for cost of e-Learning instruction in some cases.

Comparable factors may include:

- Employee effort and salary estimates
 - Faculty workload for instruction by course type
 - Faculty and staff course development effort, recognizing this intensive work is

sometimes not incorporated into regular and adjunct faculty workloads, and may demand more prep and development time than traditional course counterparts

- Instructional support and design costs, only when centrally administered for e-Learning; in practice, instructional design concepts apply to both e-Learning and traditional courses
- Course offerings and class size
- Revenue from tuition and course-based fees
- Infrastructure costs for networking and technology that supports e-Learning (if not also used for traditional courses)
- Centralized e-Learning support functions at each university
- Technology exploration, innovation and development in support of e-Learning, when centrally administered

Factors that may not be possible to meaningfully disaggregate for comparison could include the following, especially for students who take a mix of traditional and e-Learning coursework, or who are majors in hybrid academic programs:

- Student services costs
 - admissions
 - financial aid, scholarships
 - athletics
 - academic support and libraries
- Facility and space needs and costs, administrative overhead.
 - Many students take e-Learning classes while on-campus
- Technology costs to faculty and students
 - The same technology tools may be utilized for e-Learning and traditional courses

e-Learning courses and programs generated roughly 15 percent of total FY13 tuition and fee revenue. Class section size is one key driver of instructional cost and varies among different academic subjects, course levels and delivery modality type(s). Section size may be capped for some subjects, such as nursing, to meet specialized accreditation or equipment requirements.

Table 7 compares the average course section size for the top 20 student credit hour generating e-Learning courses in FY13 to each course's traditional counterpart. While there are sometimes differences of 30 or more students in the average course size between e-Learning and traditional sections of the same course, the average section size for either category over all the courses is remarkably similar.

Table 7. Top 20 Student Credit Hour Generating e-Learning Courses, FY13
Comparison of Average Section Size to Traditional Course Counterpart

University	Course Subject	Number	Course Title	Average Section Size	
				e-Learning	Traditional
UAA	English	A212	*Technical Writing	20.4	19.8
UAA	English	A111	*Meth of Written Communication	18.6	19.4
UAA	Psychology	A111	*General Psychology	61.4	29.5
UAA	Dietetics & Nutrition	A203	Nutrition for Health Sciences	33.4	21.4
UAF	History	F100X	Modern World History	23.6	37.4
UAA	History	A101	*Western Civilization I	27.5	32.0
UAA	Mathematics	A105	Intermediate Algebra	20.9	26.6
UAA	Economics	A201	*Prin of Macroeconomics	35.8	44.9
UAA	Philosophy	A101	*Intro to Logic	27.4	31.8
UAA	Psychology	A150	*Lifespan Development	37.1	28.9
UAA	Business Administration	A151	*Introduction to Business	35.9	24.4
UAA	Biology	A102	*Introductory Biology	35.5	40.9
UAF	English	F111X	Intro to Academic Writing	13.9	18.3
UAS	Biology	S111	*Human Anat/Physiol I	23.4	12.0
UAA	Communication	A237	*Interpersonal Communication	22.4	15.9
UAA	Economics	A202	*Prin of Microeconomics	30.3	57.5
UAF	English	F200X	World Literature	20.1	25.3
UAF	Education	F593P	Special Topics	46.6	10.9
UAA	Mathematics	A055	Elementary Algebra	20.5	24.4
UAA	History	A102	*Western Civilization II	24.8	30.4
Average for all sections				25.1	24.5

Faculty Development for e-Learning

Faculty support for developing and offering e-Learning courses and programs varies among each university in the system. Ensuring adequate faculty support in instructional design and technical resources will be important to further strengthening e-Learning at UA. Some sharing of resources among the three universities is already occurring e.g., iTeach programs involving faculty from two or more institutions. The Office of the Vice President of Academic Affairs provides annual support for each university to deliver faculty distance education technology training and technical support.

Types of e-Learning faculty development programs and the number of faculty taking part in FY13 follows. Faculty training occurred prior to FY13 at UAA and UAF, although was not quantified. A five-year trend is available for UAS.

UAA – FY13

Anchorage Campus - Faculty Technology Center

- 92 Professional Development Workshops: 494 faculty
- iTeach Intensive: 27 faculty
- Sloan-C 1 Week Course: 25 faculty
- Sloan-C 9 Week Teaching Intensive: 10 faculty
- UAA Technology Fellows: 14 faculty

Kenai Peninsula

- Workshops/events: 100 faculty
- Quality Matters training: 35 faculty
- Excellence in eLearning Workshop: 20 faculty

Kodiak

- Quality Matters training: 24 faculty
- Professional Development Week (May 2013): 53 faculty
- Workshops/events: 227 faculty
- Individual Instructional Design & Technology Training: 55 faculty

UAF - All Campuses, FY13

- Eight iTeach Intensive Clinics (3-5 full days): 86 faculty
- Eight Teaching Tips Live sessions (60-90 min): 35 faculty
- Teaching Tips: 48 weekly tips distributed to app. 1000 faculty + approximately 1,200 staff
- 22 various other short form faculty development sessions (1-3 hours): approximately 135 faculty
- iTeachU Faculty Development Self-Help site: 15,000+ visits
- Two "Faculty on Tap" facilitated discussions: 9 faculty

UAS – All Campuses, FY09 – FY13

	FY09	FY10	FY11	FY12	FY13
iTeach	3	10	11	18	16
Webinars				54	53
Workshop and Individual Training				105	53
Conferences			3	2	

Highlights

Sloan-Consortium (Sloan-C) Teaching Online Certificate Program⁴

The UA System provided funding that allowed 11 faculty members from three campuses and eight different disciplines to participate in the summer 9-week certificate program. This nationally recognized certificate program provides a foundational course and three one-week long electives in which faculty learn to better master the art of online teaching. This certificate program may be evaluated for wider adoption over the next year as a mechanism to support quality of UA's online instruction.

UAA

For the past few years the Anchorage campus has ensured quality standards by using a course design checklist developed in a partnership with instructional designers, faculty and staff across UAA. The checklist provides a rubric of multiple categories including the syllabus, course content, interaction and collaboration

⁴ See http://sloanconsortium.org/quality_scorecard_online_program

activities, assessment plan, and student support. A workgroup has been established to examine this more closely, to propose a program and/or process that UAA can adopt to meet both internal design standards and nationally established distance education benchmarks. Kenai Peninsula and Kodiak have adopted the Quality Matters (QM) framework to ensure quality in distance education, a nationally recognized, peer-based approach to continuous improvement in online education and student learning. Independently, Kodiak is using grant funds to work on online labs in health care classes, and a program to develop island/coastal-themed distance education incorporating global topics and direct interaction with faculty and the Island through cutting-edge learning resources and technology infrastructure, also supported by academic and student support services. At the Kenai Peninsula college, grant funding was used to develop online modules for developmental math, which are now part of Carnegie Mellon University's Open Learning Initiative (OLI).

UAF

Following the organizational change last year that elevated UAF e-Learning to report directly to the Chancellor, UAF e-Learning integrated all of the courses it facilitates and supports into the main campus academic infrastructure:

- Courses are part of the same process of academic approval and oversight as every other course.
- Course headcount is now credited to the academic departments.
- Courses are now taught by faculty and recognized as part of workload, or by adjuncts hired by the offering department.
- e-Learning courses are now listed in the official UAF Course Finder alongside traditional course offerings.

At the same time, UAF eLearning implemented a tuition-sharing model that parallels the standard campus budgeting model, eliminating some significant financial disincentives for departments considering e-Learning course development. The coherence resulting from campus integration allowed UAF e-Learning to take on the service and support of all 100 percent e-Learning course offerings at UAF, increasing consistency of e-learning offerings for faculty and students. In addition, UA implemented a small learning management system evaluation project and phased out the last remaining print correspondence and year-long e-Learning courses.

UAS

Rigorous annual assessments and periodic academic program reviews at UAS facilitate improvement of academic programs and contribute to the overall strength of the university's educational mission. Program assessments are grounded in the undergraduate and graduate competencies identified by faculty as critical learning outcomes. A number of quality control and assessment tools are in use or under consideration, including the LiveText portfolio system and Sloan-C Scorecard rubrics to facilitate assessment of eLearning programs, and the Quality Matters peer review system for online course assessment. The Teaching, Learning, and Technology Roundtable continues to engage faculty in the evaluation of tools and rubrics in the face of dynamic and evolving online learning paradigms. While there is a general desire for standardization in assessment methodology, UAS recognizes that the best fit may vary with the needs, designs, and assessment reporting requirements of its different programs.

Reference A
The MOOC Phenomenon
by Chris Lott, Design Team Manager & Disruptive Technologist
UAF e-Learning & Distance Education

Massive Open Online Courses (MOOCs) have become an increasingly important and controversial part of the e-learning conversation at higher-ed institutions across the country. In the past year, commercial MOOC providers such as Coursera and Udacity have forged new relationships with universities to offer their courses for credit for free or as a low-priced substitute for traditional courses, up to and including using the MOOCs as the basis of fully online degree programs at drastically reduced prices. Some of the largest companies the University of Alaska works with, including Google and Pearson Publishing, are moving into this rapidly changing space with their own offerings and initiatives.

The widespread emergence of MOOCs is a threat--and an opportunity--that UA cannot ignore. The primary threat is the intertwining of suspect economics and regressive pedagogy: no sound financial model for operating a MOOC has emerged that provides proper support of learners without reverting to outdated and ineffective teaching methods that rely on passive, transfer-based learning, peer-review and assessment, and an unacceptable minimum of faculty presence and interaction. The financial incentive to use MOOCs as a replacement for "traditional" e-learning experiences comes at a steep educational price.

But MOOCs provide many opportunities for UA as well. The demand for open educational experiences is obvious from the massive numbers of learners who participate in them already; the difference in goals and definitions of success between those experiences and UA e-learning offerings is clear from the abysmal MOOC completion rates. However, as the UAS School of Education's Spring 2013 "Differentiating Education" MOOC demonstrated, it is possible to take advantage of some affordances of the MOOC model, particularly larger-scale, open participation, while providing a sound educational experience for a registered, tuition-paying cohort. UAF is currently working on two Justice MOOCs that will provide an open education experience for any learner with a seamless transition to the Justice program for those who desire it...recognizing that many MOOC "dropouts" aren't failing, but simply participating in an intentionally limited way.

All three campuses continue to provide professional development opportunities for faculty and staff to educate them about what MOOCs really are, how they are currently being used, and what opportunities the phenomenon represents. By definition, MOOCs make available a wealth of resources and materials for integration, co-option, and adoption by UA faculty for e-learning courses...if faculty development opportunities and support for course development efforts are not just maintained, but increased and strengthened. With sufficient support for faculty to create and deliver rich e-learning offerings, UA can continue its intentional, temperate engagement to understand and take advantage of the motivations behind MOOCs without sacrificing the qualities that make its offerings stand apart.

Reference B

Courses Offered for the First Time via e-Learning, FY13

University	Broad Subject area	Course Number	Subject	Subject Description	Course Title	Student Credit Hours Delivered
UAA	Area, Ethnic, Cultural, and Gender Studies	A101E	AKNS	Alaska Native Studies	*Elementary Alutiq Language I	96
UAA	Area, Ethnic, Cultural, and Gender Studies	A102E	AKNS	Alaska Native Studies	*Elementary Alutiq Lang II	52
UAA	Area, Ethnic, Cultural, and Gender Studies	A290	AKNS	Alaska Native Studies	Sel Topics AK Native Studies	96
UAF	Area, Ethnic, Cultural, and Gender Studies	F293	NORS	Northern Studies	Special Topics	6
UAF	Area, Ethnic, Cultural, and Gender Studies	F493	NORS	Northern Studies	Special Topics	6
UAF	Area, Ethnic, Cultural, and Gender Studies	F315	RD	Rural Development	Tribal People and Development	24
UAF	Area, Ethnic, Cultural, and Gender Studies	F460	RD	Rural Development	Women and Development	6
UAF	Area, Ethnic, Cultural, and Gender Studies	F335	WGS	Women's and Gender Studies	Gender and Crime	3
UAF	Area, Ethnic, Cultural, and Gender Studies	F493	WGS	Women's and Gender Studies	Special Topics	18
UAA	Area, Ethnic, Cultural, and Gender Studies	A355	WS	Women's Studies	Women in Politics	30
UAA	Area, Ethnic, Cultural, and Gender Studies	A400	WS	Women's Studies	Feminist Theory	33
UAA	Biological and Biomedical Sciences	A115	BIOL	Biology	*Fundamentals of Biology I	64
UAF	Biological and Biomedical Sciences	F493	BIOL	Biology	Special Topics	42
UAA	Business, Management, Marketing, and Related Support Services	A202	ACCT	Accounting	Principles of Managerial Acct	450
UAA	Business, Management, Marketing, and Related Support Services	A650	ACCT	Accounting	Seminar Executive Uses of Acct	117
UAF	Business, Management, Marketing, and Related Support Services	F356	ACCT	Accounting	Internship in Accounting	3
UAF	Business, Management, Marketing, and Related Support Services	F183	ABUS	Applied Business	Adv Job Readiness Skills	30
UAF	Business, Management, Marketing, and Related Support Services	F267	ABUS	Applied Business	Trans and Logistics Management	2
UAF	Business, Management, Marketing, and Related Support Services	F269	ABUS	Applied Business	Food & Beverage Management	4
UAA	Business, Management, Marketing, and Related Support Services	A166	BA	Business Administration	Small Business Management	60
UAA	Business, Management, Marketing, and Related Support Services	A325	BA	Business Administration	Corporate Finance	276
UAA	Business, Management, Marketing, and Related Support Services	A381	BA	Business Administration	Consumer Behavior	87
UAA	Business, Management, Marketing, and Related Support Services	A432	BA	Business Administration	Real Estate Law	39
UAA	Business, Management, Marketing, and Related Support Services	A615	BA	Business Administration	Real Estate Investmt Analysis	57
UAA	Business, Management, Marketing, and Related Support Services	V151	BA	Business Administration	Introduction To Business	39
UAF	Business, Management, Marketing, and Related Support Services	F325	BA	Business Administration	Financial Management	54
UAF	Business, Management, Marketing, and Related Support Services	F360	BA	Business Administration	Operations Management	120
UAS	Business, Management, Marketing, and Related Support Services	S291	BA	Business Administration	Intrnshp:	3
UAS	Business, Management, Marketing, and Related Support Services	S297	BA	Business Administration	IS:	12
UAS	Business, Management, Marketing, and Related Support Services	S497	BA	Business Administration	IS:	3
UAA	Business, Management, Marketing, and Related Support Services	A162A	CIOS	Computer Info & Office Systems	Shorthand	6
UAA	Business, Management, Marketing, and Related Support Services	A254B	CIOS	Computer Info & Office Systems	Desktop Pub II: MS Publisher	4
UAA	Business, Management, Marketing, and Related Support Services	V116	CIOS	Computer Info & Office Systems	Business Calculations	12
UAA	Business, Management, Marketing, and Related Support Services	V240A	CIOS	Computer Info & Office Systems	Databases II: MS Access	10
UAA	Business, Management, Marketing, and Related Support Services	V259	CIOS	Computer Info & Office Systems	Preparing Elec Doc: Adobe Acro	5
UAA	Business, Management, Marketing, and Related Support Services	V295	CIOS	Computer Info & Office Systems	Office Internship	3
UAF	Business, Management, Marketing, and Related Support Services	F193P	CIOS	Computer Info & Office Systems	Special Topics	14
UAA	Communication, Journalism, and Related Programs	A390	COMM	Communication	Selected Topics: Communication	75
UAS	Communication, Journalism, and Related Programs	S340	COMM	Communication	Media Studies	6
UAF	Communication, Journalism, and Related Programs	F698	JRN	Journalism	Research	4
UAA	Communication, Journalism, and Related Programs	V101	MEDA	Media	Intro to Mass Communication	9
UAA	Computer and Information Sciences and Support Services	A109	CS	Computer Science	Computer Prog (Languages Vary)	72
UAF	Computer and Information Sciences and Support Services	F602	CS	Computer Science	Software Project Management	18
UAA	Construction Trades	A101	AET	Architect Engineering Tech	Fund of CADD for Bldg Constr	40
UAA	Construction Trades	A121	AET	Architect Engineering Tech	Architectural Drafting	12
UAA	Construction Trades	A181	AET	Architect Engineering Tech	Interm CADD for Bldg Construct	16
UAA	Construction Trades	A282	AET	Architect Engineering Tech	Advanced CADD Techniques	16
UAF	Construction Trades	F104	CTT	Construction Trades Technology	Basic Comm/Employability Skill	20
UAF	Construction Trades	F199	CTT	Construction Trades Technology	Student Practicum I	3
UAF	Construction Trades	F240	CTT	Construction Trades Technology	Intro to Project Dev	36
UAF	Education	F129	ECE	Early Childhood Education	Found for Nutr & Phys Wellness	27
UAF	Education	F170	ECE	Early Childhood Education	Practicum I	15
UAF	Education	F213	ECE	Early Childhood Education	Curr II: Thnkg, Reas & Disc	27
UAF	Education	F249	ECE	Early Childhood Education	Current Issues in ECE	3
UAF	Education	F302	ECE	Early Childhood Education	Bldg Home Prog Rel'shps	30
UAF	Education	F305	ECE	Early Childhood Education	Soc Emotnl Dev: Reflec & Pract	27
UAF	Education	F306	ECE	Early Childhood Education	Bldg Brdgs to Sup Fam Men Hlth	36
UAF	Education	F397	ECE	Early Childhood Education	Individual Study	3
UAF	Education	F410	ECE	Early Childhood Education	Sup Fam Rel through Mentoring	21
UAF	Education	F421	ECE	Early Childhood Education	Fr Babbl to Talkg to Ear Lit	6
UAF	Education	F471	ECE	Early Childhood Education	Clinical Prac: Orgnl Actn Rsrch	6
UAF	Education	F473	ECE	Early Childhood Education	Clinical Pract: Classrm Mngmnt	9
UAS	Education	S651	ECE	Early Childhood Education	Oral Lang, Literacy & Play	36
UAS	Education	S662	ECE	Early Childhood Education	Adv Std Play, Chld Dev/ ECE	42
UAA	Education	A680	EDCN	ED: Counselor ED	Counseling Practicum	21
UAA	Education	A690	EDCN	ED: Counselor ED	Current Topics in Counseling	6
UAA	Education	A392	EDEL	ED: Elementary ED	Elem Ed Seminar I: CRT	60
UAA	Education	A492A	EDEL	ED: Elementary ED	Elem Ed Seminar II: Learn Env	44
UAA	Education	A694	EDFN	ED: Foundations	Cult Sustain Lit P-6 ELL	27
UAA	Education	A545K	ED	Education	AK Studies: Conflict Perspectv	3
UAA	Education	A550K	ED	Education	Cltrly Rspnsv Tchng-AK Stides	42
UAA	Education	A558E	ED	Education	Teaching with Love & Logic	6
UAA	Education	A571	ED	Education	Sel Top in World Languages Ed	2
UAF	Education	F431	ED	Education	Web 2.0 Fund: Part, Prod, Pub	15
UAF	Education	F432	ED	Education	Fundamentals of Media Design	6
UAF	Education	F653	ED	Education	Instructional Design	21
UAF	Education	F655	ED	Education	Online Pedagogy	21
UAF	Education	F676	ED	Education	Supporting Lrng in Divrse Syst	3

Reference B

Courses Offered for the First Time via e-Learning, FY13

University	Broad Subject area	Course Number	Subject	Subject Description	Course Title	Student Credit Hours Delivered
UAF	Education	F677	ED	Education	Digital Storytelling	36
UAS	Education	S621A	ED	Education	Curriculum Dev A	26
UAS	Education	S621B	ED	Education	Curriculum Dev B	15
UAS	Education	S621C	ED	Education	Curriculum Dev C	13
UAA	Education	A422Y	EDSE	Education: Special Education	Strategies: ECSE Inclusion	3
UAA	Education	A677	EDSE	Education: Special Education	CMH Multidisciplinary Seminar	1
UAF	Education	F393	EDSE	Education: Special Education	Special Topics	15
UAF	Education	F493	EDSE	Education: Special Education	Special Topics	27
UAF	Education	F610	EDSE	Education: Special Education	Assessmnt of Stdnets with Disab	18
UAF	Education	F612	EDSE	Education: Special Education	Crclm & Strtgs I: Low Incdnce	18
UAF	Education	F642	EDSE	Education: Special Education	Autism & Asperger Syndrome	12
UAF	Education	F681	EDSE	Education: Special Education	Special Education Portfolio	9
UAS	Education	S693	EDSE	Education: Special Education	ST:	3
UAA	Engineering	A639	CE	Civil Engineering	Loads on Structures	27
UAA	Engineering	A676	CE	Civil Engineering	Coastal Engineering	6
UAA	Engineering	A689	CE	Civil Engineering	Cold Regions Pavement Design	24
UAF	Engineering	F693	ESM	Engineering & Science Mgmt	Special Topics	5
UAA	Engineering	A602	PM	Project Management	Application of PM Processes	21
UAA	Engineering	A603	PM	Project Management	Project Initiation & Planning	18
UAA	Engineering	A604	PM	Project Management	Project Execute, Monitor, Ctrl	15
UAA	Engineering	A605	PM	Project Management	Ops Integration & Proj Closure	9
UAA	Engineering	A686A	PM	Project Management	Capstone: Initiating/Planning	12
UAA	Engineering	A686B	PM	Project Management	Capstone: Execute/Cntrl/Close	9
UAA	Engineering	A690	PM	Project Management	Selected Topics in PM	6
UAA	Engineering	A694D	PM	Project Management	Advanced Project Controls	6
UAA	Engineering	A694U	PM	Project Management	PM Application Tools	9
UAA	Engineering	A694V	PM	Project Management	Org Project Maturity & Improve	3
UAA	Engineering Technologies/Technicians	A605	AEST	Applied Environ Sci & Tech	Nat'l Environmental Policy Act	39
UAA	Engineering Technologies/Technicians	A262	CNT	Computer and Networking Tech	Computer Technical Support	38
UAS	Engineering Technologies/Technicians	S193	MINL	Mining Tech	ST:	132
UAA	Engineering Technologies/Technicians	A111	OSH	Occupational Safety and Health	Training Needs & Methods	69
UAF	Engineering Technologies/Technicians	F255	PRT	Process Technology	Quality Concepts Proc Industry	24
UAA	English Language and Literature/Letters	A260	CWLA	Creative Writing and Lit Arts	Intro to Creative Writing	219
UAA	English Language and Literature/Letters	A311	ENGL	English	*Advanced Composition	102
UAF	English Language and Literature/Letters	F272	ENGL	English	Intro Creative Writing: Poetry	21
UAS	English Language and Literature/Letters	S420	ENGL	English	Genre Studies: Selected Topics	36
UAS	Foreign Languages, Literatures, and Linguistics	S193	AKL	Alaska Languages	ST:	8
UAF	Foreign Languages, Literatures, and Linguistics	F109	ESK	Eskimo	Central Yup'ik Orthography	21
UAF	Foreign Languages, Literatures, and Linguistics	F203	ESK	Eskimo	Conversatnl Central Yup'ik III	18
UAF	Foreign Languages, Literatures, and Linguistics	F204	ESK	Eskimo	Conversation Central Yup'ik IV	9
UAF	Foreign Languages, Literatures, and Linguistics	F627	LING	Linguistics	Intro to Ling Dscrptn & Demtn	12
UAF	Foreign Languages, Literatures, and Linguistics	F101	SPAN	Spanish	Elementary Spanish I	70
UAF	Health Professions and Related Clinical Sciences	F211	CHP	Community Health Pract	Health Education	18
UAA	Health Professions and Related Clinical Sciences	A311	DN	Dietetics & Nutrition	Nutrition Counseling	1
UAA	Health Professions and Related Clinical Sciences	A312	DN	Dietetics & Nutrition	Nutrition Comm & Counseling	72
UAA	Health Professions and Related Clinical Sciences	A401	DN	Dietetics & Nutrition	Medical Nutrition Therapy I	18
UAA	Health Professions and Related Clinical Sciences	A402	DN	Dietetics & Nutrition	Medical Nutrition Therapy II	21
UAA	Health Professions and Related Clinical Sciences	A407	DN	Dietetics & Nutrition	Preventive & Therapeutic Nutr	150
UAA	Health Professions and Related Clinical Sciences	A430	DN	Dietetics & Nutrition	Research Methods Nutr & Diet	66
UAA	Health Professions and Related Clinical Sciences	A450	DN	Dietetics & Nutrition	Dietetic Management	18
UAA	Health Professions and Related Clinical Sciences	A475	DN	Dietetics & Nutrition	Advanced Nutrition	27
UAA	Health Professions and Related Clinical Sciences	A492	DN	Dietetics & Nutrition	Senior Seminar in Dietetics	12
UAA	Health Professions and Related Clinical Sciences	A200	DLS	Disability & Long-Term Support	Intro Children's Behav Hlth	24
UAA	Health Professions and Related Clinical Sciences	A204	DLS	Disability & Long-Term Support	Person-Centered Planning	33
UAF	Health Professions and Related Clinical Sciences	F152	EMS	Emergency Medical Services	Emergency Trauma Trng 1st Rspdr	3
UAF	Health Professions and Related Clinical Sciences	F168	EMS	Emergency Medical Services	ETT to EMT Bridge Course	24
UAA	Health Professions and Related Clinical Sciences	A345	HS	Health Science	Planning Health Ed Programs	21
UAA	Health Professions and Related Clinical Sciences	A683	HS	Health Science	Practices in Telehealth	9
UAA	Health Professions and Related Clinical Sciences	A698	HS	Health Science	MPH Project Practicum	48
UAA	Health Professions and Related Clinical Sciences	V161	HS	Health Science	Wilderness First Responder	4
UAS	Health Professions and Related Clinical Sciences	S101	HS	Health Science	Intro to Health Sciences	6
UAA	Health Professions and Related Clinical Sciences	A203	NURS	Nursing	Nursing Program Success	9
UAA	Health Professions and Related Clinical Sciences	A203	NS	Nursing Science*	Nursing Program Success	24
UAA	Health Professions and Related Clinical Sciences	A442	NS	Nursing Science*	Intro to Forensic Nursing	45
UAA	Health Professions and Related Clinical Sciences	A623	NS	Nursing Science*	Transcultural Nursing	15
UAA	Health Professions and Related Clinical Sciences	A659	NS	Nursing Science*	Integrative Health: CAM	21
UAA	Health Professions and Related Clinical Sciences	A262	PMED	Paramedical Technology	Clinical Rotation III	60
UAF	Health Professions and Related Clinical Sciences	F140	VTS	Veterinary Science	Basic Animal Husbandry for Vet	33
UAA	History	A346	HIST	History	Hist Native Peoples U.S./Can	63
UAA	History	A402	HIST	History	The Second World War	99
UAA	History	V241	HIST	History	Alaska History	27
UAF	History	F600	HIST	History	Perspectives on the North	3
UAF	Liberal Arts and Sciences, General Studies and Humanities	F698	LAS	Liberal Arts & Science	Research	3
UAF	Mathematics	F062	DEVM	Developmental Math	Alt Apprch:Elementary Algebra	39
UAF	Mathematics	F498	MATH	Mathematics	Research	3
UAS	Mathematics	S106	MATH	Mathematics	*Contemp Applic of Mathematics	21
UAA	Mathematics	V252	STAT	Statistics	Elementary Statistics	15
UAS	Mathematics	S401	STAT	Statistics	Regressn & Anlys/ Varian	20

Reference B

Courses Offered for the First Time via e-Learning, FY13

University	Broad Subject area	Course Number	Subject	Subject Description	Course Title	Student Credit Hours Delivered
UAA	Mechanic and Repair Technologies/Technicians	A101	ET	Electronics Technology	Basic Electronics: DC Circuits	68
UAA	Mechanic and Repair Technologies/Technicians	A101L	ET	Electronics Technology	Basic Electronics DC Lab	0
UAA	Mechanic and Repair Technologies/Technicians	A102L	ET	Electronics Technology	Basic Elec: AC Phys Lab	0
UAA	Mechanic and Repair Technologies/Technicians	A412	TECH	Technology	Adv Technical Experiences	24
UAF	Natural Resources and Conservation	F130	ENVI	Environmental Studies	Intro to Ntnl Envmnt Policy Ac	6
UAF	Natural Resources and Conservation	F193	ENVI	Environmental Studies	Special Topics	15
UAF	Natural Resources and Conservation	F499	FISH	Fisheries	Fisheries Senior Thesis	10
UAF	Other	F204	CITS	Computer & Info Tech Systems	Intro to Ntwrk Spprt/Admnstrtn	21
UAF	Other	F261	CITS	Computer & Info Tech Systems	Cmptr and Network Security	42
UAS	Other	S636	EDET	ED: Educational Technology	Impact of Tech/ Stu Learning	60
UAS	Other	S637	EDET	ED: Educational Technology	Diff Instructn Thru Technol	54
UAF	Other	F220	EBOT	Ethnobotany	Ethnobotanical Techniques	12
UAS	Other	S110	FT	Fisheries Tech	Fisheries Oceanography	12
UAF	Other	F293	HSEM	Homeland Security/Emergency Mg	Special Topics	126
UAA	Other	A101	LEGL	Legal Studies	*Introduction to Law	45
UAF	Other	F607	MBA	Master Business Admin	Human Resources Management	69
UAF	Other	F288	MRAP	Museum Res Apprenticeship Prog	Museum Research Apprentice I	7
UAF	Other	F488	MRAP	Museum Res Apprenticeship Prog	Museum Research Apprentice II	2
UAA	Other	A100	RE	Renewable Energy	Intro to Renewable Energy	36
UAF	Other	F192	URSA	UG Research & Scholar Activity	Intro UG Rsrch/Scholar Activi	3
UAF	Other	F388	URSA	UG Research & Scholar Activity	UG Resrch & Creative Sch I	44
UAF	Other	F492	URSA	UG Research & Scholar Activity	UG Rsrch/Scholar Activity Sem	1
UAA	Parks, Recreation, Leisure, and Fitness Studies	A285	PEP	Physical Ed Professional	Leadership in Team Activities	6
UAA	Parks, Recreation, Leisure, and Fitness Studies	A384	PEP	Physical Ed Professional	*Cultur/Psy Aspects Hlth/Phys	54
UAA	Parks, Recreation, Leisure, and Fitness Studies	A486	PEP	Physical Ed Professional	Standards & Assessment in HIPER	39
UAA	Philosophy and Religious Studies	V222	PHIL	Philosophy	Ethics	18
UAF	Philosophy and Religious Studies	F102	PHIL	Philosophy	Introduction to Philosophy	129
UAA	Physical Sciences	A115	GEOL	Geology	*Environmental Geology	63
UAS	Physical Sciences	S193	PHYS	Physics	ST:	12
UAF	Psychology	F627	COUN	Counseling	Developmental Interventions	9
UAF	Psychology	F687	COUN	Counseling	Internship III	21
UAF	Psychology	F688	COUN	Counseling	Internship IV	6
UAA	Psychology	A260	PSY	Psychology	Statistics for Psychology	129
UAA	Psychology	A365	PSY	Psychology	Child & Adolescent Development	141
UAA	Psychology	A492	PSY	Psychology	Senior Sem:Contemporary	93
UAA	Psychology	A677	PSY	Psychology	CMH Multidisciplinary Seminar	3
UAA	Psychology	V265	PSY	Psychology	Abnormal Psychology	21
UAA	Public Administration and Social Service	A650	HUMS	Human Services	Leadership & Org Development	6
UAA	Public Administration and Social Service	A670	HUMS	Human Services	Professional Ethics in HUMS	30
UAA	Public Administration and Social Service	A682	HUMS	Human Services	Adv Topics Develop: Adulthood	24
UAA	Public Administration and Social Service	V208	HUMS	Human Services	Mentorship in Long-Term Care	12
UAA	Public Administration and Social Service	V295D	HUMS	Human Services	Practicum II Speech Lang Supp	48
UAF	Public Administration and Social Service	F266	HUMS	Human Services	Co-occurring Disorders	12
UAS	Public Administration and Social Service	S493	PADM	Public Administration	ST:	12
UAS	Public Administration and Social Service	S637	PADM	Public Administration	Local/Global Sustainability	24
UAS	Public Administration and Social Service	S638	PADM	Public Administration	Sustainable Energy/Environment	27
UAA	Public Administration and Social Service	A473	SWK	Social Work	Geriatric Social Work Practice	63
UAA	Public Administration and Social Service	A673	SWK	Social Work	Geriatric Social Work Practice	36
UAA	Public Administration and Social Service	A677	SWK	Social Work	CMH Multidisciplinary Seminar	2
UAA	Public Administration and Social Service	A683	SWK	Social Work	Practices in Telehealth	3
UAF	Public Administration and Social Service	F466	SWK	Social Work	Practicum in Social Work III	9
UAF	Public Administration and Social Service	F250	TM	Tribal Management	Current Topics in Tribal Gov't	17
UAA	Science Technologies/Technicians	A155	GEO	Geomatics	Fundamentals of Surveying	309
UAA	Security and Protective Services	A121	FIRE	Fire Science	Fire Behavior and Combustion	21
UAA	Security and Protective Services	A294	FIRE	Fire Science	Principles of Fire & ES Safety	30
UAA	Social Sciences	A101	ANTH	Anthropology	*Intro to Anthropology	405
UAA	Social Sciences	A202	ANTH	Anthropology	*Cultural Anthropology	60
UAF	Social Sciences	F221	ANTH	Anthropology	Fund of Biological Anthro	21
UAF	Social Sciences	F225	ANTH	Anthropology	Anthropology and Race	12
UAF	Social Sciences	F320	ANTH	Anthropology	Lang & Culture in Alaska	12
UAF	Social Sciences	F698	ANTH	Anthropology	Research	25
UAA	Social Sciences	A211	ECON	Economics	Economics of Fish	18
UAA	Social Sciences	A290	ECON	Economics	Special Topics in Economics	93
UAF	Social Sciences	F595	GEOG	Geography	Special Topics	27
UAF	Social Sciences	F251	JUST	Justice	Criminology	96
UAF	Social Sciences	F295	JUST	Justice	Special Topics	84
UAF	Social Sciences	F335	JUST	Justice	Gender and Crime	99
UAF	Social Sciences	F345	JUST	Justice	Police Problems	84
UAA	Social Sciences	A321	PS	Political Science	International Relations	42
UAA	Social Sciences	A341	PS	Political Science	The United States Congress	87
UAA	Social Sciences	A355	PS	Political Science	Women in Politics	42
UAA	Social Sciences	A490	PS	Political Science	Studies in Politics	21
UAA	Social Sciences	V102	PS	Political Science	Intro to Political Science	3
UAF	Social Sciences	F322	PS	Political Science	International Law & Organizatn	21
UAF	Social Sciences	F325	PS	Political Science	Native Self Government	15
UAS	Social Sciences	S410	SOC	Sociology	Race & Ethnic Relations	63
UAF	Technology Education/Industrial Arts	F147	TTCH	Trades And Technology	Burner Maintenance & Repair	11
UAA	Visual and Performing Arts	A294	ART	Art	Digital Image Editing I	21

Reference B

Courses Offered for the First Time via e-Learning, FY13

University	Broad Subject area	Course			Course Title	Student Credit
		Number	Subject	Subject Description		Hours Delivered
UAS	Visual and Performing Arts	S411	ART	Art	Advanced Sculpture	3
UAF	Visual and Performing Arts	F499	FLM	Film	Undergraduate Thesis	3
UAF	Visual and Performing Arts	F406	MUED	Music Education	Practicum/ Secondary Mus Mthds	14
UAF	Visual and Performing Arts	F201	THR	Theater	Theatre Practicum	2

Note: New courses are identified as those that were offered via e-Learning in FY13 and not offered via e-Learning between FY08 and FY12.

Source: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (RPTDSDMGR) 2013. Compiled by UA Institutional Research and Analysis.

Reference C

University of Alaska FY13 Degree, Certificate, and Endorsement Programs Available via e-Learning

MAU	Major Code	Major Description	Degree Code	Degree Description	e-Learning Amount
UAS	ACCO	Accountant Endorsement	OEC	Occupational Endorsement Cert	Full
UAA	ACCT	Accounting	AAS	Associate of Applied Science	Half or More
UAS	ACCT	Accounting	CT2	Certificate	Full
UAF	ACTT	Accounting Technician	CT2	Certificate	Full
UAS	ACTT	Accounting Technician	CT2	Certificate	Full
UAS	AOS	Admin Office Supp	OEC	Occupational Endorsement Cert	Full
UAS	AOS	Admin Office Supp	OEC	Occupational Endorsement Cert	Half or More
UAF	ADMN	Administration of Justice	MA	Master of Arts	Full
UAS	ANLS	AK Native Lang & Studies	BLA	Bachelor of Liberal Arts	Half or More
UAF	AKNS	Alaska Native Studies	BA	Bachelor of Arts	Half or More
UAF	AKNS	Alaska Native Studies	BA	Bachelor of Arts	Full
UAF	ANTH	Anthropology	BA	Bachelor of Arts	Half or More
UAF	AACT	Applied Accounting	AAS	Associate of Applied Science	Full
UAF	ABUS	Applied Business	AAS	Associate of Applied Science	Full
UAF	ABMG	Applied Business Mgmt	CT2	Certificate	Full
UAA	ARCT	Arctic Engineering	MS	Master of Science	Full
UAF	ARTS	Art	BA	Bachelor of Arts	Half or More
UAF	ARTS	Art	BFA	Bachelor of Fine Arts	Half or More
UAF	ARSC	Arts and Sciences	BAS	Bachelor of Arts and Sciences	Half or More
UAF	ASSC	Associate of Science	AS	Associate of Science	Full
UAF	BIOS	Biological Sciences	BA	Bachelor of Arts	Half or More
UAA	BKSP	Bookkeeping Support	OEC	Occupational Endorsement Cert	Full
UAF	BADL	Business Administration	BBA	Bachelor of Business Admin.	Half or More
UAS	BADM	Business Administration	AB	Associate of Business	Half or More
UAS	BADM	Business Administration	GLI	Graduate Licensure Program	Full
UAF	BADM	Business Administration	BBA	Bachelor of Business Admin.	Half or More
UAF	BADM	Business Administration	MBA	Master of Business Admin.	Half or More
UAS	BADM	Business Administration	AAS	Associate of Applied Science	Full
UAS	BADM	Business Administration	BBA	Bachelor of Business Admin.	Full
UAS	BADM	Business Administration	MPA	Master of Public Admin	Full
UAS	BISS	Business Info Systems Support	CT2	Certificate	Half or More
UAA	CTED	Career & Technical Education	GCRT	Graduate Certificate	Full
UAA	CTED	Career & Technical Education	MS	Master of Science	Full
UAF	CHEM	Chemistry	BA	Bachelor of Arts	Half or More
UAF	CHEM	Chemistry	BS	Bachelor of Science	Half or More
UAS	CDEV	Child Develop & Family Studies	OEC	Occupational Endorsement Cert	Full
UAF	CDEV	Child Develop & Family Studies	BA	Bachelor of Arts	Full
UAA	CHBH	Children's Behavioral Health	OEC	Occupational Endorsement Cert	Full
UAA	CVDR	Civil Drafting	CT1	Certificate	Full
UAA	CLAS	Clinical Assistant	OEC	Occupational Endorsement Cert	Half or More
UAF	COMS	Communication	BA	Bachelor of Arts	Half or More
UAF	COMH	Community Health	AAS	Associate of Applied Science	Full
UAF	COMH	Community Health	CT2	Certificate	Full
UAS	CHAD	Community Wellness Advocate	OEC	Occupational Endorsement Cert	Full
UAS	CHAD	Community Wellness Advocate	CT2	Certificate	Full
UAA	CIOs	Computer Info Office Systems	AAS	Associate of Applied Science	Full
UAA	CIOs	Computer Info Office Systems	CT2	Certificate	Full
UAS	CIOs	Computer Info Office Systems	AAS	Associate of Applied Science	Full
UAS	CIOs	Computer Info Office Systems	AAS	Associate of Applied Science	Half or More
UAS	CIOs	Computer Info Office Systems	CT2	Certificate	Full
UAS	CIOs	Computer Info Office Systems	CT2	Certificate	Half or More
UAA	CIS	Computer Info Office Systems	OEC	Occupational Endorsement Cert	Full
UAS	CISY	Computer Information Systems	BS	Bachelor of Science	Half or More
UAF	CSCD	Computer Science	BS	Bachelor of Science	Half or More
UAF	CSCI	Computer Science	BS	Bachelor of Science	Half or More
UAF	CMGT	Construction Management	GCRT	Graduate Certificate	Full
UAS	CNST	Construction Technology	OEC	Occupational Endorsement Cert	Full
UAA	CORR	Corrections	CT1	Certificate	Full

Reference C

University of Alaska FY13 Degree, Certificate, and Endorsement Programs Available via e-Learning

MAU	Major Code	Major Description	Degree Code	Degree Description	e-Learning Amount
UAA	CRCT	Corrections	OEC	Occupational Endorsement Cert	Full
UAF	COSL	Counseling	MED	Master of Education	Full
UAA	CNED	Counselor Education	MED	Master of Education	Half or More
UAA	CWRT	Creative Writing	MFA	Master of Fine Arts	Half or More
UAF	CCST	Cross-Cultural Studies	MA	Master of Arts	Full
UAA	DITC	Dietetics	BS	Bachelor of Science	Half or More
UAA	DART	Digital Art	AAS	Associate of Applied Science	Full
UAA	DISY	Direct Services Specialist	OEC	Occupational Endorsement Cert	Full
UAA	DISS	Disability Services	AAS	Associate of Applied Science	Full
UAA	DISS	Disability Services	CT2	Certificate	Full
UAA	DISS	Disability Services	OEC	Occupational Endorsement Cert	Full
UAA	EACH	Early Childhood	BA	Bachelor of Arts	Half or More
UAS	ENEC	Early Childhood	EDE	Educational Endorsement	Half or More
UAA	ERCH	Early Childhood	PBCT	Post Baccalaureate Cert	Half or More
UAA	ECDV	Early Childhood Development	AAS	Associate of Applied Science	Half or More
UAA	ECDV	Early Childhood Development	CT1	Certificate	Half or More
UAA	BAEC	Early Childhood Education	BA	Bachelor of Arts	Half or More
UAS	ECED	Early Childhood Education	TC	Credential Endorsement	Half or More
UAS	ECED	Early Childhood Education	CT2	Certificate	Full
UAF	ECED	Early Childhood Education	AAS	Associate of Applied Science	Full
UAF	ECED	Early Childhood Education	CT2	Certificate	Full
UAS	ECED	Early Childhood Education	AAS	Associate of Applied Science	Full
UAS	ECED	Early Childhood Education	MED	Master of Education	Half or More
UAA	ECSE	Early Childhood Spec Educ	MED	Master of Education	Full
UAF	ERSI	Earth Science	BA	Bachelor of Arts	Half or More
UAF	ECON	Economics	BA	Bachelor of Arts	Half or More
UAF	ECON	Economics	BBA	Bachelor of Business Admin.	Half or More
UAS	EECE	Ed Cert - Early Childhood Ed	GLI	Graduate Licensure Program	Half or More
UAS	EEDT	Ed Cert - Education Technology	GLI	Graduate Licensure Program	Half or More
UAS	EEED	Ed Cert - Elementary Education	GLI	Graduate Licensure Program	Half or More
UAS	EMT5	Ed Cert - Mathematics K-5	GLI	Graduate Licensure Program	Half or More
UAS	EMTH	Ed Cert - Mathematics K-8	GLI	Graduate Licensure Program	Half or More
UAS	ERED	Ed Cert - Reading	GLI	Graduate Licensure Program	Half or More
UAS	ESPE	Ed Cert - Special Education	GLI	Graduate Licensure Program	Full
UAA	EDUC	Education	MAT	Master of Arts in Teaching	Half or More
UAF	EDUC	Education	MED	Master of Education	Full
UAS	EDUC	Education	MAT	Master of Arts in Teaching	Full
UAS	EDUC	Education	MED	Master of Education	Full
UAA	EDLD	Educational Leadership	MED	Master of Education	Full
UAS	EDLD	Educational Leadership	MED	Master of Education	Half or More
UAS	EDET	Educational Technology	MED	Master of Education	Half or More
UAS	ENET	Educational Technology	EDE	Educational Endorsement	Half or More
UAF	EDPA	Educator: Para-Professional	AAS	Associate of Applied Science	Full
UAF	EDPA	Educator: Para-Professional	CT2	Certificate	Full
UAS	TCEL	Elementary Ed (K-6)	EDE	Educational Endorsement	Half or More
UAS	TCEL	Elementary Ed (K-6)	LIC	Licensure Program	Half or More
UAA	TCEL	Elementary Ed (K-6)	PBCT	Post Baccalaureate Cert	Half or More
UAA	BAEL	Elementary Education	BA	Bachelor of Arts	Half or More
UAF	BAEL	Elementary Education	BA	Bachelor of Arts	Full
UAS	BAEL	Elementary Education	BA	Bachelor of Arts	Full
UAS	ELED	Elementary Education	BED	Bachelor of Education	Full
UAS	ELED	Elementary Education	TC	Credential Endorsement	Half or More
UAS	TCEM	Elementary Education (K-8)	LIC	Licensure Program	Half or More
UAF	EMMG	Emergency Management	BEM	Bach of Emergency Management	Half or More
UAF	ENGL	English	BA	Bachelor of Arts	Half or More
UAS	ENGL	English	BA	Bachelor of Arts	Half or More
UAF	EVQS	Environmental Quality Science	MS	Master of Science	Half or More
UAF	ENVI	Environmental Studies	CT2	Certificate	Half or More

Reference C

University of Alaska FY13 Degree, Certificate, and Endorsement Programs Available via e-Learning

MAU	Major Code	Major Description	Degree Code	Degree Description	e-Learning Amount
UAS	ENVT	Environmental Technology	AAS	Associate of Applied Science	Full
UAF	EBOT	Ethnobotany	CT2	Certificate	Half or More
UAF	FLMI	Film	BA	Bachelor of Arts	Half or More
UAF	FSHI	Fisheries	BA	Bachelor of Arts	Half or More
UAF	FSHI	Fisheries	MS	Master of Science	Half or More
UAS	FIST	Fisheries Technology	AAS	Associate of Applied Science	Half or More
UAS	FIST	Fisheries Technology	CT2	Certificate	Half or More
UAF	FORL	Foreign Language	BA	Bachelor of Arts	Half or More
UAA	GBUS	General Business	AAS	Associate of Applied Science	Half or More
UAA	GENP	General Program	AA	Associate of Arts	Full
UAA	GENP	General Program	AA	Associate of Arts	Half or More
UAF	GENP	General Program	AA	Associate of Arts	Full
UAS	GENP	General Program	AA	Associate of Arts	Full
UAS	GENH	General Program High School	AA	Associate of Arts	Full
UAF	GSCI	General Science	MS	Master of Science	Half or More
UAF	GSCI	General Science	BS	Bachelor of Science	Half or More
UAF	GEOG	Geography	BA	Bachelor of Arts	Half or More
UAF	HCAR	Health Care Reimbursement	CT2	Certificate	Full
UAS	HIMP	Health Info Mgt Coding Spec	CT2	Certificate	Full
UAS	HIMT	Health Information Mgt	CT1	Certificate	Full
UAS	HIMT	Health Information Mgt	AAS	Associate of Applied Science	Full
UAS	HIMT	Health Information Mgt	CT2	Certificate	Full
UAS	HEAL	Health Science	AAS	Associate of Applied Science	Full
UAS	HEAL	Health Science	AAS	Associate of Applied Science	Half or More
UAS	HIT	Healthcare Information Tech	OEC	Occupational Endorsement Cert	Full
UAS	HEAP	Healthcare Privacy & Security	CT2	Certificate	Full
UAF	HIST	History	BA	Bachelor of Arts	Half or More
UAF	HMSR	Human Services	AAS	Associate of Applied Science	Half or More
UAA	HMSV	Human Services	AAS	Associate of Applied Science	Full
UAS	INDP	Independent Design	BLA	Bachelor of Liberal Arts	Full
UAF	INDI	Indigenous Studies	PHD	Doctor of Philosophy	Full
UAA	ISPS	Indust Safety Program Support	CT1	Certificate	Half or More
UAA	ITEC	Industrial Technology	AAS	Associate of Applied Science	Full
UAA	ITEC	Industrial Technology	CT2	Certificate	Full
UAS	BISY	Information Systems	AAS	Associate of Applied Science	Full
UAS	BISY	Information Systems	BS	Bachelor of Science	Half or More
UAF	INTS	Information Technology Special	AAS	Associate of Applied Science	Full
UAF	INTS	Information Technology Special	CT2	Certificate	Full
UAS	INDS	Interdisciplinary Studies	BLA	Bachelor of Liberal Arts	Full
UAF	IESK	Inupiaq Eskimo	BA	Bachelor of Arts	Half or More
UAF	JPST	Japanese Studies	BA	Bachelor of Arts	Half or More
UAF	JOUR	Journalism	BA	Bachelor of Arts	Half or More
UAF	JUST	Justice	BA	Bachelor of Arts	Full
UAS	LANA	Language Arts	BLA	Bachelor of Liberal Arts	Half or More
UAA	LGED	Language Education	GCRT	Graduate Certificate	Half or More
UAS	LART	Liberal Arts	BLA	Bachelor of Liberal Arts	Half or More
UAA	LRAD	Limited Radiography	OEC	Occupational Endorsement Cert	Half or More
UAF	LING	Linguistics	BA	Bachelor of Arts	Half or More
UAF	MBIO	Marine Biology	MS	Master of Science	Half or More
UAF	MBIO	Marine Biology	PHD	Doctor of Philosophy	Half or More
UAF	MATH	Mathematics	BA	Bachelor of Arts	Half or More
UAS	EDMA	Mathematics Education	MED	Master of Education	Half or More
UAS	ENMA	Mathematics K-8	EDE	Educational Endorsement	Half or More
UAF	MASS	Medical Assistant	AAS	Associate of Applied Science	Half or More
UAF	MASS	Medical Assistant	CT2	Certificate	Half or More
UAF	MEDB	Medical Billing	OEC	Occupational Endorsement Cert	Full
UAF	MEDC	Medical Coding	OEC	Occupational Endorsement Cert	Full
UAA	MOCD	Medical Office Coding	OEC	Occupational Endorsement Cert	Full

Reference C

University of Alaska FY13 Degree, Certificate, and Endorsement Programs Available via e-Learning

MAU	Major Code	Major Description	Degree Code	Degree Description	e-Learning Amount
UAF	MEOR	Medical Office Reception	OEC	Occupational Endorsement Cert	Full
UAS	MOS	Medical Office Supp	OEC	Occupational Endorsement Cert	Half or More
UAF	MDEN	Medical/Dental Reception	CT2	Certificate	Full
UAF	NRMG	Natural Res Mgmt & Geography	MNRMG	Masters of Nat Res Mgmt Geog	Half or More
UAF	NRSM	Natural Resources Management	BS	Bachelor of Science	Half or More
UAF	NRSM	Natural Resources Management	MS	Master of Science	Half or More
UAS	NESA	Network and System Administrat	OEC	Occupational Endorsement Cert	Full
UAS	NESA	Network and System Administrat	OEC	Occupational Endorsement Cert	Half or More
UAS	NETT	Network Technician	OEC	Occupational Endorsement Cert	Full
UAS	NETT	Network Technician	OEC	Occupational Endorsement Cert	Half or More
UAS	NE	Networking Essentials	OEC	Occupational Endorsement Cert	Full
UAS	NE	Networking Essentials	OEC	Occupational Endorsement Cert	Half or More
UAF	NORS	Northern Studies	BA	Bachelor of Arts	Half or More
UAF	NURA	Nurse Aide	OEC	Occupational Endorsement Cert	Full
UAS	NURN	Nursing	CT1	Certificate	Full
UAS	NURN	Nursing	CT1	Certificate	Half or More
UAA	NUED	Nursing Education	GCRT	Graduate Certificate	Full
UAS	NURS	Nursing Science	AA	Associate of Arts	Full
UAA	NURS	Nursing Science	BS	Bachelor of Science	Full
UAA	NURS	Nursing Science	MS	Master of Science	Half or More
UAA	NUTR	Nutrition	BS	Bachelor of Science	Half or More
UAA	OSHL	Occupational Safety & Health	AAS	Associate of Applied Science	Full
UAF	OCEN	Oceanography	MS	Master of Science	Full
UAF	OCEN	Oceanography	PHD	Doctor of Philosophy	Full
UAA	OFDM	Office Digital Media	OEC	Occupational Endorsement Cert	Full
UAA	OFFD	Office Foundations	OEC	Occupational Endorsement Cert	Full
UAA	OFSP	Office Support	OEC	Occupational Endorsement Cert	Full
UAA	ODLD	Outdoor Leadership	AAS	Associate of Applied Science	Half or More
UAA	PETR	Petroleum Technology	CT1	Certificate	Half or More
UAA	PHTE	Pharmacy Technology	OEC	Occupational Endorsement Cert	Full
UAA	PHLE	Phlebotomist	OEC	Occupational Endorsement Cert	Half or More
UAF	PHYS	Physics	BA	Bachelor of Arts	Half or More
UAA	PLAY	Playwriting	AFA	Associate of Fine Arts	Half or More
UAF	PSCI	Political Science	BA	Bachelor of Arts	Half or More
UAF	PBSE	Post-Bacc K-12 Spec Ed Lic Prg	GLI	Graduate Licensure Program	Full
UAF	PNRQ	Pre-Nursing Qualifications	CT2	Certificate	Half or More
UAS	PRDT	Pre-Radiologic Technology	CT1	Certificate	Full
UAA	TCPR	Principal	GCRT	Graduate Certificate	Half or More
UAA	PTEC	Process Technology	AAS	Associate of Applied Science	Half or More
UAS	PF	Programming Foundations	OEC	Occupational Endorsement Cert	Half or More
UAA	PJMT	Project Management	MS	Master of Science	Half or More
UAF	PSYC	Psychology	BA	Bachelor of Arts	Half or More
UAF	PSYC	Psychology	BS	Bachelor of Science	Half or More
UAS	PADM	Public Administration	MPA	Master of Public Admin	Full
UAA	PUHL	Public Health Practice	MPH	Master of Public Health	Full
UAS	READ	Reading	MED	Master of Education	Half or More
UAS	EDRE	Reading Specialist	MED	Master of Education	Half or More
UAS	ENRS	Reading Specialist K-12	EDE	Educational Endorsement	Half or More
UAF	RNRS	Renewable Resources	AAS	Associate of Applied Science	Half or More
UAF	RDEV	Rural Development	BA	Bachelor of Arts	Full
UAF	RDEV	Rural Development	MA	Master of Arts	Full
UAF	RUST	Russian Studies	BA	Bachelor of Arts	Half or More
UAS	SCED	Secondary Education	MAT	Master of Arts in Teaching	Half or More
UAF	TCGS	Secondary Education	LIC	Licensure Program	Full
UAF	TCGS	Secondary Education	GLI	Graduate Licensure Program	Full
UAS	SVMG	Service Management	MBA	Master of Business Admin.	Full
UAS	SMBM	Small Business Mgmt	CT2	Certificate	Full
UAS	SOCS	Social Science	BA	Bachelor of Arts	Full

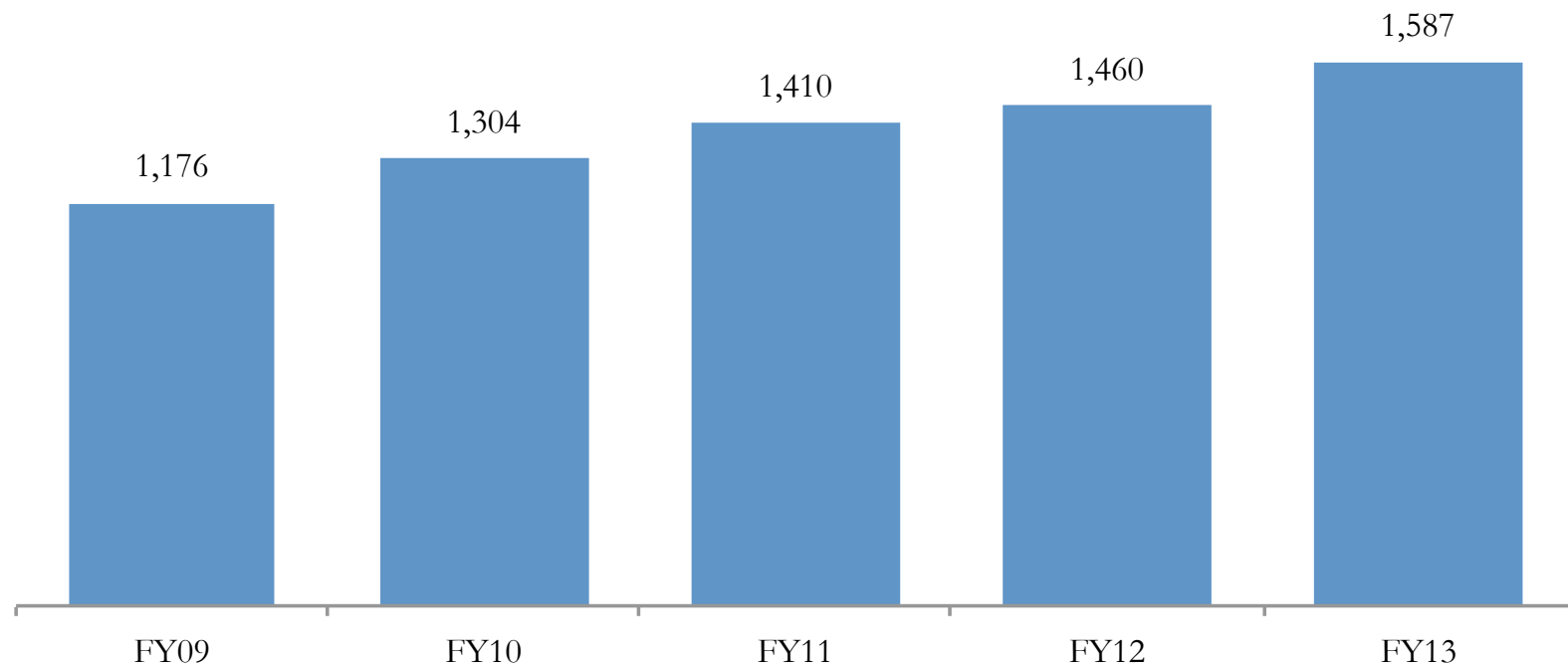
Reference C

University of Alaska FY13 Degree, Certificate, and Endorsement Programs Available via e-Learning

MAU	Major Code	Major Description	Degree Code	Degree Description	e-Learning Amount
UAA	SWRK	Social Work	MSW	Master of Social Work	Half or More
UAF	SWRK	Social Work	BA	Bachelor of Arts	Full
UAF	SOCL	Sociology	BA	Bachelor of Arts	Half or More
UAS	ENSE	Special Education	EDE	Educational Endorsement	Full
UAA	SPED	Special Education	GCRT	Graduate Certificate	Full
UAA	SPED	Special Education	MED	Master of Education	Full
UAF	SPED	Special Education	MED	Master of Education	Full
UAS	SPED	Special Education	BA	Bachelor of Arts	Full
UAS	SPED	Special Education	MAT	Master of Arts in Teaching	Half or More
UAS	SPED	Special Education	MED	Master of Education	Full
UAA	ENSU	Superintendent	GCRT	Graduate Certificate	Full
UAF	TCSC	Teach Cred-Sec Ed	ULC	Undergrad Licensure Program	Half or More
UAA	TLRN	Teaching and Learning	MED	Master of Education	Half or More
UAA	TECH	Technology	BS	Bachelor of Science	Half or More
UAF	THTR	Theatre	BA	Bachelor of Arts	Half or More
UAF	TRIB	Tribal Management	AAS	Associate of Applied Science	Full
UAF	TRIB	Tribal Management	CT2	Certificate	Full
UAS	WVO	Wastewater Operations	OEC	Occupational Endorsement Cert	Full
UAS	WO	Water Operations	OEC	Occupational Endorsement Cert	Full
UAS	WA	Web Authoring	OEC	Occupational Endorsement Cert	Half or More
UAS	WEBD	Web Development	OEC	Occupational Endorsement Cert	Half or More
UAS	WEDA	Web Development and Administra	OEC	Occupational Endorsement Cert	Full
UAS	WEDA	Web Development and Administra	OEC	Occupational Endorsement Cert	Half or More
UAS	WEBF	Web Foundations	OEC	Occupational Endorsement Cert	Half or More
UAF	YESK	Yup'ik Eskimo	BA	Bachelor of Arts	Half or More
UAF	YULC	Yup'ik Language and Culture	BA	Bachelor of Arts	Half or More

Source: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (RP1PDSDMGR) 2013. Compiled by UA Institutional Research and Analysis.

Total e-Learning Courses Delivered

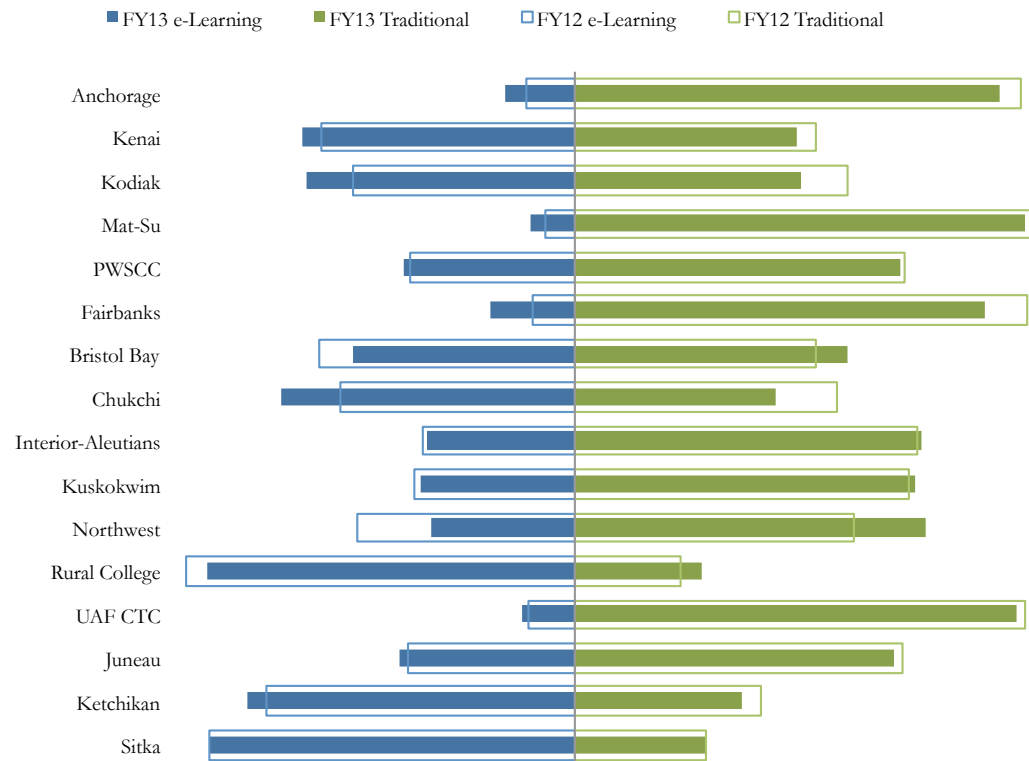


Courses Delivered via e-Learning in FY13

Course Level	UAA	UAF	UAS	UA Total
Below 100	7	6	4	17
100	203	140	72	415
200	154	118	67	339
300	65	78	46	189
400	61	98	38	197
500	26	7	1	34
600	138	165	93	396
Total	654	612	321	1,587

Integrated Use of e-Learning

Proportion of Student Credit Hours by Method FY12-FY13

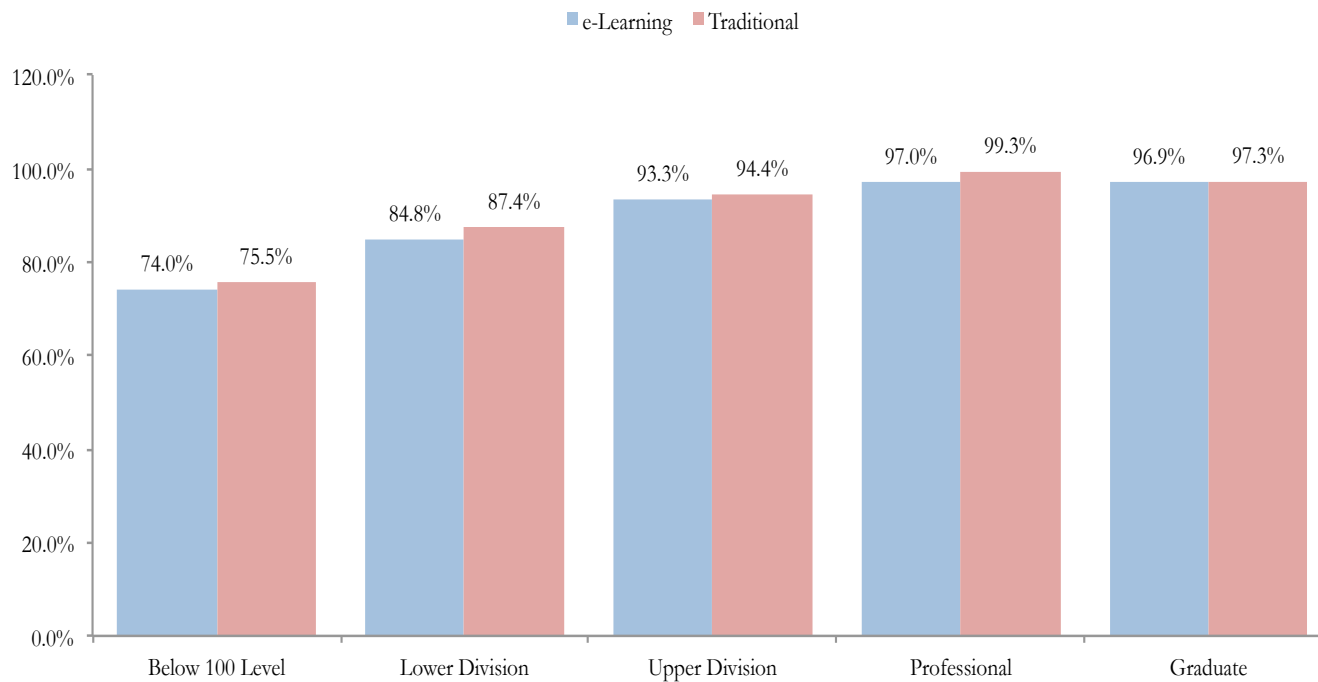


Programs Offered via e-Learning for the first time in FY13

University	Major	Degree Description	Distance Level	Program first offered
UAA	Civil Drafting	Certificate	Full	2002
UAA	Computer Info Office Systems	Certificate	Full	2004
UAA	Career & Technical Education	Graduate Certificate	Full	2012
UAA	Direct Services Specialist	Occupational Endorsement	Full	1998
UAA	Disability Services	Occupational Endorsement	Full	1998
UAA	Medical Office Coding	Occupational Endorsement	Full	1998
UAA	General Program	Associate of Arts	Half or More	1998
UAA	Early Childhood	Bachelor of Arts	Half or More	1998
UAA	Nutrition	Bachelor of Science	Half or More	2010
UAA	Indust Safety Program Support	Certificate	Half or More	2008
UAA	Teaching and Learning	Master of Education	Half or More	2012
UAA	Creative Writing	Master of Fine Arts	Half or More	1998
UAA	Nursing Science	Master of Science	Half or More	1998
UAF	Alaska Native Studies	Bachelor of Arts	Half or More	2003

Equitable Student Success

Percent of FY13 Course Attempts with Successful Student Outcomes by Delivery Type



Cost Factors

Class Size

Course offerings

Employee Effort

- Faculty Workload
- Course development
- Instructional Design and support

Infrastructure Costs

Some factors may be more difficult to meaningfully disaggregate, especially for majors in hybrid academic programs taking a mix of traditional and e-Learning coursework, e.g. admissions, financial aid, libraries; and technology costs

Average Section Size for Top 20 Student Credit Hour Generating e-Learning Courses

Average Section Size

University	Course Subject	Number	Course Title	e-Learning	Traditional
UAA	English	A212	*Technical Writing	20.4	19.8
UAA	English	A111	*Meth of Written Communication	18.6	19.4
UAA	Psychology	A111	*General Psychology	61.4	29.5
UAA	Dietetics & Nutrition	A203	Nutrition for Health Sciences	33.4	21.4
UAF	History	F100X	Modern World History	23.6	37.4
UAA	History	A101	*Western Civilization I	27.5	32.0
UAA	Mathematics	A105	Intermediate Algebra	20.9	26.6
UAA	Economics	A201	*Prin of Macroeconomics	35.8	44.9
UAA	Philosophy	A101	*Intro to Logic	27.4	31.8
UAA	Psychology	A150	*Lifespan Development	37.1	28.9
UAA	Business Administration	A151	*Introduction to Business	35.9	24.4
UAA	Biology	A102	*Introductory Biology	35.5	40.9
UAF	English	F111X	Intro to Academic Writing	13.9	18.3
UAS	Biology	S111	*Human Anat/Physiol I	23.4	12.0
UAA	Communication	A237	*Interpersonal Communication	22.4	15.9
UAA	Economics	A202	*Prin of Microeconomics	30.3	57.5
UAF	English	F200X	World Literature	20.1	25.3
UAF	Education	F593P	Special Topics	46.6	10.9
UAA	Mathematics	A055	Elementary Algebra	20.5	24.4
UAA	History	A102	*Western Civilization II	24.8	30.4
Average for all sections				25.1	24.5



University of Alaska Technical Vocational Education Program

The Technical Vocational Education Program (TVEP)* provides grants to high demand career and technical education entities for industry-specific, on-the-job, and classroom training.

UA manages its TVEP funds as a single allocation to the UA system to initiate or enhance high priority workforce development programs. The funding must meet the following criteria:

- High demand and or regional workforce needs
- Increased access and flexibility of training delivery
- Improved persistence of educational progress
- Promote collaboration across the UA system by expanding partnerships



TVEP is used for one-time capital funding, high demand program expansion, and for the quick-start of new initiatives.

Industry advisory committees guide the university programs to ensure they are meeting current employer requirements and assisting graduates of both credit and non-credit programs to gain employment upon successful completion.

Significant UA TVEP funding supports these industry clusters:

- Fisheries, Agriculture, & Natural Resources
- Mining, Manufacturing, & Process Technology
- Science, Technology, Engineering & Research
- Energy, Environmental Science & Green Jobs
- Health Sciences
- Human Services
- Architecture & Construction
- Education & Training
- Transportation, Distribution, & Logistics

Programs throughout the University System and across the state receive support annually from UA TVEP funds, impacting thousands of students.

**The TVEP fund was established in 2000 by the Alaska Legislature from a portion of the Unemployment Insurance (U/I) receipts taken by the Alaska Department of Labor and Workforce Development's (DOLWD) Employment Securities Division and allocated to the University of Alaska (UA), DOLWD's Alaska Vocation Technical Education Center (AVTEC), and other Regional Training Centers (RTC's).*

For more information on TVEP, visit www.alaska.edu/research/wp

For more information, contact Associate Vice President Chris Christensen at 907/786-1689 (ANC), 907/463-3086 (JNU) or visit www.alaska.edu/state



UNIVERSITY
of ALASKA
Many Traditions One Alaska

ALASKA STATE LEGISLATURE

Member:
House Finance Committee

Chair:
House Budget Sub Committees on:
- Department of Health & Social Services
- Department of Transportation & Public
Facilities



Session:
Alaska State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-2679
Fax: (907) 465-4822
Toll Free (800) 505-2678

Interim:
600 E. Railroad Ave
Wasilla, AK 99654
Phone: (907) 376-2679
Fax: (907) 373-4745

Representative Mark Neuman

Rep.Mark.Neuman@akleg.gov

House Bill 150 Sponsor Statement

The Technical and Vocational Education Fund authorized under AS 23.15.840 sunsets on June 30, 2014. House Bill 150 extends the sunset date to June 30, 2024.

In 2000 the Alaska Legislature created the Training and Vocational Education Program to provide financial assistance to support facilities throughout the state that provide technical and educational programs for industry specific training.

Alaska was experiencing unemployment rates that were reaching to above 50% of the national average in 2008. With large projects on the horizon, there was a clear need for a trained, resident work force. The TVEP program was extended to provide training to Alaskan residents to help reduce the unemployment rate and put Alaskan residents to work. Figures released on March 14, 2013 by the Department of Labor indicated that unemployment rates in Alaska for December of 2012 were 6.6%, while the national average was 8.1%. Alaska has had a consistent lower rate than the national average for the past forty-six months, indicating the effectiveness of this program.

Funds for the TVEP program are appropriated from amounts the state collects in unemployment insurance contributions at a rate of .15 percent and are allocated according to statute.

The more we can train our youth, as they enter the work force, the more we will re-enforce the desirability of staying in Alaska as part of a highly skilled, resident work force. The last five years has shown this Fund works. We can double the effectiveness with ten more years.

CS FOR HOUSE BILL NO. 150(L&C)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-EIGHTH LEGISLATURE - FIRST SESSION

BY THE HOUSE LABOR AND COMMERCE COMMITTEE

Offered: 4/6/13

Referred: Finance

Sponsor(s): REPRESENTATIVES NEUMAN, Tuck, Thompson, Hughes, Gara, Isaacson, Edgmon, Higgins,
Foster**A BILL****FOR AN ACT ENTITLED**

1 **"An Act extending the unemployment contributions for the Alaska technical and**
 2 **vocational education program; and providing for an effective date."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1.** AS 23.15.835(d) is amended to read:

5 (d) Notwithstanding AS 23.15.840(a), for the fiscal years ending June 30,
 6 2009, through June 30, **2024** [2014], the money collected under this section or
 7 otherwise appropriated to the Alaska Workforce Investment Board, formerly known as
 8 the Alaska Human Resource Investment Council, shall be allocated directly in the
 9 following percentages to the following institutions for programs consistent with
 10 AS 23.15.820 - 23.15.850 and capital improvements:

11 University of Alaska	45 percent
12 University of Alaska Southeast	5 percent
13 Galena Project Education Vocational Training Center	4 percent
14 Kotzebue Technical Center	9 percent

1	Alaska Vocational Technical Center	17 percent
2	Northwestern Alaska Career and Technical Center	3 percent
3	Southwest Alaska Vocational and Education Center	3 percent
4	Yuut Elitnaurviat, Inc. People's Learning Center	9 percent
5	Delta Career Advancement Center	3 percent
6	New Frontier Vocational Technical Center	2 percent.
7	* Sec. 2. This Act takes effect immediately under AS 01.10.070(c).	

Fred Villa
Associate Vice President
Statewide Workforce Programs
Office of Academic Affairs
Phone: (907) 450-8008
Fax: (907) 450-8002
fvilla@alaska.edu



202 Butrovich Building
910 Yukon Drive, Suite 202
PO Box 755010
Fairbanks, AK 99775-5010

To: President Gamble, Chancellors, Provosts, Statewide Executives and Staff
Cc: Dana Thomas, Vice President for Academic Affairs
From: Fred Villa, AVP, UA Statewide Workforce Programs
Date: July 2, 2013
Re: FY14 TVEP Allocations

It is my pleasure to announce allocations for the FY14 Technical Vocational and Education Program (TVEP) to the University of Alaska programs. This memo supersedes the FY14TVEP memo dated April 4, 2013. This announcement includes approved continuation, one-time and first-time program funding allocations.

Allocations were based on the recommendations made by the UA Workforce Development Committee - Renee Carter-Chapman and Bonnie Nygard from UAA, Pete Pinney from UAF/CRCO, Rick Caulfield from UAS, and Michelle Rizk and Fred Villa from Statewide - and approved by President Gamble. Attached you will find a table summarizing the proposals recommended for FY14 TVEP.

Please note that the Fairbanks Pipeline Training Center allocation of \$883,000 is a pass-through directly to that entity.

Thank you to the Workforce Development Committee as well as the fiscal and budget offices across the system. Your participation in this process contributes to the education and training of Alaska's workforce. If you have questions regarding any of these allocations, please feel free to contact me at your earliest convenience.

Enclosure: Summary of FY14 TVEP Allocations for UA Programs

Summary of FY14 TVEP Allocations for UA Programs

TVEP Allocations by UA Career Cluster	
Health Sciences	\$ 1,122,300
Architecture and Construction	\$ 690,500
Mining, Manufacturing, & Process Technology	\$ 632,000
All	\$ 456,000
Education and Training	\$ 412,500
Fisheries, Agriculture & Natural Resources	\$ 313,100
Transportation, Distribution & Logistics	\$ 312,200
Business, Management & Administration	\$ 141,000
Information and Technology	\$ 121,900
Arts, AV Technology	\$ 117,500
Law and Public Safety	\$ 97,300
Human Services	\$ 79,900
Fairbanks Pipeline Training Center (pass-thru)	\$ 883,000
Total	\$ 5,379,200
TVEP Allocations by Continuation, First-time, One-time	
Continuation	\$ 3,251,300
First-time	\$ 562,500
One-time	\$ 682,400
Fairbanks Pipeline Training Center (pass-thru)	\$ 883,000
Total	\$ 5,379,200

MAU	Cam-Coll	Program Title	C, O, F	Recommended Amount	UA Career Cluster
SW		Office of Workforce Programs Support	C	\$ 175,000	All
SW		UA FSMI Support	C	\$ 114,300	Fisheries, Agriculture & Natural Resources
SW		Southeast Mining Instructor	C	\$ 25,000	Mining, Manufacturing, & Process Technology
SW		Southcentral Mine Training Instructor	C	\$ 25,000	Mining, Manufacturing, & Process Technology
SW		Well Control Instructor	C	\$ 124,200	Mining, Manufacturing, & Process Technology
SW	UAACTC	AK Career Pathways/POS Statewide Coordination	C	\$ 120,000	All
SW		Future Educators of Alaska	C	\$ 275,000	Education and Training
Subtotal MAU				\$ 858,500	
UAA	COH/AH	Dental Programs Expanded Functions	C	\$ 41,200	Health Sciences
UAA	CTC	Dietetics/Nutrition Faculty	C	\$ 81,400	Health Sciences
UAA	COH	Ultrasound Technology Faculty	C	\$ 89,700	Health Sciences
UAA	CTC	Construction & Design Tech Faculty	C	\$ 89,000	Architecture and Construction
UAA	PWSCC	Millwright	C	\$ 87,800	Architecture and Construction
UAA	ANC	Launch/Implementation of Career Cluster Guidebooks	C	\$ 50,000	All
UAA	ANC	BSHS Expansion (Health Ed/Promo)	C	\$ 100,000	Health Sciences
UAA	CTC	Aviation Technology Division	C	\$ 105,100	Transportation, Distribution & Logistics
UAA	COH	Tutor Coordinator	C	\$ 64,400	Health Sciences
UAA	CTC	Apprenticeship Technologies Faculty	C	\$ 62,600	Architecture and Construction
UAA	COH	Pharmacy Careers	C	\$ 35,200	Health Sciences
UAA	CTC	Welding and Nondestructive Testing Faculty	C	\$ 85,300	Mining, Manufacturing, & Process Technology
UAA	COH	Physical Therapy Careers	C	\$ 126,100	Health Sciences
UAA	CTC	Health & Fitness Leadership/Pre-Physical Therapy	C	\$ 92,000	Health Sciences
UAA	ANC	(Clinical Rotations) Training Health Program Students in AK's Highest Demand R	C	\$ 81,500	Health Sciences
UAA	KPC	Process Technology-Simtronics Simulator	O	\$ 55,700	Mining, Manufacturing, & Process Technology
UAA	Kodiak	PathOne:Sustainable Construction & Alternative Energy Training Program	O	\$ 135,200	Architecture and Construction
UAA	KPC	Paramedic Program-Simulator Manikins	O	\$ 97,000	Health Sciences
UAA	MSC	Preparing Classrooms/Science Labs for Vet Tech Program opening & accreditation	O	\$ 70,300	Health Sciences
UAA	PWSCC	Millwright Equipment	O	\$ 23,600	Architecture and Construction
UAA	CTC	Alaska Middle College School Support	O	\$ 42,000	Education and Training
UAA	MSC	MSC CNT Equipment	O	\$ 30,000	Information and Technology
UAA	ANC	Geomatics Equipment	O	\$ 39,600	Mining, Manufacturing, & Process Technology
UAA	CoE	Alaska Rural Student Access Liaison/Instructor	F	\$ 95,500	Education and Training
UAA	ANC	Geomatics Faculty	F	\$ 115,000	Mining, Manufacturing, & Process Technology
Subtotal MAU				\$ 1,895,200	

UAF	48077/103010	CTC	Fairbanks Pipeline Training Center	C	\$ 153,400	Mining, Manufacturing, & Process Technology
UAF	44011/103010	IAC	Construction Trades Technology	C	\$ 93,700	Architecture and Construction
UAF	44019/103010	IAC	Wildland Fire Science	C	\$ 93,100	Fisheries, Agriculture & Natural Resources
UAF	48081/103010	CTC	Early Childhood Education	C	\$ 79,900	Human Services
UAF	48022/103010	CTC	Computer Applications	C	\$ 91,900	Information and Technology
UAF	46058/103010	NWC	Bering Strait WFD Coordinator	C	\$ 39,700	Transportation, Distribution & Logistics
UAF	47063/103010	CRCD	Tech Prep Coordinator	C	\$ 41,000	All
UAF		KuC	Assistant Faculty of Allied Health	O	\$ 60,000	Health Sciences
UAF		IAC	Transportation project Management	F	\$ 109,700	Architecture and Construction
UAF		BBC	Construction Trades Technology	F	\$ 60,000	Architecture and Construction
UAF	67563 !	FC	Expansion of the BEM Program	C	\$ 91,000	Business, Management & Administration
UAF	61177	FC	Career Pathway Development for AK Film Industry	C	\$ 117,500	Arts, AV Technology
UAF	67567 or 67565	SOM	Rural Community & Native Student Outreach	C	\$ 50,000	Business, Management & Administration
UAF		SFOS	AK Seafood Processors Leadership Institute 2013	C	\$ 44,400	Fisheries, Agriculture & Natural Resources
UAF		FC	Geospatial Technology Education	O	\$ 61,300	Fisheries, Agriculture & Natural Resources
Subtotal MAU					\$ 1,186,600	
UAS	79525/107010	SC	Outreach Student Success Facilitator - Health Care Industry	C	\$ 78,100	Health Sciences
UAS	79525/107010	KET	Marine Transportation Asst. Professor	C	\$ 52,400	Transportation, Distribution & Logistics
UAS	79238/107010	SC	Health Information Management Asst Professor	C	\$ 105,400	Health Sciences
UAS	74210/105010	JC	Regional Tech Prep Coordinator	C	\$ 70,000	All
UAS		SC	Law Enforcement Asst Prof	F	\$ 97,300	Law and Public Safety
UAS		KET	Power Tech Asst Prof	F	\$ 85,000	Transportation, Distribution & Logistics
UAS		KET	Marine Transportation Equipment	O	\$ 30,000	Transportation, Distribution & Logistics
UAS		JC	Promotional Tech-Prep Videos	O	\$ 24,000	Architecture and Construction
UAS		JC	SawStop Table Saw/Safety Improvement	O	\$ 4,900	Architecture and Construction
UAS		JC	Safety Upgrades in Welding Lab	O	\$ 8,800	Mining, Manufacturing, & Process Technology
Subtotal MAU					\$ 555,900	
subtotal MAUs					\$ 4,496,200	
Fairbanks Pipeline Training Center (pass-thru)					\$ 883,000	
Total FY14 TVEP Recommended Project Funding					\$ 5,379,200	



UNIVERSITY of ALASKA

Many Traditions One Alaska

Alaska's University for Alaska's Schools

2014 Update

Introduction

AS 14.40.190(b) stipulates that the University of Alaska Board of Regents present to the Alaska State Legislature a report that “describes the efforts of the university to attract, train, and retain qualified public school teachers,” including “an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training.” This report is required on a biennial basis, no later than day 30 of the regular session. This brief is an interim report, to keep the legislature apprised of the latest data on teacher supply and demand and the University of Alaska's current efforts to meet the teaching workforce needs of Alaska's schools.

Data on UA Teacher Education Graduates and Placement

The three tables below update key information from the 2013 report: how many new teachers graduate from the University of Alaska system each year; how many graduate with counseling, professional development and administrative certifications each year; and how many graduate from special education programs.

Table 1 shows the number of graduates from UA education programs of various types. The number of initial teacher preparation graduates fluctuates, but showed a small upward trend of 1.8% per year from 2006 to 2013. In contrast, the number of newly certified principals increased at just under 9% per year, and the number of those receiving other professional education degrees and certificates increased at over 13% per year over the same time period.

Table 1. University of Alaska Education Program Graduates, 2005-06 to 2012-13								
	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Teachers	180	236	174	234	200	231	245	210
Counselors	29	28	30	30	32	19	34	29
Principals	42	62	61	39	51	90	80	75
Other	89	109	124	110	135	143	168	183
Total*	340	435	389	413	418	483	527	497

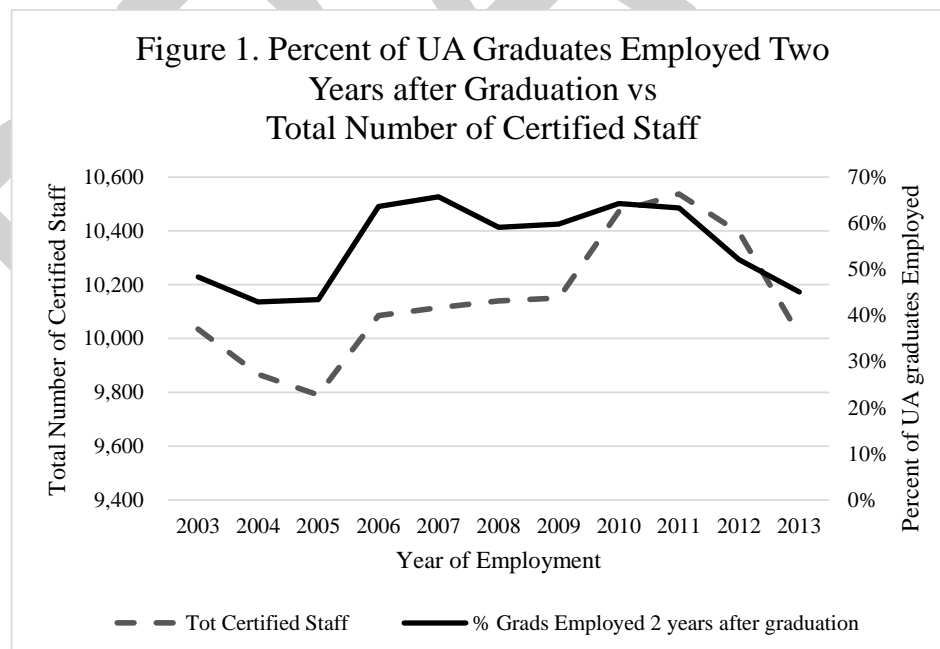
*Totals include double counting of some graduates with multiple degrees or certificates in the same year

Some of the growth in ‘Other’ professional degrees and certificates is driven by the increase in special education endorsements. As Table 2 (next page) shows, most of these were earned by teachers adding new endorsements to their licenses, but a steadily growing number were new teachers entering the profession as special education teachers. With the addition of new special education programs at UAS and UAF, and expansion of programs at UAA, the total number of new special education teachers more than tripled from 2006 to 2013.

Table 2. University of Alaska Special Education Program Graduates, 2005-06 to 2012-13								
	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Initial certificate	0	4	2	5	7	13	14	22
Endorsement	30	33	37	54	53	59	70	77
Special Ed Total	30	37	39	59	60	72	84	99

Table 3 looks at placement, two years later, of new teachers graduating from the University of Alaska. We looked at how many of the new teachers who graduated each year were working in Alaska public schools two years later (48 % of 2001 graduates were working in Alaska public schools in 2003, and so on). We were able to track about 85 % of the graduates for each year. The numbers range broadly, from 43 % to 66 %. In looking for why this might be, we found that the total number of certified staff (e.g., teachers, administrators, librarians, and counselors) employed in Alaska schools has changed in a similar pattern (Figure 1). Statistically, about two-thirds of the variation in the percentage of graduates employed in schools can be explained by the changing total certified staff levels.

Table 3. Percent University of Alaska Initial Education Program Graduates working in Alaska Public Schools Two Years after Graduation											
Yr Graduated	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Yr Employed	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% in AK Schools	48%	43%	43%	64%	66%	59%	60%	64%	63%	52%	45%



University of Alaska initiatives to meet the need for more teachers in rural Alaska

In the last eight years, the University of Alaska has graduated 139 new Alaska Native teachers (see Table 4). During the same period there has been a steady increase in the other category which includes principals, counselors, master teachers and additional endorsements. In recognition of the challenges in preparing more indigenous and rural educators, all of the University of Alaska universities have created new initiatives aimed at graduating more rural and indigenous teachers and providing advanced professional development in critical areas for indigenous teachers already in Alaska's schools.

Table 4: Alaska Native Education Program Graduates by Year									
	2006	2007	2008	2009	2010	2011	2012	2013	Total
Initial Teacher Cert	18	16	13	23	17	19	20	13	139
Other	9	11	7	15	17	15	21	29	111
Total	27	27	20	36	34	34	41	42	236

The following are highlights of a few of these efforts.

The University of Alaska Anchorage College of Education

The UAA College of Education is creating the Center for Alaska Native Education and Pedagogy. This center aims to graduate more Alaska Native teachers for rural schools, develop Native language and ANCSA curriculum, and create a teacher certification/endorsement in the Alaska Native languages. The Center's web site will serve as a repository of curriculum relevant to Alaska Native education.

The University of Alaska Fairbanks School of Education

The UAF School of Education (SoE) has developed an Elementary Education Partnership with the Lower Kuskokwim School District (LKSD). There are approximately 53 Yup'ik or Cup'iq kindergarten, first or second grade associate teachers (aka para-professionals) who do not have a bachelor's degree or teaching certificate. The LKSD School Board now requires all associate teachers to complete a minimum of nine credits per year that apply to the requirements for licensure as an elementary teacher. The SoE has developed a system to support individualized academic advising for each of them, and to guide decisions on course offerings to make sure all of the students are accommodated.

The University of Alaska Southeast School of Education

The Village Teacher Grant is a four-year pilot project of the UAS School of Education. It provides advanced education to Alaska Native educators around Reading and Mathematics, which are high needs areas for rural Alaska Native students. Students who are accepted into the program receive funding that covers tuition, fees and books associated with their M.Ed. program. Village Teacher students receive individualized support and mentoring from project staff and Native organizations, and continuing support upon graduation. More information on this project is available at: <http://www.uas.alaska.edu/education/start.html>

UAA, UAF and UAS Collaborative Endeavors

The UAA, UAF and UAS college and schools of education are collaborating on several initiatives to strengthen in-state teacher preparation. One of the most significant efforts is the development of a place-based, distance-delivered teacher education program for para-

professional educators in rural Alaska. The three universities will offer para-professionals across the state a cohort model program with a common set of requirements. The degree offerings will be differentiated by university; for example, students interested in an early childhood degree will seek a degree from UAA, and those wanting a secondary math degree will enroll at UAF, while those seeking a BA in special education will go through UAS. The three institutions will work with the Alaska Department of Education and Early Development to identify para-professionals who might be interested in this opportunity, and will reach out directly to those educators.

The Future Educators of Alaska (FEA) is a collaborative effort involving the University of Alaska, the Department of Education and Early Development (EED), and Alaska public schools. In the spring of 2011 representatives from the Schools and College of Education, UA Alaska Teacher Placement, and Alaska public schools met to discuss dual credit options for high school students interested in a teaching career. This initial meeting resulted in the design of a 4 module Introduction to Education course that was piloted during the 2012/13 school year. This course is offered this year through the Alaska Learning Network (now housed at the UAS School of Education) with an incentive allowing students who complete the course with a C or better to keep the tablet pc given them for use during the course. Seventy-four high school juniors and seniors from 10 rural districts are working with teachers on-site and a UA adjunct online in a year-long virtual environment that requires them to explore issues in education, tutor younger students and design instructional experiences. Initial reports indicate that many of these students are planning on a career in education and several have already applied for and been accepted into UA for the 2014 spring semester.



UAA Alaska Airlines Sports Arena Project Information Item

PROJECT UPDATE

Kittelson & Associates is completing the draft Traffic Management Plan for the Alaska Airlines Center with feedback received from the U-Med District participants and local Community Councils. They anticipate submitting the plan to the Municipality by November 22, with expectation of approval in late December. Although record setting precipitation was experienced in the Anchorage bowl this August/September, the Elmore Road revisions and new roundabout work were completed and the road was reopened on Monday September 16th. Minor landscaping punch list items will be completed next spring when the roadwork on Sharon Gagnon Lane is scheduled to commence.

Nineteen contract modifications have now been issued and fully executed since reconciliation of the final \$86M GMP contract. Total GMP contract currently stands at approximately \$87.8M. The bid documents included a total of over 40 Additive Alternates and these alternates have been prioritized by the Athletic Dept. and the project Team. No new alternates have been incorporated into the project since the last update. As construction progresses, remaining construction contingency funds can be released. Also, design for all Tier 1 Graphics work continues and a few miscellaneous rough-in items have been awarded for a couple of the highest priority graphics items.

In an effort to maximize building space and to offset anticipated operating costs a process has now begun to convert the Meeting Rooms, Storage, and Catering Storage rooms within a portion of the Mezzanine area into a fully functional, revenue producing pizza restaurant/brew pub. Design for this possible revision is being funded thru campus operating funds and it is anticipated that construction costs for this revised work could be undertaken through the Food Service Vendor.

Some progress is finally being realized with DNR and the cooling well reinjection process. Our preliminary indications that DNR will request additional water testing/reporting than current policy dictates appear to be correct. We have met with R&M Consultants and our UAA Geology Department in an effort to minimize expenses for these additional tests and R&M is now finalizing a proposal for DNR's review.

The interior concrete is now complete throughout the building with the exception of the north entry infill and steps within the corporate boxes.

The zinc and aluminum siding installation continues and completion is anticipated by the end of November. Handrail installation throughout the performance bowl is in progress and sack/patch of precast panels is nearly complete. Curtain wall, windows and glazing (exterior) began in early September and is expected to be complete within a few weeks. Misc. framing, taping & painting continues throughout the building and tile work has started in the showers. Mechanical/Electrical rough-in continues throughout the building and boilers are running to

provide temporary heat in the building. The Contractor anticipates turning on AHU-4 by the end of November. Baseboard fin tube installation has started on the first floor. The freight elevator car is complete and work continues in the equipment room. Daktronics is working on the performance gym scoreboard frame and screens as well as the Auxiliary Gym scoreboard.

Overall percentage of construction completion is approximately 68%.

The current schedule for completion is:

Planning & Design:	August 2008 – Summer 2012
Construction, Ph 1:	May 2012 – July 2014
Construction, Ph 2:	October 2012 – July 2014
Occupancy:	August 2014



UAA Engineering and Industry Building Project Information Item

PROJECT UPDATE

The project components in the CMAR contract include: 1) a new 4- story, 75,000+ gross square foot laboratory/classroom building (funded) and 2) renovation of the existing 3 story, 40,000 gross square foot engineering building (unfunded).

Funding received for the UAA School of Engineering Building to date is \$77,460,000; the approximate total project cost for the new 4 story building is \$78,300,000 and approximate total project cost for renovation of the existing 3 story engineering building is \$16,500,000. With the available funding, UAA is focusing efforts on the construction of the new building. With the funding available, the new building will be completed without any funding for furnishings and equipment.

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 includes site work, underground utilities including water, sewer, gas, electric and telecommunications, and structural steel. GMP package #2 includes concrete work, mechanical/electrical/plumbing under-slab, and installation of mechanical/electrical equipment. GMP package #3 includes 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. GMP #1 was reconciled on April 26, 2013 with the notice to proceed (NTP) issued May 10, 2013. GMP #2 was reconciled on May 15, 2013 with the NTP issued on May 28, 2013.

On September 9-11, 2013, the reconciliation of GMP #3 cost estimate was completed. Two estimates were evaluated which included the CMAR contractor's estimate and a parallel consultant's estimate. The final reconciled cost for GMP #3 was \$35,195,574. The reconciled cost for GMP #1 was \$14,984,961 and the reconciled cost for GMP #2 is \$3,555,600. Inclusion of GMP #3, the total reconciled cost for construction of the new engineering building is \$53,736,135 (\$1,031,148 below the target budget of \$54,767,283). The NTP for GMP #3 was issued October 14, 2013.

Construction is in progress; with initial site work, installation of footings/foundation and underground utilities has been completed; structural steel is being erected; cement has been poured for shear walls and will be poured starting in early November 2013 on floor slabs. Topping out of the structural steel is scheduled for early December 2013.

The current schedule for construction of the new building and renovation of the existing building is as follows:

Design Review	New Building	November 2012-June 2013
	Existing Building	July 2013-June 2014

Permit (New Bldg)	Fill & Grade	April 2013
	Footings/Foundation	April-May 2013
	Structural Steel	August 2013
	Full Building	November 2013
Construction	New Building	May 2013-July 2015
	Existing Building	August 2015-June 2016
Occupancy	New Building	August 2015
	Existing Building	July 2016

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:

	Original Schedule	Projected Schedule
Design:	February 2012-March 2013	February 2012-March 2013
Permit:	April 2013	April 2014
Construction:	April 2013-February 2014	July 2014- July 2015
Occupancy	March 2014	August 2015



UAF Engineering Facility Information Item

PROJECT UPDATE

ECI-Hyer/NBBJ have completed the project Construction Documents for the remainder of the project and they are under review by UAF and the CM@Risk, Davis Constructors. A GMP has been requested for the final work package. Bid packages, bidding questions, and design review of the final documents are well in progress. Davis Constructors has completed foundation work on 95% of the facility and prepared it for over-wintering. Steel has been erected in the basement area and the slab on deck over the basement has been poured, which allows for major mechanical and electrical work to be completed during the winter of 2013. The remainder of the steel erection, exterior skin, and roof will resume in March 2014 and be completed next summer. The remaining design elements (building completion, furniture and equipment, and occupancy) were scheduled for completion in June 2015 but due to the lack of funding, the occupancy schedule has shifted by at least six months. Additional funding of \$33.3M is required to complete the project and the request has been included in the FY15 UAF Capital Budget Request.

MILESTONES (based on receiving full funding effective July 1, 2014)

ECI/Hyer-NBBJ Design Contract	May 2011
Amended Project Approval	September 2011
Schematic Design	April 2012
Schematic Design Approval	June 2012
Design Development	November 2012
Final Design Work Package #A (foundation, structure, shell)	March 2013
Construction Start-Up	April 2013
Final Design Work Package #B (building completion)	August 2013
New Construction Complete	December 2015
Design and Construction of Duckering Renovation Complete	January 2017



UAF P3 Student Dining Development Information Item

PROJECT UPDATE

The contractor is concentrating efforts on the exterior envelope of the new dining facility in order to get it closed in. Most of the exterior framing is complete. The window curtain wall system was installed in November 2013. Mechanical and Electrical systems are being roughed in on the interior. The student services office area is continuing on schedule and will be ready to move into in December 2013.



UNIVERSITY
of ALASKA
Many Traditions One Alaska

UAF Toolik Field Station Lease Information Item

BACKGROUND

The Toolik Field Station was established by the University of Alaska Fairbanks, Institute of Arctic Biology in 1975 as a site for integrated research in arctic atmospheric, aquatic, and terrestrial systems. on federal land. UAF Researchers chose the site for its unique access to different arctic tundra and aquatic environments. A 20-year lease between the Bureau of Land Management (BLM) and the University of Alaska was entered into on June 28, 1994 and will terminate June 28, 2014. The lease area encompasses approximately 26.84 acres and a nominal fee of \$53.68 per year is paid for the lease. The lease may be renewed upon mutual agreement of both parties.

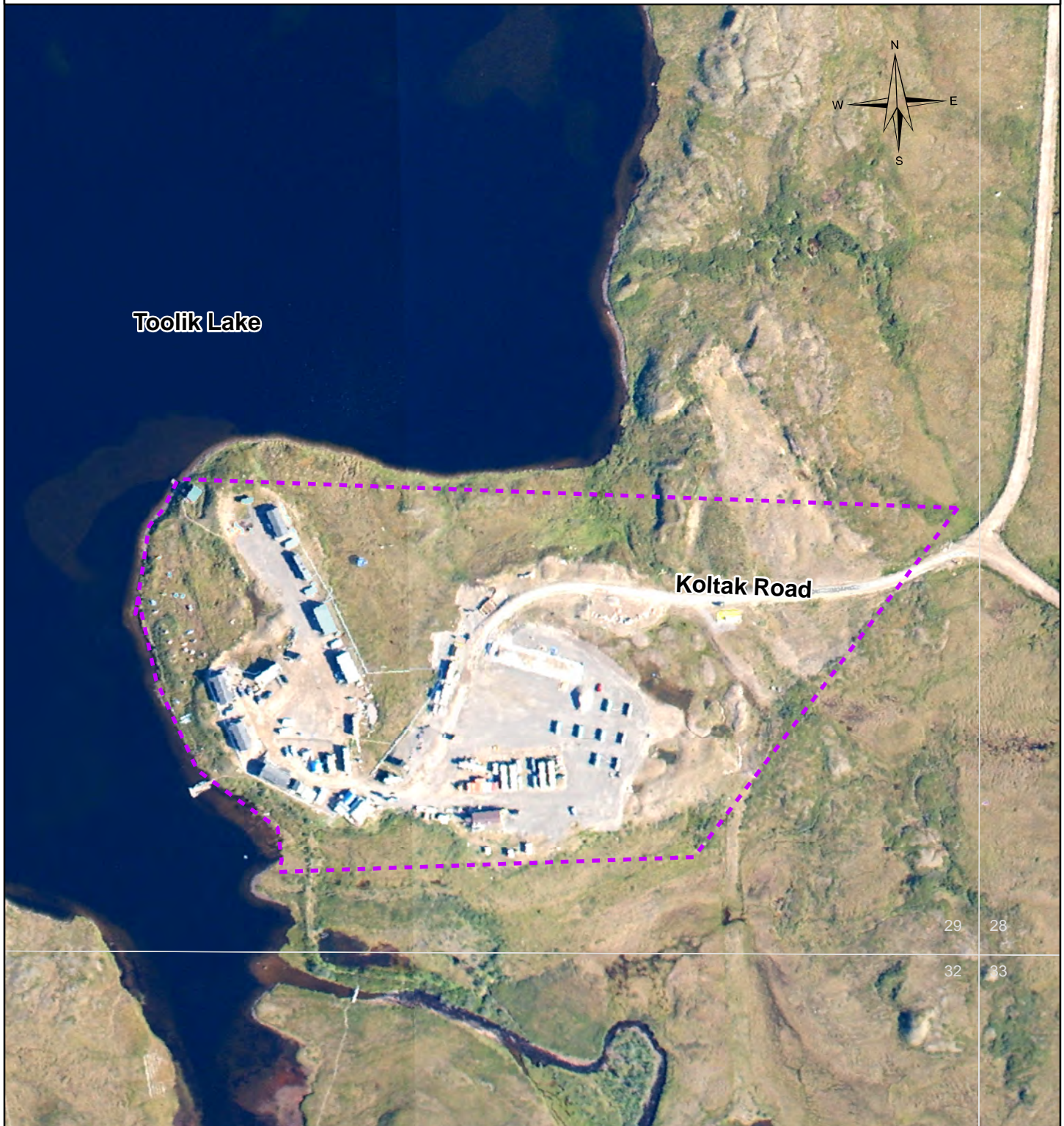
Access to the Toolik Field Station lease site is via a 3,960 feet road extending west between Milepost 284 and 285 of the Dalton Highway. Construction and use of this road is authorized by Right-of-Way issued by BLM. The Right-of Way expires a day earlier than the lease on June 27, 2014 and will be renewed at the same time as the lease.

PROJECT UPDATE

Following BLM process, the lease renewal process will begin no earlier than 6 months prior (December 28; 2013) to the termination date of the lease term.

Toolik Lake Field Station

NA.NS.9016



300
Feet

**UA FACILITIES and
LAND MANAGEMENT
October 2013**

Photo Source: UAF-GINA
Photo Date: 2002

Meridian Township Range
U 9S 11E

Phillip Smith Mountains C-5

FY13 and FY14 Capital Budget Changes from Distribution Approval

Project Name	Distribution Budget	Banner Budget	Budget Differences
UAA Main Campus			
Beatrice McDonald Building Renewal			
Campus Building Envelope & Roof Replacement	900.0	900.0	
Campus Mechanical/Electrical/HVAC Upgrades	100.0	100.0	
Campus Roads, Curbs and Sidewalks	100.0	100.0	
EM1 and EM2 Mechanical	1,500.0	1,500.0	
MAC Housing Renewal			
Consortium Library Old Cores Mechanical Upgrades	2,746.8	2,746.8	
Classroom, Office & Lecture Hall Lighting Upgrades			
Building Automation System Renewal			
Campus Wayfinding			
Emergency Generator Upgrades/Replacements			
Fire Alarm Panel Upgrades			
Electrical Feeder/Panel Upgrade			
Elevator Safety/Code Upgrades			
Beatrice McDonald Building Renewal	5,589.5	5,039.5	-550.0
Allied Health Science Building Renovation	1,600.0	1,600.0	
Campus Building Envelope & Roof Replacement	100.0	100.0	
Campus Mechanical/Electrical/HVAC Upgrades	100.0	100.0	
Campus Roads, Curbs and Sidewalks	166.5	166.5	
EM1 and EM2 Mechanical	52.9	52.9	
MAC Housing Renewal	1,091.1	1,091.1	
Consortium Library Old Core Mechanical Upgrades			
Engineering Building Renewal			
Fine Arts Mechanical System Renewal			
Health Sciences Renovation to Accommodate Programmatic Change			
Cuddy Phase II Renewal			
Classroom, Office & Lecture Hall Lighting Upgrades			
Building Automation System Renewal			
Campus Wayfinding	100.0	100.0	
Emergency Generator Upgrades / Replacements			
Fire Alarm Panel Upgrades			
Electrical Feeder/Panel Upgrade			
Elevator Safety/Code Upgrades	100.0	100.0	
Student Rec/WFSC Renovation	100.0	100.0	
UAA Main Campus Total	14,346.8	13,796.8	-550.0
UAA Community Campus			
KPC Kenai River Campus Goodrich, Brockel, and Ward Buildings Renovations to Accommodate Programmatic Change	546.5	546.4	
Kodiak College Campus Renewal	311.7	311.7	
PWSCC Campus Renewal	298.0	298.0	
Mat-Su Renovation of Machetanz Hall & Snodgrass Hall			
Mat-Su Parking/Road/Circulation	594.3	594.3	
KPC Kachemak Bay Campus Renewal	128.5	128.5	
PWSCC Wellness Center Renewal		550.0	550.0
KPC Kenai River Campus Goodrich and Ward Building Renovations to Accommodate Programmatic Change	562.5	562.5	
Kodiak College Campus Renewal	300.0	300.0	
PWSCC Campus Renewal			
Mat-Su Restroom Upgrades	506.0	506.0	
Kodiak Roof Replacement			

Project Name	Distribution Budget	Banner Budget	Budget Differences
PWSCC Parking and Security Upgrades	225.0	225.0	
KPC Kenai River Campus Academic Center/Classroom Renewal			
KPC Kenai River Campus Boiler/HVAC Renewal			
KPC Kenai River Campus Roof Repair-Replacement			
Mat-Su Door Locks/Card Key Access	94.0	94.0	
Mat-Su Renovation of FSB 128 and SNOD 120			
Mat-Su Parking/Road/Circulation Renewal			
Mat-Su Boiler Upgrades			
KPC Kachemak Bay Campus Roof	150.0	150.0	
UAA Community Campus	3,716.5	4,266.5	550.0
UAA Deferred Maintenance and Renewal & Repurposing Total	18,063.3	18,063.3	
UAF Main Campus			
Cogen Heating Plant Boiler and Turbine Replacement	1,500.0	1,500.0	
Cogen Heating Plant Required Upgrades to Maintain Service and Code Corrections Phase 3	2,000.0	2,000.0	
Critical Electrical Distribution Phase 3	3,300.0	3,300.0	
Fairbanks Campus Main Waste Line Repairs	1,200.0	1,200.0	
Fairbanks Main Campus Wide Roof Replacement	300.0	300.0	
West Ridge Facilities Deferred Maintenance and Revitalization	5,000.0	5,000.0	
West Ridge Storage (Museum)			
Fine Arts Vapor Barrier			
ADA Compliance Campus Wide: Elevators, Ramps, Restrooms	219.2	219.2	
Elevator Scheduled Upgrading and Replacement	300.0	300.0	
Lower Campus Renovations to Accommodate Programmatic Change per 2010 Masterplan	500.0	500.0	
Patty Center Revitalization	500.0	500.0	
Campus Infrastructure: Roads, Sidewalks, Curbs, Gutters, and Ramps	100.0	100.0	
Campus Wide Fire Alarm Survey			
Salisbury Theater Renovation			
Tilly Commons DM and Repurpose	500.0	500.0	
Student Services Renewal – Wood Center Student Union	1,000.0	1,000.0	
Cogen Heating Plant Required Upgrades to Maintain Service	1,000.0		-1,000.0
Critical Electrical Distribution	4,325.0		-4,325.0
Fairbanks Campus Main Waste Line Repairs	2,000.0		-2,000.0
Fairbanks Main Campus Wide Roof Replacement	1,500.0	1,500.0	
West Ridge Research Revitalization Including LS Renovations to Accommodate Programmatic Change	4,500.0	4,575.0	75.0
Fine Arts Vapor Barrier	2,000.0	2,000.0	
ADA Compliance Campus Wide: Elevators, Ramps, Restrooms	500.0	500.0	
Elevator Scheduled Upgrading and Replacement	500.0	500.0	
Lower Campus Renovations to Accommodate Programmatic Change per 2010 Masterplan		1,250.0	1,250.0
Eielson/Signers' Code Corrections			
Patty Center Revitalization			
Campus Infrastructure Roads, Sidewalks, Curbs, Gutters, and Ramps	3,500.0	3,500.0	
Campus Wide Building Electrical Upgrades	2,750.0	2,250.0	-500.0
UAF Campus Wide Energy Main Campus		3,946.0	3,946.0
Unassigned		2,054.0	2,054.0
VoIP Phase 2		500.0	500.0
Bartlett Hall Plumbing and Piping Replacement			

Project Name	Distribution Budget	Banner Budget	Budget Differences
Kodiak FITC Renewal			
Campus Wide Fire Alarm Survey			
Tilly Commons DM and Repurpose			
Moore Hall Plumbing and Piping Replacement			
UAF Community and Technical College Space Revitalization Phase 4			
University Park Building Repurposing			
Original Duckering Ventilation Completion			
Campus Wide Asbestos Abatement Phase 2			
Cogen Heating Plant Code Corrections Phase 3			
Student Services Renewal -Student Union and Original Bookstore			
Physical Plant Code Corrections Phase 3			
UAF Main Campus Total	38,994.2	38,994.2	
UAF Community Campus			
Kuskokwim Campus Facility Critical Deferred and Voc-Tech Renewal -- Phase 2	970.0	970.0	
Kuskokwim Campus Facility Critical Deferred and Voc-Tech Renewal -- Phase 2	900.0	600.0	-300.0
Campus Wide Energy - Rural Campuses		220.0	220.0
Unassigned		40.0	40.0
BBC Life Safety		40.0	40.0
UAF Community Campus Total	1,870.0	1,870.0	
UAF Deferred Maintenance and Renewal & Repurposing Total	40,864.2	40,864.2	
UAS Main Campus			
Auke Lake Way Campus Entry Improvements & Road Realignment	500.0	500.0	
Hendrickson Remodel and Renovation	2,271.0	2,271.0	
#490 COMBINED whitehead computing facility upgrade			
Bill Ray Center Remodel			
Hendrickson Remodel and Renovation			
Auke Lake Way Campus Entry Improvements & Road Realignment	981.5	981.5	
Technology Education Center Diesel Lab & Mine Training Remodel	1,500.0	1,500.0	
Juneau Campus Fire Alarm Replacement			
Juneau Campus Pavement Replacement	100.0	100.0	
Juneau Campus Site Lighting Replacement			
Ketchikan Paul Building Drainage	6.0	6.0	
UAS Deferred Maintenance and Renewal & Repurposing Total	5,358.5	5,358.5	
Statewide			
#490 COMBINE Butrovich Computer Facility Disaster Recovery			
Butrovich Building Repairs	614.0	614.0	
Butrovich Building Repairs	600.0	179.0	-421.0
Butrovich Building Repairs		421.0	
Computing Facility Power Infrastructure			
SW Deferred Maintenance and Renewal & Repurposing Total	1,214.0	1,214.0	0.0
Systemwide			
University Building Fund Deferred Maintenance Backlog Reductions	2,000.0	2,000.0	
Systemwide Deferred Maintenance and Renewal & Repurposing Total	2,000.0	2,000.0	
UA Priority DM and R&R Total	67,500.0	67,500.0	0.0

DM and R&R Expenditures and Encumbrances by FY then MAU (in thousands)

FY	Funding Received		As of 8-30-11	As of 3-13-13	As of 5-7-13	As of 8-26-13	As of 11-13-13			
	MAU	Budget	% Committed	% Committed	% Committed	% Committed	Budget	Expenditures	Encumbrances	% Committed
2007	UAA	19,065.0	96.42%	98.87%	98.87%	99.28%	19,065.0	19,064.2	0.0	100.00%
	UAF	26,870.0	100.00%	100.00%	100.00%	100.00%	26,870.0	26,870.0	0.0	100.00%
	UAS	2,790.0	91.86%	99.79%	99.85%	99.88%	2,790.0	2,786.7	0.0	99.88%
2007 Total		48,725.0	98.13%	99.54%	99.55%	99.71%	48,725.0	48,720.9	0.0	99.99%
2008	UAA	3,975.0	85.27%	93.08%	93.08%	93.53%	3,975.0	3,975.0	0.0	100.00%
	UAF	4,000.0	84.34%	99.34%	100.00%	100.00%	4,000.0	4,000.0	0.0	100.00%
	UAS	500.0	99.96%	99.96%	99.97%	99.97%	500.0	499.9	0.0	99.97%
2008 Total		8,475.0	85.70%	96.44%	96.75%	96.86%	8,475.0	8,474.8	0.0	100.00%
2009	UAA	8,678.8	93.90%	99.95%	99.95%	99.95%	8,678.8	8,674.9	0.0	99.95%
	UAF	26,087.4	98.64%	99.99%	99.99%	99.99%	26,087.4	26,084.2	0.0	99.99%
	UAS	10,556.4	66.08%	69.05%	69.09%	69.48%	10,556.4	7,265.5	212.8	70.84%
	SW	500.0	34.28%	96.39%	96.06%	100.29%	500.0	501.1	0.0	100.22%
2009 Total		45,822.6	89.54%	92.82%	92.82%	92.96%	45,822.6	42,525.7	212.8	93.27%
2010	UAA	831.7	60.31%	93.00%	96.04%	99.56%	831.7	830.6	5.4	100.52%
	UAF	2,077.6	98.16%	98.46%	98.47%	98.52%	2,077.6	2,017.8	31.8	98.65%
	UAS	224.1	92.57%	89.69%	89.69%	89.69%	224.1	201.0	0.0	89.69%
	SW	66.6	96.22%	97.41%	100.00%	100.00%	66.6	66.6	0.0	100.00%
2010 Total		3,200.0	87.89%	96.40%	97.26%	98.20%	3,200.0	3,116.0	37.2	98.54%
2011	UAA	15,163.2	54.44%	93.57%	93.44%	95.35%	15,163.2	14,488.3	74.4	96.04%
	UAF	23,849.0	91.13%	99.06%	99.06%	99.06%	23,849.0	23,568.2	57.7	99.06%
	UAS	2,722.4	59.80%	98.42%	98.61%	99.87%	2,722.4	2,690.5	30.5	99.95%
	SW	765.4	11.36%	44.28%	29.69%	55.78%	765.4	687.5	26.5	93.29%
2011 Total		42,500.0	74.60%	96.08%	95.78%	97.01%	42,500.0	41,434.6	189.1	97.94%
2012	UAA	10,800.0	4.35%	67.38%	69.39%	81.03%	10,800.0	8,711.1	503.5	85.32%
	UAF	23,437.5	16.76%	88.60%	97.99%	87.82%	23,437.5	20,130.3	793.1	89.27%
	UAS	2,662.5	0.00%	52.28%	56.68%	90.64%	2,662.5	2,007.5	444.4	92.09%
	SW	600.0	0.00%	0.00%	0.00%	99.15%	600.0	400.7	1.2	66.98%
2012 Total		37,500.0	11.73%	78.49%	85.26%	86.24%	37,500.0	31,249.6	1,742.2	87.98%
FY07-FY12 Total		186,222.6	72.51%	92.66%	93.99%	94.57%	186,222.6	175,521.6	2,181.3	95.43%
2013	UAA	10,837.5		12.06%	18.96%	72.44%	10,837.5	2,377.6	5,080.1	68.81%
	UAF	23,925.0		41.68%	48.14%	51.83%	23,925.0	11,282.4	2,234.9	56.50%
	UAS	2,587.5		0.41%	0.47%	18.53%	2,587.5	173.1	354.1	20.38%
	SW	600.0		16.92%	97.92%	17.06%	600.0	94.4	12.0	17.74%
2013 Total		37,950.0		30.02%	37.34%	54.89%	37,950.0	13,927.6	7,681.2	56.94%
2014	UAA	7,225.8				0.00%	7,225.8	0.0	0.0	0.00%
	UAF	17,389.2				0.33%	17,389.2	3.1	681.9	3.94%
	UAS	2,771.0				0.00%	2,771.0	0.0	0.0	0.00%
	SW	614.0				0.00%	614.0	0.0	0.0	0.00%
	UA	2,000.0				0.00%	2,000.0	0.0	0.0	0.00%
2014 Total		30,000.0				0.19%	30,000.0	3.1	681.9	2.28%



Construction In-Progress Reports

Capital Project Master Schedules:

1. UAA & UAS
2. UAF

UAA:

	<u>Procurement Method</u>
1. Alaska Airlines Center (Seawolf Sports Arena)	CMAR
2. Allied Health Renovations	DBB
3. Beatrice McDonald Building Renewal	DBB
4. Engineering and Industry Building	CMAR
5. Engineering Parking Garage	DBB
6. Existing Engineering Building Renewal	CMAR
7. KPC Career and Technical Center	DBB
8. KPC Career and Technical Center Paramedic and Nursing	DBB
9. KPC Soil Remediation	DBB
10. KPC Student Housing	DBB
11. Mat-Su Valley Center for Arts & Learning	DBB
12. PWSCC Wellness Center Renovation & Campus Renewal	DBB

UAS:

1. Auke Lake Way Corridor Improvements and Reconstruction	DBB
2. Freshman Student Housing Phase 1 (Banfield Hall Addition)	DBB
3. Ketchikan Life Boat Davis Construction	DBB
4. Sitka Art Room Remodel	DBB

UAF:

1. Arctic Health SNRAS Greenhouse Completion	DBB
2. Atkinson Power Plant Renewal	DBB
3. Campus-wide ADA Guidelines Compliance	DBB
4. Campus-wide Elevator Upgrades and Replacements	DBB
5. Critical Electrical Distribution Renewal Phase 2	CMAR
6. Engineering Facility	CMAR
7. Harper Building Interior Upgrades	DBB
8. Student Dining Development	P3
9. Taku Parking Lot Stairs	DBB
10. Utilities Main Waste System Line Repairs	DBB/CMAR
11. Utilities Wood Center Vault	SS
12. West Ridge Steam Capacity Expansion	DBB

13. Bristol Bay Applied Sciences	DBB
14. Northwest Campus Library Remodel	DBB
15. Research Vessel Sikuliaq	N/A
16. Seward Marine Center Tenant Improvements	DBB
17. Toolik Field Station 2012 Capital Improvements	SS

Construction Procurement Method abbreviations:

Construction Manager at Risk	CMAR
Design - Bid - Build	DBB
Design – Build	DB
Not Applicable	N/A
Not yet Determined	N/D
Public Private Partnership	P3
Sole Source	SS

Construction in Progress Report abbreviations:

Construction Award Amount (Initial Award Amount)	CAA\$
Construction Contract Amount (Award Amount with additions for phases or changes)	CCA\$
Construction Manager at Risk	CMAR or CM@R
Deferred Maintenance and Renewal	DM&R
Formal Project Approval	FPA
Preliminary Administrative Approval	PAA
Project Change Request	PCR
Schematic Design Approval	SDA
Total Project Cost	TPC\$



Design Bid Delays Construction Warranty

Progress Status

[illegible]

As of November 19, 2013		FY09		FY10		FY11		FY12		FY13		FY14		FY15		FY16		FY17		FY18													
Project Approval Level		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		2018											
Main Campus > \$500,000	Community Campus > \$250,000	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4	JAS Q1	OND Q2	JFM Q3	AMJ Q4
UAF PROJECTS	Arctic Health SNRAS Greenhouse Completion TPC \$3.8M					PA	F	S					T		C		R																
	Atkinson Power Plant Renewal Phase 3 TPC \$1.9M								F				S		C		R																
	Campus Wide ADA Guidelines Compliance TPC \$500K											F			C		R																
	Campus Wide Elevator Upgrades TPC \$720K								FS					C		R																	
	Critical Electrical Distribution Renewal Phase 2 TPC \$26.3M									F	S					C		R															
	Engineering Facility TPC \$108.6M						F			F		S					C		R								R						
	Harper Building Interior Upgrades TPC \$750K												PAFS		C		R																
	Campus Wide Student Dining Development (P3) TPC \$25.1M									F						C		R															
	Taku Parking Lot Metal Stairs TPC \$500K													PAFS		C		R															
	Utilities Main Waste System Line Repairs TPC \$2.0M										PA		FS		C		R																
	Utilities Wood Center Vault TPC \$3.0M											PA	F		S		C		R														
	Bristol Bay Applied Science TPC \$2.6M										PA		F	S		C		R															
	Northwest Campus Library Remodel TPC \$2.0M												FS		C		R																
	Research Vessel Sikuliaq TPC \$199.5M	PA	FS												C		R																
	Seward Marine Center Tenant Improvement TPC \$565K													PAFS		C		R															
	Toolik Field Station Construction TPC \$8.0M											F							R														

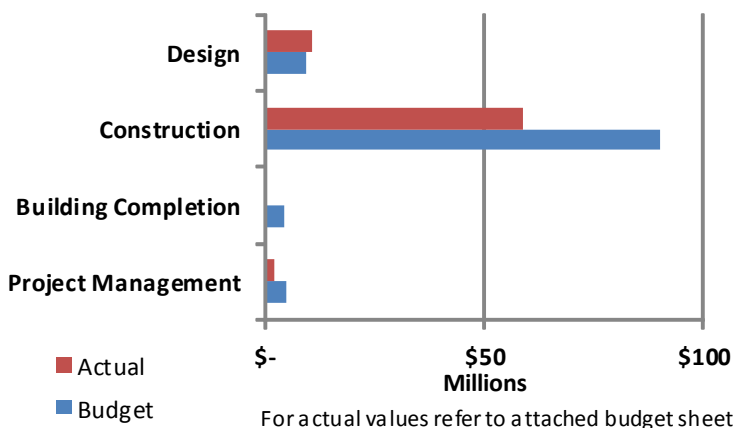
UAA SPORTS ARENA



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: MCG, Hastings-Chivetta, AMC, R&M, BBFM

CM at Risk: Cornerstone General Contractor

Board Approvals:
 FPA: Feb '09/ June '11
 SDA: June '09/ Sept '11
 PCR: June '11

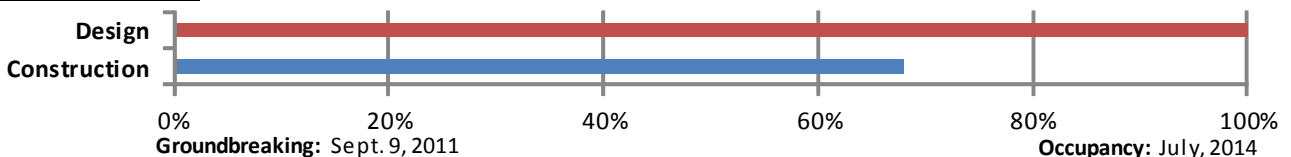
Total Cost: \$109,000,000

Const. Cost: \$87,772,633

Occupancy: July, 2014

Funding: FY09/12 Capital Appropriation
FY11 GO Bond

SCHEDULE BAR CHART



Status Update: Zinc & aluminum siding installation continues; curtain wall , windows and glazing work all continue w/ completion scheduled for the end of November; Temporary heat is on and misc. framing taping & painting continues throughout all levels; Wall/floor tile work is beginning in locker rooms; Freight elevator cab is complete. In the performance bowl, the handrail installation, precast concrete sack/patch, acoustical panel installation, and scoreboard framing all continue. Elmore Road roundabout is complete & the road reopened on September 16.

UAA Seawolf Sports Arena

UNIVERSITY OF ALASKA		
Project Name: UAA Seawolf Sports Arena		
MAU: UAA		
Building: Alaska Airlines Center		Date: November 08, 2013
Campus: Anchorage		Prepared by: S.Vanover
Project #: 10-0012	Acct #(s): 512034 ; 564289 ; 564344	
Total GSF Affected by Project:	196,000	196,000
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	3,126,000	3,126,000
Consultant: Design Services	5,000,000	5,411,717
Consultant: Construction Phase Services	750,000	1,136,154
Consul: Extra Services (Graphics/Furniture/Equip)		128,358
Site Survey	40,000	0
Soils/Concrete Testing & Engineering	45,000	64,797
Special Inspections	200,000	156,656
Plan Review Fees / Permits	250,000	513,101
Professional Services Subtotal	9,411,000	10,536,783
B. Construction		
General Construction Contract(s)	82,655,000	58,894,728
Other Contractors (Utilities Infrastructure)	435,000	
Construction Contingency	7,329,000	
Construction Subtotal	90,419,000	58,894,728
<i>Construction Cost per GSF</i>	<i>\$461.32</i>	<i>\$300.48</i>
C. Building Completion Activity		
Equipment	2,400,000	6,565
Fixtures	500,000	0
Furnishings	775,000	0
Signage not in construction contract		0
Move-Out Costs	0	0
Move-In Costs	70,000	0
Art	700,000	0
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support		
Maintenance Operation Support	50,000	110
Building Completion Activity Subtotal	4,495,000	6,675
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	4,675,000	1,945,191
Misc. Expenses: Advertising, Printing, Supplies, Etc.		9,923
Owner Activities & Administrative Costs Subtotal	4,675,000	1,955,114
E. Total Project Cost	109,000,000	71,393,300
<i>Total Project Cost per GSF</i>	<i>\$556.12</i>	Remaining Budget
F. Total Appropriation(s)	109,000,000	\$37,606,700

UAA Allied Health Science Building Renovation, Phases 2 & 3



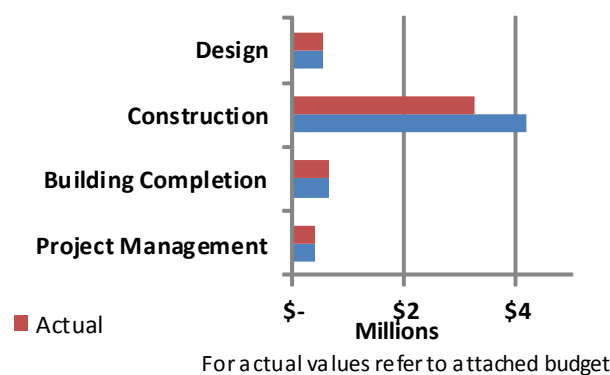
Project Description:

Phase 1—Completed in August 2012. Converted labs into teaching space.

Phase 2—Upgrade and renewal of mechanical systems and roof replacement.

Phase 3—Renovation of 1st floor.

BUDGET VS. ACTUAL



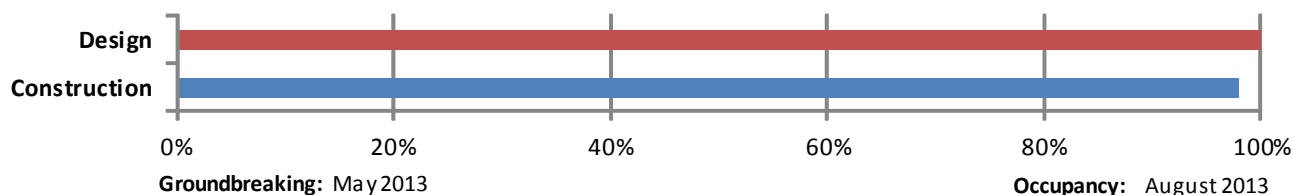
PROJECT INFORMATION

Designer: Kumin & Assoc.
Contractor: Hickel Contracting, Inc.

Board Approvals:
 FPA: 12/09/11
 SDA: 09/28/12

Total Cost: \$5,795,862
Const. Cost: \$4,195,050
Occupancy: Fall Semester, 2013

SCHEDULE BAR CHART



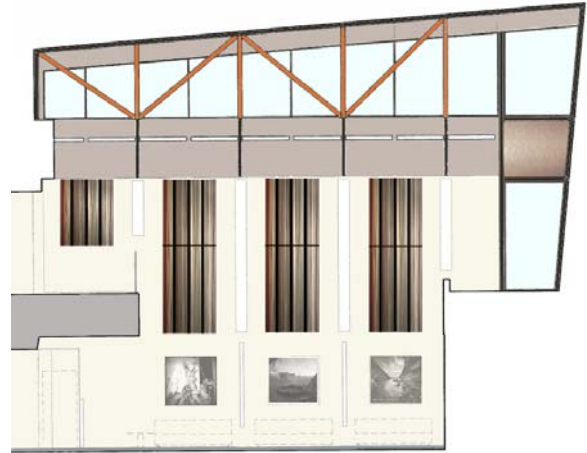
Status Update:

Phase 3 project was completed on time. Punchlist is completed. Commissioning will take place the week of 11/11 for mechanical and electrical systems. This was added as a final completion step to the building renewal.

Allied Health Sciences Renewal, Phases 2

UNIVERSITY OF ALASKA		
Project Name: UAA Allied Health Sciences Renovation		
MAU: UAA		
Building: AS114 Allied Health Bldg.	Date: November 7, 2013	
Campus: Anchorage	Prepared by: Baum	
Project #: 11-0110	Acct #(s): Various	
Total GSF Affected by Project:	27,127	27,127
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Consultant: Basic services (Arch)	226,734	226,734
Consultant: Extra Services (mech)	218,823	218,823
Consul: Extra Services (Survey)	18,013	18,013
Haz Mat fees	26,193	26,193
Soils/Concrete Testing & Engineering	6,600	6,600
Estimator	7,258	7,258
Restroom Renovation/Conformed drawings	30,245	30,245
Commissioning	12,030	
Elevator Recall design	2,267	2,267
Professional Services Subtotal	548,163	536,133
B. Construction		
General Construction Contract(s)	3,762,100	2,516,777
Other Contractors (Utilities Infrastructure)	56,500	12,338
Construction Contingency	376,450	719,531
Construction Subtotal	4,195,050	3,248,646
<i>Construction Cost per GSF</i>	<i>\$154.64</i>	<i>\$119.76</i>
C. Building Completion Activity		
Equipment	59,034	59,034
Post Project Furnishings	31,905	31,905
Furnishings	530,000	530,000
Signage not in construction contract	8,000	8,000
Move-Out Costs	8,000	8,000
Move-In Costs	4,000	4,000
Art		0
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support	1,500	1,500
Maintenance Operation Support	3,000	3,000
Building Completion Activity Subtotal	645,439	645,439
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	327,500	350,000
Misc. Expenses: Advertising, Printing, Supplies, Etc.	57,210	57,210
Owner Activities & Administrative Costs Subtotal	407,210	407,210
E. Total Project Cost	5,795,862	4,837,428
<i>Total Project Cost per GSF</i>	<i>\$213.66</i>	Remaining Budget
F. Total Appropriation(s)	5,680,415	\$842,987

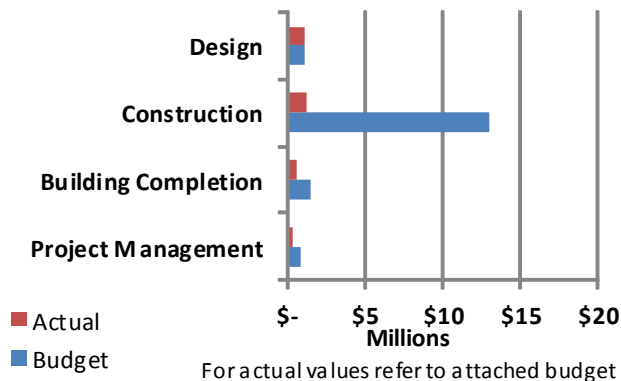
UAA Beatrice McDonald Hall Renewal



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: Architects Alaska

Contractor: Lakeview General Contracting

Board Approvals:
FPA: 12/07/11
SDA: 08/17/12

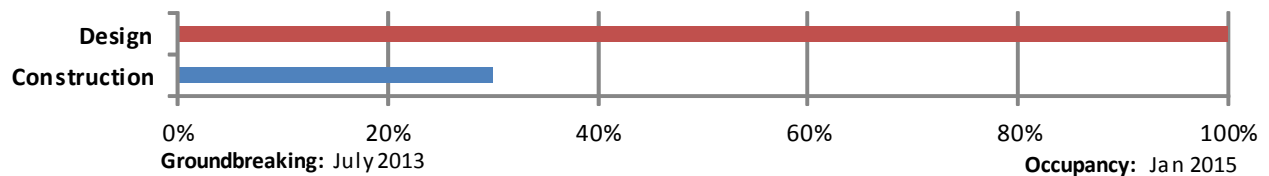
Total Cost: \$16,508,213

Const. Cost: \$11,869,777

Occupancy: Spring Semester 2015

Funding: multi year capital funding

SCHEDULE BAR CHART



Status Update:

Mobilization and construction began in May. All demolition and hazmat abatement has been completed. Construction in progress and within schedule.

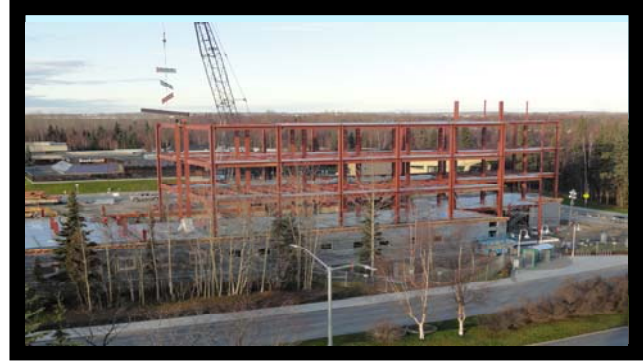
UAA Beatrice McDonald Hall Renewal

Construction In Progress Budget Report

UNIVERSITY OF ALASKA		
Project Name: UAA Beatrice McDonald Hall Renewal		
MAU: Anchorage		
Building: AS 103	Date: 11/7/13	
Campus: Anchorage	Prepared by:	
Project #: 08-0042	Acct #(s): multi year capital funding	
Total GSF Affected by Project:	32,050	32,050
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Programming /Pre-Design	49,382	49,382
Schematic Design 35%	141,769	141,769
Design Development 65%	282,460	282,460
Construction Documents	350,285	350,285
Construction Administration	217,562	100,000
HazMat testing	100,000	100,000
Special Inspections		
Plan Review Fees / Permits		
Landscape Design		38,971
Professional Services Subtotal	1,141,458	1,062,867
B. Construction		
General Construction Contract(s)	11,869,777	1,200,000
Other Contractors (List:_____)		
Construction Contingency	1,186,978	
Construction Subtotal	13,056,755	1,200,000
<i>Construction Cost per GSF</i>	<i>\$407.39</i>	<i>\$37.44</i>
C. Building Completion Activity		
Equipment		
Fixtures		
Furnishings	900,000	445,168
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	3,000
Maintenance Operation Support	10,000	3,000
Building Completion Activity Subtotal	1,510,000	560,409
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	800,000	400,000
Misc. Expenses: Advertising, Printing, Supplies, Etc.		
Owner Activities & Administrative Costs Subtotal	800,000	400,000
E. Total Project Cost	16,508,213	3,223,276
<i>Total Project Cost per GSF</i>	<i>\$515.08</i>	Remaining Budget
F. Total Appropriation(s)		\$13,284,937

UAA Engineering and Industry Building

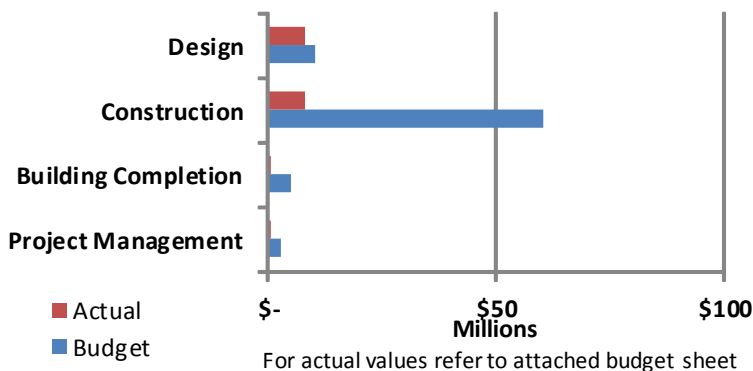
New Building



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.

BUDGET VS. ACTUAL



For actual values refer to attached budget sheet

BASIC PROJECT INFORMATION:

Designer: Livingston Slone, Inc.
Ayer Saint Gross

CM@Risk: Neeser Construction

Board Approvals:

FPA September 2011

SDA June 2012 (Partial)

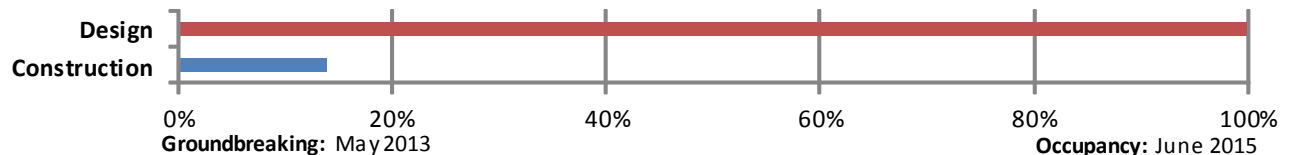
December 2012 (Full)

Total Project Cost: \$78,312,271

Construction Cost: \$60,244,011

Occupancy Date: June 2015

SCHEDULE BAR CHART



Status Update:

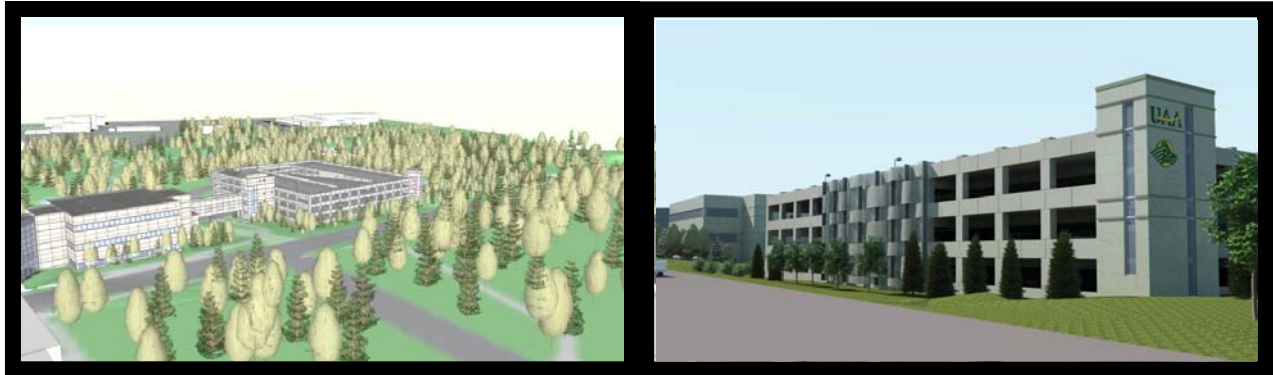
GMP #3 (final GMP) was reconciled on September 9-11, 2013. The GMP #3 reconciled cost was \$35,195,574 for a total contract amount of \$53,736,135. Construction is in progress with initial site work, installation of footings and foundation, and deep underground utilities completed. Structural steel is being erected with the topping-out ceremony scheduled in early December 2013. Concrete has been placed for shear walls; floor slab placement is in progress.

UAA ENGINEERING INDUSTRY BUILDING
New Building

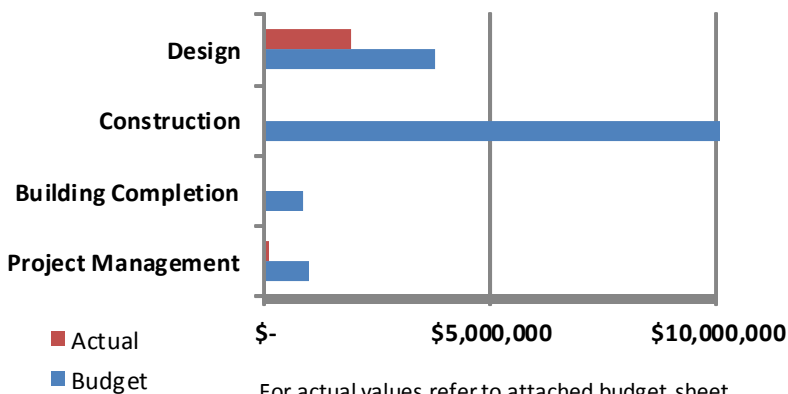
UNIVERSITY OF ALASKA		
Project Name: UAA Engineering & Industry Building		
MAU: UAA		
Building: Engineering & Industry Building	Date:	4/26/2013
Campus: UAA Main Campus	Prepared by:	J. L. Hanson
Project #: 08-0024	Acct #(s):	
Total GSF Affected by Project:	81,500	
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	\$412,750	\$165,428
Consultant: Design Services	\$5,016,500	\$7,199,902
Consultant: Construction Phase Services	\$1,968,500	\$275,590
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections	\$219,075	\$33,342
Plan Review Fees / Permits	\$2,738,120	\$194,688
Other		
Professional Services Subtotal	\$10,354,945	\$7,868,950
B. Construction		
General Construction Contract(s)	\$54,767,283	\$8,144,120
Other Contractors (List: _____)		
Construction Contingency	\$5,476,728	\$0
Construction Subtotal	\$60,244,011	\$8,144,120
<i>Construction Cost per GSF</i>	<i>\$739</i>	
C. Building Completion Activity		
Equipment	\$1,158,875	
Fixtures		
Furnishings	\$1,174,750	\$89,142
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	\$155,109
OIT Support	\$825,500	
Maintenance Operation Support	\$190,500	\$5,705
Building Completion Activity Subtotal	\$5,008,548	\$249,956
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$2,688,105	\$565,446
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$16,662	\$8,162
Owner Activities & Administrative Costs Subtotal	\$2,704,767	\$573,608
E. Total Project Cost	\$78,312,271	\$16,836,634
<i>Total Project Cost per GSF</i>	<i>\$961</i>	Remaining Budget
F. Total Appropriation(s)	\$78,312,271	\$61,475,637

UAA Engineering and Industry Building

Parking Structure



BUDGET VS. ACTUAL



For actual values refer to attached budget sheet

BASIC PROJECT INFORMATION:

Designer: Livingston Slone, Inc.
Ayer Saint Gross

Design-Bid-Build: Contractor TBD

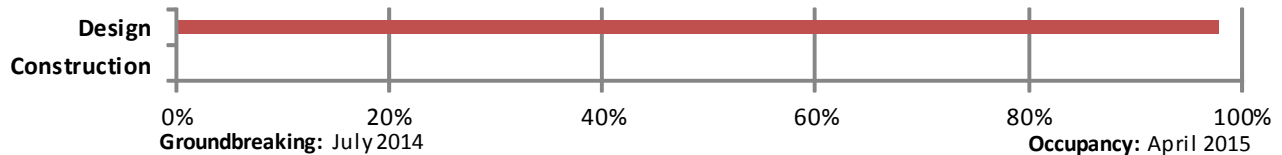
Board Approvals:
FPA September 2011
SDA June 2012 (Partial)
December 2012 (Full)

Total Project Cost: \$28,331,274
Construction Cost: \$22,740,221

Occupancy Date: April 2015

Funding Source: Multi-Year Capital Funding

SCHEDULE BAR CHART



Status Update:

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
Parking Structure

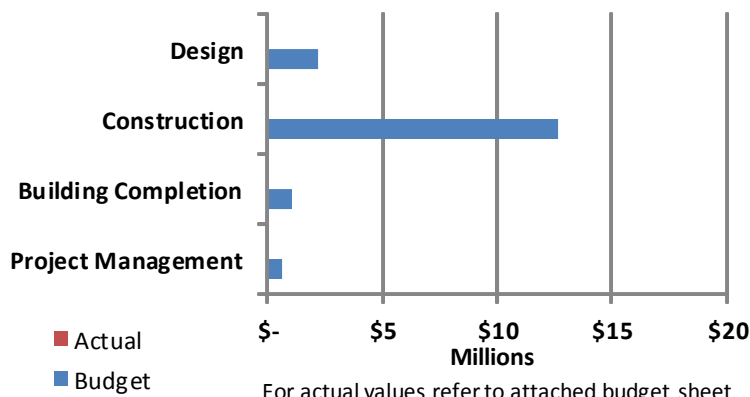
UNIVERSITY OF ALASKA		
Project Name: UAA Engineering & Industry Building		
MAU: UAA		
Building: Parking Structure	Date:	4/26/2013
Campus: UAA Main Campus	Prepared by:	J. L. Hanson
Project #: 08-0024	Acct #(s):	
Total GSF Affected by Project:	204,000	
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	\$150,150	\$66,041
Consultant: Design Services	\$1,824,900	\$1,865,857
Consultant: Construction Phase Services	\$716,100	\$0
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections	\$79,695	\$0
Plan Review Fees / Permits	\$996,072	\$0
Other		
Professional Services Subtotal	\$3,766,917	\$1,931,898
B. Construction		
General Construction Contract(s)	\$19,044,928	\$0
Other Contractors (Site Clearing, Temp. Bldg. Relocation)	\$728,000	
Mallard Lane Realignment	\$900,000	
Construction Contingency	\$2,067,292.80	\$0
Construction Subtotal	\$22,740,221	\$0
<i>Construction Cost per GSF</i>	<i>\$111</i>	
C. Building Completion Activity		
Equipment	\$50,000	\$0
Fixtures		
Furnishings	\$50,000	\$0
Signage not in construction contract		
Move-In Costs	\$100,000	\$0
Art	\$200,000	
Other (Interim Space Needs or Temp Reloc. Costs)		\$0
OIT Support	\$300,300	\$0
Maintenance Operation Support	\$161,675	\$0
Building Completion Activity Subtotal	\$861,975	\$0
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$996,100	\$78,284
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$6,061	\$913
Owner Activities & Administrative Costs Subtotal	\$1,002,161	\$79,197
E. Total Project Cost	\$28,371,274	\$2,011,095
<i>Total Project Cost per GSF</i>	<i>\$139</i>	Remaining Budget
F. Total Appropriation(s)	\$28,371,274	\$26,360,179

UAA Engineering and Industry Building

Existing Building Renewal



BUDGET VS. ACTUAL



For actual values refer to attached budget sheet

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)

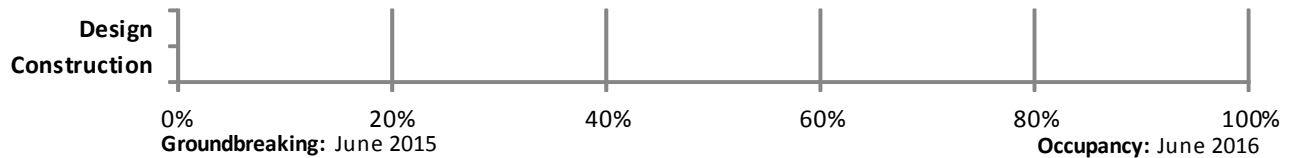
Total Project Cost: \$16,556,455

Construction Cost: \$12,683,209

Occupancy Date: June 2016

Funding Source: Multi-Year Capital Funds

SCHEDULE BAR CHART



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.

UNIVERSITY OF ALASKA		
Project Name: UAA Engineering & Industry Building		
MAU: UAA		
Building: Engineering Building (Existing), AS121	Date:	4/26/2013
Campus: UAA Main Campus	Prepared by:	J. L. Hanson
Project #: 08-0024		
Total GSF Affected by Project:	40,000	
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	\$87,100	\$0
Consultant: Design Services	\$1,058,600	\$0
Consultant: Construction Phase Services	\$415,400	\$0
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections	\$46,230	\$0
Plan Review Fees / Permits	\$577,808	\$0
Other		
Professional Services Subtotal	\$2,185,138	\$0
B. Construction		
General Construction Contract(s)	\$11,530,190	\$0
Other Contractors (List: _____)		
Construction Contingency	\$1,153,019	\$0
Construction Subtotal	\$12,683,209	\$0
<i>Construction Cost per GSF</i>	<i>\$317</i>	<i>\$1</i>
C. Building Completion Activity		
Equipment	\$244,550	\$0
Fixtures		
Furnishings	\$247,900	\$0
Signage not in construction contract		
Move-Out Costs	\$33,500	\$0
Move-In Costs	\$33,500	\$0
Art	\$115,327	\$0
Other (Interim Space Needs or Temp Reloc. Costs)	\$167,500	\$0
OIT Support	\$174,200	\$0
Maintenance Operation Support	\$40,200	\$0
Building Completion Activity Subtotal	\$1,056,677	\$0
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$627,915	\$0
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$3,516	\$0
Owner Activities & Administrative Costs Subtotal	\$631,431	\$0
E. Total Project Cost	\$16,556,455	\$0
<i>Total Project Cost per GSF</i>	<i>\$414</i>	Remaining Budget
F. Total Appropriation(s)	\$16,556,455	\$16,556,455

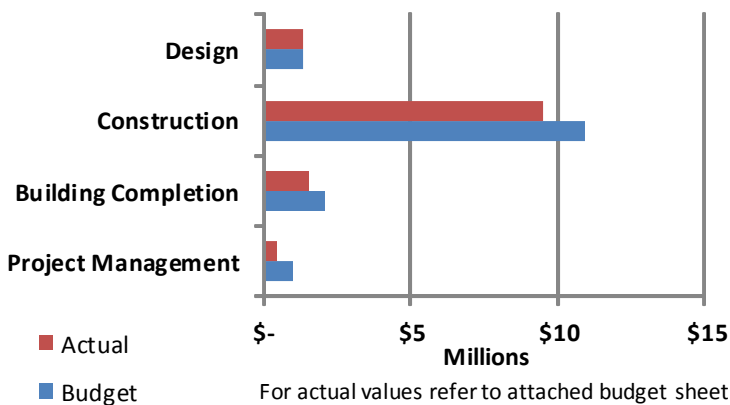
KPC Career and Technical Center



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: McCool Carlson Green

Contractor: Blazy Construction

Board Approvals:

FPA: 02/18/11

SDA: 09/23/11

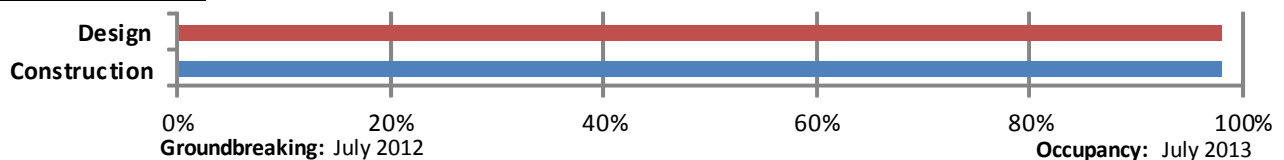
PCA: 04/13/12

Total Cost: \$15,250,000

Const. Cost: \$ 10,905,000 (Not Including renovation and reallocation)

Occupancy: Fall Semester 2013

SCHEDULE BAR CHART

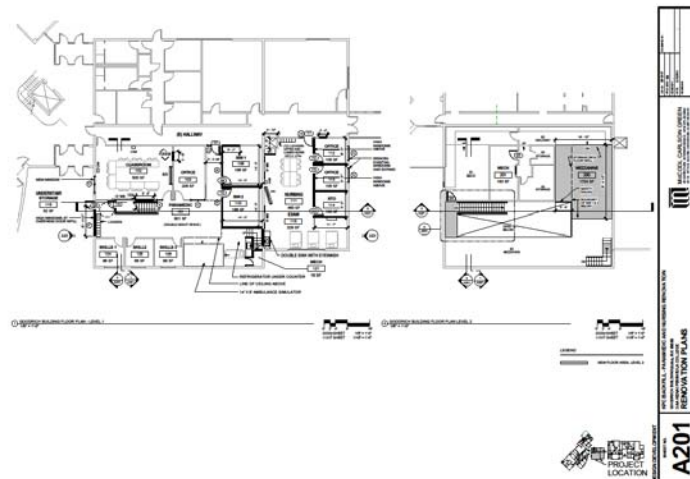


Status Update:

Building is complete as of August 7, 2013. Occupants are moving in and classes will start August 27. The "Big Blue" process simulator is complete. The 1st phase of the backfill is under construction and the 2nd phase of the renovation and reallocation is in design. Although current construction cost status appears low, pending invoices, change orders, art work, and renovation and reallocation costs are still pending.

UNIVERSITY OF ALASKA				
Project Name: UAA KPC Career and Technical Education Center				
MAU: UAA				
Building: New		Date: 11/4/2013		
Campus: Kenai River Campus		Prepared by: S. Sauve		
Project #: 10-0013		Acct #: 512030		
Total GSF Affected by Project:	New Building	17,054	17,054	
	Backfill	4,215	4,215	
PROJECT BUDGET		Previous Budget	Revised Budget	Reduction
A. Professional Services				
Advance Planning, Program Development				
Consultant: Design Services (Including Backfill)		\$ 1,180,500	\$ 1,180,500	
Consultant: Construction Phase Services				
Site Survey				
Soils Testing & Engineering				
Special Inspections		\$ 80,000	\$ 80,000	
Plan Review Fees / Permits		\$ 50,000	\$ 50,000	
Other				
Professional Services Subtotal		\$ 1,310,500	\$ 1,310,500	
B. Construction				
General Construction Contract(s)		\$ 8,350,000	\$ 8,082,500	\$ 267,500
Replace existing Septic/Storm System		\$ 200,000	\$ -	\$ 200,000
Backfill Phase 1 - Paramedic & Nursing		\$ 1,500,000	\$ 1,100,000	\$ 400,000
Construction Contingency		\$ 855,000	\$ 855,000	\$ -
Construction Subtotal		\$ 10,905,000	\$ 10,037,500	
Construction Cost per GSF New Building		551	524	
C. Building Completion Activity				
Equipment		\$ 230,000	\$ 50,000	\$ 180,000
Process Tech Equipment		\$ 1,500,000	\$ 1,100,000	\$ 400,000
Furnishings		\$ 240,000	\$ 50,000	\$ 190,000
Signage not in construction contract		\$ 15,000	\$ 12,500	\$ 2,500
Move-In Costs		\$ -		
Art		\$ 80,000	\$ 80,000	\$ -
Maintenance Operation Support		\$ -		
Building Completion Activity Subtotal		\$ 2,065,000	\$ 1,292,500	
D. Owner Activities & Administrative Costs				
Project Plng, Staff Support		\$ 290,000	\$ 290,000	
Project Management		\$ 679,500	\$ 519,500	\$ 160,000
Misc. Expenses				
Owner Activities & Administrative Costs Subtotal		\$ 969,500	\$ 809,500	
E. Total Project Cost		\$ 15,250,000	\$ 13,450,000	\$ 1,800,000
Total Project Cost per GSF		\$ 717	\$ 632	
F. Total Appropriation(s)		\$ 15,250,000	\$ 13,450,000	\$ 1,800,000

KPC Career & Technical Center Paramedic & Nursing



Project Description:

Backfill Phase 1 - moves Paramedic and Nursing from the Ward building to the rooms in the Goodrich Building vacated by the Process Technology program that has moved into the new Career & Technical Education Center. This renovation and reallocation project was included in the SDA for the KPC Career & Technical Education Center project.

Schedule:

Planning & Design: July 2012-June 2013
Advertising & Award: July 2013
Construction: Sep 2013 - June 2014

Total Project Cost:

\$1,100,000

Board of Regents Approval & Motions:

Preliminary Admin Approval	Feb 2011 (KPC Career Tech Backfill)
Formal Project Approval	Feb 2011
Schematic Design Approval	Sep 2011
Project Change Requests	None

Project Team:

Design Team: MCG, RSA
General Contractor: Orion Construction

Status Update:

The Career Tech Building was opened in August and the spaces in the Goodrich building were vacated allowing the start of the renovation of these spaces into a new larger Paramedic and Nursing spaces. 6 bids were received in August and Orion was the low bidder. Orion has been working on submittals and is mobilizing in November.



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\$ 534,864
CCA\$ 186,747

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
Project Change Requests	6/1/10, 10/21/11, 1/10/11, 7/25/13

Status Update:

In September we tested the DRO's again and the DEC determined that based on the testing results that the soil cleanup for DRO was complete.

In May, the DEC requested the site be tested for PFOS/PFOA, contaminants from firefighting foam. The tests from the excavation came back higher than the DEC limits. Two monitoring wells away from the excavation were installed and tested. One well tested above the limit for PFOS, the ADEC has requested another monitoring well be installed and tested to determine a boundary of the contamination. Installation of the monitoring well is planned for November.



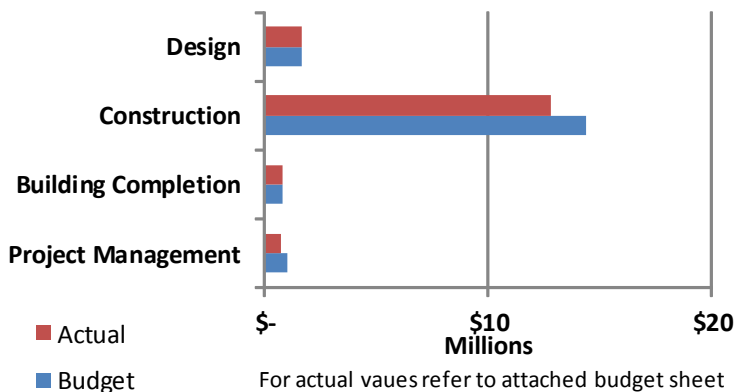
KPC Student Housing



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: Bettisworth, RSA, BBFM, DOWL, HMS

Contractor: Bristol Environmental Remediation Services

Board Approvals:

FPA: 02/19/11

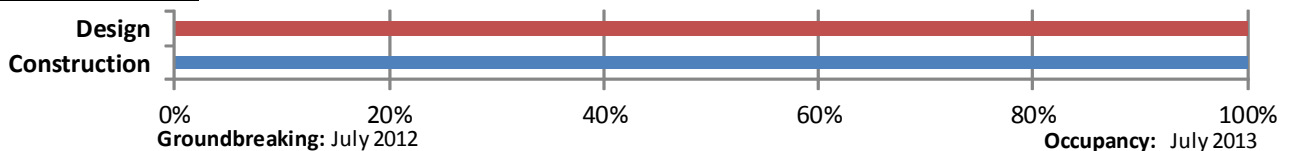
SDA: 09/23/11

Total Cost: \$15,250,000

Const. Cost: \$14,350,000

Occupancy: Fall Semester 2013

SCHEDULE BAR CHART



Status Update:

The Opening Ceremony was on August 15, 2013 and about 400 people from campus and the community attended. The project is complete except for some remaining punchlist items. Students moved in on August 19 as scheduled. Although current construction cost status appears low, pending change orders, additional site improvements and drainage work, as well as program requirements that were previously value-engineered out of the project are still pending.

UAA KPC Kenai River Campus Student Housing Complex
Construction In Progress Budget Report

UNIVERSITY OF ALASKA		
Project Name: KPC Kenai River Campus Student Housing Complex		
MAU: UAA		
Building: New	Date: 11/8/2013	
Campus: Kenai	Prepared by: S. Sauve	
Project #: 10-0066	Funding: 22720-512031	
Total GSF Affected by Project:	42,551	42,551
PROJECT BUDGET	SDA Budget	Expend to Date
A. Professional Services		
Advance Planning, Program Development	\$ 30,000	\$ -
Consultant: Design Services	\$ 1,280,000	\$ 1,463,009
Site Survey	\$ 15,000	\$ 5,600
Soils Testing & Engineering	\$ 40,000	\$ 61,866
Special Inspections	\$ 150,000	\$ 20,360
Plan Review Fees / Permits	\$ 130,000	\$ 39,069
Other /Interior Design	\$ -	\$ 26,350
Professional Services Subtotal	\$ 1,645,000	\$ 1,616,254
B. Construction		
General Construction Contract(s)	\$ 12,800,000	\$ 12,675,766
Utilities, Water, Power, Sewer	\$ 270,000	\$ 40,527
Clearing, South Central	\$ -	\$ 65,180
Construction Contingency	\$ 1,280,000	\$ -
Construction Subtotal	\$ 14,350,000	\$ 12,781,473
Construction Cost per GSF	337	300
C. Building Completion Activity		
Make Ready & Equipment - food prep area, phones	\$ 125,000	\$ 75,495
Furnishings	\$ 548,800	\$ 533,096
Art	\$ 128,000	\$ -
Other (Interim Space Needs or Temp Reloc. Costs)		
Building Completion Activity Subtotal	\$ 801,800	\$ 608,591
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support	\$ 417,200	\$ 355,354
Project Management	\$ 576,000	\$ 250,000
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$ 10,000	\$ 18,279
Project Contingency	\$ -	\$ -
Owner Activities & Administrative Costs Subtotal	\$ 1,003,200	\$ 623,633
E. Total Project Cost	\$ 17,800,000	\$ 15,629,951
Total Project Cost per GSF	\$ 418	Remaining Budget
F. Total Appropriation(s)	17,800,000	2,170,049

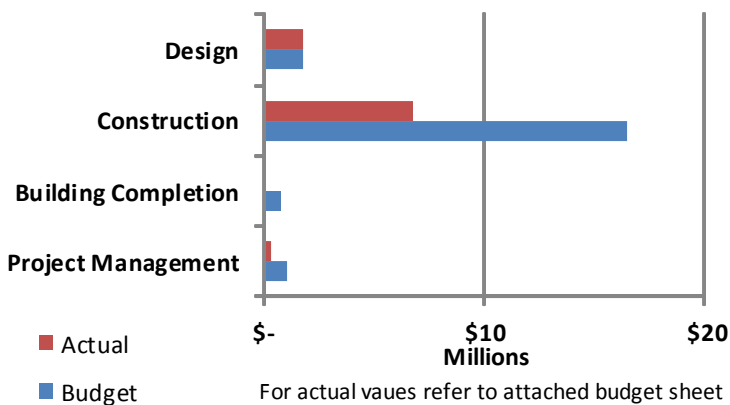
MSC Valley Center for Arts & Learning



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

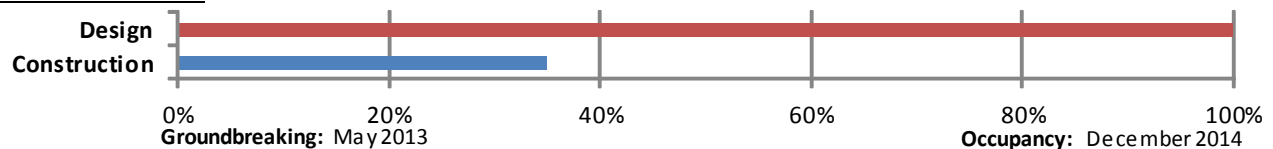
Designer: Kumin Associates Inc.
Contractor: Roger Hickel Contracting, Inc.

Board Approvals:

FPA: 11/02/11
SDA: 06/08/12

Total Cost: \$20,000,000
Const. Cost: \$ 16,500,000
Occupancy: Spring Semester 2015
Funding: Capital Funding

SCHEDULE BAR CHART



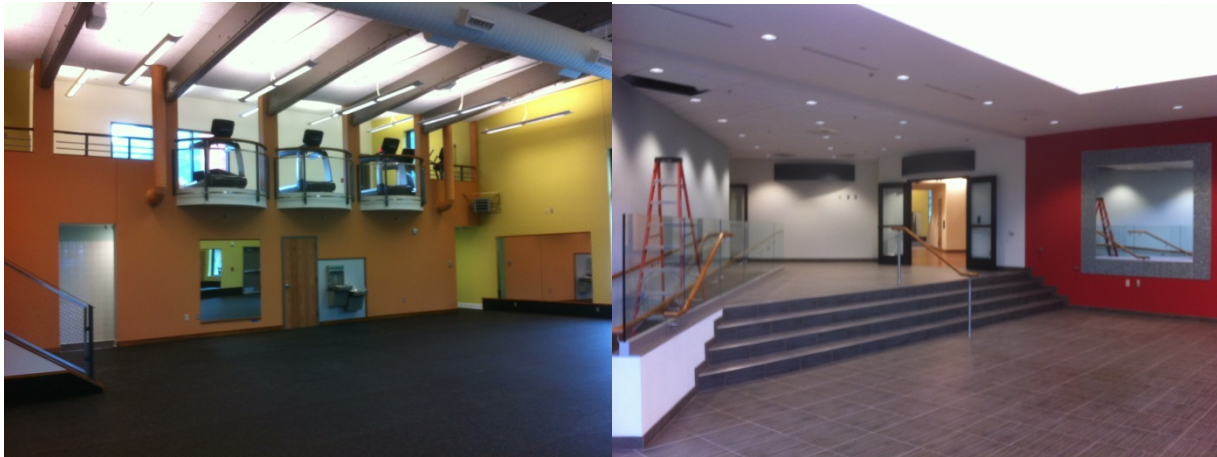
Status Update:

Foundation work is completed. The structural steel is being installed and floor decking has started. Electrical and mechanical work is now concentrated in the main enclosed mechanical space. All work is centered on closing the building in from the elements as quickly as possible.

MSC Valley Center for Arts and Learning

UNIVERSITY OF ALASKA		
Project Name: MSC Valley Center for Arts & Learning		
MAU: UAA		
Building: New	Date:	Nov 2013
Campus: Mat-Su	Prepared by:	H Morse
Project #: 07-0035	Acct #:	512032
Total GSF Affected by Project:	30,000	30,000
PROJECT BUDGET	Budget	Expenditure to date
A. Professional Services		
Advance Planning, Program Development	\$200,000	\$200,000
Consultant: Design Services	\$1,200,000	\$1,200,000
Consultant: Construction Phase Services	\$300,000	\$298,000
Consul: Extra Services (Theater & A/V & Acoustical Consultants)		\$0
Site Survey	\$8,500	\$8,500
Soils Testing & Engineering	\$30,000	\$30,000
Special Inspections	\$13,500	\$14,750
Plan Review Fees / Permits	\$8,000	\$8,000
Other		
Professional Services Subtotal	\$1,760,000	\$1,759,250
B. Construction		
General Construction Contract(s)	\$15,000,000	\$6,688,891
Other Contractors (List: _____)		\$0
Construction Contingency	\$1,500,000	\$113,856
Construction Subtotal	\$16,500,000	\$6,802,747
<i>Construction Cost per GSF</i>	<i>\$550</i>	<i>\$227</i>
C. Building Completion Activity		
Equipment	\$340,000	\$0
Fixtures		
Furnishings	\$200,000	\$0
Signage not in construction contract		
Move-Out Costs		
Move-In Costs		
Art	\$200,000	\$0
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support		
Maintenance Operation Support		
Building Completion Activity Subtotal	\$740,000	\$0
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support	\$400,000	\$95,064
Project Management	\$600,000	\$208,245
Misc. Expenses: Advertising, Printing, Supplies, Etc.		
Owner Activities & Administrative Costs Subtotal	\$1,000,000	\$303,309
E. Total Project Cost	\$20,000,000	\$8,865,306
<i>Total Project Cost per GSF</i>	<i>\$667</i>	Remaining Budget
F. Total Appropriation(s)	\$20,000,000	\$11,134,694

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:

Planning & Design:	Feb 2011 – Nov 2011
Advertising & Award:	Dec 2011 – Jan 2012
Construction:	Apr 2012 – Aug 2013

Total Project Cost:

TPC \$5,800,000
CAA \$2,789,896
CCA \$4,925,222

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
Project Change Request	Sep 2013

Status Update:

The wellness center remodel and new lobby is completed. An Opening Ceremony was held at PWSCC on October 11, 2013 with good attendance from the local community. Minor punchlist work and project close-out are in progress.



Auke Lake Way Corridor Improvements & Reconstruction



Project Description (Phase 3):

- 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;
- New building entrance signs

Total Project Cost: \$4,300,000

Phase 3 = \$982,500

Project Engineer: R&M Engineering

Project Contractor: Arete Construction

Project Schedule:	Phase 1	Phase 2	Phase 3
Planning & Design	1/2011 – 9/2011	8/2011-3/2012	10/2012 – 3/2013
Bid & Award	5/2011 – 6/2011	4/2012	4 & 5/2013
Construction	4/2011 - 10/2012	5/2012-11/2012	5/2013 – 10-2013

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:

Work is 95% complete. Winter shut-down means that the remaining work will be completed in the spring of 2014. Schematic design for the phase 4 is underway.

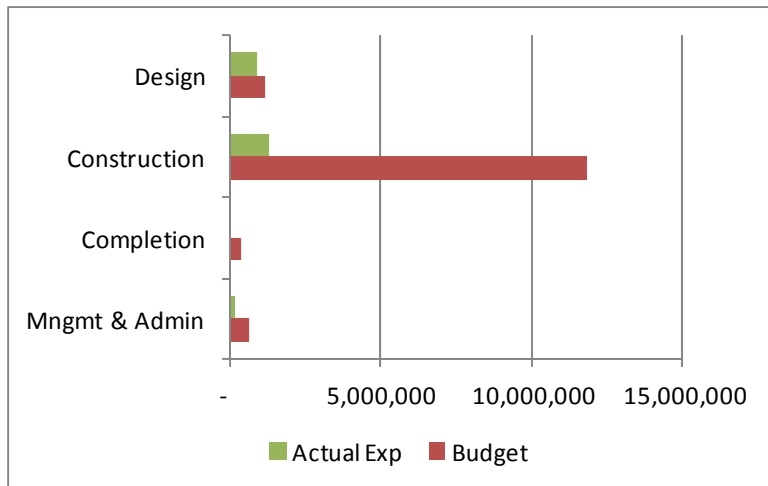


New Freshman Residence Hall



Project Description

This project will construct a 35,000 gsf, 120 bed residential facility for freshman students.



BASIC PROJECT INFORMATION:

Designer: MRV Architects

Contractor: ASRC/McGraw

Board Approvals:

FPA 6/2011

SDA 9/2012

PCR 4/2013

Total Project Cost: 14,040,000

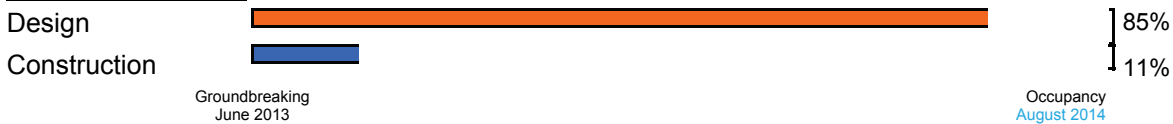
Construction Cost: 11,040,000

Occupancy Date: Fall 2014

Funding Source: GF/Debt

For actual values refer to attached budget sheet

Schedule Bar Chart:



Status Update:

Foundation and basic utilities are in place. Wall framing has begun on lowest floors.

UNIVERSITY OF ALASKA

Project Name: New Freshman Residence Hall

MAU: UAS

Building:

Campus: Juneau

Prepared by: WK Gerken

Project #: 04-26

Acct #:

Total GSF Affected by Project: 34,768

PROJECT BUDGET		Total Project	Total Expended to Date
A. Professional Services	9.6%		
Advance Planning, Program Development			
Consultant: Design Services		715,000	715,000
Consultant: Construction Phase Services		310,000	45,575
Consul: Extra Services		0	
Site Survey		0	
Soils Testing & Engineering		42,966	42,966
Special Inspections		65,000	5,818
Plan Review Fees / Permits			
Other			
Professional Services Subtotal		1,132,966	809,359
B. Construction			
Dorm Construction	award	7,419,998	1,307,544
	alt#1	295,906	
	alt#3	40,000	
	alt#4	3,284,845	
Utility Charges (AEL&P)		118,000	
Wetlands mitigation	SEALTrust	12,018	12,018
Construction Contingency	6.0%	658,445	
Construction Subtotal		11,829,212	1,319,562
Construction Cost per GSF		\$ 340.23	
C. Building Completion Activity			
Equipment			
Fixtures			
Furnishings		400,000	0
Move-Out Costs			
Move-In Costs			
Art			
Other (Interim Space Needs or Temp Reloc. Costs)			
OIT Support			
Maintenance Operation Support			
Building Completion Activity Subtotal		400,000	-
D. Owner Activities & Administrative Costs			
Project Plng, Staff Support			
Project Management	1.5%	200,432	96,985
CIP Indirect Support	3.5%	467,676	63,249
Owner Activities & Administrative Costs Subtotal		668,108	160,233
E. Total Project		14,030,286	2,289,154
Total Project Cost per GSF		\$ 403.54	

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 two Title III grants.

Total Project Cost: **\$504,000 (Phase 1)** **\$265,000 (Phase 2)**

Project Schedule	Phase 1	Phase 2
Design	2008 – 2/2009	2-3/2013
Bidding		5/2013
Construction:	4/2012 – 9/2012	6/2013 – 12/2013

Project Engineer: PN&D Engineers

Project Contractor: Pool Engineering

Project Approvals

Formal Project Approval	2/2012
Schematic Design Approval	2/2012
TPB increase	4/2013

Status Update:

Work is expected to be completed by December of 2013.



Sitka Art Room Remodel



Project Description:

The project will replace Air Handling Unit 2 (AHU-2) with new exhaust fans and a new air handling unit to provide proper filtration at the Sitka Art Classroom, used primarily for clay and ceramics work. A separate glaze room with a separate ventilating system and fume hood will be constructed in the space. The existing pneumatic control system will be replaced with Direct Digital Controls.

Total Project Cost: **\$645,000**

Project Schedule:

Planning & Design	September 2012 – April 2013
Bid & Award	July 2013
Construction	August – December 2013

Project Architect: Northwind Architects

Project Contractor: Alaska Commercial Contractors, Inc.

Project Approvals:

Formal Project Approval	2/2013
Schematic Approval	2/2013
Project Change Request	7/2013

Status Update:

Work is scheduled to be completed by December 2013.



Arctic Health SNRAS Greenhouse Completion



Project Description

In 2011, UAF constructed three complete greenhouse modules and three shelled spaces as part of the greenhouse relocation plan for the School of Natural Resources and Agricultural Sciences. This project will complete and make functional the lower three shelled spaces.

Schedule:

Planning & Design	November 2010
Advertising & Award	September 2013
Construction	October 2013 to March 2014

Total Project Cost:

TPC \$ 775,000
CAA \$ 486,000

Project Team:

Design Team	Design Alaska, Inc.
General Contractor	Tatitlek Contractors, Inc.

Board of Regents Approval & Motions:

Formal Project Approval	February 18, 2010 (LFRF)
Schematic Design Approval	June 3, 2010 (AHRG)
Project Change Requests	April 11, 2013 (LFRF)

Status Update:

Construction is in progress with material acquisition, submittal review, and mobilization. Work on the exterior involving fan installation is mostly complete. Control work for both building and greenhouse controls will begin soon. Work is scheduled to be complete by Spring 2014.



Atkinson Power Plant Renewal



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 VFDs have been a source of boiler outages. Phase 3 replaces all of the critical variable frequency drives (VFD) in the Atkinson Plant. Old VFD's have been a source of boiler outages. Phase 4A consists of replacing a failed boiler feed pump, installing a new air compressor and installing a new steam pressure reducing station for the Atkinson Plant. Phase 4B will install a new ash mixer and additional water treatment equipment to comply with new drinking water regulations.

Project Team:

Design Team: Design Alaska, Inc; Evergreen Engineering
General Contractor: Fulford Electric

Total Project Cost:

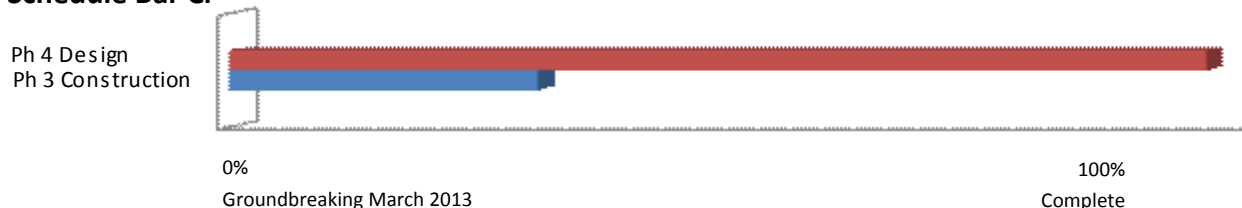
TPC \$40,400,000
(Phase 4 \$920,000)
CAA \$274,000
Equipment \$510,000

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)
Project Change Approval (Ph3): January 9, 2013 (1,100,000) decrease \$800,000
Schematic Design Approval (Ph4): August 26, 2013 (\$920,000)

Completion Date: Phase 3 - May 2014 Phase 4A - June 2014 Phase 4B - September 2014

Schedule Bar Chart:



Status Update:

The design work for Phase 4 is nearly complete and the construction contract for the compressor work will be bid in December 2013. The boiler feed pump and pressure reducing station work will be bid in February 2014. Completion for Phase 4A work is June 2014. Phase 4B will bid in March 2014 and be completed in September 2014.

Phase 3 work is 30% complete and the remainder of the work will be completed in April/May 2014 during the annual boiler overhaul period.



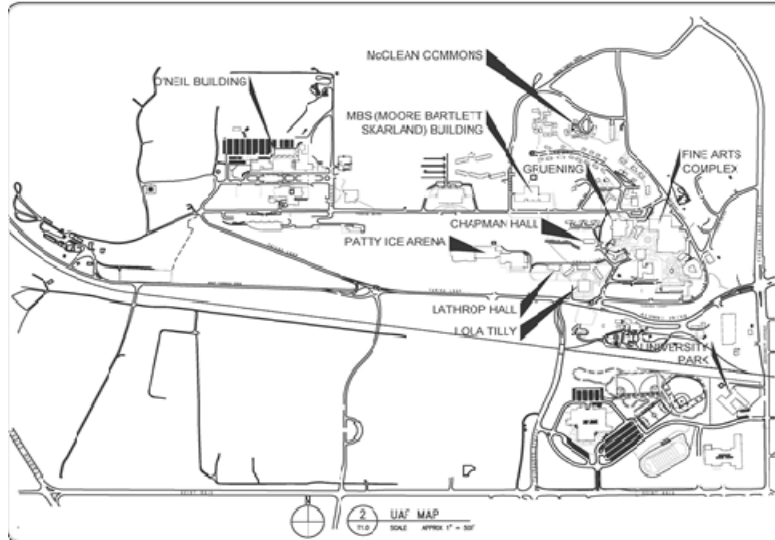
Atkinson Power Plant Renewal

UNIVERSITY OF ALASKA		
Project Name: Atkinson Power Plant Renewal		
MAU: UAF		
Building: 0	Date:	August 20, 2013
Campus: Fairbanks	Prepared By:	Mike Ruckhaus
Project #: 2010140 BARN	Account No.:	571297-50216
Total GSF Affected by Project: N/A		
PROJECT BUDGET	Budget	Actual
A. Professional Services		
Advance Planning, Program Development	\$0	
Consultant: Design Services	\$3,000,000	\$455,000
Consultant: Construction Phase Services	\$400,000	\$140,000
Consul: Extra Services (List: _____)	\$40,000	
Site Survey	\$0	
Soils Testing & Engineering	\$0	
Special Inspections	\$50,000	
Plan Review Fees / Permits	\$0	
Other	\$0	
<i>Professional Services Subtotal</i>	\$3,490,000	\$595,000
B. Construction		
General Construction Contract (s)	\$30,700,000	\$2,528,274
Other Contractors (List: _____)	\$0	
Construction Contingency	\$2,609,500	\$203,000
<i>Construction Subtotal</i>	\$33,309,500	\$2,731,274
<i>Construction Cost per GSF</i>	N/A	
C. Building Completion Activity		
Equipment	\$0	\$750,000
Fixtures	\$0	
Furnishings	\$0	
Signage not in construction contract	\$0	
Move-Out Cost/Temp. Reloc. Costs	\$0	
Move-In Costs	\$0	
Art	\$0	
Other (List: _____)	\$0	
OIT Support	\$0	
Maintenance/Operation Support	\$0	
<i>Building Completion Activity Subtotal</i>	\$0	\$750,000
D. Owner Activities & Administrative Cost		
Project Planning and Staff Support	\$1,655,978	\$360,000
Project Management	\$1,839,975	\$240,000
Misc Expenses: Advertising, Printing, Supplies	\$80,000	\$5,000
<i>Owner Activities & Administrative Cost Subtotal</i>	\$3,575,953	\$605,000
E. Total Project Cost	\$40,375,453	\$4,681,274
<i>Total Project Cost per GSF</i>	N/A	Remaining Budget
		\$35,694,179



Campus Wide ADA Guidelines Compliance

Complete



Project Description:

This project installs electronic door openers in several locations on the UAF Campus. The electronic door openers are located primarily at building entrances and one interior circulation space. The door openers facilitate ADA access to the buildings.

Schedule:

Planning & Design:	January to March 2013
Advertising & Award:	June 2013
Construction:	July to November 2013

Total Project Cost:

TPC \$ 500,000
CAA \$ 199,576

Project Team:

Design Team:	USKH, Inc
General Contractor:	GBC, Inc

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 complete. Door openers are operational at MBS Student Dormitory entrance, Bartlett Hall interior entrance, Lathrop Student Dormitory, MacLean House, O'Neil, SRC, Chapman, Lola Tilly Commons, Patty Center and the Fine Arts Great Hall entrance.



Campus Wide Elevator Upgrade and Replacement



Project Description:

This project modernizes 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
 Advertising & Award: June 2013
 Construction: July 2013 thru December 2013

Total Project Cost:

TPC \$ 720,000
 CAA \$ 292,000

Project Team:

Design Team: USKH, Inc.
 General Contractor: Stanton Construction

Board of Regents Approval & Motions:

Preliminary Admin Approval: N/A
 Formal Project Approval: February 13, 2013
 Schematic Design Approval: February 13, 2013

Status Update:

The project is under construction and scheduled for completion in December 2013.

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.

Project Team:

Designer: PDC Inc. Engineers
CM@Risk : Kiewit Building Group

Total Project Cost:

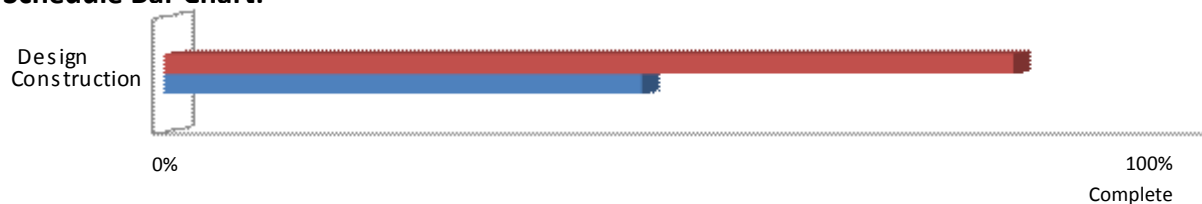
TPC \$26,250,000
CAA \$ 9,945,000

Board of Regents Approval & Motions:

Formal Project Approval: February 16, 2012
Schematic Design Approval: June 8, 2012 (\$14,325,000)
Project Change Approval: September 27, 2013 (\$17,880,000)

Completion Date: Fall 2015

Schedule Bar Chart:



Status Update:

Construction started April 22, 2013 and will continue through November 2015 with winter shutdown in 2013-2014 and 2014-2015. Patty Ice, Patty Center, SRC, Lower Dorms and Chapman buildings have been converted to the new system. Library, Gruening, Fine Arts, Brooks, Duckering, Wood Center, Wickersham, Eielson, and Signers' are scheduled to be converted by December 2013. Preparatory work is underway. Additional buildings are planned to be converted in 2014.



Critical Electrical Distribution Renewal Phase 2

UNIVERSITY OF ALASKA		
Project Name: Critical Electrical Distribution Renewal Phase 2		
MAU: UAF		
Building: N/A	Date: October 28, 2013	
Campus: UAF	Prepared By: M. Ruckhaus	
Project #: 2012108 UTER2	Account No.: 514449-50216	
Total GSF Affected by Project: N/A		
PROJECT BUDGET	SDA Budget	Actual
A. Professional Services		
Advance Planning, Program Development	0.0%	\$0
Consultant: Design Services	\$2,055,000	\$2,055,000
Consultant: Construction Phase Services	\$500,000	\$500,000
Consult: Extra Services (List: _____)	\$0	\$0
Site Survey	\$100,000	\$100,000
Soils Testing & Engineering	\$15,000	\$15,000
Special Inspections	\$0	\$0
Plan Review Fees / Permits	\$5,000	\$5,000
Other	\$0	\$0
<i>Professional Services Subtotal</i>	\$2,675,000	\$2,675,000
B. Construction		
General Construction Contract (s)	\$18,500,000	\$9,945,000
Other Contractors (List: GVEA)	\$1,000,000	
Construction Contingency	\$1,200,000	\$1,200,000
<i>Construction Subtotal</i>	\$20,700,000	\$11,145,000
<i>Construction Cost per GSF</i>	N/A	N/A
C. Building Completion Activity		
Equipment	\$1,500,000	\$1,100,000
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	\$150,000
<i>Building Completion Activity Subtotal</i>	\$150,000	\$1,250,000
D. Owner Activities & Administrative Cost		
Project Planning and Staff Support	\$1,058,625	\$1,058,625
Project Management	\$1,176,250	\$1,176,250
Misc Expenses: Advertising, Printing, Supplies	\$30,000	\$30,000
<i>Owner Activities & Administrative Cost Subtotal</i>	\$2,264,875	\$2,264,875
E. Total Project Cost	\$25,789,875	\$17,334,875
<i>Total Project Cost per GSF</i>	N/A	Remaining Budget
F. Total Appropriation(s)	\$26,250,000	\$8,915,125



UAF Engineering Facility



Project Description

The Engineering Facility project will be building 119,000gsf of new space and renovate about 30,000gsf 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.

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
Project Change Approval	September 27, 2013

Occupancy Date: Winter 2015

Total Project Cost:

TPC \$108,600,000

CAA \$ 74,000,000

Funding Source:

State Capital Appropriation &
UA Revenue Bond

Schedule Bar Chart:



Status Update:

Site work is complete for 2013 and work is being focused into the basement. Mechanical and Electrical work in the basement is ongoing with mechanical room construction, and electrical room layout. The final Guaranteed Maximum Price (GMP) has been requested from Davis based on the final 100% documents. Davis and UAF are working through various completion strategies and dates based on the lack of construction funds. Full funding for the project is required by FY15 to complete the construction by Winter 2015.



UAF Engineering Facility

UNIVERSITY OF ALASKA			
Project Name: UAF Engineering Facility			
MAU: UAF			
Building:	New	Date:	October 24, 2013
Campus:	UAF	Prepared By:	Wohlford
Project #:	2011122 ENNF	Account No.:	571304-50216
Total GSF Affected by Project:		139000	
PROJECT BUDGET		SDA Budget	Actual
A. Professional Services			
Advance Planning, Program Development		\$748,988	\$748,988
Consultant: Design Services		\$7,391,335	\$7,216,981
Consultant: Construction Phase Services		\$2,167,091	\$1,093,294
CMAR Preconstruction Services		\$466,858	\$216,858
Misc Consulting and Peer Reviews		\$400,000	\$168,317
Soils Testing & Engineering		\$0	\$0
Special Inspections		\$25,000	\$0
Plan Review Fees / Permits		\$40,000	\$0
Other		\$0	\$0
Professional Services Subtotal Estimated		\$11,239,272	\$9,444,438
B. Construction			
General Construction Contract (s)		\$74,000,000	\$29,487,061
Other Contractors (List: Sewer, Duckering Renovations)		\$6,735,000	\$794,497
Construction Contingency		\$3,229,400	\$0
Construction Subtotal		\$83,964,400	\$30,281,558
Construction Cost per GSF		\$604.06	\$217.85
C. Building Completion Activity			
Equipment		\$450,000	\$0
Fixtures		\$350,000	\$0
Furnishings		\$750,000	\$0
Signage not in construction contract		\$37,500	\$0
Move-Out Cost/Temp. Reloc. Costs		\$200,000	\$0
Move-In Costs		\$350,000	\$0
Art		\$250,000	\$0
Other (List: Audio/Video)		\$700,000	\$0
OIT Support		\$500,000	\$311
Maintenance/Operation Support		\$350,000	\$11,752
Building Completion Activity Subtotal		\$3,937,500	\$12,064
D. Owner Activities & Administrative Cost			
Project Planning and Staff Support		\$4,284,165	\$1,787,670
Project Management		\$2,064,663	\$194,595
Misc Expenses: Advertising, Printing, Supplies		\$510,000	\$47,354
Owner Activities & Administrative Cost Subtotal		\$6,858,828	\$2,029,619
E. Total Project Cost		\$106,000,000	\$41,767,679
Total Project Cost per GSF		\$762.59	Remaining Budget
F. Total Appropriation(s)		\$108,600,000	\$66,832,321



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 a covered ADA compliant entry. Headbolt outlets (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 to April 2013
Advertising & Award:	April to May 2013
Construction:	June to November 2013

Total Project Cost:

TPC \$ 750,079
CAA \$ 557,477

Project Team:

Design Team:	Design Alaska, Inc
General Contractor:	GBC, Inc

Board of Regents Approval & Motions:

Preliminary Admin Approval:	February 28, 2013
Formal Project Approval:	March 18, 2013
Schematic Design Approval:	March 20, 2013

Status Update:

Project is closed out and invoices are being processed for the DOE grant.



Campus Wide Student Dining Development



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 to February 18, 2013
Advertising & Award:	N/A
Construction:	May 1, 2013 to July 16, 2014

Total Project Cost:

TPC \$ 25,070,000
CAA \$ 19,365,000

Project Team:

Design Team:	Perkins & Will
General Contractor:	GHEMM Company

Board of Regents Approval & Motions:

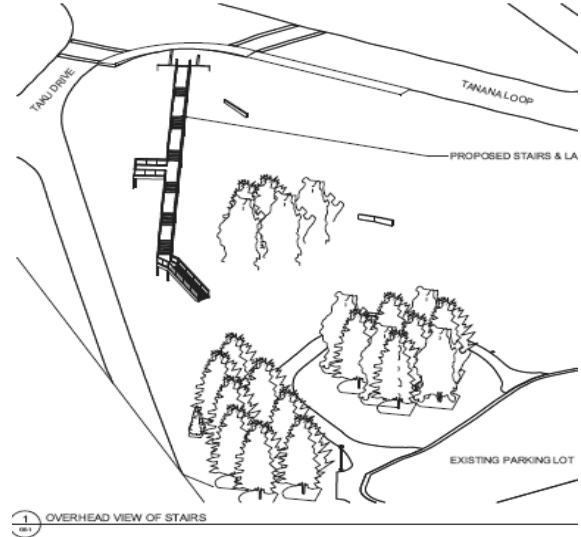
Preliminary Admin Approval:	N/A
Formal Project Approval:	June 2, 2011
Schematic Design Approval:	September 28, 2012

Status Update:

Construction began in May 2013. The south main entry to the Wood Center was completed in time for students to return to campus this fall. The student services offices are on schedule to be completed for staff to move into during winter break this year. The building will be fully enclosed by mid-December when winter work will move to the interior.



Taku Parking Lot Metal Stairs Design & Installation



Project Description:

The proposed metal stairs will replace the existing steep sidewalk with safe, functional and low maintenance metal stairs. The stairs will significantly minimize the amount of slips and falls on the route to and from Taku and Ballaine Parking lots.

Schedule:

Planning & Design:	February to June 2013
Advertising & Award:	July to August 2013
Construction:	September to August 2014

Total Project Cost:

TPC \$ 500,000
CAA \$ 311,000

Project Team:

Design Team:	USKH, Inc
General Contractor:	Tatitlek Construction, Inc

Board of Regents Approval & Motions:

Preliminary Admin Approval:	May 30, 2013
Formal Project Approval:	July 16, 2013
Schematic Design Approval:	July 18, 2013

Status Update:

The construction contract has been awarded. Materials have been ordered and fabrication of the stairs has begun. Installation is being scheduled for Spring 2014.



Utilities Main Waste System Line Repairs



Duckering Building

Project Description:

This project constructs the Agricultural Farm septic system, sewer main line replacement near Duckering from T6 to T12, and mainline replacement at Wood Center; design for relining on West Ridge and the Fire Station; rain leader rerouting at Duckering, Wickersham and Whitaker buildings, as well as design mainline replacement from Wood Center to Hess Village.

Schedule:

Planning & Design:	2012 to March 2013
Advertising & Award:	March 2013 to June 2013
Construction:	June 2013 to October 2013

Total Project Cost:

TPC \$ 2,000,000
CAA \$ 1,264,602

Project Team:

Design Team:	PDC Inc. Engineers
General Contractor:	Drennon Construction, LLC ; Davis Constructors

Board of Regents Approval & Motions:

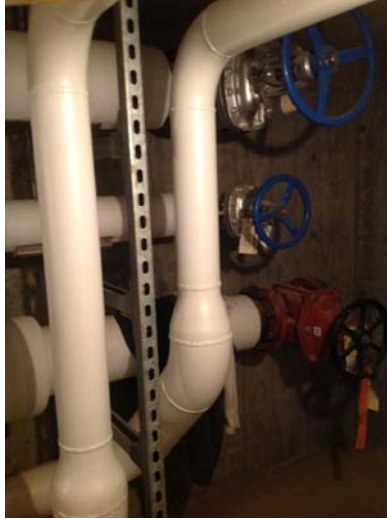
Preliminary Admin Approval:	FY 13 Capital Project
Formal Project Approval:	March 25, 2013
Schematic Design Approval:	May 15, 2013 (UTWT6)
Project Change Requests:	June 27, 2013 (UTWT6)

Status Update:

Construction is complete on the UAF Agricultural Farm septic system. The main line sewer replacement for T6 near Duckering to T12 near Fine Arts is complete. This main line serves Duckering, Brooks, Rasmuson Library, Fine Arts and a significant portion of campus beyond Fine Arts to the northwest along Tanana Drive & Kuskokwim Drive. Design work continues on projects listed above for anticipated construction in 2014.



Utilities Wood Center Vault



Project Description:

This project builds 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 - February 2014

Total Project Cost:

TPC \$ 3,156,938
CAA \$ 2,576,923

Project Team:

Architect / Engineer:	Design Alaska, Inc
General Contractor:	GHEMM Company

Board of Regents Approval & Motions:

Preliminary Admin Approval:	July 1, 2012
Formal Project Approval:	September 27, 2012
Schematic Design Approval:	February 21 & April 11, 2013
Project Change Approval:	Submitted (increase \$156,938)

Status Update:

The contractor is 95% complete with the project. All exterior work is complete. Interior work to be completed is the final mechanical and electrical installation and testing within the utilidor and new vaults. Final work will take place mid-winter when utilities within the new utilidor are connected to the dining utilities.



West Ridge Animal Quarters Facilities Relocation



Project Description

The West Ridge Animal Facility Relocation project will complete shelled space in the UAF Biological Research and Diagnostics Facility (BiRD) and the UAF portion of the State Virology Lab. The completed space will be constructed to house the animal care facility currently in Irving 1. The current animal housing in Irving 1 has surpassed its useful life by many years, has a large maintenance backlog, and struggles to maintain compliance with codes and regulations related to employee safety and animal care.

Designer: Bettisworth North Architects and Planners Inc.

CM@Risk: TBD

Board of Regents Approval & Motions:

Preliminary Project Approval	June 2012
Formal Project Approval	December 2012
Schematic Design Approval	September 27, 2013

Occupancy Date: February 2015

Total Project Cost:

TPC \$8,300,000

CAA \$ 5,750,000

Schedule Bar Chart



Status Update:

The design team of Bettisworth North, ZGF, and RSA Engineering have submitted Design Development drawings and specifications and they are under review. An RFP to select a Construction Manager at Risk has been responded to and offers are being evaluated with an award pending for the Preconstruction Contract. Construction is slated to begin in April 2014.



Bristol Bay Applied Sciences



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

Total Project Cost:

TPC \$ 2,703,750
 CAA \$ 1,873,000

Project Team:

Architect / Engineer: McCool Carlson Green Architects
 General Contractor: Wolverine Supply

Board of Regents Approval & Motions:

Preliminary Admin Approval: May 17, 2012
 Formal Project Approval: December 7, 2012
 Schematic Design Approval: February 21, 2013
 Project Change Request: November 2013

Status Update:

Substantial completion is expected in mid-December.

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 to October 2013

Total Project Cost:

TPC \$ 1,975,000
 CAA \$ 1,149,000

Project Team:

Design Team: BDS, Inc
 General Contractor: H Construction

Board of Regents Approval & Motions:

Preliminary Admin Approval: December 21, 2012
 Formal Project Approval: March 1, 2013
 Schematic Design Approval: March 1, 2013
 Project Change Request: May 30, 2013

Status Update:

Construction is 95% complete. Contractor is completing punch-list items and providing as-built drawings and operations/maintenance manuals.



Research Vessel 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 United States and will be able to break ice up to 2.5 feet thick.

Schedule:

Planning & Design: August 2007-October 2008
 Advertising & Award: February 2009-December 2009
 Construction: January 2010-January 2014

Total Project Cost:

TPC \$ 199,500,000

Project Team:

Design Team: Glosten Associates
 General Contractor: Marinette Marine Corporation

Delivery	January 2014
Post Delivery Dockside/Training	Jan-Mar 2014
Transit and Science Trials	Apr-Sept 2014
NSF Inspection	Summer 2014
Ice Trials	Apr-May 2014
Warranty Dry-Dock	June 2014
Start Funded Science	August 2014

Approval & Motions:

Preliminary Admin Approval: Board of Regents: September 2008
 Formal Project Approval: National Science Foundation: December 2008
 Schematic Design Approval: National Science Foundation: December 2008

Status Update: The ship had 3 successful days of underway propulsion trials the week of 7 October followed by 4 weeks back at the shipyard to continue with outfitting and dockside testing of ship systems. Builder’s Sea Trials are scheduled for the week of 11 November and Acceptance Trials the week of 9 December. Delivery to UAF is anticipated in mid-January 2014 with the ship spending the winter in the Great Lakes. Crew hiring is progressing well and on track to support delivery. The post-delivery schedule has been modified to account for spending the winter in the Great Lakes and still support the ship’s 3 funded science cruises that start in September 2014. The modified schedule has ice trials occurring in Baffin Bay versus the Bering Sea, a series of testing cruises on the east coast, a PR stop in the Washington DC area in June 2014, and a transit to the Pacific by the Northwest Passage to start the funded science cruises. The first funded science cruise starts in Dutch Harbor and ends in Hawaii, the second will go from Hawaii to Guam, and the third from Guam to Japan. Post-delivery testing will be completed in early 2015 on the west coast after the science cruises followed by a final project funded maintenance period then arrival in Seward, Alaska in Spring 2015.



Substantially Complete

Seward Marine Center Tenant Improvement



Project Description:

This project provides the UAF School of Fisheries Seward Marine Center staff an office location for the pending arrival of the research vessel Sikuliaq. Vacant areas within the Orca Building will be modified to accommodate this future utilization.

Schedule:

Planning & Design:	May-June, 2013
Advertising & Award:	July-August, 2013
Construction:	August– December, 2013

Total Project Cost:

TPC \$ 565,300
CAA \$ 331,500

Project Team:

Design Team	Bezek Durst Seiser Inc
General Contractor	TBD

Board of Regents Approval & Motions:

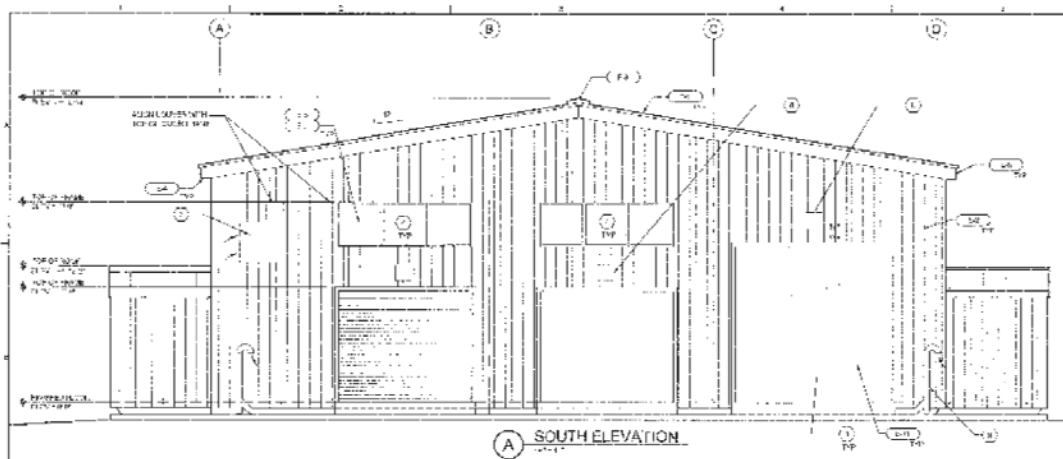
Preliminary Admin Approval	May 15, 2013
Formal Project Approval	May 29, 2013
Schematic Design Approval	June 18, 2013

Status Update:

Substantial completion is expected for mid-December.



Toolik Field Station Capital Improvements



Project Description:

This is a NSF managed and funded project. Construction could start as early as May 2014. 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:	January 2014 to April 2014
Construction:	May 2014 to November 2014

Total Project Cost:

TPC \$ 13,500,000

Project Team:

Design Team	CH2M Hill
General Contractor	TBD

Board of Regents Approval & Motions:

Formal Project Approval	September 27, 2012 (\$8,000,000)
Schematic Design Approval	Submitted December, 2013 (Garage and Lab)

Status Update:

Funding is available for the garage and lab and bidding is scheduled for February 2014. The bidding and project management is done by the National Science Foundation.



University of Alaska

Board of Regents, December 12-13, 2013

IT Security Update



Karl Kowalski
Chief Information Technology Officer

Multi-factor authentication testing

- Additional level of security
- Works by delivering a unique 6 digit token that expires via phone, SMS or smartphone app login approval
- Security & IAM testing MFA for Single Sign On (SSO) enabled web apps and VPN

Adobe Breach Implications

- Adobe ID's for ~3.8 million accounts breached in Oct. 2013
- Breach data published on Hacker site in Nov. 2013
- The data contained 2,114 UA email address as AdobeID usernames and their AdobeID password
- UA affiliated account holders were contacted and encouraged to change their UAusername password if it is the same as the one they used at Adobe
- To Date, NO UA system has been compromised

Ransomware Mitigations

- In October UAF & SW rolled out policies to mitigate the current wave of ransomware
- Coordinated with UAA & UAS to incorporate these into their environments

Closed External Audit Findings

- Implement central log collection and monitoring for all servers. Ensure that administrator access logging is configured. : *a project to migrate existing services to the central log repository is underway, lead by OIT Security. OIT Security has draft service documentation out for review and comment.*
- Video monitoring or cardkey access to major network rooms: *existing controls adequate*

Closed External Audit Findings

- Implement password vault : *provided outreach to staff via information security training, password management and guidance for tool selection*
- Improve tracking of security activities: *All OIT security activities are now tracked and managed through ticketing systems*

Working with UAA to Reduce Copyright Infringement

OIT & UAA ITS are partnering to share knowledge and support investigation of copyright infringement claims through:

- sharing logging requirements
- sharing investigative workload
- Partnering with UAA Student Services for judicial action

Questions & Comments



University of Alaska

Board of Regents

December 12-13, 2013

Polar Fiber Update

Karl Kowalski

Chief Information Technology Officer

420

Arctic Fibre – Quintillion Partnership

Arctic Fibre is actively planning the construction of a network linking Japan to the United Kingdom via Cambridge Bay, Nunavut, Canada. This network will have the following characteristics:

- Three fibre pair cable
- High reliability repeaters
- Design capacity of 80 wavelengths at 100Gb/s
- Two express fibre pairs Japan to London, total capacity 24Tb/s
- One local fibre pair with 5Tb/s capacity

The Express pairs will not land at the intermediate landing stations in order to enhance network reliability and ensure low latency. Signals will be regenerated at Cambridge Bay within a secure facility.

Quintillion Networks, an Alaska company, has the exclusive rights for connecting to, and bringing fiber landings into Alaska.

What does this mean for Alaska?



Potential Benefits

- Improved Rural Connectivity to hub communities
- New starting points for regional networking
- Increased Competition to drive rates down
- Diverse network routes in/out of Alaska
- Economic Development
 - Data center
 - Commerce
 - Finance
 - Telecommunications
- Potential Partnerships for Research and Education

Questions & Comments

University of Alaska Office of Information Technology



Culture Shift and Steps to Accountability

Board of Regents
December 2013

Karl Kowalski
Chief Information Technology Officer

425

Our Change Journey

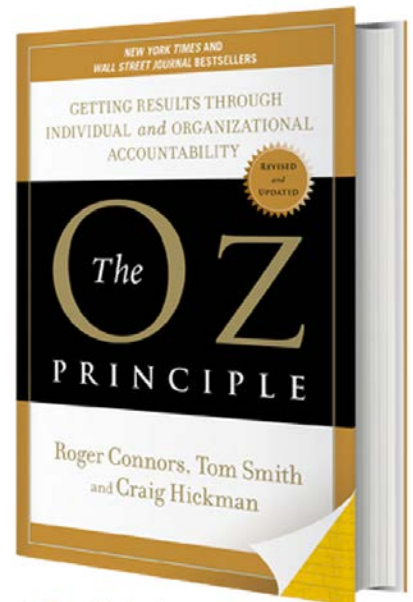
“Creating an organizational culture where people embrace their accountability toward one another and toward the organization should occupy center stage in any effort to create successful organization change.”



Our Change Journey

Began with the reading of “The OZ Principle”
by Connors & Smith

- Personal Accountability for your success and that of your organization
- Shed excuses
- Quit the Blame Game
- Focus on Key Results you want to achieve
- Create the culture you need to achieve those results
- Create the experiences that will lead to those results



Tried and True Excuses

“That’s the way we’ve always done it.”

“It’s not my job”

“I’m waiting for approval.”

“That’s not my department.”

“Why didn’t you ask me?”

“No one invited me to the meeting... I didn’t get the memo.”

“I thought I told you.”

“No one told me what to do.”

Taking Accountability

Above the Line

See and recognize the problem
Own your role in it
Solve it
Act or Do IT

Below the Line

Refusing to see the issue(s)
Acting like its not your responsibility
Turning a blind eye

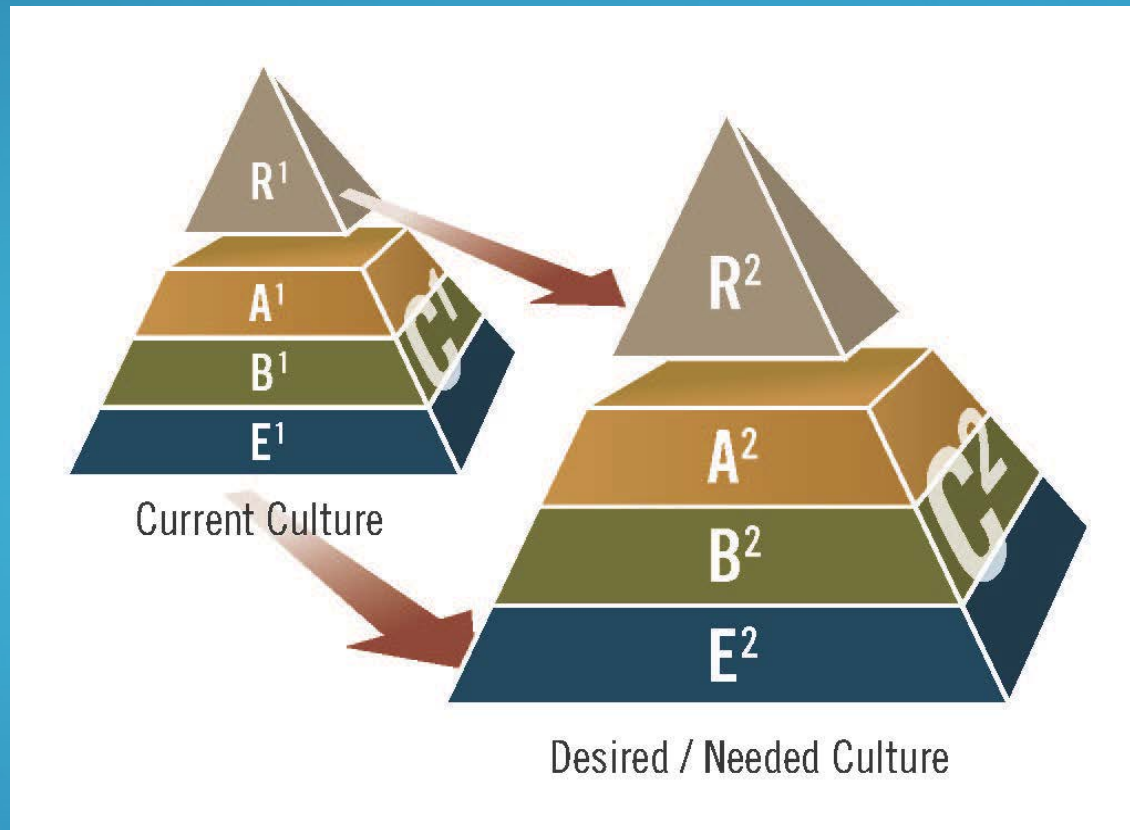


Achieving the Desired Results



The results we achieve are a product of the actions we take.
The actions we take are influenced by the beliefs we hold.
The beliefs we hold are created by the experiences we have.

Culture Shift



Leadership and Cultural Change Development

- Entirety of OIT management participated in cultural change/ accountability training
- All OIT Staff basic accountability training
- Train the Facilitator training
 - Sustaining a Culture of Accountability
- Continued accountability training for all

Framework for Accountability

- Focused Feedback
- Focused Accountability
- Identifying Accountability Gaps
- Focused Recognition
- Focused Storytelling





OFFICE OF
Information Technology

Our Cultural Beliefs



Build Trust

I extend and build trust through my actions.



Speak Up

I communicate openly and freely to keep others informed and involved.



Reach Out

I proactively engage customers to understand their needs and provide the best solution.



Innovate Now

I enable forward-thinking to support education and research through innovation.



Prioritize Work

I prioritize work in support of OIT Key Results.



Go Team

I accomplish more by collaborating with others.

OIT Key Results

↑ Customer Satisfaction

Cost of Operations ↓

Problem Calls ↓

Tech Diversions ↓

↑ Student Enrollment/Completion

Questions & Comments

UAF Combined Heat & Power (CHP) Plant: A Discussion on Financial Risks

Presentation to: Audit Committee

Ashok K. Roy, Ph.D., CIA, CBA

Vice President for Finance & Administration/ CFO

December 13, 2013

Why Important?

- The University of Alaska Fairbanks' heat and power plant provides electricity and steam heat to more than 3.1 million square feet of public facilities on the Fairbanks main campus. The plant's main coal boilers were put in service in 1964.
- The UAF main campus is home to billions of dollars in state infrastructure. It all rests on the foundation of an ever-aging heat and power plant.

What have we done?

- The university has examined a broad range of boiler replacement options, with an eye on both fiscal stewardship and environmental responsibility. A key requirement of any plant upgrade is that it provides **both heat and power** to campus. This cogeneration approach makes the most efficient use of the fuel.
 - Separate generation is about 52 percent efficient.
 - Cogeneration is at least 65 percent efficient.
- After extensive study, including advice from engineers and economists, and meetings with industry and environmental groups, UAF determined that a new solid fuel option made the most sense in terms of long-term operating cost and viability and reduced pollution.

- The proposal is to construct a major upgrade to the plant. The project would replace the existing coal boilers with two circulating fluidized bed boilers which would burn both coal and up to 15 percent biomass to generate up to 17 megawatts of power and enough steam to heat the campus. The university would retain its two existing backup diesel and gas boilers and will continue with campus energy conservation measures and exploration of renewable options. This plan will allow the university to meet its energy needs for the next 50 years and nearly eliminate the need to purchase higher cost electricity from Golden Valley Electric Association.

What will be the cost?

The total project cost for the upgraded plant is \$245 million. Because fuel costs are lower with the new boilers and plant upgrade, UAF could afford to finance up to \$50 million of the project and cover that annual payment with the money saved annually in fuel costs.

What are the consequences of plant failure?

The consequences, should all or parts of the plant fail, would be financially devastating to the university and state:

- UAF could be forced to switch to oil-fired heat and electricity, increasing annual fuel costs from approximately \$9.8 million per year to in excess of \$33 million per year.
- If the plant were to fail during the winter, there is real danger of freeze-up, academic mission failure around UAF, and significant damage to every facility on the Fairbanks campus, including research. Purchasing electricity from GVEA does not provide heat to rapidly cooling buildings.
- Diesel boilers provide backup when maintenance is needed on the coal fired boilers. Cost of diesel has gone up, so cost for diesel for 2 weeks is projected at \$350,000; for a full year for both boilers cost of diesel is projected at \$20M.

Various financial options to fund the power plant?

We are exploring many financing options. We have discussed various approaches with the Governor's OMB, Senate Finance leadership, Department of Revenue, Legislative Finance, and these discussions will continue. Options discussed include:

- Traditional state capital budget request with UA revenue bond funded via future fuel savings – as included in the request. The cost of the CHP major upgrade is \$245M, UAF fuel savings of \$4.6M annually is sufficient to fund \$50M of the \$245M.
- A 50 year no-interest state loan to be funded with future fuel savings plus modest reallocation (\$4.9M annually) – in discussion thus far this is not supported by Governor's OMB, Legislative Finance, Senate staff.
- A Public Private Partnership – there are significant tax liabilities that increase the cost dramatically thus this isn't viable without legislative changes which are not prudent to pursue at this time.
- Reconstituting the UA Heating Corporation – a non-profit entity for bond financing may help with financing options and/or sources such as AEA/AIDEA
- State GO Bond – depending on the politics during the session a GO Bond may surface as the funding vehicle.

Fall-back financial option in case no funding is available from the state?

- UAF doesn't believe there is a fall-back plan for capital funding. Upgrading a utility plant is not a project likely to appeal to private philanthropy. Although UAF has additional unused bond capacity, UAF would need to make bond repayments from its operating budget, and given revenues are already not keeping pace with fixed costs, UAF does not feel incurring an additional fixed cost is prudent.
- UAF would therefore continue operating the existing plant, working to stay abreast of major maintenance issues, hoping that significant operating problems do not arise in the near future. The risk register provided explains the potential operating budget issues that might arise with this approach

Fall-back options in case only partial funding is available from the state?

Partial funding increases the fiscal risk of the project, as the project cannot be managed holistically. Permitting was the first step and nearing completion. The next step is to solicit bids for the major piece of equipment and design a building to enclose and protect them. The cost of this next step is between \$75 and \$100M. UAF is not in a position to bond the first portion of a phased approach as completion of the project must be assured for UAF to achieve the fuel savings, which will be the source for the bond payment.

Why the power-plant was not put on deferred maintenance/ replacement/ upgrade earlier?

- The CHP has been on UA's capital lists consistently starting in the early 2000's. More recently, because of the size of the project it was submitted as a stand-alone project request separate from the overall DM/R&R lists.
- The CHP project has been part of Board capital budgets starting in 2008.

- Permitting was the first step (\$3M primarily from a 2012 DM Debt), Initial design was requested last year to begin after permitting (design not funded). This year's request includes design and construction. The decision to request the full amount is financially most prudent and was influenced significantly by the advise of Senate Finance leadership and Legislative Finance.
- The CHP has been identified as the UA system top risk since 2010, and a project status update has been provided regularly in Board meetings.

Do other universities operate their own heat and power plants?

Yes. There are more than 500 schools, colleges and universities with combined heat and power plants, including Auburn University, Colorado State University, Iowa State University, Northern Arizona and Princeton University, which was recently recognized for providing power and heat during Hurricane Sandy.

What happens if the university can't get funding to upgrade the plant?

Without a major upgrade to the plant, UAF will need to spend \$35 million in the coming years on temporary patches to the system as it approaches the end of its useful life. The patches would keep the plant going for a little while longer if construction on the upgraded plant does not begin soon, but would still not guarantee continued operation. A large portion of those costs would go toward replacing the pipes inside the main boilers, which would not be transferable as part of an upgraded plant. The pipes will need to be replaced by 2015 if the plant upgrade project is not underway.

Why not build a gas plant instead?

We did examine both the operating and fuel costs of a gas option. The capital costs for a gas plant are lower, however gas is a more expensive fuel than coal. All of our models are just that—models—because there is currently not a reliable source of gas available. Using today's prices, our fuel costs with the new boilers would be about \$5.3 million each year. The current cost estimates for natural gas, should it be available in Fairbanks, would be about triple that. Until a lower-cost, reliable supply of gas becomes a reality in Fairbanks, a gas option is not viable

Why can't UAF just buy power from GVEA?

UAF's plant provides heat and power for campus. All of the campus buildings depend on steam from the plant to keep them warm in the winter and cool in the summer. Purchasing electricity would keep the lights on, but not supply the heat.

**Internal Audit Status Report
As of November 18, 2013**

Italic Items - have been completed or are in progress

External Financial Audit Support:

<i>Year-end Cutoff</i>	<i>Cash</i>
<i>Procurement Card</i>	<i>Auxiliary Revenues</i>
<i>Payroll</i>	<i>Unexpended Plant Fund Additions</i>
<i>Journal Entries</i>	<i>Search for Unrecorded Liabilities</i>
<i>Cash Disbursements & Bank Transfers</i>	

Audits and Projects:

University of Alaska Anchorage:	Information Systems Reviews:
<i>Student</i>	OnBase Access Controls**
Department Review	Mobile Technology Security
Subcontract Monitoring	Records Management and Data
<i>Restricted Funds Monitoring*</i>	Disposal
(FY13)	Business Continuity
Departmental Review** - Mat-Su	Banner Access Controls** (FY13)
College Phase II (FY13)	Data Integrity (FY13)
University of Alaska Fairbanks:	Ongoing Audits:
Student	Follow-up Auditing
Department Review*	Continuous Controls Auditing
Athletics	
University of Alaska Southeast:	Special Requests*
<i>Sitka Campus Title III (FY13)</i>	ProCard – UAA, UAF, UAS
	UAF – Electronic Research
	Administration
Statewide:	Investigations*
Department Review	#1 – Confidential
Training	#2 – Confidential
	#3 – Confidential
Function and System Reviews:	
Budget	
Construction Project Management	
and Operations Planning	
Contract Authorization and	
Administration	
Risk Management	

*Specific departments/areas to be determined later

**Carried forward from FY13

1. FY2013 Audit Plan Progress and Department Staffing
 - a. Fully staffed with four full-time auditors and a part time student intern.
2. Audit Reports:
 - a. UAA Mat-Su College Phase I - Final report issued October 28, 2013
 - b. UAA Restricted Funds Budget and Expenditure Monitoring – Draft report issued.
 - c. UAA Mat-Su College, Phase II – Draft report issued.
 - d. UAA Disability Support Services – Draft report issued.
2. Audit Reports in Progress:
 - a. Banner Access Controls
3. Audits in Progress:
 - a. Sitka Campus Title III
 - b. Data Integrity – Student Enrollment Records
 - c. Construction Project Management and Operations Planning
 - d. ProCard – UAF, UAA, UAS
 - e. UAF Electronic Research Administration
4. Support and Consultation Activities
 - a. In progress:
 - i. University regulation and hotline for fraud, waste and abuse.
 - ii. Business continuity (Kuali Ready implementation).
 - iii. Assistance with risk management identification and risk planning processes.
 - iv. Internal control discussions with staff system wide (upon request).

**External Audit Status Report
As of November 18, 2013**

State Legislative Audit Activities

None

External Audit Reports & Activities

Completed:

1. Property Control Systems Analysis (ONR)
2. FY14 Fringe Benefit Projections (DCAA)
3. University of Alaska Annual Financial Audit FY13 (Moss Adams)
4. UA Foundation and Consolidated Fund FY13 (Moss Adams)
5. UA A-133 Single Audit FY13 (Moss Adams)
6. College Savings Plan and Education Trust of Alaska (PWC)

Work in Progress:

7. Sikuliaq Research Vessel (NSF)

External Auditor Transition – KPMG to Moss Adams

Moss Adams was 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.

Action or Expected Deliverable		Done	Expected Timeline
1	UA - Notice of intent to award issued	X	n/a
2	UA - End of protest period	X	n/a
3	Moss Adams - required communications with prior auditors	X	Late January to early February
4	UA and Moss Adams - Contract signed	X	Early to mid-February
5	UA and Moss Adams - Introductory/planning meeting	X	Mid to late-February
6	Moss Adams - IT controls testing	X	May
7	Moss Adams - Fieldwork	X	May-September
8	Moss Adams - Updates to the Audit Committee	X	June and September
9	Moss Adams - Financial statement review and issuance	X	Mid October
10	Moss Adams - A-133 audit completion	X	Mid October
11	Moss Adams - Foundation and Consolidated Endowment Fund financial statement review and issuance	X	Mid October
12	Moss Adams - Management letter	X	September
13	Moss Adams - Presentation to the Audit Committee		December



University of Alaska

Tammy Erickson, Partner
Kim Koch, Senior Manager

Communication with Those Charged with Governance 2013 Audit Results

December 13, 2013

MOSS ADAMS LLP

Certified Public Accountants | Business Consultants

Acumen. Agility. Answers.

December 13, 2013

Members of the Audit Committee
University of Alaska

Dear Audit Committee Members:

Thank you again for engaging Moss Adams. We are pleased to have the opportunity to meet with you to discuss the results of our audit of the financial statements and federal program compliance of the University of Alaska (the "University") for the year ended June 30, 2013.

The accompanying report, which is intended solely for the use of the Audit Committee, presents important information regarding the University's financial statements and our audit that we believe will be of interest to you.

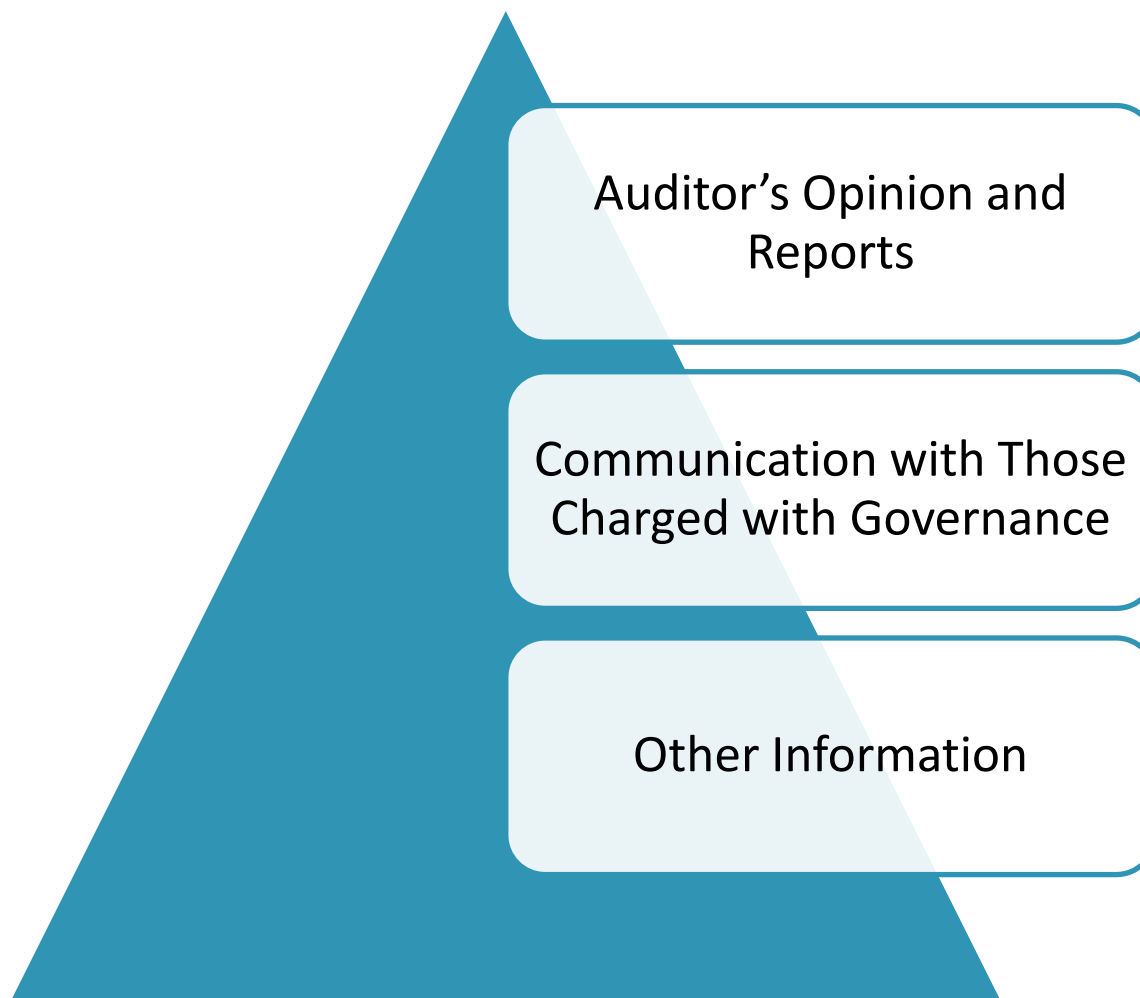
We conducted our audit with the objectivity and independence that you expect. We received the full support and assistance of the University's personnel. This report is intended solely for the information and use of the Audit Committee, Board of Trustees and management, and is not intended to be and should not be, used by anyone other than those specific parties.

We look forward to discussing our report or any other matters of interest with you during this meeting.

Sincerely,

Moss Adams LLP

AGENDA



AUDITOR'S REPORT ON THE FINANCIAL STATEMENT

Unmodified Opinion

- Financial Statements are presented fairly in accordance with accounting principles generally accepted in the United States of America.

OTHER AUDITOR'S REPORTS

GAGAS Report on *Internal Control Over Financial Reporting* and on *Compliance* and *Other Matters*

- Significant deficiency finding over financial reporting
- No internal control finding over compliance that could impact the financial reporting

Report on Compliance with Requirements That Could Have a *Direct and Material effect on Each Major Federal Program* and on *Internal Control over Compliance* in Accordance with OMB Circular A-133

- No compliance findings
- No significant deficiencies or material weaknesses over compliance reported

OUR RESPONSIBILITY UNDER U.S. AND GOVERNMENT AUDITING STANDARDS

As stated in our engagement letter, our responsibility, as described by professional standards, is to form and **express an opinion** 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 audit of the financial statements **does not relieve you or management of** your responsibilities.

Our responsibility is to plan and perform the audit in accordance with generally accepted auditing standards issued by the AICPA and Government Auditing Standards issued by the Comptroller General of the United States, and to design the audit to obtain **reasonable, rather than absolute, assurance** about whether the financial statements are free of material misstatement.

Our audit of financial statements includes **consideration of internal control** over financial reporting as a basis for designing audit procedures **but not for the purpose of expressing an opinion** on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control for the purpose of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for **communicating significant matters related to the financial statement audit** that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, **we** are not required to design procedures for the purpose of identifying other matters to communicate to you.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Planned Scope and Timing of the Audit

It is the auditor's responsibility to determine the overall audit strategy and the audit plan, including the nature, timing and extent of procedures necessary to obtain sufficient appropriate audit evidence and to communicate with those charged with governance an overview of the planned scope and timing of the audit.

Moss Adams' Comments

The planned scope and timing of the audit was communicated to the University's Audit Committee at the audit entrance meeting and was included in the engagement letter for the year ended June 30, 2013.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Significant Accounting Policies and Unusual Transactions

The auditor should determine that the audit committee is informed about the initial selection of and changes in significant accounting policies or their application. The auditor should also determine that the audit committee is informed about the methods used to account for significant unusual transactions and the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Moss Adams' Comments

Management has the responsibility for selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in the Footnotes to the financial statements. Throughout the course of an audit, we review changes, if any, to significant accounting policies or their application, and the initial selection and implementation of new policies. There were no changes to significant accounting policies for the year ended June 30, 2013.

We believe management has selected and applied significant accounting policies appropriately and consistently with those of the prior year.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Management Judgments and Accounting Estimates

The audit committee should be informed about the process used by management in formulating particularly sensitive accounting estimates and about the basis for the auditor's conclusions regarding the reasonableness of those estimates.

Moss Adams' Comments

Management's judgments and accounting estimates are based on knowledge and experience about past and current events and assumptions about future events. We apply audit procedures to management's estimates to ascertain whether the estimates are reasonable under the circumstances and do not materially misstate the financial statements.

Significant management estimates impacting the financial statements include the following: **Fair value of investments, depreciable lives of capital assets, allowances for doubtful accounts, Education Trust of Alaska estimated liability surrounding the Tuition Value Guarantees, and Insurance and risk management estimates.**

We deemed them to be reasonable.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Management Judgments and Accounting Estimates (Continued)

Our views about qualitative aspects of the entity's significant accounting practices, including accounting policies, accounting estimates, and financial statement disclosures

Moss Adams' Comments

The disclosures in the financial statements are clear and consistent. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive footnotes related to deposits and investments in **Note 2**, long term debt in **Note 8**, Pension Plans in **Note 14**, and the University of Alaska Foundation in **Note 17**.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Difficulties Encountered in Performing the Audit

The audit committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.

Moss Adams' Comments

No significant difficulties were encountered during our audit.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Significant Audit Adjustments and Unadjusted Differences Considered by Management to be Immaterial

The audit committee should be informed of all significant audit adjustments arising from the audit. Consideration should be given to whether an adjustment is indicative of a significant deficiency or a material weakness in the University's internal control over financial reporting, or in its process for reporting interim financial information, that could cause future financial statements to be materially misstated.

The audit committee should also be informed of uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented that were determined by management to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Moss Adams' Comments

There were no correcting audit adjustments recorded.

There were two proposed adjustments related to the deferral of the gain on the sale of the Diplomacy Building in accordance with sale-leaseback accounting and an adjustment of the workers' compensation accrual to agree to the actuary report. The adjustments were not material to the financial statements taken as a whole.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Potential Effect on the Financial Statements of Any Significant Risks and Exposures

The audit committee should be adequately informed of the major risks and exposures facing the University.

Disagreements With Management

Disagreements with management, whether or not satisfactorily resolved, about matters that individually or in the aggregate could be significant to the University's financial statements, or the auditor's report.

Moss Adams' Comments

The University is subject to potential legal proceedings and claims that arise in the ordinary course of business.

We are pleased to report that there were no disagreements with management.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Deficiencies in Internal Control

Any material weaknesses and significant deficiencies in the design or operation of internal control that came to the auditor's attention during the audit must be reported to the audit committee.

Moss Adams' Comments

Material weakness

None noted

Significant deficiency

Controls over Procurement cards

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Representations requested of management

We requested certain representations from management that are included in the management representation letter.

Moss Adams' Comments

We requested certain representations from management that are included in the management representation letter dated October 17, 2013.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Management's consultation with other accountants

In some cases, management may decide to consult about auditing and accounting matters, if management has consulted with other accountants about an auditing and accounting matter that involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts.

Moss Adams' Comments

We are not aware of any significant accounting or auditing matters for which management consulted with other accountants.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Other Material Written Communications

Report to the Audit Committee significant written communications between the auditor and client management.

Material Uncertainties Related to Events and Conditions (specifically going concern issues)

Any doubt regarding the entity's ability to continue, as a going concern, should be communicated to the audit committee.

Moss Adams' Comments

Other than the engagement letter, management representation letter and communication to those charged with governance, there have been no other significant communications. We did issue a management letter with minor comments for management's consideration.

No such matters came to our attention.

COMMUNICATION WITH GOVERNING BODY

Matters to Be Communicated

Fraud and Illegal Acts

Fraud involving senior management and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements should be communicated. We are also required to communicate any illegal acts involving senior management that come to our attention, unless clearly inconsequential.

Auditor's Independence

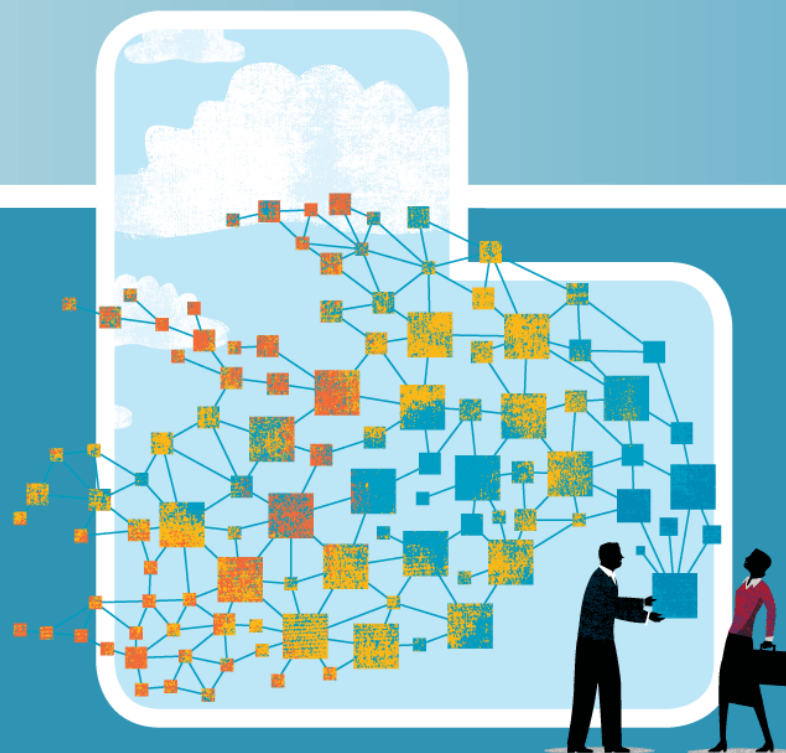
We are required to communicate in writing, at least annually, all independence-related relationships between our firm and the University and provide confirmation that we are independent accountants with respect to the University.

Moss Adams' Comments

We have not become aware of any instances of fraud or illegal acts.

We are not aware of any independence-related relationships between our firm and the University and hereby confirm that we are independent accountants with respect to the University under professional standards.

OTHER DISCUSSION ITEMS



MOSS-ADAMS LLP

Certified Public Accountants | Business Consultants

Acumen. Agility. Answers.

RESOURCES FOR GOVERNMENTAL AND NON-PROFIT BOARDS

ASSOCIATION OF GOVERNING BOARDS

- www.agb.org

AICPA

- <http://www.aicpa.org/InterestAreas/BusinessIndustryAndGovernment/Resources/NotForProfitResourceCenter/Pages/AICPANot-for-ProfitAuditCommitteeToolkitDownloads.aspx>

BOARDSOURCE

- www.boardsource.org

Consult our webpage for the most up-to-date publications, webcasts, and events at
www.mossadams.com/Industries/Higher-Education/Overview
and/or www.mossadams.com/nfp

KEEPING YOU INFORMED

Keeping you informed about changes in the financial landscape is one of our top priorities. We closely monitor regulatory agencies, participate in industry and technical forums, and write about a wide range of general as well as industry-specific accounting, tax, and business issues. The goal? To provide you with actionable information and guidance to help your organization succeed.

ONLINE PUBLICATIONS

- [Summer Not-for-Profit Update](#)
- [Proposed Changes to Lease Accounting: Will You Be Prepared?](#)
- [Getting Back on Track with a Performance Audit](#)

SEMINARS AND EVENTS

[Council on Foundations 2013 Fall Conference for Community Foundations](#)

San Diego, CA | September 22-25

[Philanthropy Northwest 2013 Annual Conference](#)

Juneau, AK | October 1-3

- Glass Canoe | Wendy Campos and Kathryn Garrison
- The Breakthrough Clinic: Make Deals Happen in Mission Investing | Wendy Campos

WEBCASTS

- [Performance Audits: Enhance Economy, Efficiency, and Effectiveness](#) | September 26
- [Economic and Market Update](#) | October 10
- [Quarterly Tax Update](#) | October 24

[Association of Small Foundations 2013 Conference](#)

Albuquerque, NM | October 1-3

[2013 AICPA Governmental and Not-for-Profit Training Program](#)

Orlando, FL | October 21-23

- Where Single Audit Sampling Often Goes Wrong | Erica Forhan
- Common Auditing Deficiencies | Erica Forhan
- Avoiding Deficiencies in Applying GASB Pronouncements | Jim Lanzarotta

SERVING GOVERNMENTS AND NOT-FOR-PROFITS

ASSURANCE

- Agreed-upon procedure engagements
- [Audits and reviews](#)
- Circular A-133 audits
- Compliance examinations pursuant to federal reporting requirements
- [Employee benefit plan services](#)
- Written acknowledgements and agreed-upon procedure engagements in connection with tax-exempt bond offerings

CONSULTING

- [Endowment management and investment consulting](#)
- [Fraud investigation and forensic accounting](#)
- [IT consulting](#)
- [Strategic business planning](#)
- [Sustainability services](#)
- [Systems Control & Operations Risk Evaluation \(SCORE!\)](#)
- [Wealth services](#)

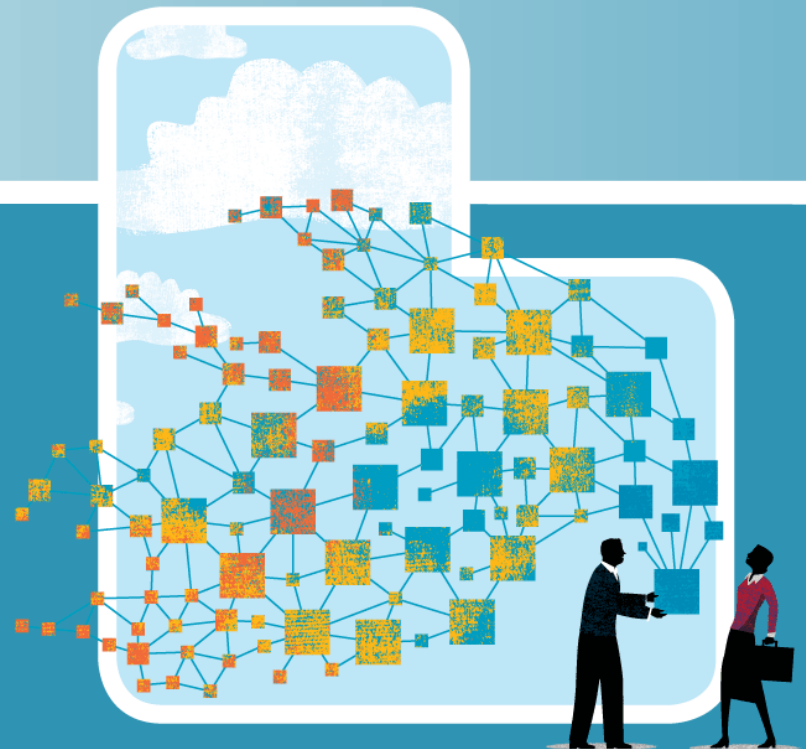
TAX

- Alternative investment issues
- Compensation, payroll, and employment tax issues, including fringe benefits, deferred compensation, and policy setting to meet the rebuttable presumption process
- Complex group structures, including non-501(c)(3) exempt organizations
- Donor-advised fund planning and reporting
- [Estate planning](#) for donors and development department marketing
- For-profit organization formation and operations
- Formation of new entities, including preparation of Forms 1023 and 1024 and associated state filings
- Independent contractor versus employee determinations
- IRS and state audit representation
- Joint venture formation and operation
- Lobbying and political expenditure classification and reporting
- Maintaining tax-exempt status and public charity status
- Member versus nonmember activity issues
- Preparation of Form 990, 990-T, 990-PF, and relevant state forms
- [Private foundation planning analysis](#)
- Public support test planning
- Sales and use tax exemptions
- [State and local tax services, including credits and incentives](#)
- State solicitation registration and annual filings
- Tax-exempt bond consultation, including private business use and post-issuance bond compliance procedures
- Third-party management agreements and sponsorship planning
- Transfer pricing and expense allocation methodology
- Unrelated business taxable income

THANK YOU!

Tammy A. Erickson, Partner
tammy.erickson@mossadams.com
T (509) 777-0149

Kim Koch, Senior Manager
kim.koch@mossadams.com
T (509) 777-0107



MOSS-ADAMS LLP
Certified Public Accountants | Business Consultants

Acumen. Agility. Answers.

Annual Financial Report for Fiscal Year 2013



Presentation to: The Board of Regents

Ashok K. Roy, Ph.D., CIA, CBA
Vice President for Finance & Administration/ CFO

December 12, 2013

Financial Highlights

FY2013 marked a year of stability, strength, and progress for the University System of Alaska.

- State support very robust – 45% of revenues.
- Tuition & Fees – 15.42% of revenues.
- Total Net position increased 16.6% (FY12-13).
- Rating agency *Morningstar* awarded a “Gold” rating to the T. Rowe Price College Savings Plan. Portfolio managed on June 30, 2013: \$5.4 Billion.

- Total Operating expenses grew only 0.9%.
- Operating funds were invested (\$124.6 M) for necessary liquidity, security, reasonable returns.
- Investment return on our Consolidated Fund (\$134.6 M) = 10%.
- Total Debt outstanding = \$201.6 M.
- Annual Debt level modest = \$17.3 M.
- Annual Debt Service = 2.9% of unrestricted revenues.

5 Successful External Audits

- a) Received “unmodified” opinion , the most favorable, from external/independent auditors (Moss Adams LLP).
- b) Received favorable ratings of “compliant” in Property Control Systems Analysis by the Office of Naval Research (Dept. of the U.S. Navy).
- c) Received “unmodified” opinion from Pricewaterhouse Coopers, LLP. for the Education Trust of Alaska.

- d) No exceptions/deficiencies noted in F & A cost rates audit by Defense Contract Audit Agency. These rates are used on Federal grants/contracts for recovering indirect/overhead costs
- e) Received from Moss Adams a Single Audit report on federal awards in accordance with Government Auditing Standards and OMB Circular A-133.

- Maintained high Credit Ratings from both Standard & Poor (AA-) and Moody's Investor Services (Aa2).

CODA

1. Financial health has 2 dimensions: *capacity* (measured by resources) & *sustainability* (ability to maintain capacity).
2. Portfolio Risk has 2 categories: *debt service risk* & *liquidity risk*.

From both perspectives, we are pleased to report that the University System of Alaska continues to be financially healthy. This has been a remarkable year.



Graphical Presentation of Data

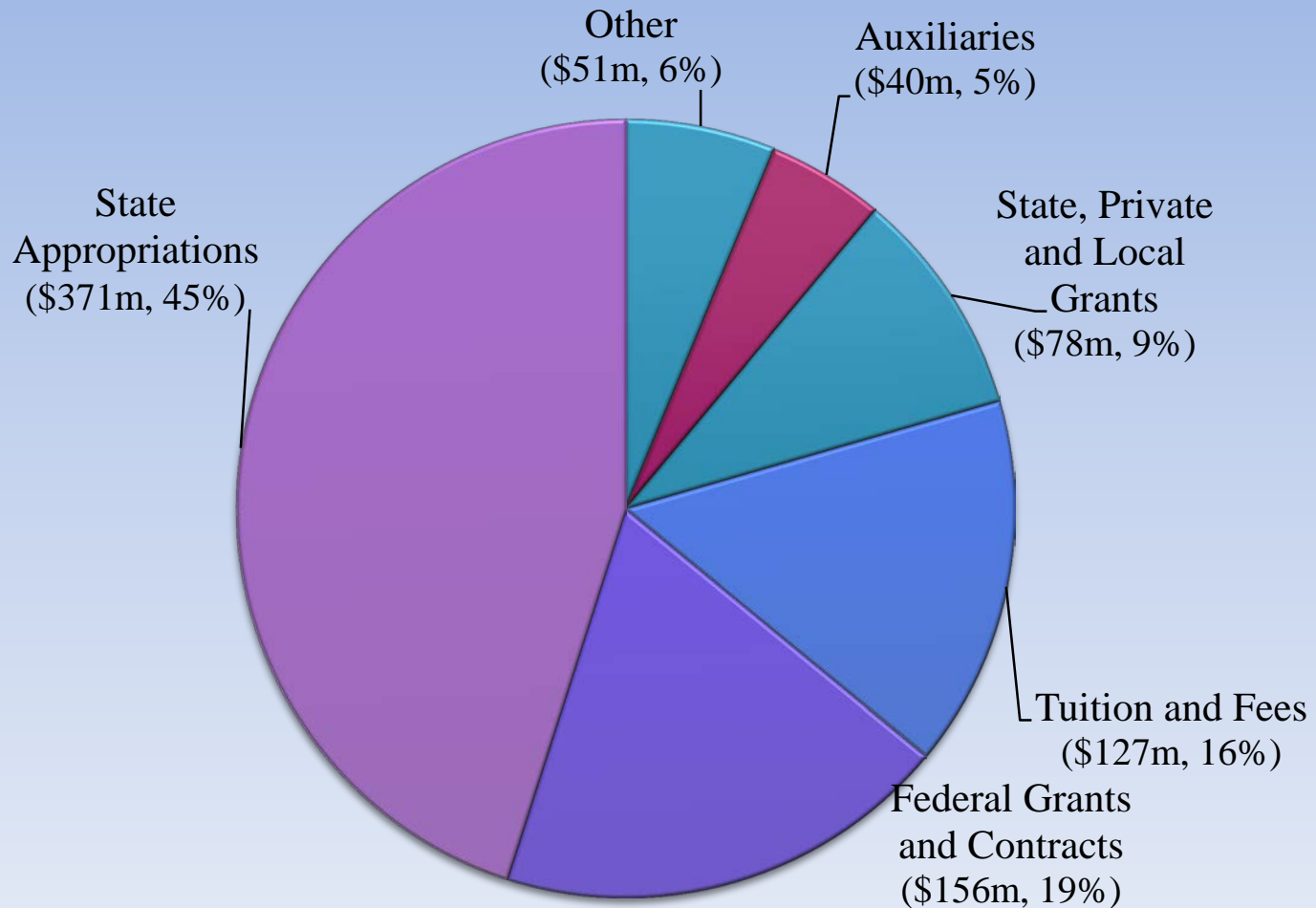
Condensed Statements of Net Position

	2013	2012
Assets:		
Current Assets	\$ 143,039	\$ 157,492
Other noncurrent assets	336,078	296,779
Capital assets, net of depreciation	<u>1,324,208</u>	<u>1,097,258</u>
Total assets	<u>1,803,325</u>	<u>1,551,529</u>
Liabilities:		
Current liabilities	120,515	115,298
Noncurrent liabilities	<u>194,936</u>	<u>159,863</u>
Total liabilities	<u>315,451</u>	<u>275,161</u>
Net position:		
Net investment in capital assets	1,120,771	931,674
Restricted – expendable	78,443	74,102
Restricted – nonexpendable	131,365	130,513
Unrestricted	<u>157,295</u>	<u>140,079</u>
Total net position	<u>\$ 1,487,874</u>	<u>\$ 1,276,368</u>
(\$ in Thousands)		

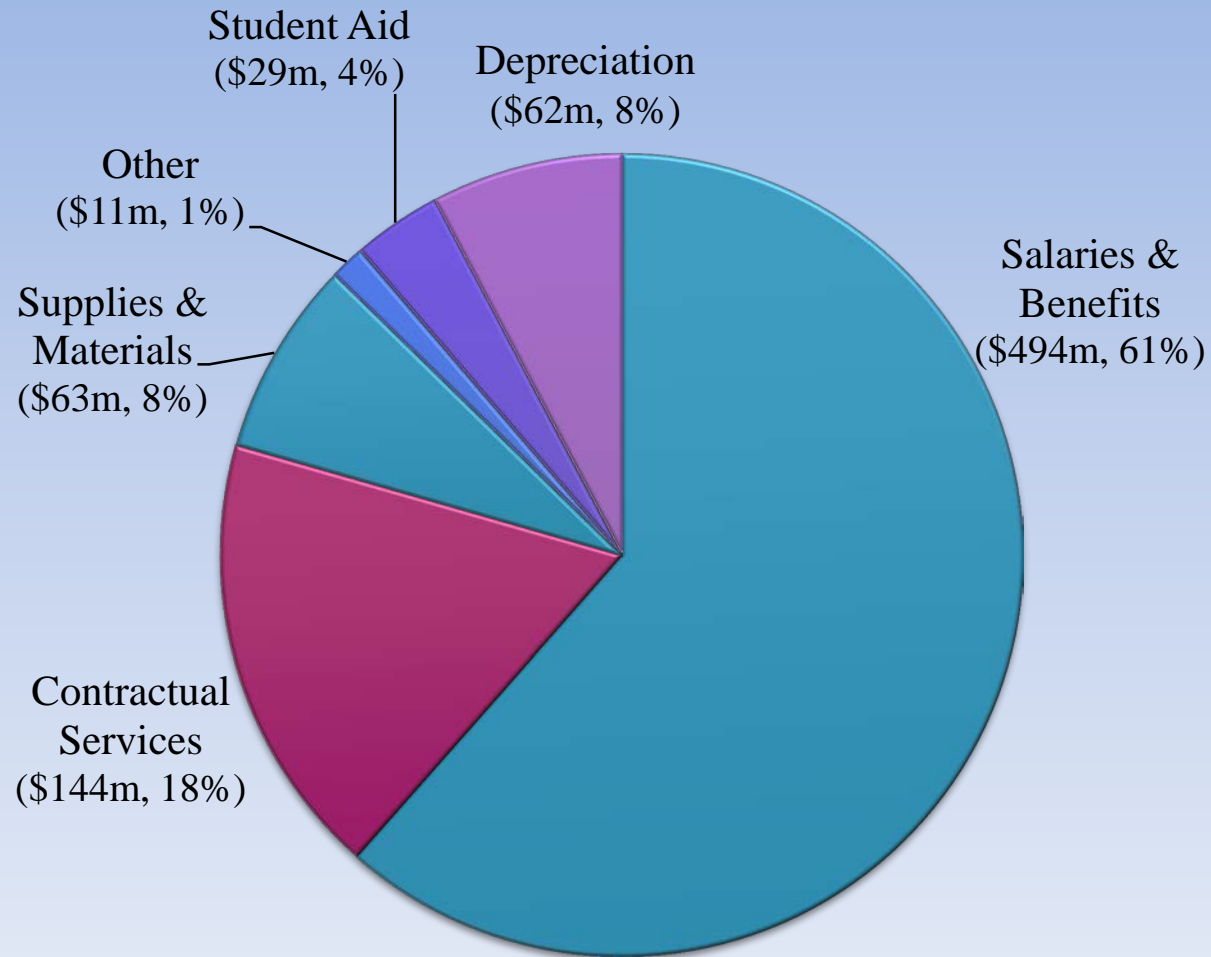
Condensed Statements of Revenues & Expenses

	2013	2012
Revenues:		
State Operating Appropriations	\$ 371,051	\$ 358,441
Capital Appropriations and Grants	191,809	170,026
Student Tuition and Fees, net	127,055	123,971
Federal Grants and Contracts	156,247	160,415
State, Local and Private Grants	77,801	76,351
Auxiliary Enterprises	40,008	39,813
Endowment Income	18,992	3,015
Other	<u>32,226</u>	<u>23,178</u>
Total Revenues	1,015,189	955,210
Expenses:		
Student and Academic	363,074	359,953
Research	132,905	135,928
Public Service	41,360	38,842
Operations and Maintenance	63,364	65,476
Institutional Support	96,072	95,372
Auxiliary Enterprises	35,276	38,288
Depreciation	62,103	58,403
Other Expenses	<u>9,529</u>	<u>9,201</u>
Total Expenses	<u>803,683</u>	<u>801,463</u>
Increase in Net Position	<u>\$ 211,506</u>	<u>\$ 153,747</u>
(\$ in Thousands)		

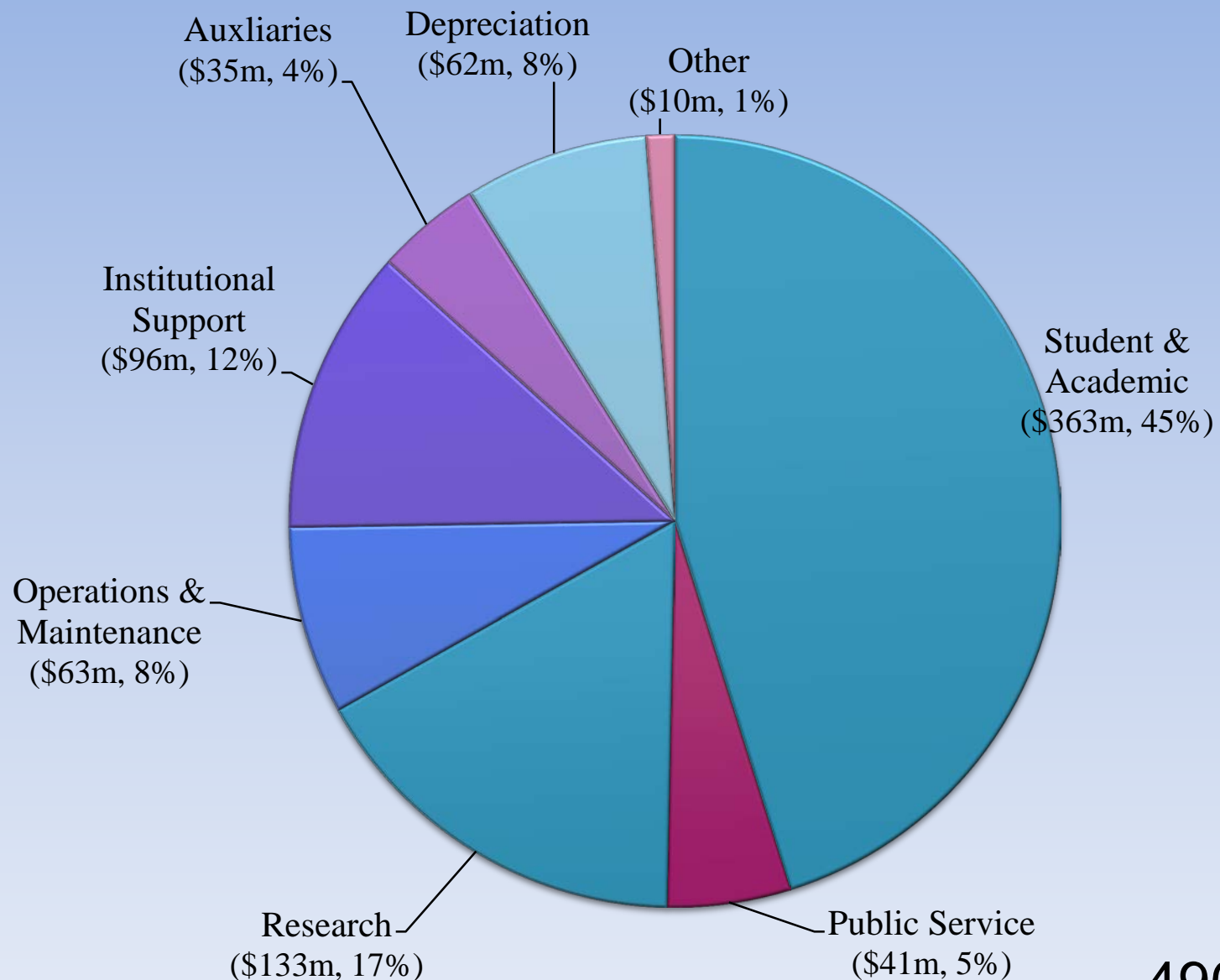
Revenue Mix



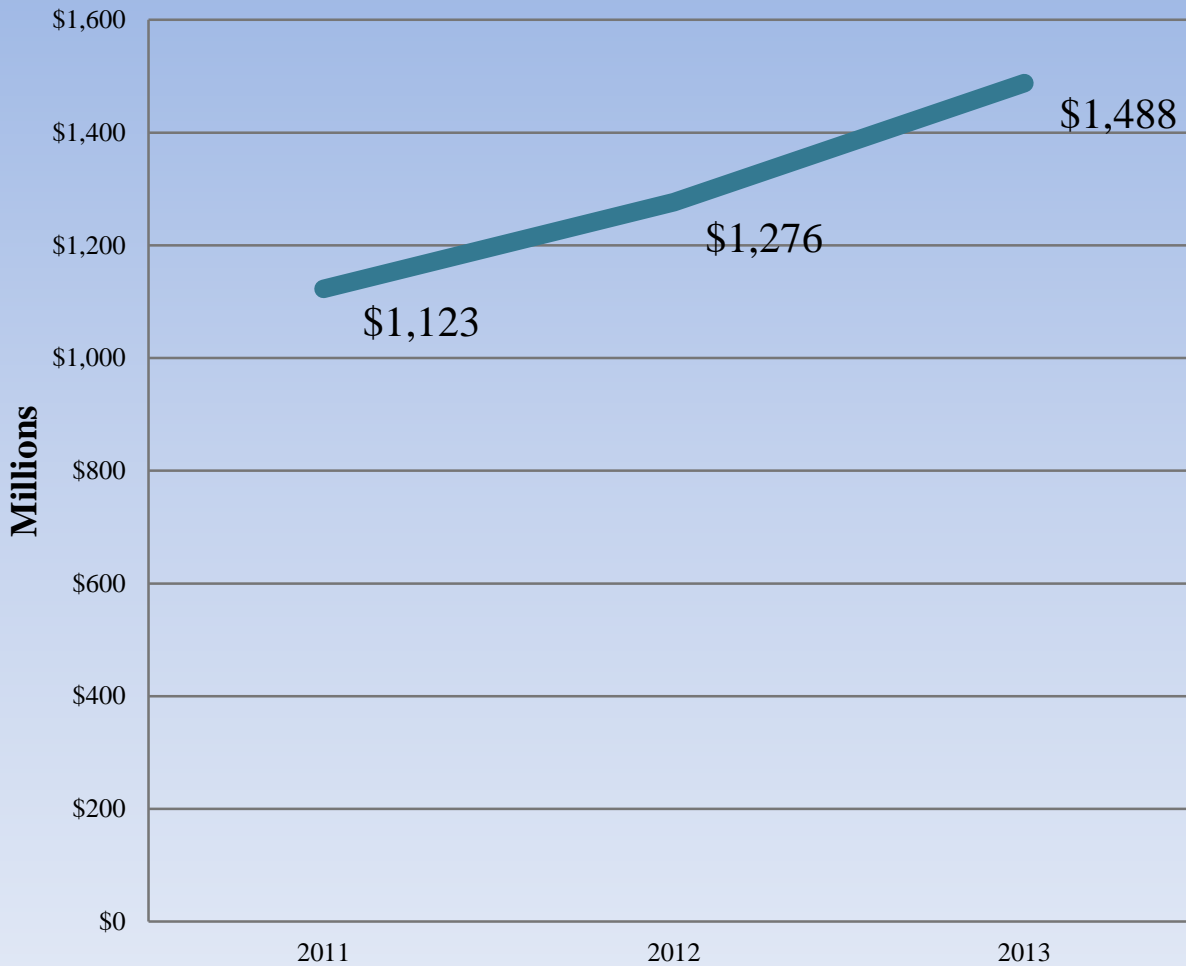
Expenditure Mix



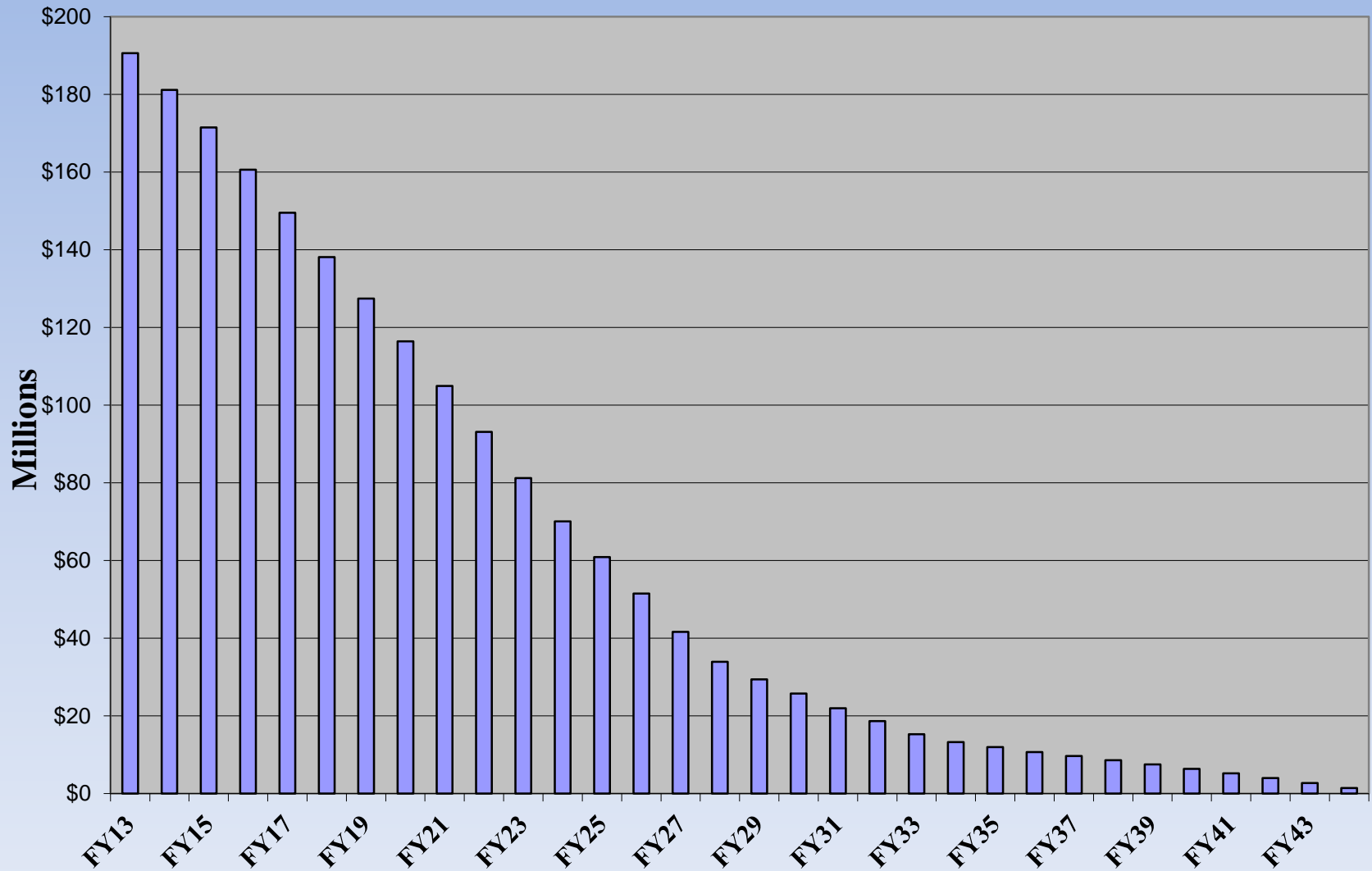
Expenditure Mix by Function



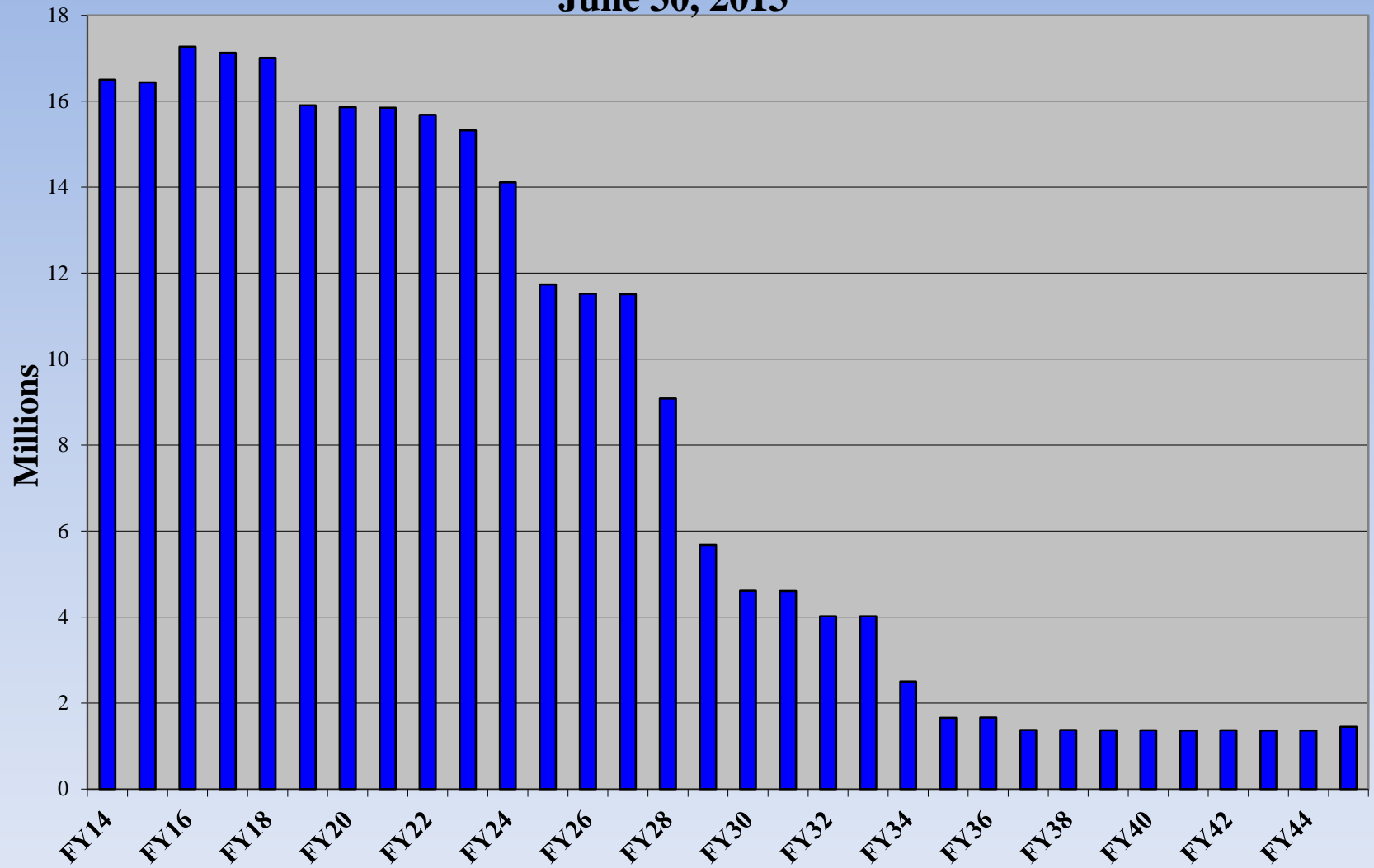
Net Position



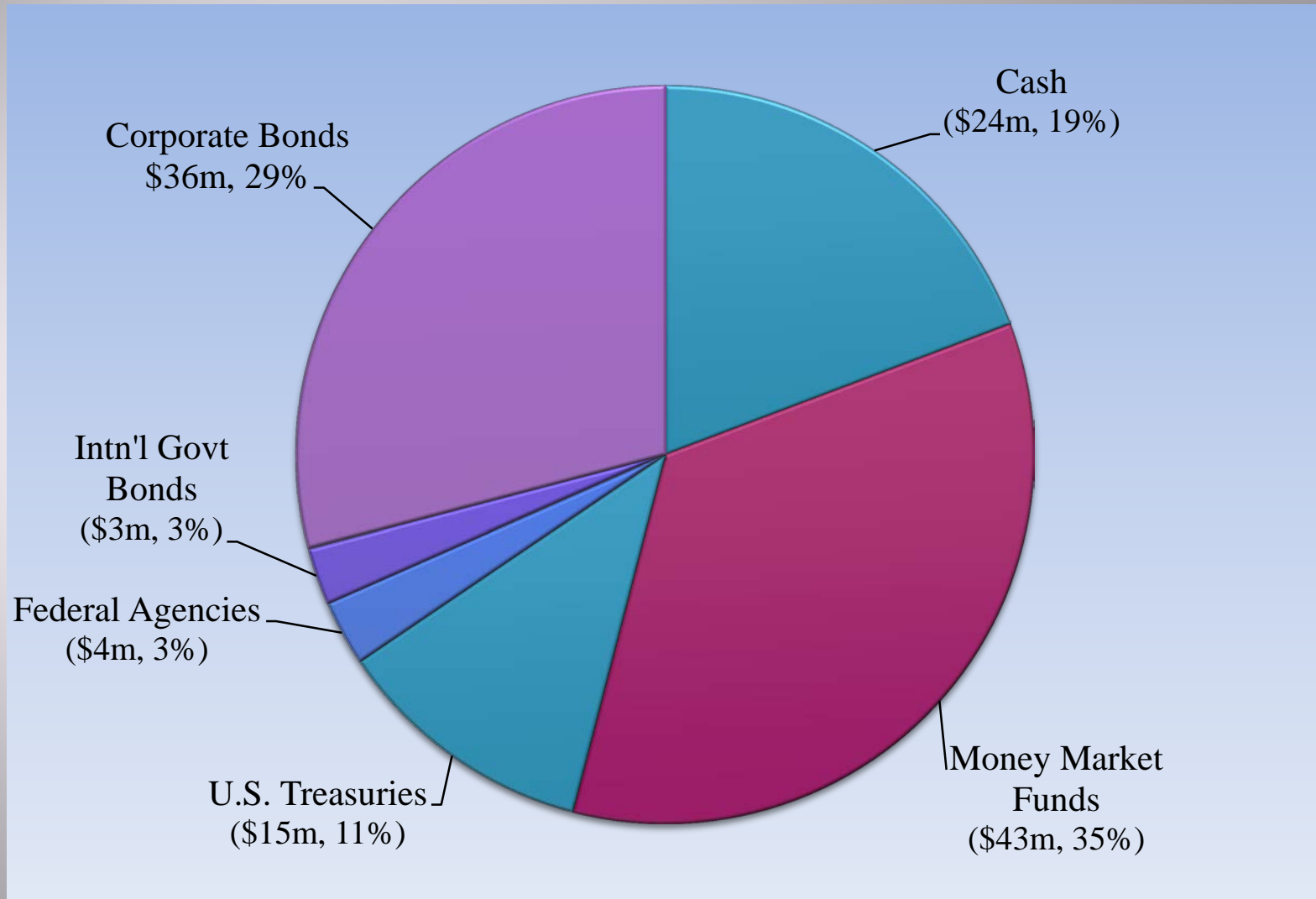
Total University of Alaska Debt Outstanding June 30, 2013



Total Annual Debt Service June 30, 2013



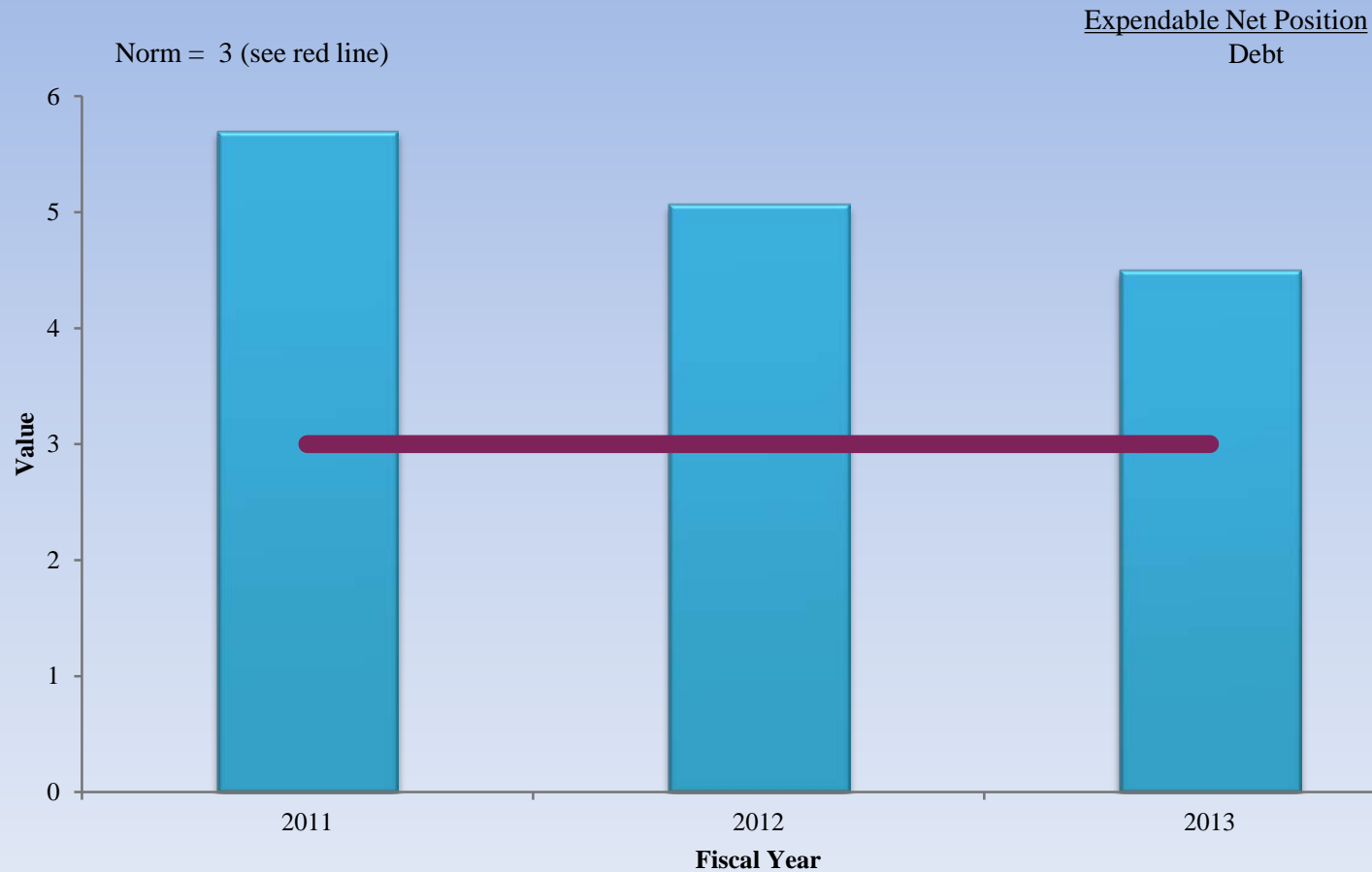
Operating Cash & Investments (\$125M)



Financial Metrics

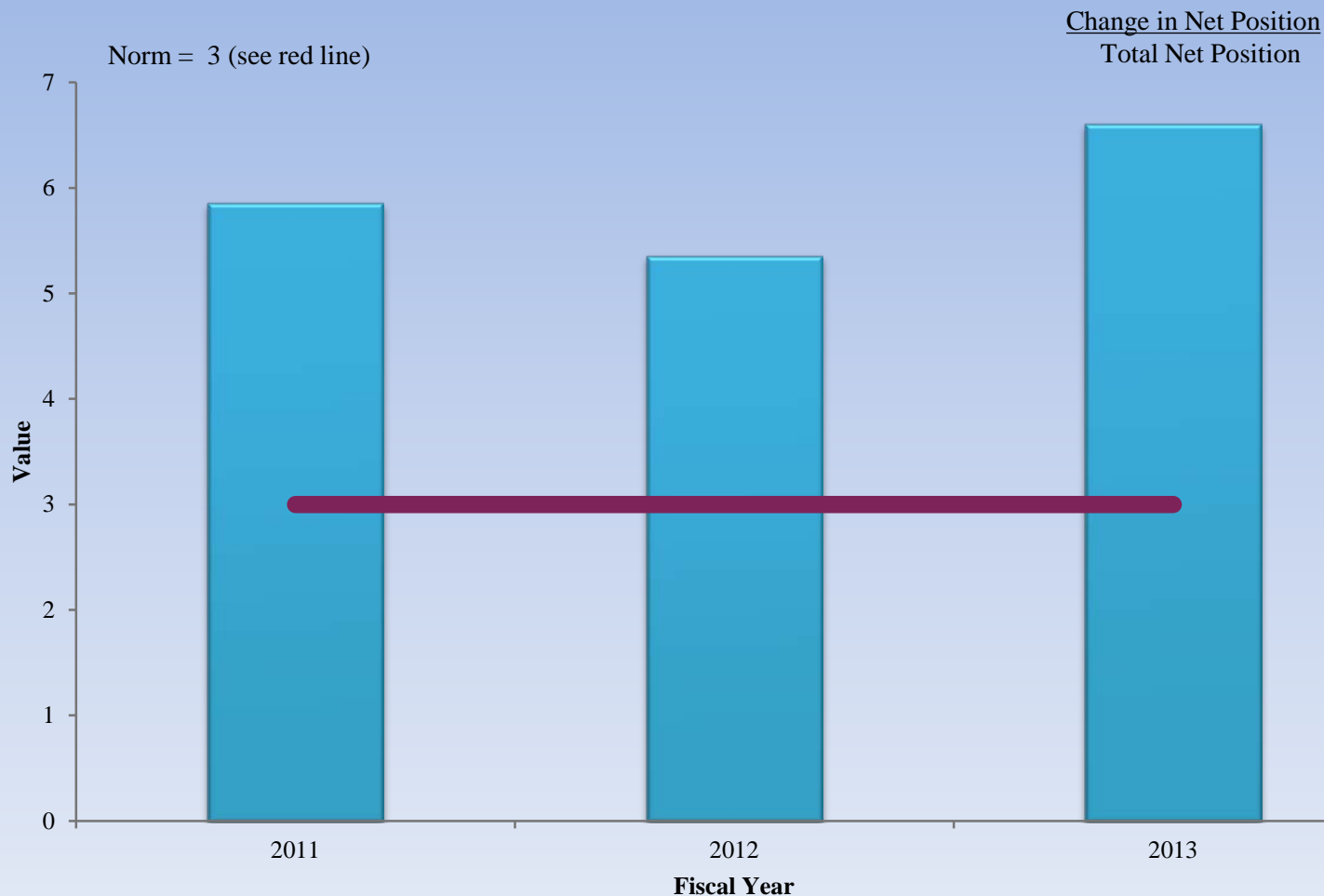
Viability Ratio

(Measures debt burden and debt capacity)

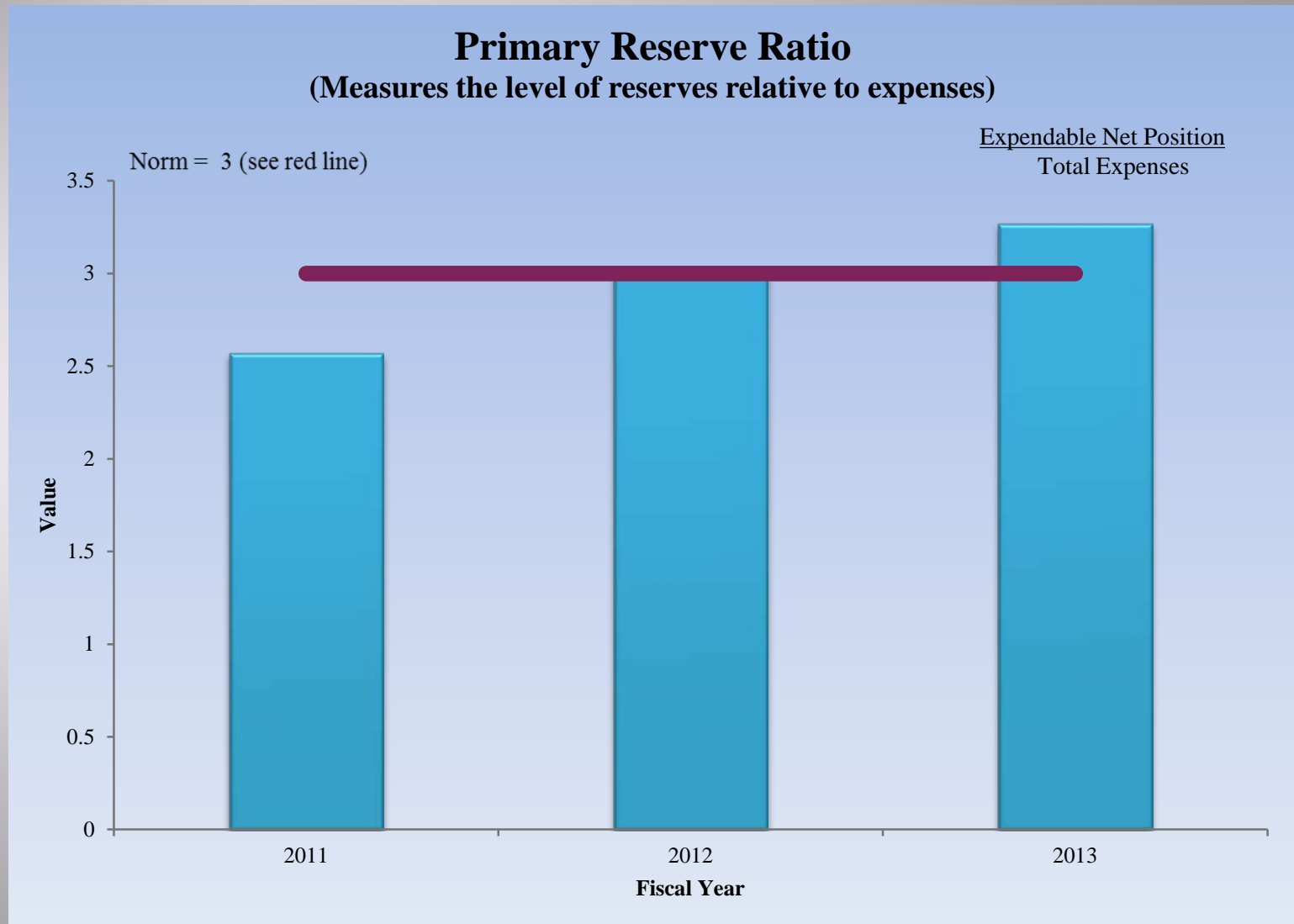


Return on Net Position Ratio

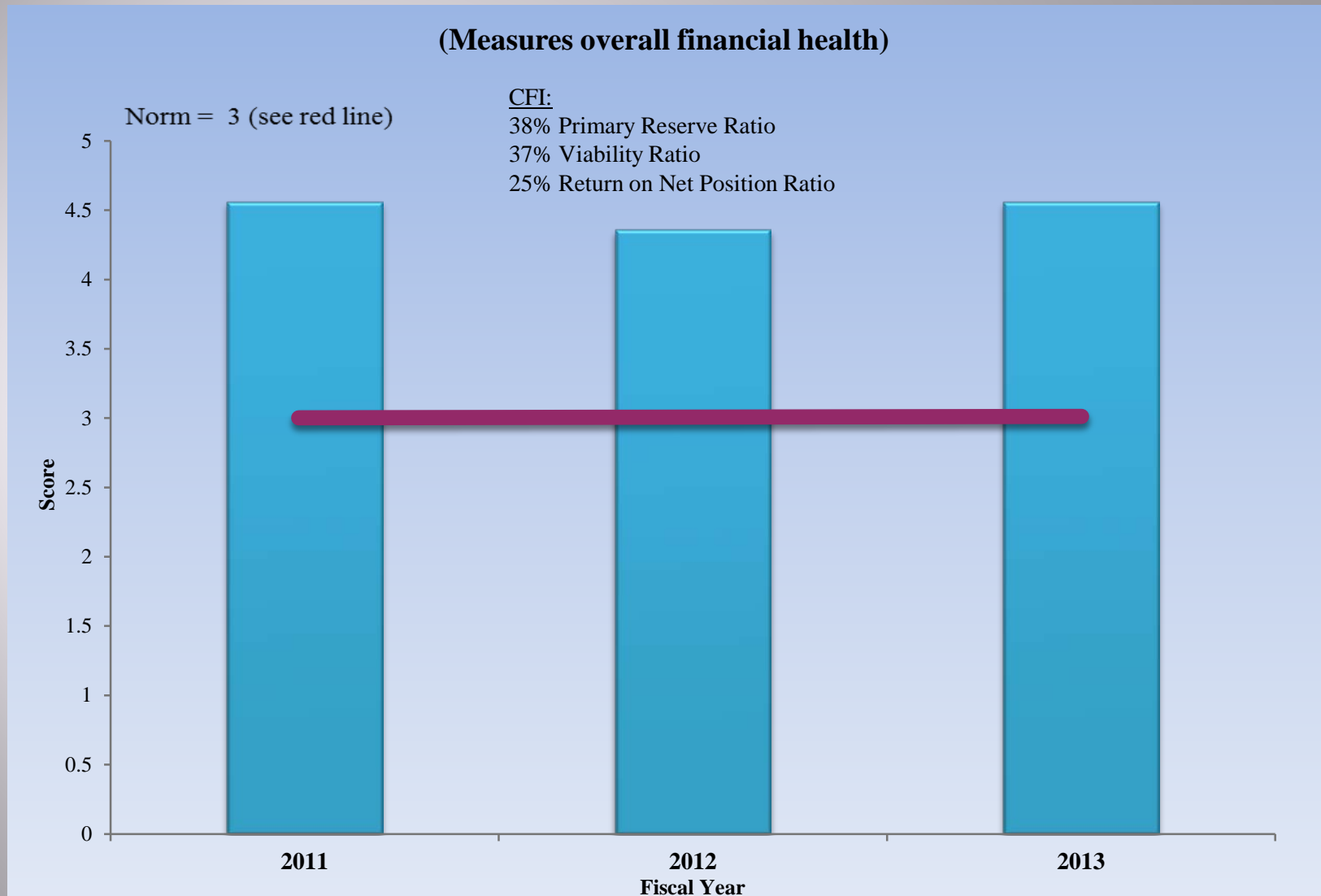
(Measures the return on total net position)



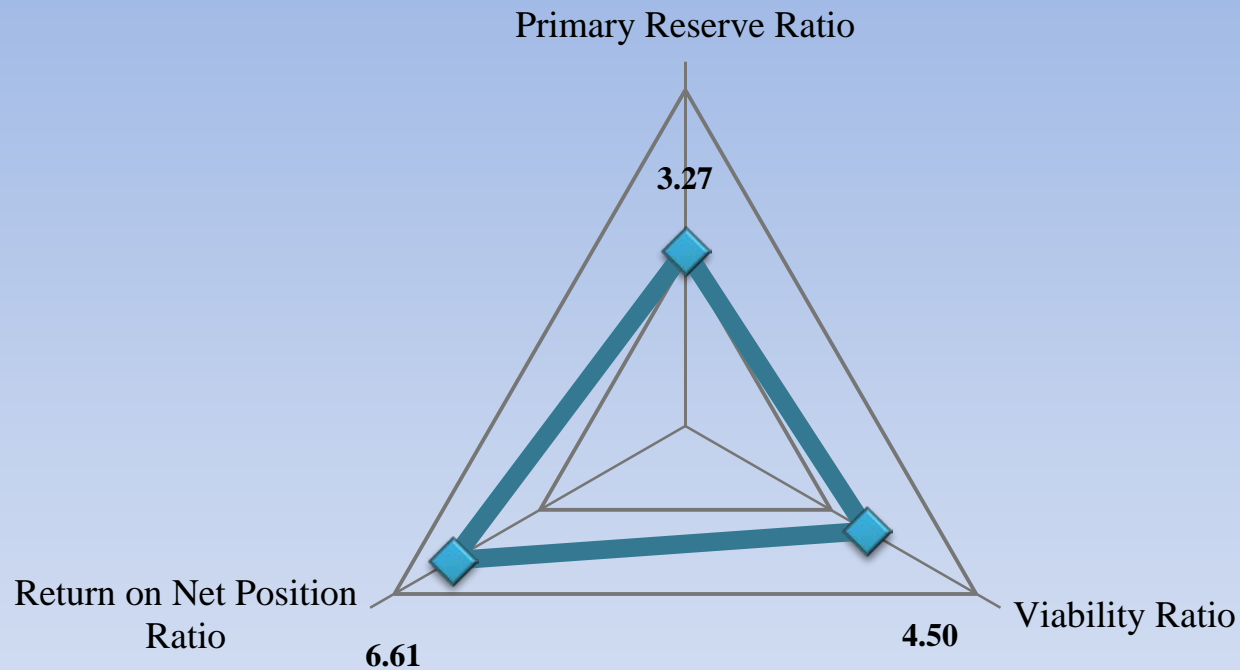
Primary Reserve Ratio



Composite Financial Index (CFI) (1 of 2)



Composite Financial Index (CFI) (2 of 2)



Key:

Blue triangle = University of Alaska
Inside triangle = Norm
Outside triangle = Outer limit of scale

Education Trust of Alaska FY 2013 Annual Report

Presentation to: Board of Regents

James F. Lynch, CPA, CGFM

Chief Treasury Officer

December 12, 2013

The Education Trust of Alaska

- ▶ Established by the Board of Regents in 2001 to develop and maintain the University's College Savings Program
- ▶ Engaged T. Rowe Price to serve as Program Manager
- ▶ The only Section 529 College Savings Plan organized within a university

Three Plans Offered by the Trust

- ▶ T. Rowe Price College Savings Plan (TRP Plan)
- ▶ University of Alaska College Savings Plan (UA Plan)
- ▶ John Hancock Freedom 529 (JH Plan)

Program Highlights for FY2013

- ▶ Governance and Investment Policy Adopted
- ▶ Granted Morningstar's Gold Rating
- ▶ UA Plan Marketing Awards:
 - ▶ *Mutual Funds Education Alliance (MEFA)*
STAR AWARD
 - ▶ *American Marketing Association Alaska Chapter*
Prism Award

Program Highlights for FY2013 (continued)

- ▶ Record participation through the Alaska Permanent Fund Check-Off
- ▶ First native corporation offers a Corporate Dividend Check-Off
- ▶ Crossed the \$5 Billion threshold
- ▶ Initiating a national student recruitment effort

Governance and Investment Policy

- ▶ Adopted by the Board of Regents September 27, 2013
- ▶ Presented by Dr. Ashok Roy and Jim Lynch
- ▶ Currently posted on the Finance Website
- ▶ Education Trust of Alaska Financial Statements included in the University's Finance Annual **Report** for the first time.

Morningstar “Gold Rating”

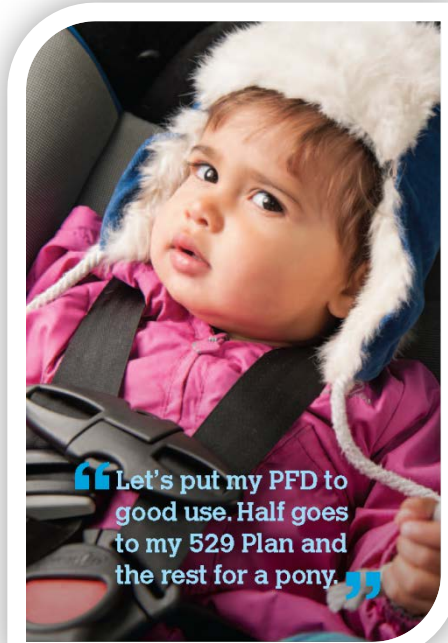
- ▶ The Alaska T. Rowe Price College Savings Plan awarded a prestigious “Gold Rating” by Morningstar for 2013.
- ▶ Only four plans received a gold rating.
- ▶ Based on Morningstar’s conviction of the plans ability to outperform its peer group.
- ▶ Morningstar’s analysis considers the talent, resources, investment strategy and stewardship including oversight by the University.

Morningstar “Gold Rating” (continued)

- ▶ The UA Plan not rated due to its small size, but provides the same high quality investment options and service as that of the TRP Plan.
- ▶ The JH Plan received a neutral rating. Morningstar generally cites the plan’s strong roster of investment managers and positive ratings for its strategy, but the higher fees cause it to receive a dampen rating.

The UA Plan's Award Winning Marketing Campaign





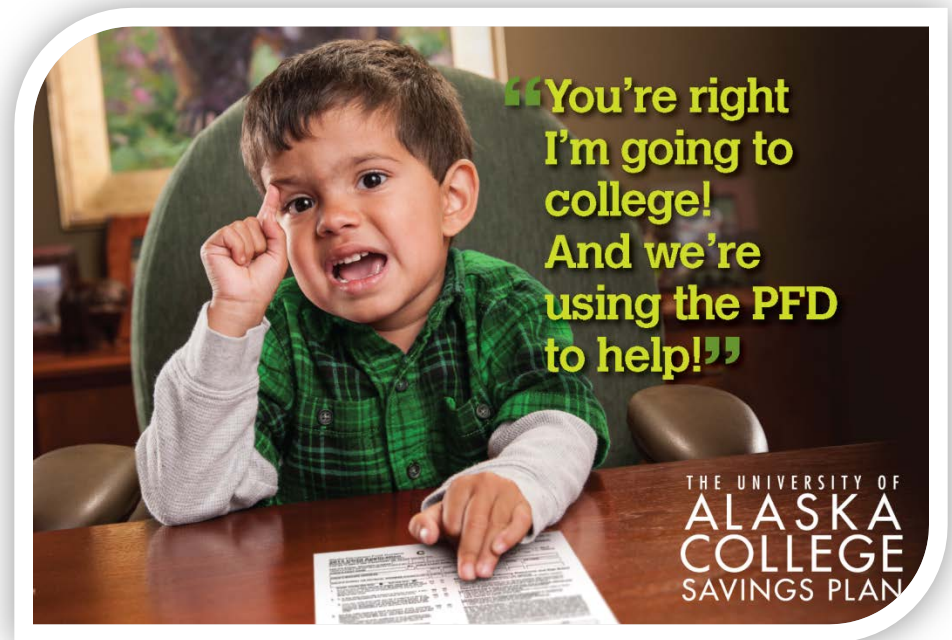
- New marketing campaign features Alaskan children urging their parents in unexpected ways to save for college!
- Campaign was nominated for and **WON** two marketing awards this fall.



*Mutual Funds Education Alliance (MEFA)
STAR AWARD "Retail Marketing Campaign"*

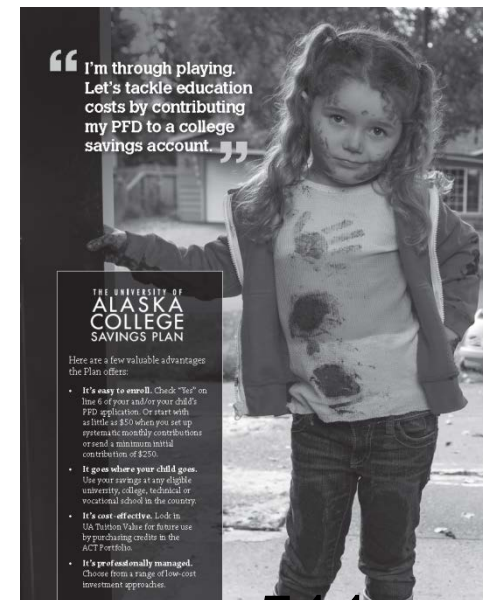


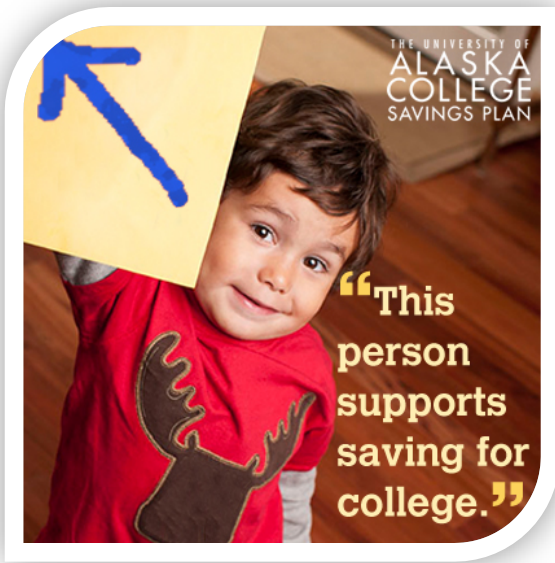
*American Marketing Association Alaska Chapter
Prism Award "Marketing Campaign – Non Profit"*



PFD promotion 25K giveaway

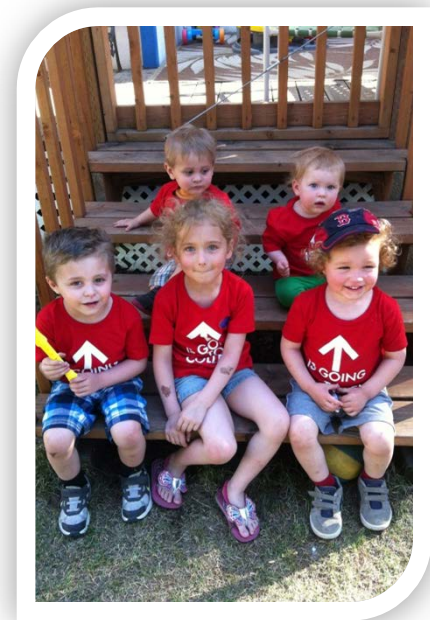
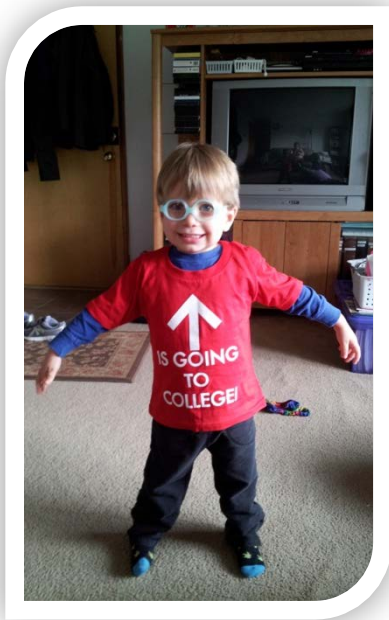
- Listed on the 2013 PFD application
- Promoted in print, web, radio, and social media
- 25K giveaway continues to be a successful campaign
- 7% total increase of contributions from 2012
- Over 12,000 PFD recipients checked YES!





Other Marketing Initiatives

- 529 Day (May 29th)
 - T-shirt campaign
 - Social media campaign
- College Savings Month (September)
 - Sponsored Alaska Zoo's Moose Madness event
 - Sponsored Fairbanks Children's Museum "Airmaze" exhibit
 - College Savings Webinar with Stuart Ritter CFP
 - Governor's proclamation
 - Social media campaign



Outreach & Partnerships

- Huna Totem Native Corporation
- Spirit of Youth
- Boys and Girls Club Youth of the Year
- Fund the Future
- State fair
- Kids Day
- Alaska Commission on Post-Secondary Education's I Know I Can & Kids to College events
- Fairbanks Children's Museum Without Walls events

“Brand new website,
check it out!”

www.uacollegesavings.com

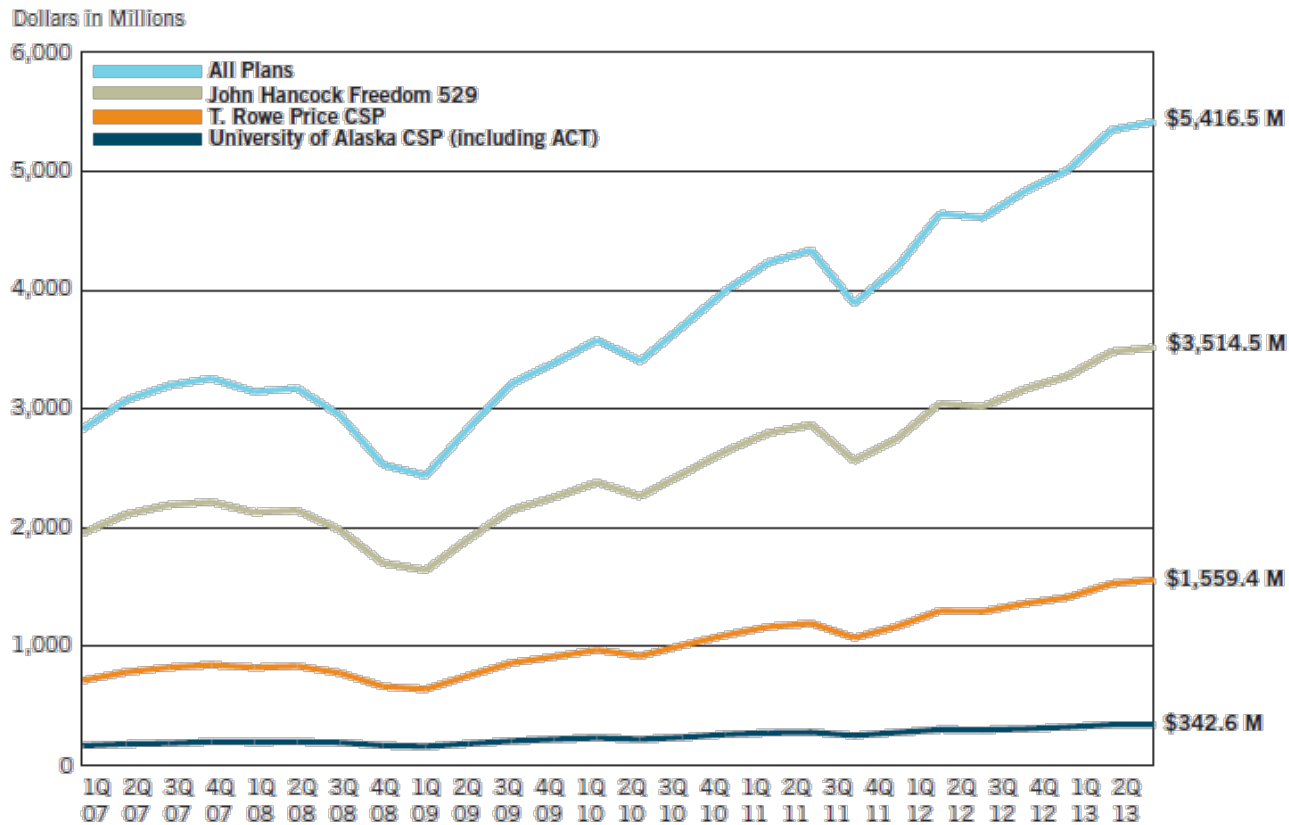


Points of Interest

- Reduced fees from \$20 to \$10 per account
- Maximum contribution limit increased from \$320k to \$400K
- 14% increase in 2013 PFD contributions to a CSP

Education Trust of Alaska

Total Net Assets, June 30, 2013



Education Trust of Alaska
Condensed Combined Statement of Net Assets
Year Ended June 30, 2013
(000 Omitted)

	Operating Fund	Participant Accounts
Assets:		
Receivables	\$ 24,879	\$ 4,451,270
Due from participant accounts	244,940	
Investments	15,129,848	5,420,146,297
Total assets	<u>15,399,667</u>	<u>5,424,597,567</u>
Liabilities:		
Payables and accrued expenses	227,415	7,156,558
Due to operating fund		244,940
Tuition-Value Guarantee	4,100,000	
Total liabilities	<u>4,327,415</u>	<u>7,401,498</u>
Net assets	<u>\$ 11,072,252</u>	<u>\$ 5,417,196,069</u>

Education Trust of Alaska
Condensed Combined Statement of Operations and Changes in Net Assets
Year Ended June 30, 2013
(000 Omitted)

	<u>Operating Fund</u>	<u>Participant Accounts</u>
Revenues and Other Additions:		
Dividend income	\$ 345,163	\$ 93,110,366
Program fees retained	2,708,004	
Provision for Tuition-Value Guarantee	740,000	
Total income	<u>3,793,167</u>	<u>93,110,366</u>
Expenses and Other Deductions:		
Guarantee payments	181,430	
Net program and admin. fees		34,343,020
Administrative expenses	1,334,069	
Net investment income	<u>1,515,499</u>	<u>34,343,020</u>
Net increase from operations	2,277,668	58,767,346
Net realized gain or loss	760,889	445,463,733
Net unit sales over redemptions	<u>-</u>	<u>304,877,078</u>
Increase in net assets from operations	3,038,557	809,108,157
Net assets Beginning of year	<u>8,033,695</u>	<u>4,608,087,912</u>
Net assets End of year	<u>\$ 11,072,252</u>	<u>\$ 5,417,196,069</u>

Education Trust of Alaska

Performance Ranking, June 30, 2013

	<u>Ranking</u>				<u>Cap Rating</u>	
	<u>1-Year</u>	<u>3-Year</u>	<u>5-Year</u>	<u>10-Year</u>	<u>Resident</u>	<u>Non-Resident</u>
TRP Plan	13 of 52	1 of 44	7 of 42	1 of 14	4.5	4.5
UA Plan	9 of 52	3 of 44	6 of 42	3 of 14	5	4.5
JH Plan	21 of 29	11 of 24	5 of 18	2 of 9	4.5	4.5


Source: Savingforcollege.com (ranking net of fees)
Not for use of the investing public

TRP & UA Plan Portfolios

Value Added Relative to Weighted Benchmarks

Periods Ended June 30, 2013

	Relative Value ¹				
	Three Months	One Year	Three Years	Five Years	Ten Years
Money Market Portfolio	-0.02%	-0.07%	-0.08%	0.04%	–
Short-Term Bond Portfolio	-0.59	-0.33	0.10	0.24	-0.05%
Fixed Income Portfolio	-0.59	3.20	1.57	1.20	1.23
Future Trends Portfolio	1.27	1.72	2.32	2.65	2.30
Equity Portfolio	0.39	-0.67	-0.26	0.96	0.29
College Portfolio	0.00	0.84	0.58	0.99	0.71
Portfolio 2013-2016	-0.07	1.22	0.60	1.10	0.54
Portfolio 2017-2020	-0.09	1.30	0.51	1.15	0.30
Portfolio 2021-2024	0.14	0.52	0.19	1.23	0.37
Portfolio 2025-2028	0.32	-0.30	-0.17	1.18	–
Portfolio 2029-2032	0.41	-0.50	–	–	–

 Outperformance vs. Benchmark

¹ Relative Value Added is the difference between the annualized return of the fund and the annualized return of the benchmark.



TRP & UA Plan Portfolios

Morningstar Ranking and Star Ratings

As of June 30, 2013

Portfolio	Morningstar Category	One-Year Return Percentile Rank	Three-Year Return Percentile Rank	Five-Year Return Percentile Rank	Ten-Year Return Percentile Rank	Overall Morningstar Ranking
Money Market Portfolio	US 529 Static Money Market	46th (64 out of 138)	56th (52 out of 92)	73rd (54 out of 73)	—	—
Fixed Income Portfolio	US 529 Static Intermediate Bond	13th (36 out of 274)	14th (28 out of 194)	28th (43 out of 150)	18th (12 out of 62)	★★★★
ACT Portfolio	US 529 Static Conservative Alloc.	25th (31 out of 120)	8th (7 out of 81)	1st (1 out of 74)	53rd (9 out of 16)	★★★★
Balanced Portfolio	US 529 Static Moderate Allocation	29th (59 out of 203)	18th (28 out of 150)	12th (16 out of 127)	19th (9 out of 44)	★★★★
Equity Portfolio	US 529 Static Large Blend	81st (185 out of 228)	49th (80 out of 163)	39th (55 out of 140)	13th (8 out of 56)	★★★★
Total Equity Market Index Portfolio	US 529 Static Large Blend	13th (30 out of 228)	13th (21 out of 163)	8th (12 out of 140)	—	★★★★
Portfolio for College	US 529 Age 19+ Medium Equity	41st (77 out of 187)	3th (4 out of 126)	5th (6 out of 107)	7th (5 out of 59)	★★★★
Portfolio 2015	US 529 Age 13-18 Medium Equity	30th (93 out of 305)	3rd (6 out of 203)	15th (27 out of 181)	1st (1 out of 76)	★★★★
Portfolio 2018	US 529 Age 7-12 Medium Equity	27th (68 out of 248)	6th (10 out of 166)	23rd (35 out of 151)	3rd (3 out of 84)	★★★★
Portfolio 2021	US 529 Age 7-12 High Equity	57th (64 out of 111)	17th (14 out of 78)	29th (21 out of 70)	4th (2 out of 27)	★★★★
Portfolio 2024	US 529 Age 0-6 Medium Equity	27th (57 out of 212)	4th (5 out of 129)	24th (26 out of 106)	N/A ¹	★★★★
Portfolio 2027	US 529 Age 0-6 High Equity	45th (64 out of 142)	24th (19 out of 78)	17th (12 out of 69)	—	★★★★
Portfolio 2030	US 529 Age 0-6 High Equity	35th (50 out of 142)	20th (16 out of 78)	—	—	★★★
Portfolio 2033	—	N/A ¹	—	—	—	N/A ¹

1-50th Percentile

JH Plan Portfolios

Morningstar Ranking and Star Ratings

As of June 30, 2013

Portfolio	Morningstar Category	One-Year Return Percentile Rank	Three-Year Return Percentile Rank	Five-Year Return Percentile Rank	Ten-Year Return Percentile Rank	Overall Morningstar Ranking
Money Market Portfolio	US 529 Static Money Market	46th (64 out of 138)	56th (52 out of 92)	87th (64 out of 73)	—	—
Short-Term Bond Portfolio	US 529 Static Short-Term Bond	64th (75 out of 117)	75th (67 out of 89)	60th (48 out of 79)	67th (17 out of 25)	★★
Fixed Income Portfolio	US 529 Static Intermediate Bond	31st (84 out of 274)	36th (70 out of 194)	35th (53 out of 150)	30th (19 out of 62)	★★★
Future Trends Portfolio	US 529 Static Large Growth	4th (7 out of 162)	3rd (4 out of 123)	1st (1 out of 107)	6th (4 out of 57)	★★★★
Equity Portfolio	US 529 Static Large Growth	43rd (70 out of 162)	59th (73 out of 123)	32nd (35 out of 107)	29th (17 out of 57)	★★★
College Portfolio	US 529 Age 19+ Medium Equity	32nd (60 out of 187)	8th (11 out of 126)	4th (5 out of 107)	14th (9 out of 59)	★★★
Portfolio 2013-2016	US 529 Age 13-18 Medium Equity	35th (107 out of 305)	10th (20 out of 203)	8th (15 out of 181)	4th (4 out of 76)	★★★
Portfolio 2017-2020	US 529 Age 7-12 Medium Equity	38th (95 out of 248)	17th (29 out of 166)	22nd (33 out of 151)	6th (6 out of 84)	★★★
Portfolio 2021-2024	US 529 Age 7-12 High Equity	48th (54 out of 111)	13th (11 out of 78)	19th (14 out of 70)	20th (6 out of 27)	★★
Portfolio 2025-2028	US 529 Age 0-6 High Equity	48th (69 out of 142)	35th (28 out of 78)	8th (6 out of 69)	—	★★★
Portfolio 2029-2032	US 529 Age 0-6 High Equity	32nd (46 out of 142)	—	—	—	—

1-50th Percentile

JH Plan Portfolios

Morningstar Ranking and Star Ratings (continued)

As of June 30, 2013

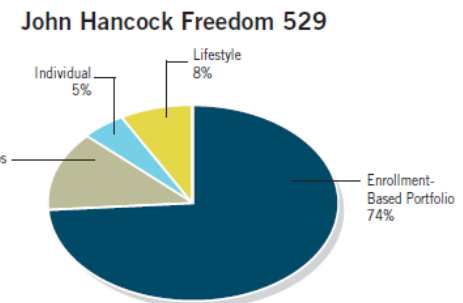
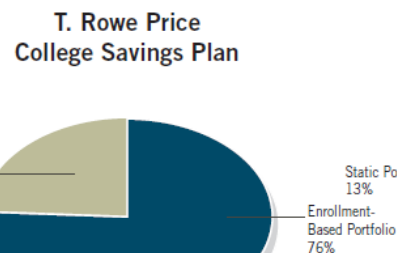
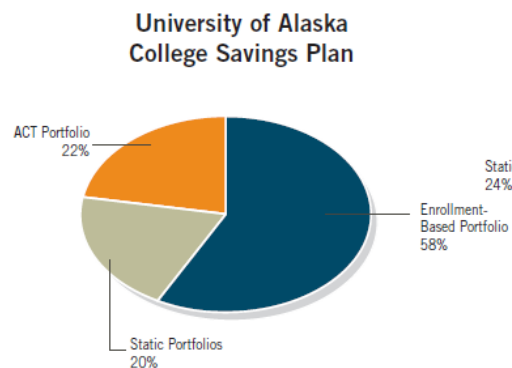
Portfolio	Morningstar Category	One-Year Return Percentile Rank	Three-Year Return Percentile Rank	Five-Year Return Percentile Rank	Ten-Year Return Percentile Rank	Overall Morningstar Ranking
Lifestyle Balanced 529 A	US 529 Static Moderate Allocation	51st (104 out of 203)	68th (103 out of 150)	46th (59 out of 127)	—	★★
Lifestyle Growth 529 A	US 529 Static Aggressive Allocation	67th (88 out of 131)	72nd (64 out of 88)	56th (45 out of 79)	—	★★
Lifestyle Moderate 529 A	US 529 Static Conservative Alloc.	21st (26 out of 120)	18th (15 out of 81)	13th (10 out of 74)	—	★★
American Mutual 529 A	US 529 Static Large Value	93rd (108 out of 116)	75th (65 out of 86)	20th (14 out of 66)	34th (11 out of 31)	★★★
TRP Blue Chip Growth 529 A	US 529 Static Large Growth	48th (79 out of 162)	1st (2 out of 123)	27th (29 out of 107)	48th (28 out of 57)	★★★
TRP Equity Income 529 A	US 529 Static Large Value	36th (42 out of 116)	37th (32 out of 86)	22nd (15 out of 66)	30th (10 out of 31)	★★
Jennison Capital Appreciation 529 A	US 529 Static Large Growth	80th (131 out of 162)	51st (63 out of 123)	33rd (36 out of 107)	—	★★★
TRP Mid-Cap Value 529 A	US 529 Static Mid-Cap Equity	29th (38 out of 129)	94th (87 out of 92)	31st (26 out of 82)	24th (8 out of 31)	★★★★
TRP New Horizons 529 A	US 529 Static Mid-Cap Equity	43rd (56 out of 129)	1st (1 out of 92)	1st (1 out of 82)	—	★★★★★
TRP Small-Cap Stock 529 A	US 529 Static Small-Cap Equity	51st (64 out of 125)	9th (7 out of 71)	2nd (2 out of 59)	42nd (9 out of 20)	★★★★
Templeton International Value 529 A	US 529 Static Non US Equity	15th (31 out of 201)	75th (91 out of 120)	49th (42 out of 85)	—	★★

1-50th Percentile

Education Trust of Alaska

Investment Strategy Participation, June 30, 2013

	University of Alaska College Savings Plan	T. Rowe Price College Savings Plan	John Hancock Freedom 529
Enrollment-Based Portfolios	58%	76%	74%
Static Portfolios	20	24	13
ACT Portfolio	22	N/A	N/A
Individual	N/A	N/A	5
Lifestyle	N/A	N/A	8
Total	100%	100%	100%



Education Trust of Alaska

Plan Participation, June 30, 2013

	<u>UA Plan</u>	<u>TRP Plan</u>	<u>JH Plan</u>	<u>Total</u>
Beneficiaries	27,898	68,634	157,148	253,680
Account Holders	24,189	45,162	97,162	166,513
Average Balance	\$10,896	\$20,162	\$13,825	\$14,961

Source: T. Rowe Price Quarterly Report

Due Diligence Processes

- ▶ **Daily:**
 - ▶ Literature and document review and interaction with TRP and JH staff and management regarding operational issues.
- ▶ **Weekly:**
 - ▶ Audio-conference with marketing staff regarding planning and implementation of initiatives
- ▶ **Bi-weekly:**
 - ▶ Audio-conferences with TRP staff from legal, IT, operations, and management regarding the status of projects and current issues.
- ▶ **Monthly:**
 - ▶ Briefing on the economic outlook, investment performance, changes in the asset allocation, and the TRP Asset Allocation Committee's recommendations.

Due Diligence Processes (Continued)

▶ Quarterly:

- ▶ Briefing on TRP/JH Investment Oversight Committee actions and recommendations regarding the JH Plan.
- ▶ Briefing on TRP/JH Business Oversight Committee regarding business strategy and implementation (actually, three times annually).
- ▶ Conduct an in-depth, in-person review of the three programs including investment performance, sales and distribution activity, service levels, legal and regulatory issues, sample email correspondence, all written participant complaints, and comments by call center staff regarding problems encountered by them and participants.

Due Diligence Processes (Continued)

- ▶ **Semi-Annually:**

- ▶ Callan Associates conducts independent review of all underlying mutual funds of the JH Lifestyle Investment Portfolios.

- ▶ **Annually:**

- ▶ Callan Associates conducts independent review of each underlying mutual fund in the three programs.
- ▶ PricewaterhouseCoopers conducts independent audit of the financial statements for each of the individual investment option for all three plans.

Due Diligence Processes (Continued)

▶ Annually:

- ▶ Milliman USA performs independent actuarial calculation of the ACT Portfolio Tuition-Value Guarantee Liability (periodically reviewed by PWC actuarial staff).
- ▶ UA staff review T. Rowe Price SSAE 16 reports.
- ▶ UA staff review Annual Financial Reports for TRP and JH and discuss the financial health of the companies with management.

Operating Controls

- ▶ Premier program support:
 - ▶ T. Rowe Price as program manager.
 - ▶ Manulife Financial and John Hancock as distributor.
 - ▶ PricewaterhouseCoopers as independent auditor.
 - ▶ Milliman USA as actuary.
 - ▶ Callan Associates as investment advisor.
 - ▶ Wohlforth, Brecht, Cartledge & Brooking as outside counsel.

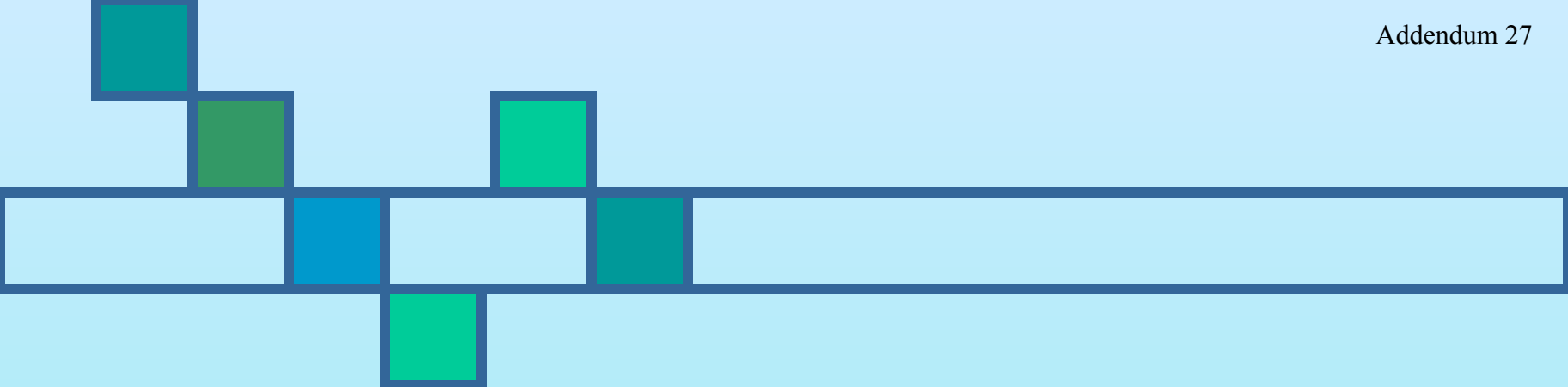
Operating Controls (Continued):

- ▶ Seasoned Staff:

- ▶ The Trust has a very experienced staff that are active participants in two trade-associations, which are critical to keeping the UA up to date on legal, regulatory, marketing, and operational issues in a specialized field:
 - ▶ NAST/CSPN – National Association of State Treasurers/College Savings Network.
 - ▶ CSF – College Savings Foundation (National Association of College Savings Program Managers and State Sponsors and support entities).

Why College Savings ??

- ▶ Reducing financial barriers to education.
- ▶ Incentivizing students to work harder in school.
- ▶ Promoting attendance at the University of Alaska.
- ▶ Changing the family mindset and conversation from “If he or she goes to college!” to “When he or she goes to college!”



ANNUAL FINANCIAL REPORT FOR FISCAL YEAR 2013

Presented to the Board of Regents



Tammi Weaver, CPA
Chief Investment Officer

December 13, 2013

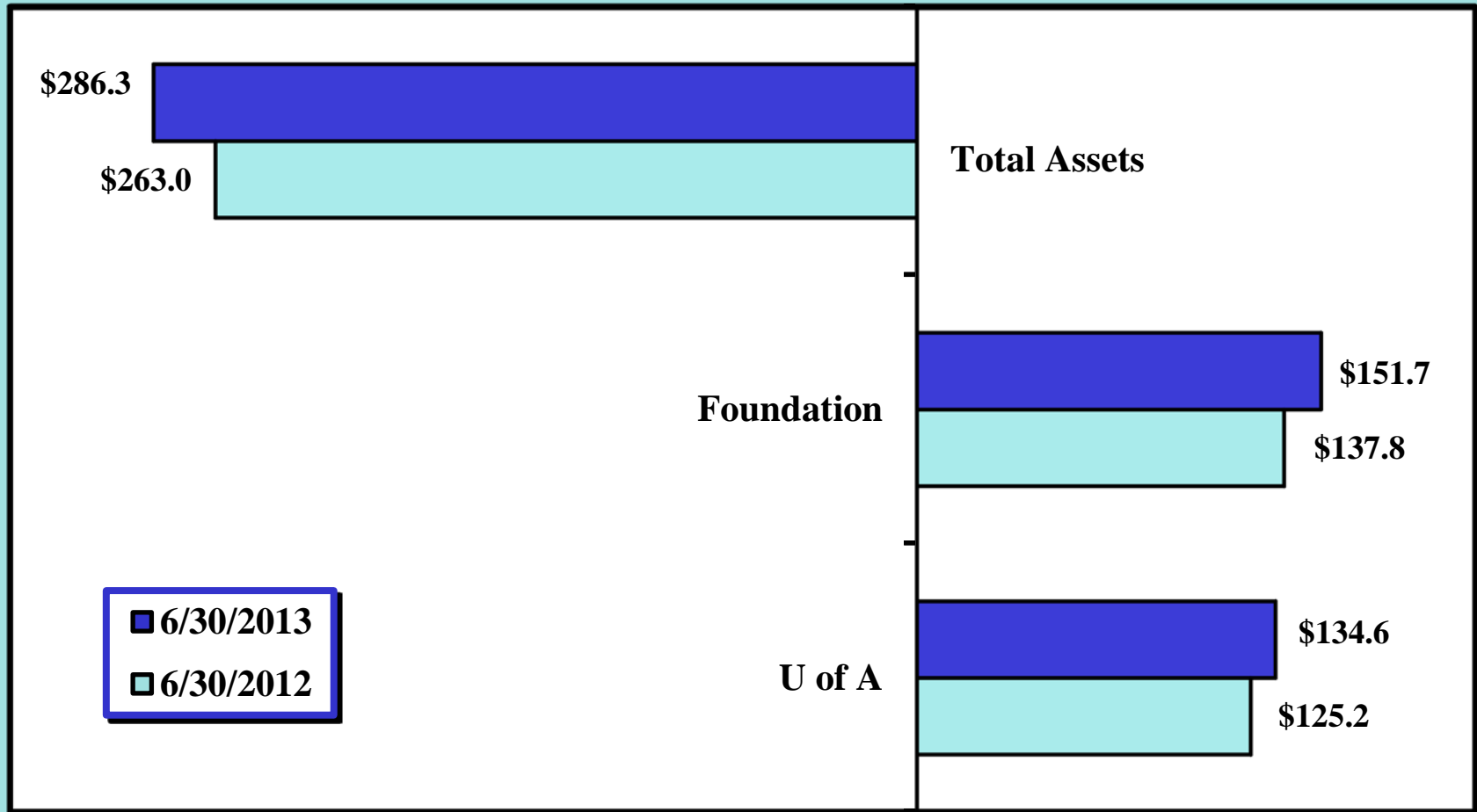


Consolidated Endowment Fund



Financial Highlights For Fiscal Year 2013

Consolidated Endowment Fund Financial Position

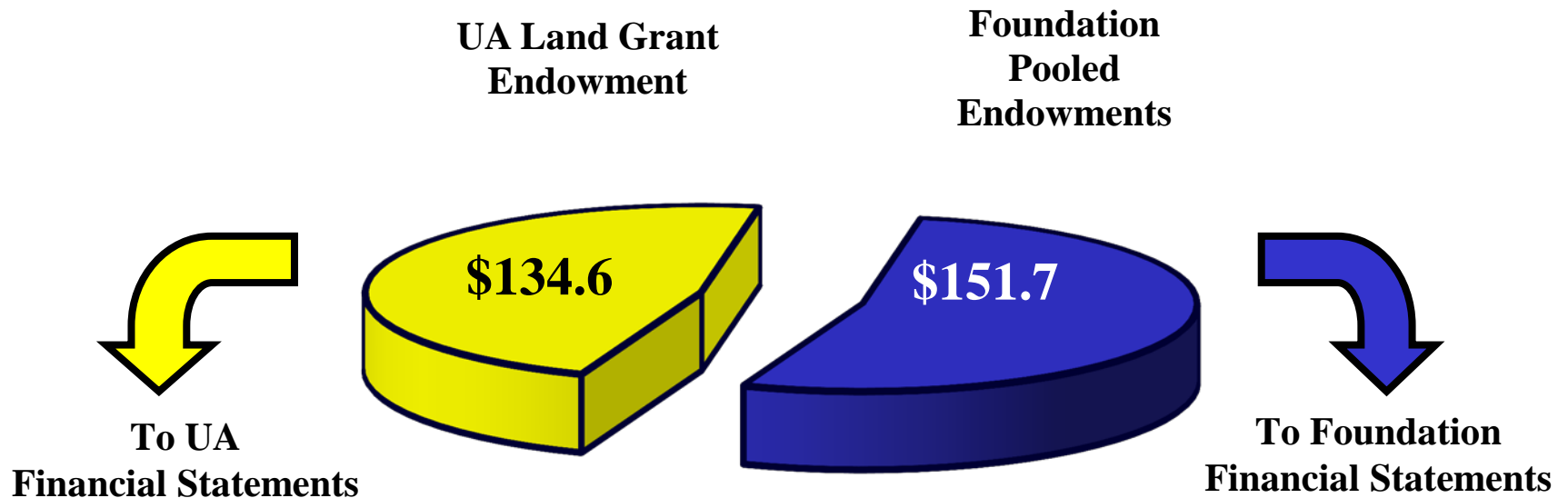


Millions

Consolidated Endowment Fund

June 30, 2013

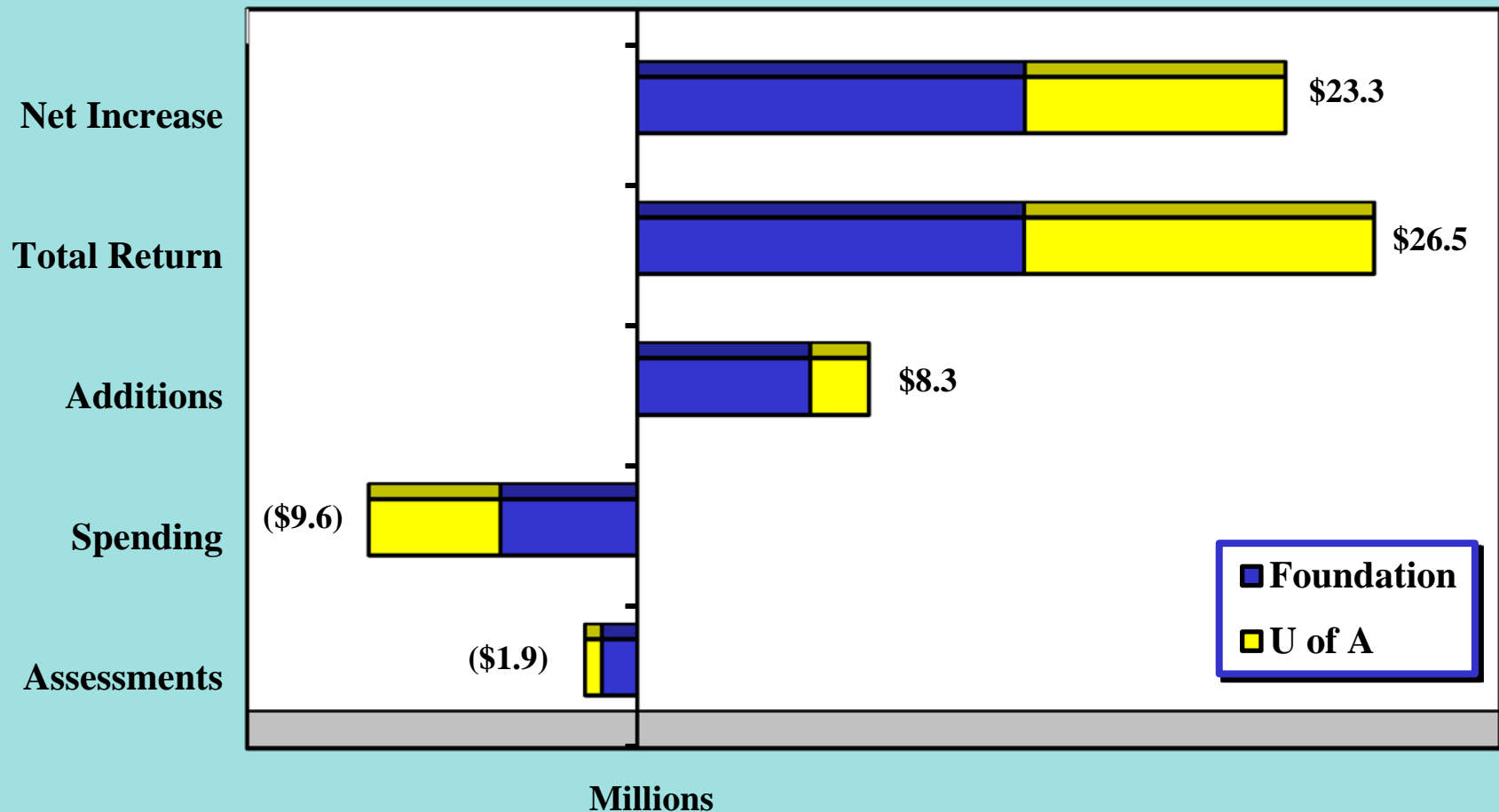
(in millions)



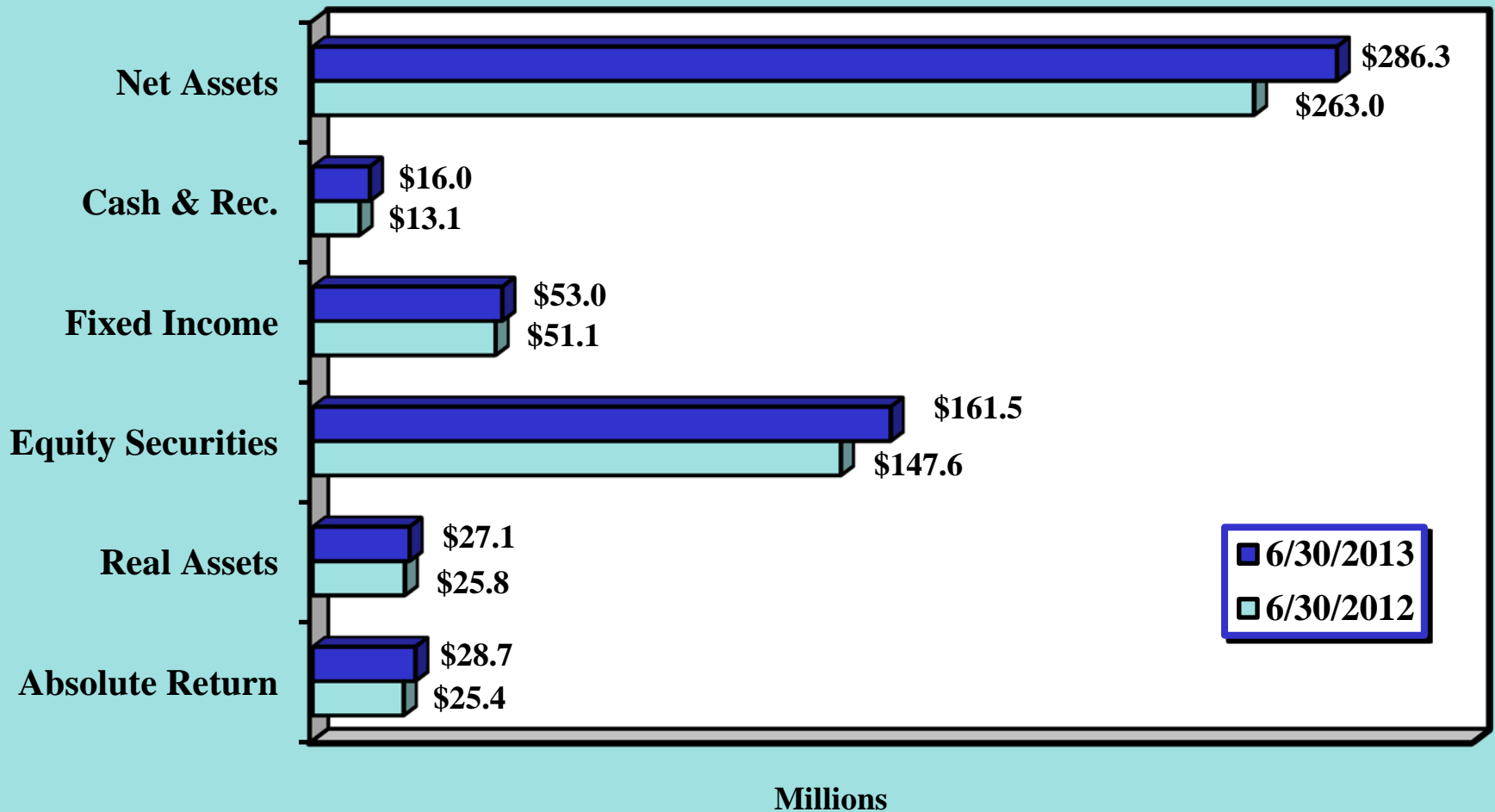
Consolidated Endowment Fund

Changes in Net Assets

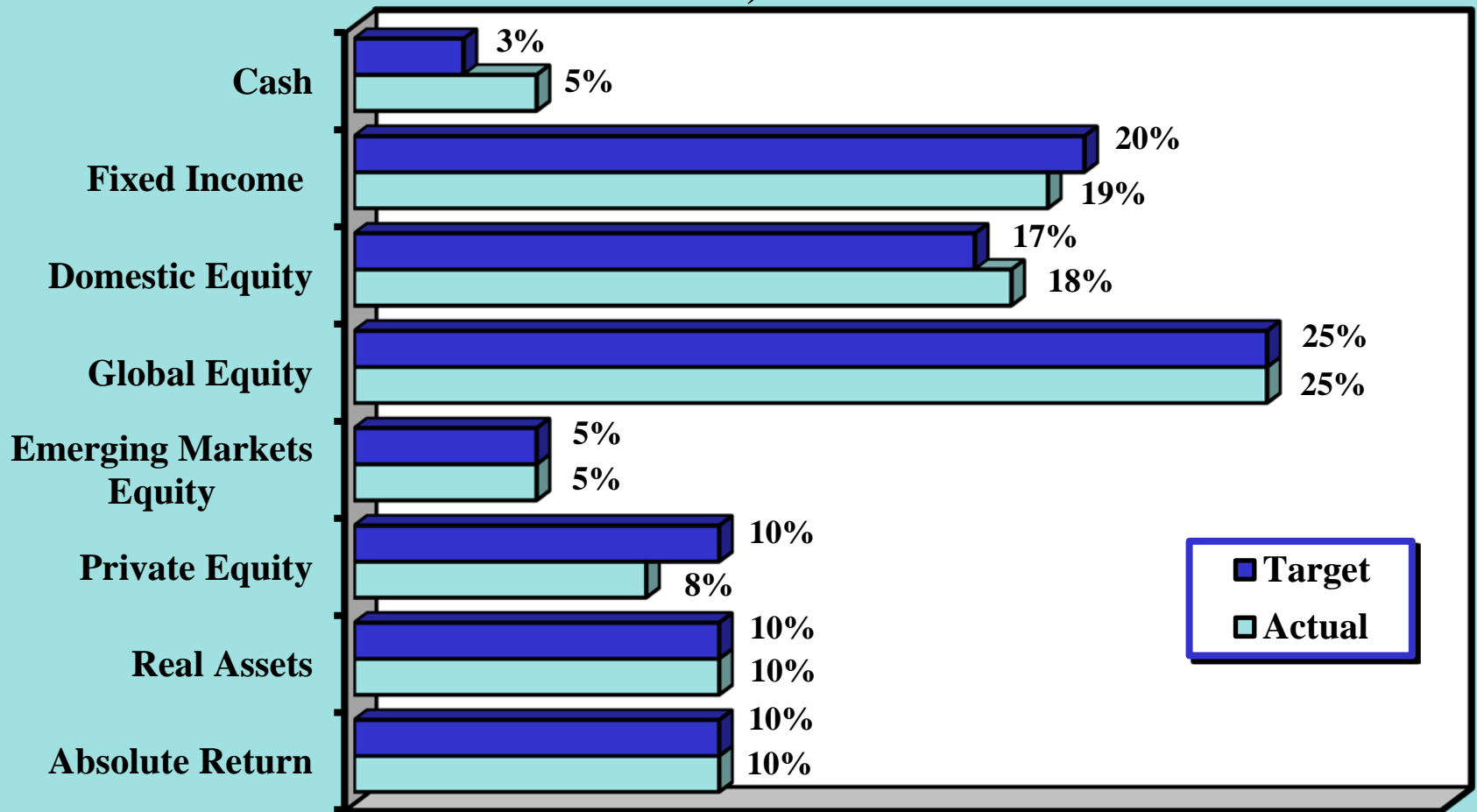
July 1, 2012 - June 30, 2013



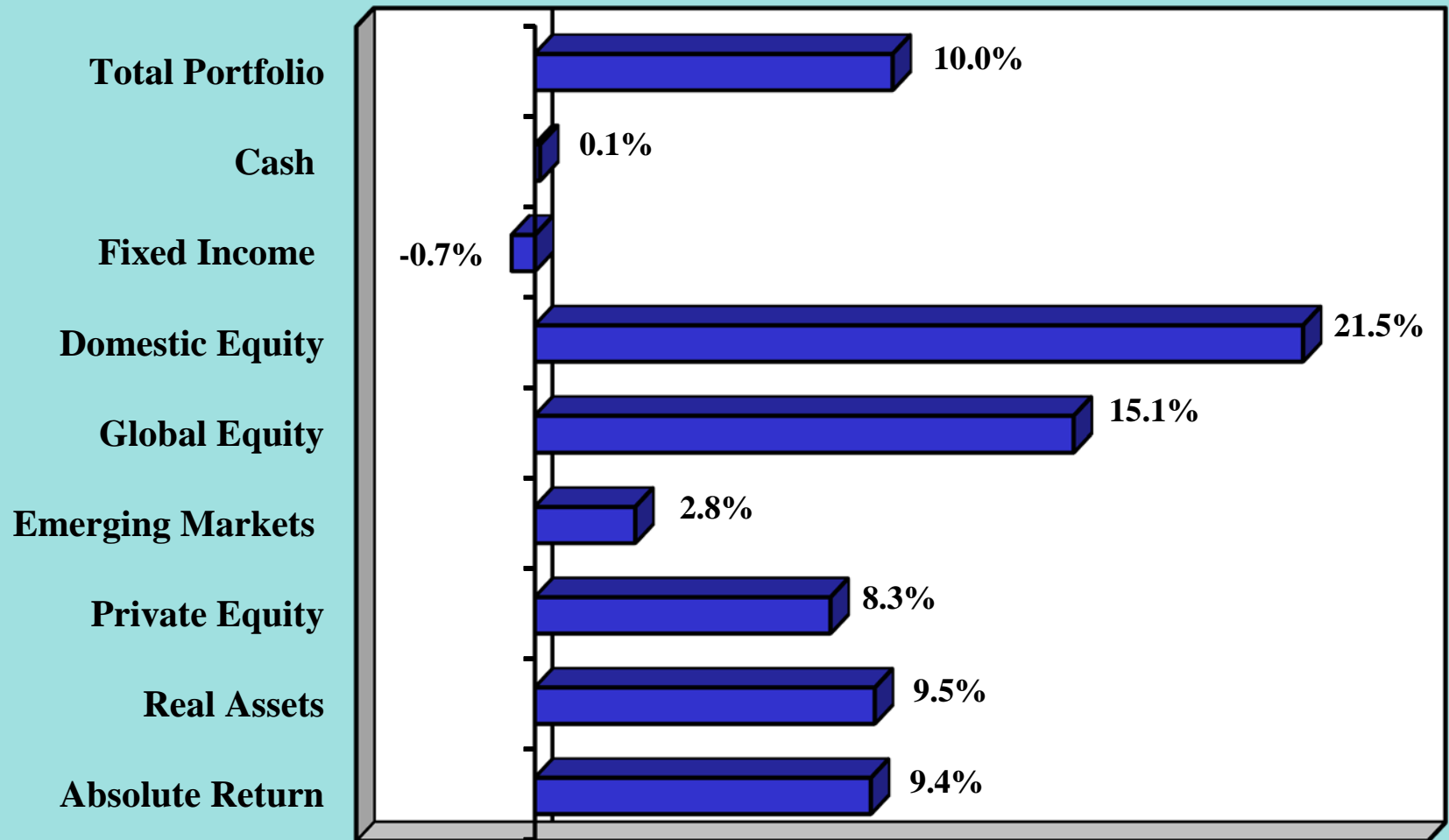
Consolidated Endowment Fund Assets



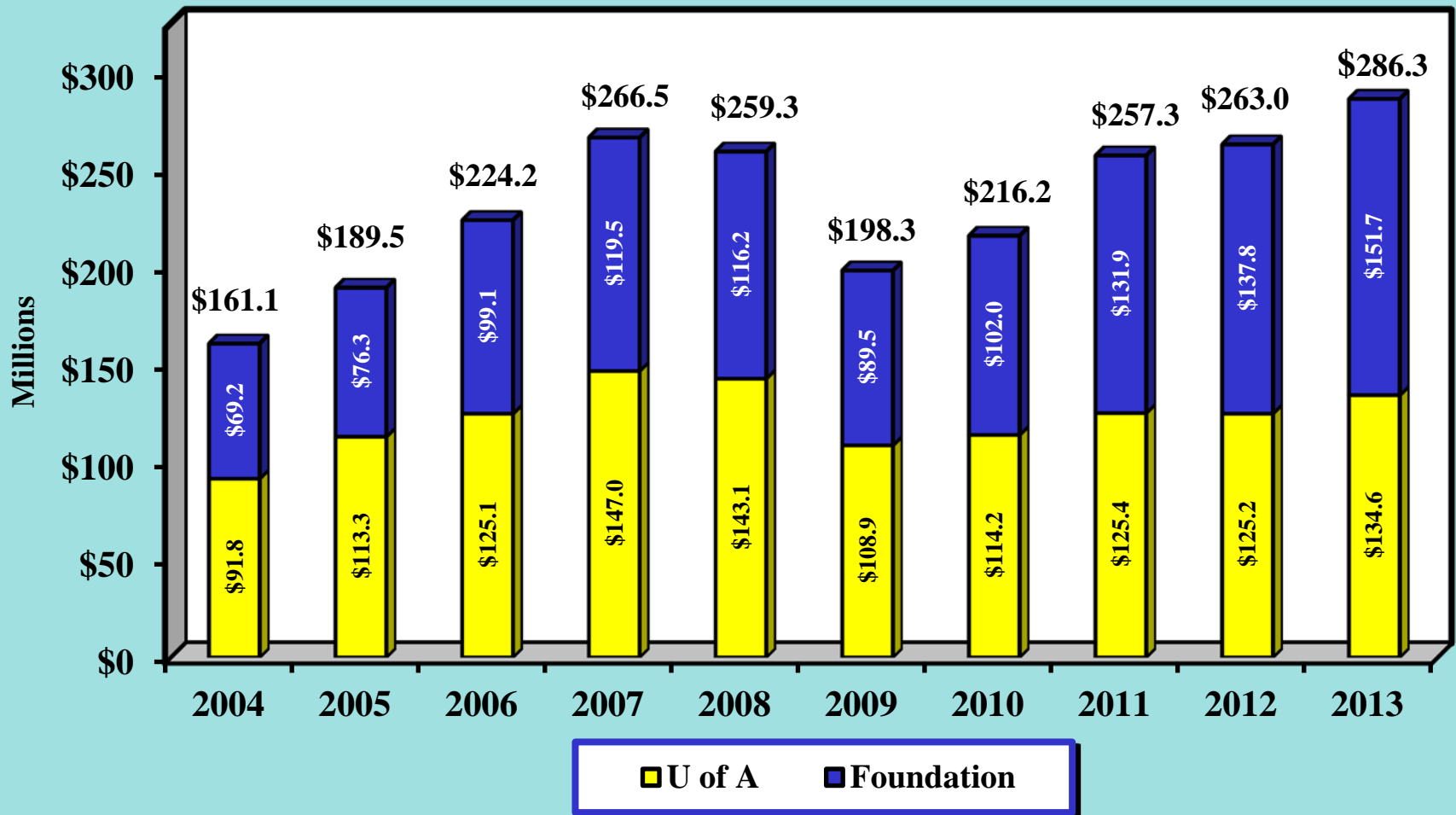
Consolidated Endowment Fund Asset Allocation Target v. Actual June 30, 2013



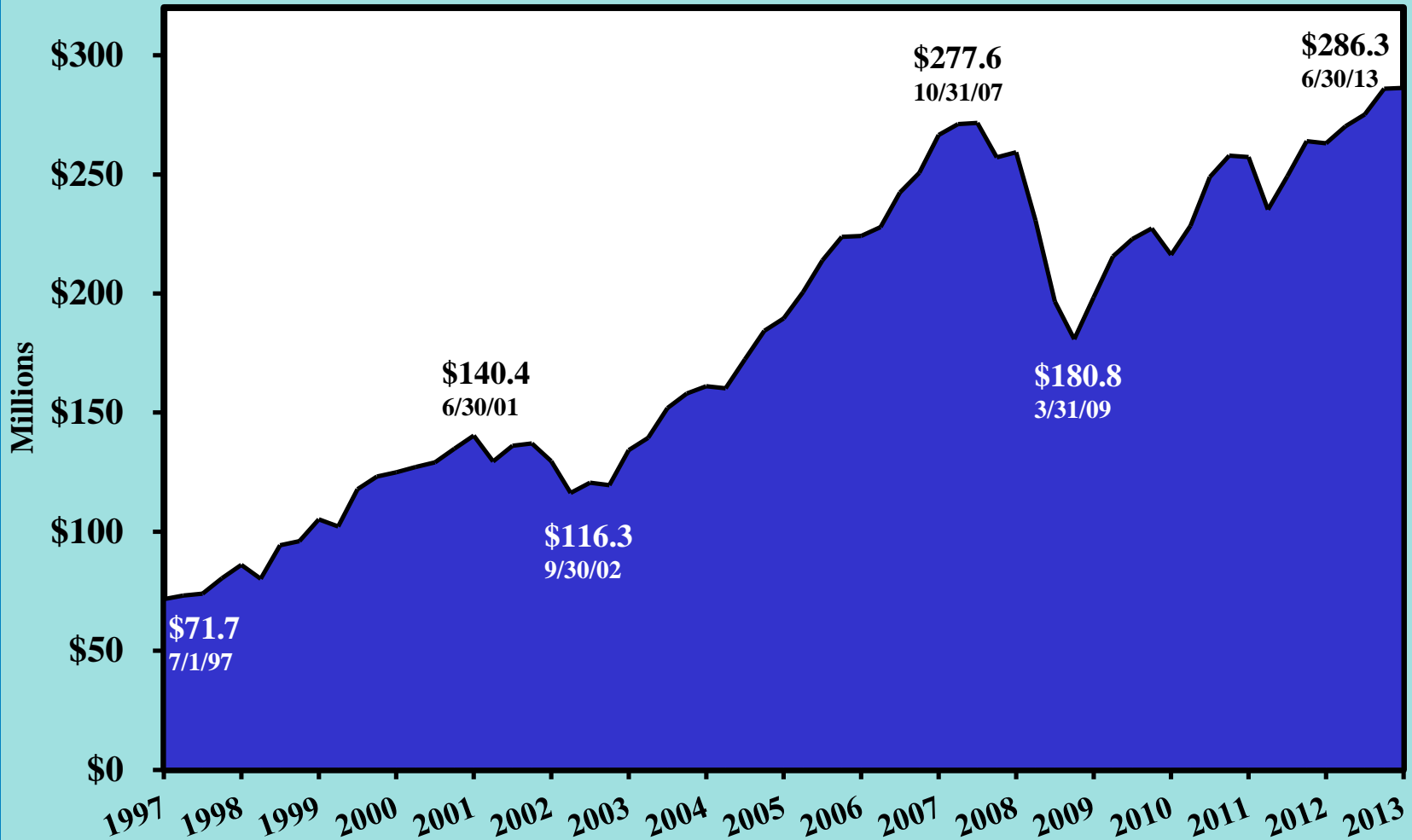
Consolidated Endowment Fund FY 13 Investment Returns



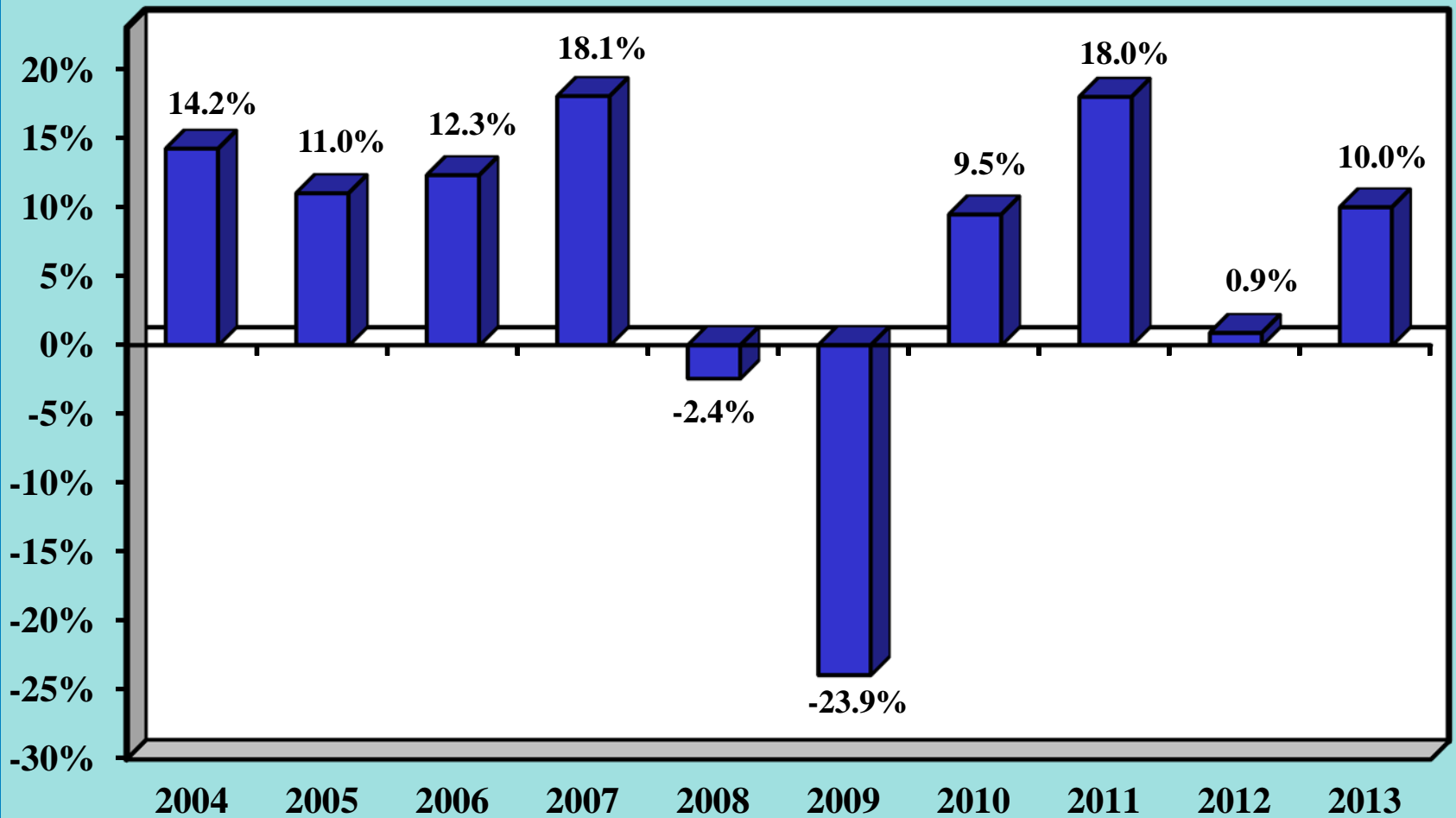
Consolidated Endowment Fund Total Assets



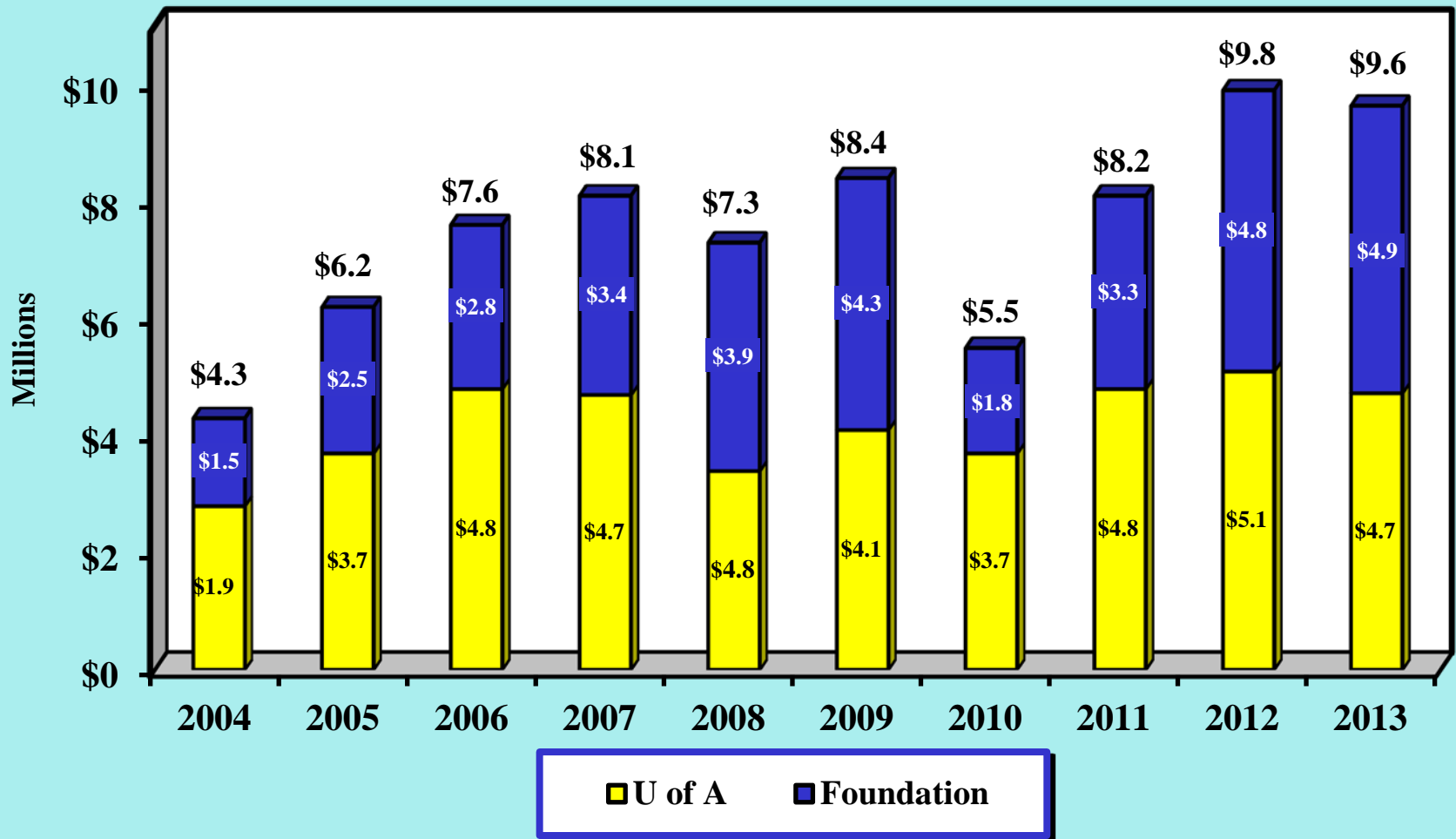
Consolidated Endowment Fund Total Assets

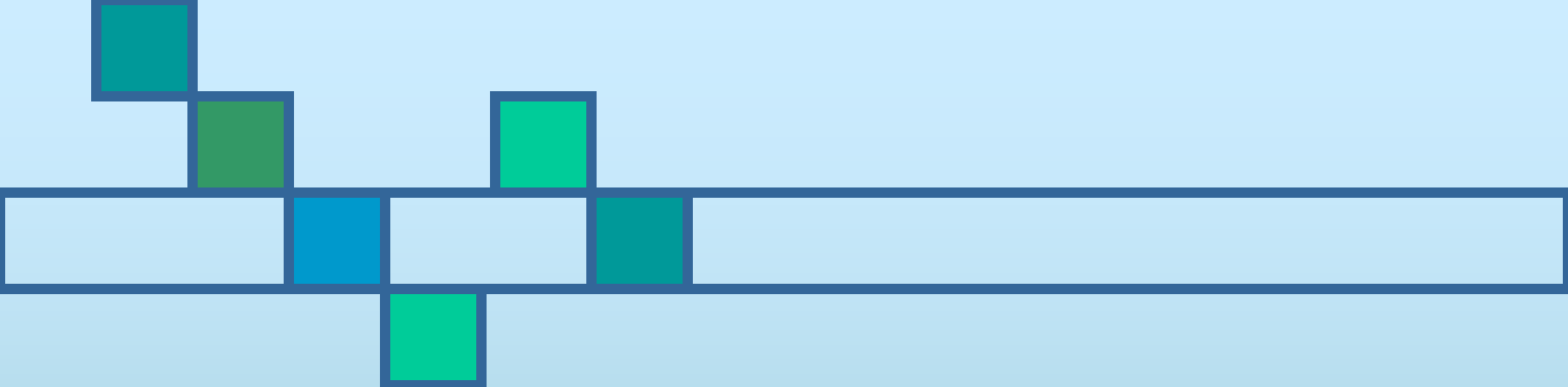


Consolidated Endowment Fund Investment Returns



Consolidated Endowment Fund Spending Distributions



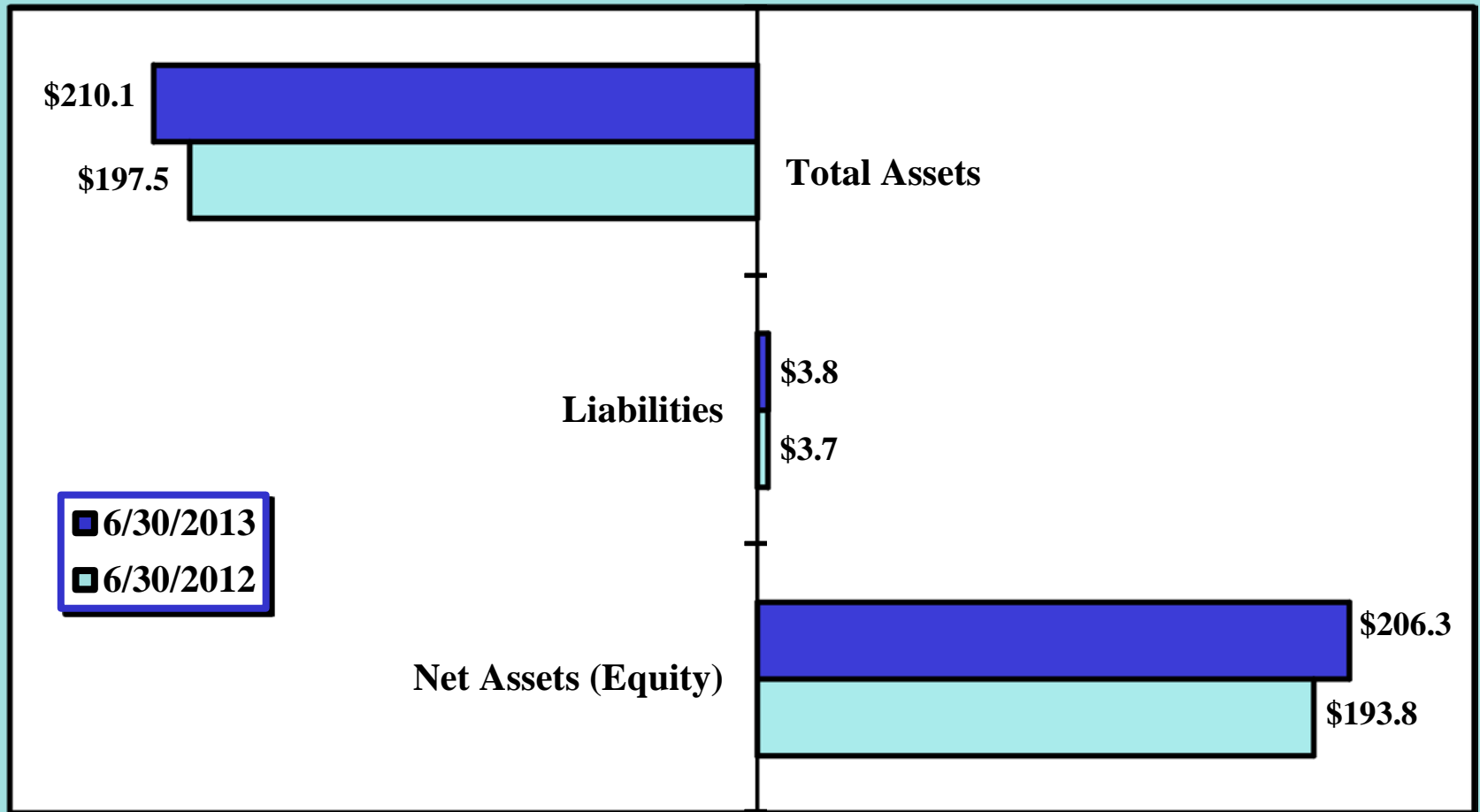


University of Alaska Foundation



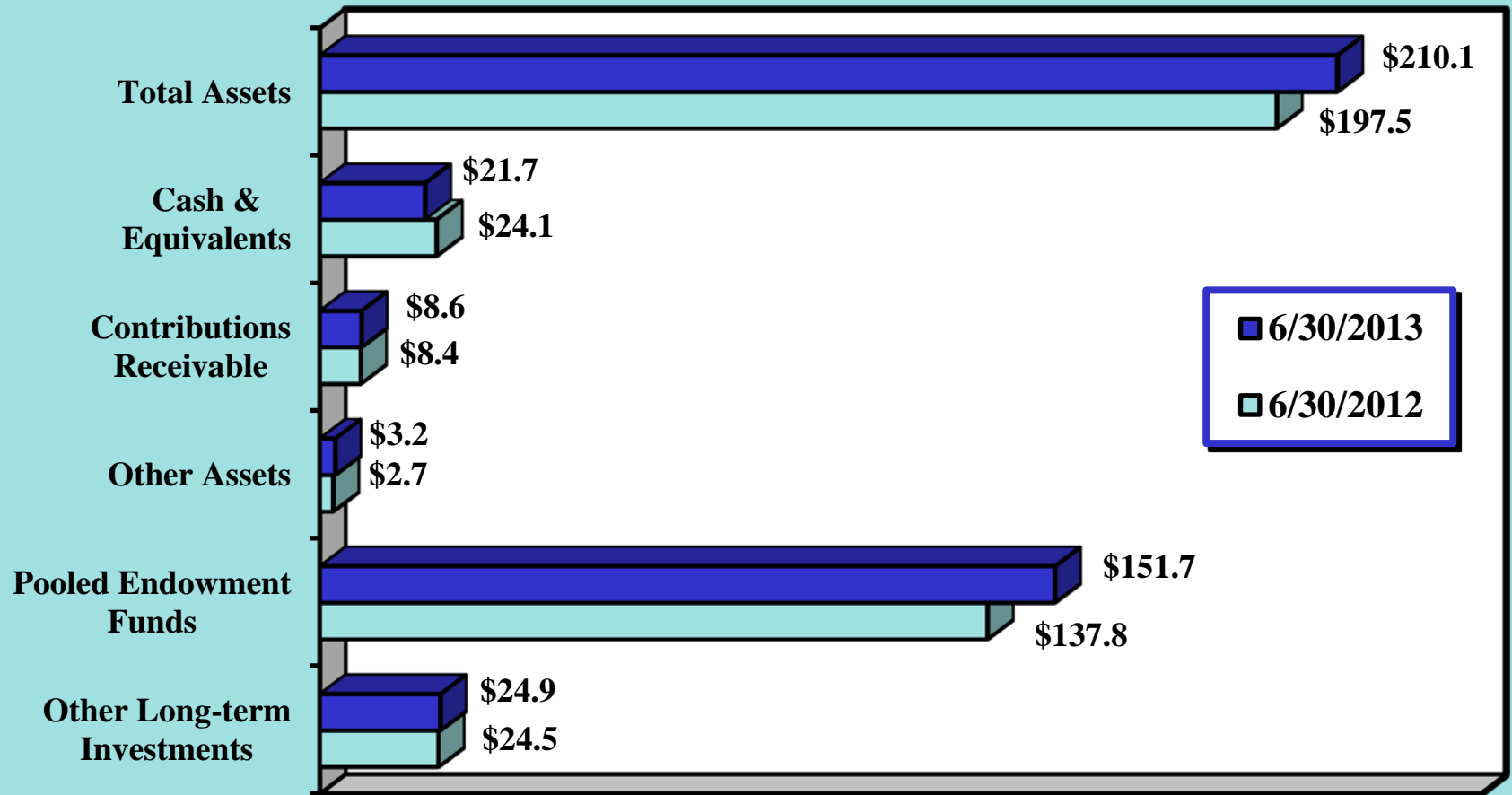
Financial Highlights For Fiscal Year 2013

University of Alaska Foundation Financial Position



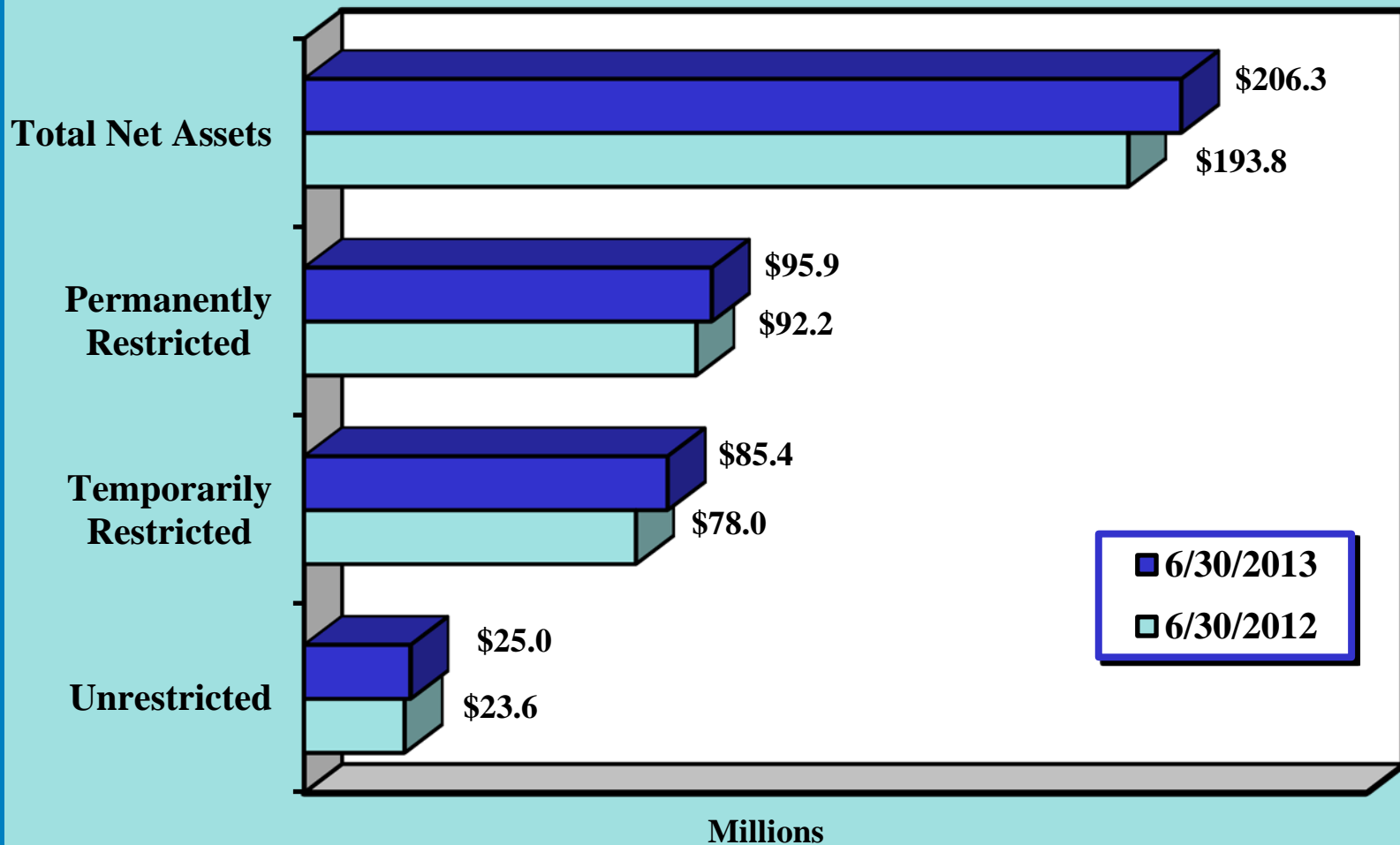
Millions

University of Alaska Foundation Total Assets

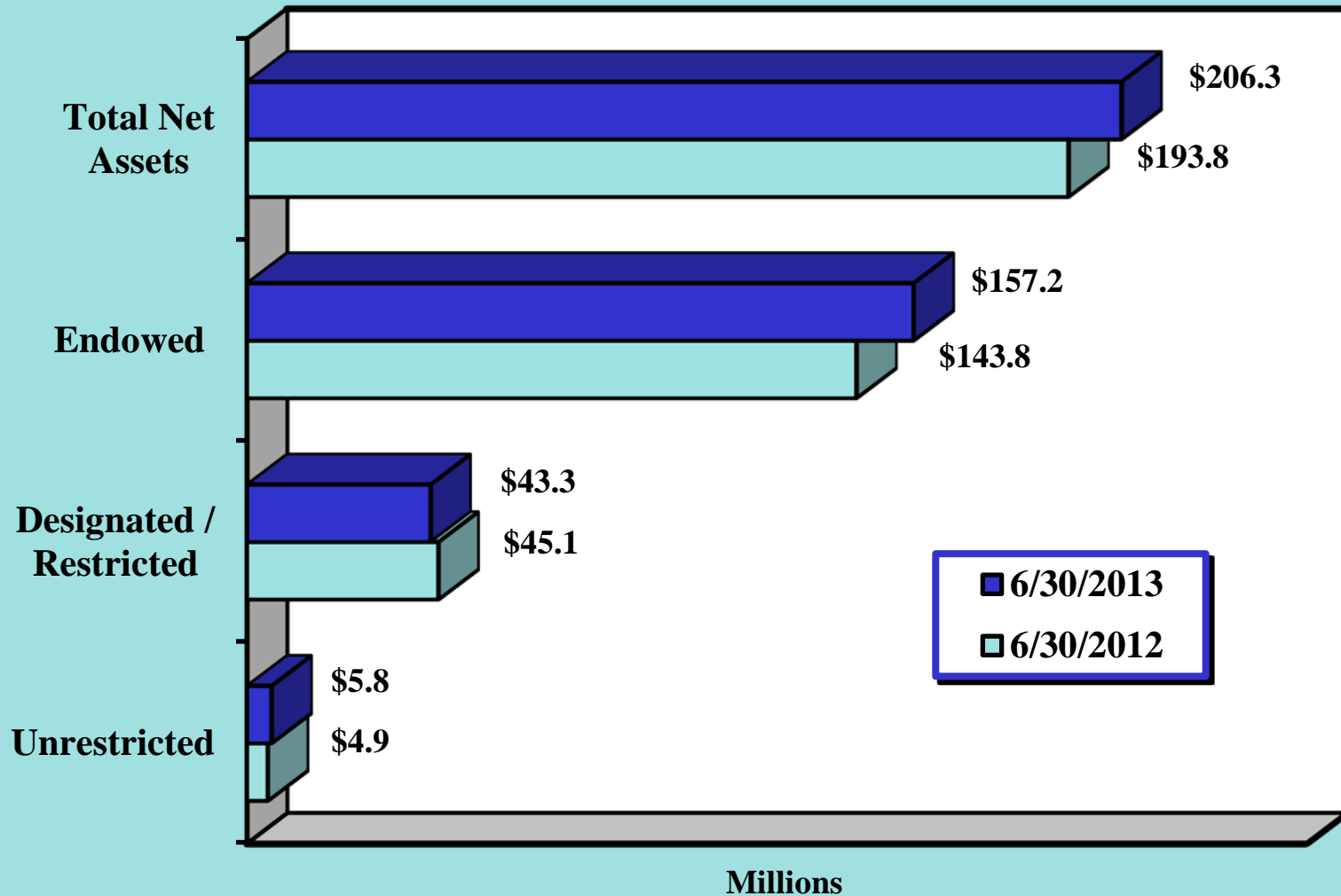


Millions

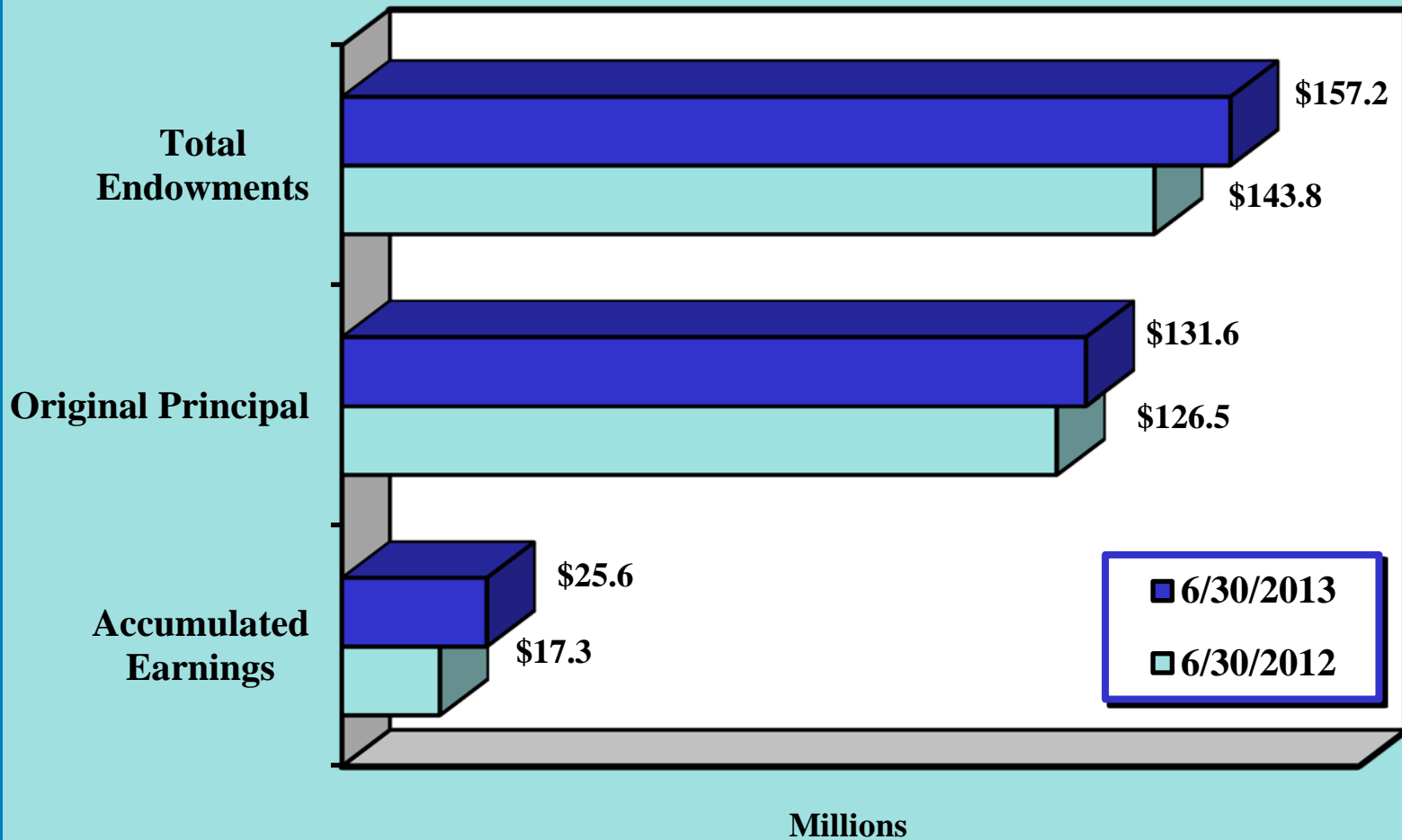
University of Alaska Foundation Net Assets By Classification



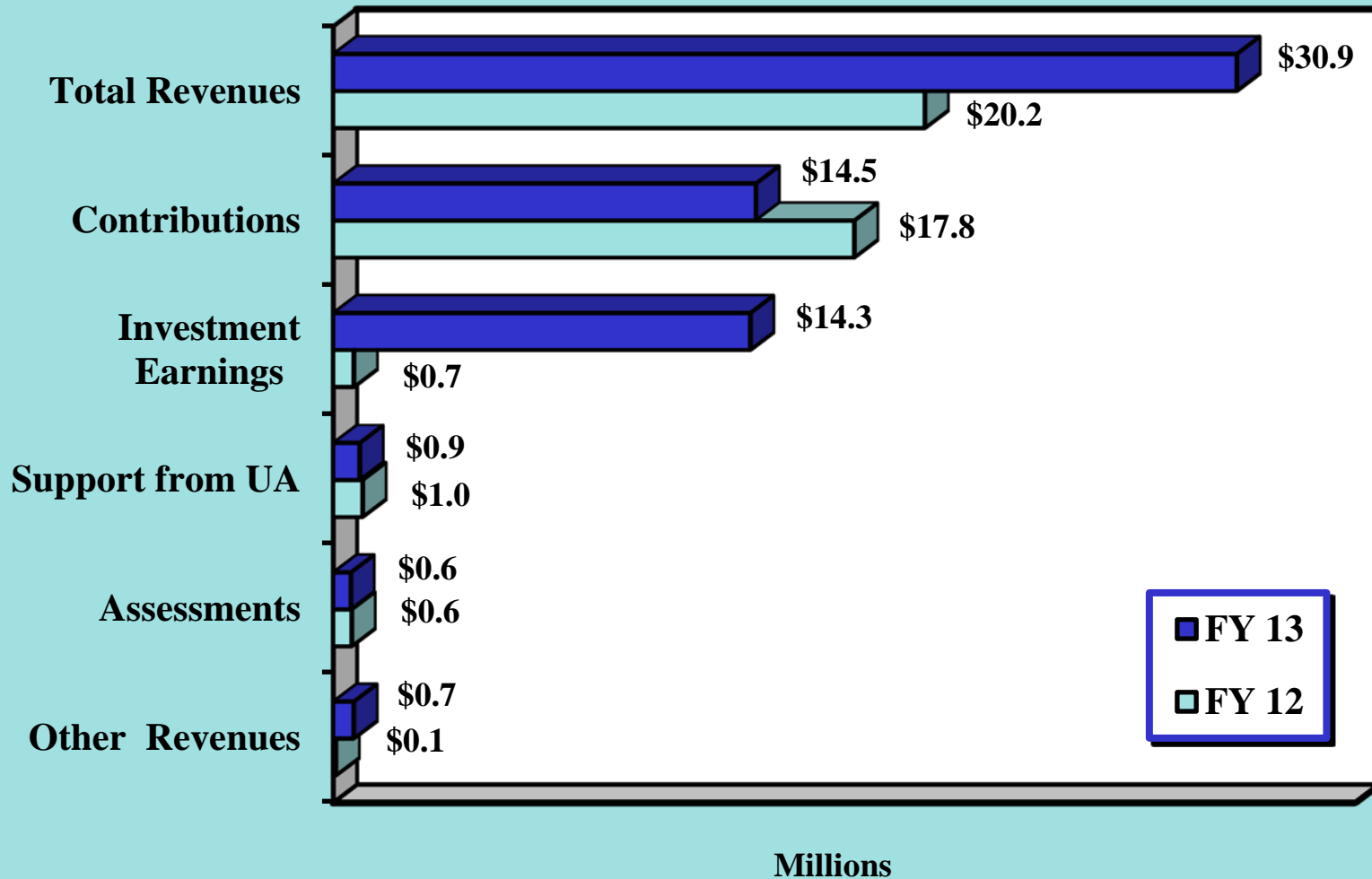
University of Alaska Foundation Net Assets By Type



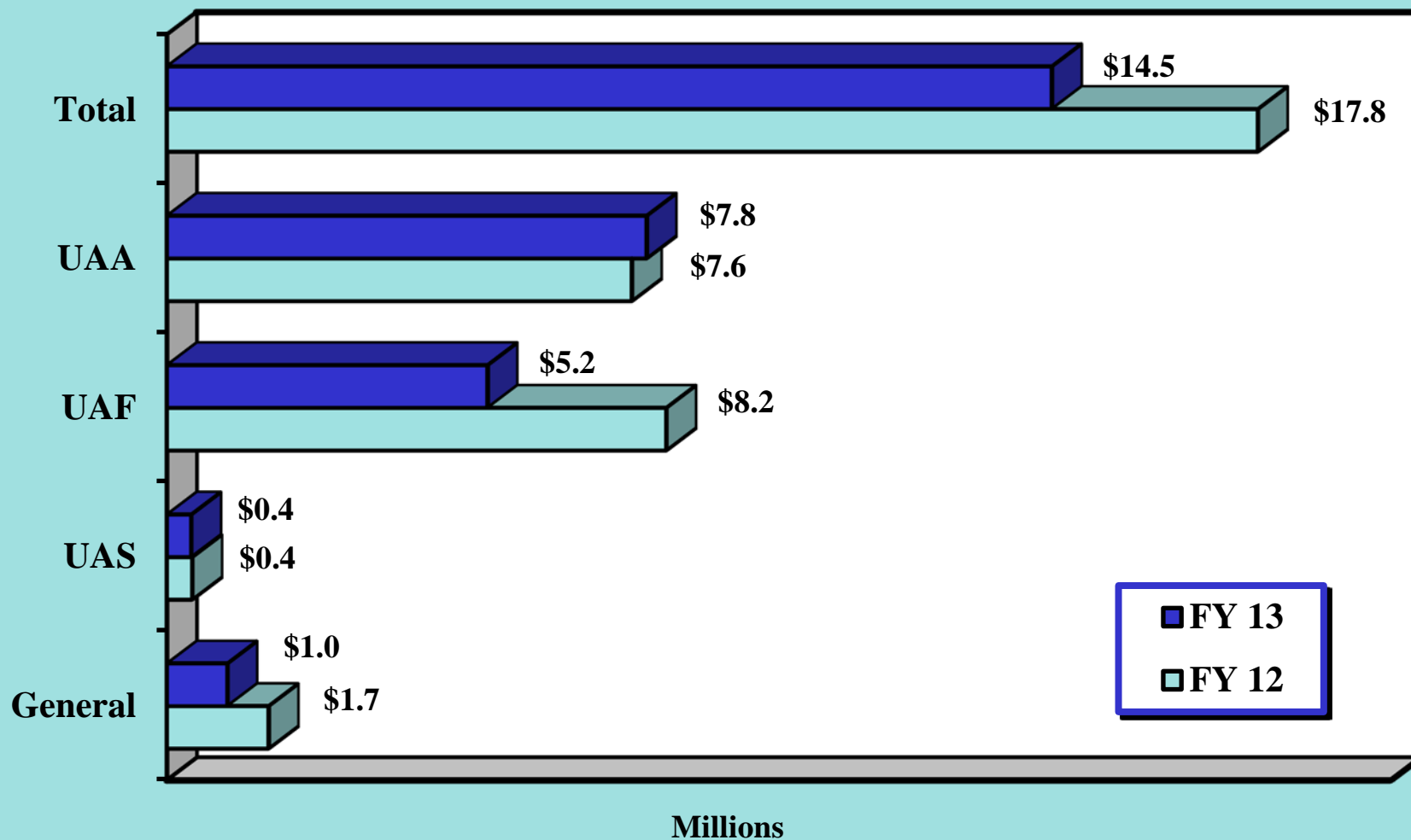
University of Alaska Foundation Endowment Funds



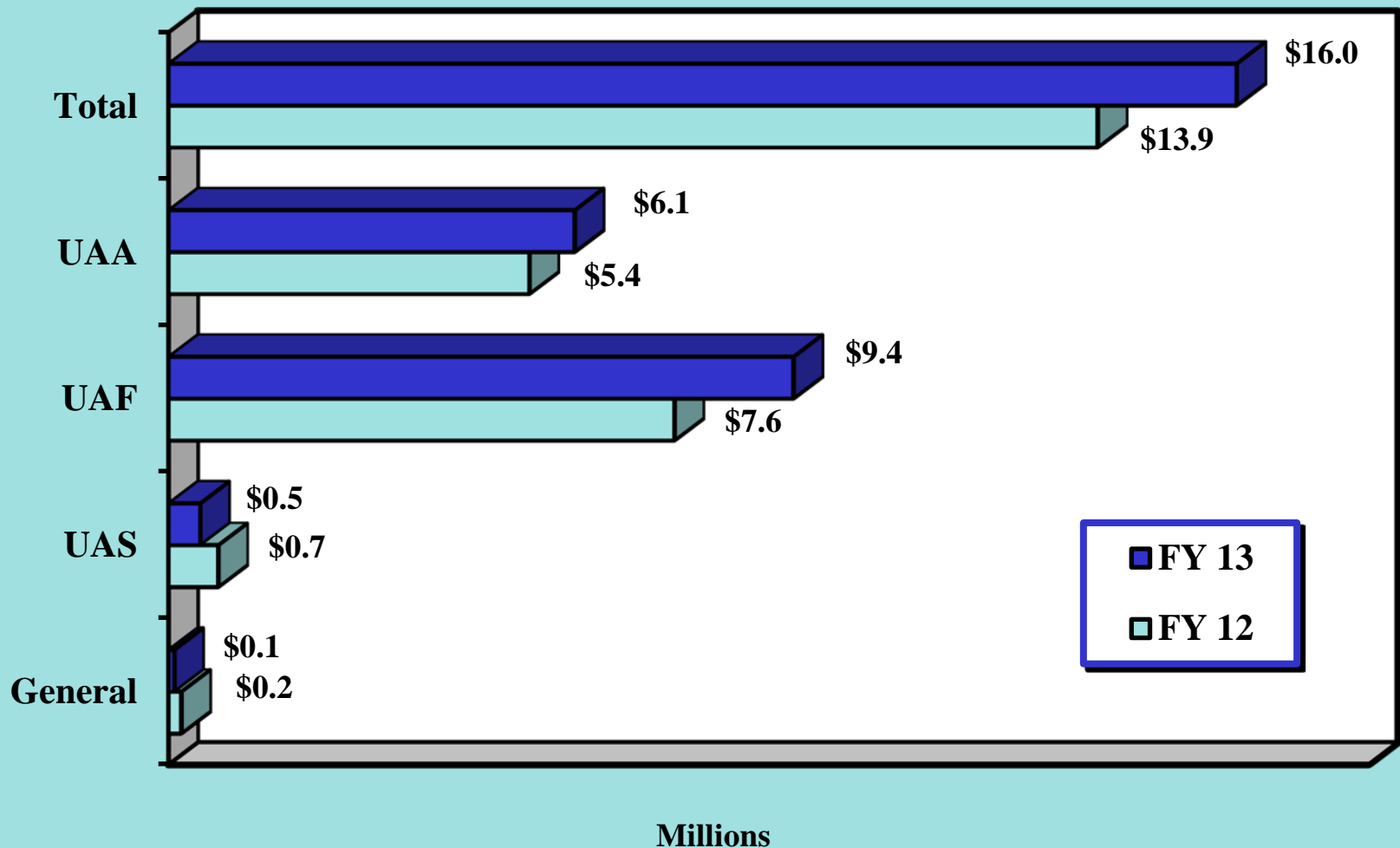
University of Alaska Foundation Total Revenues



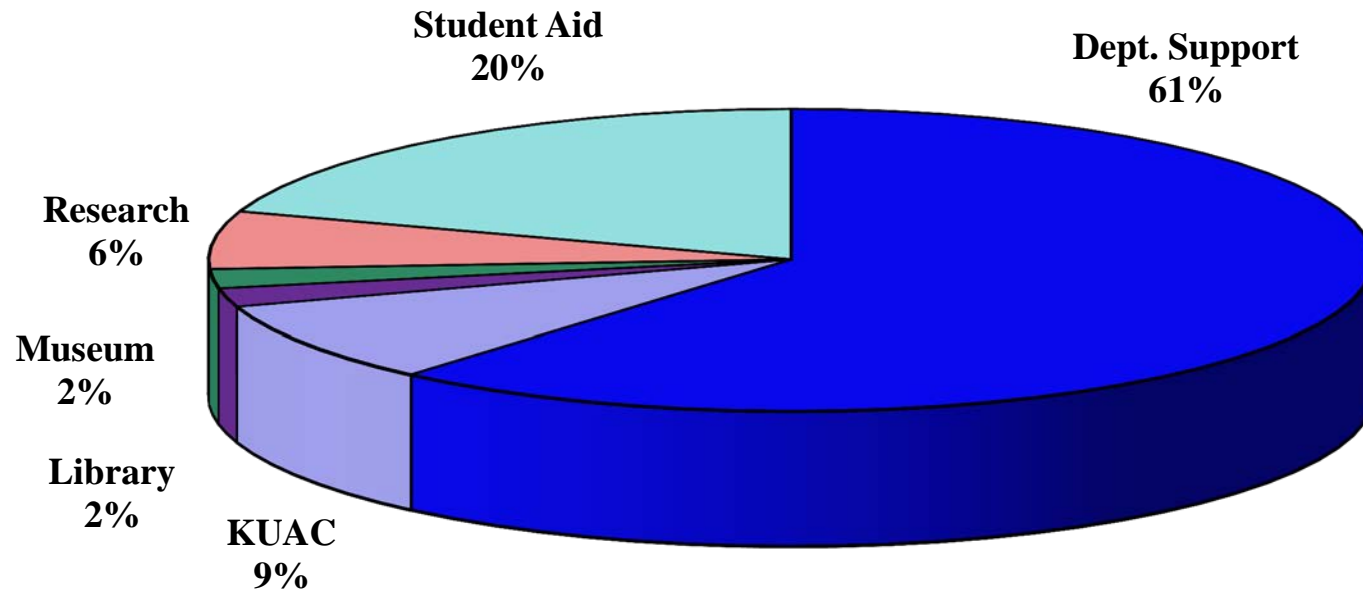
University of Alaska Foundation Contribution Income



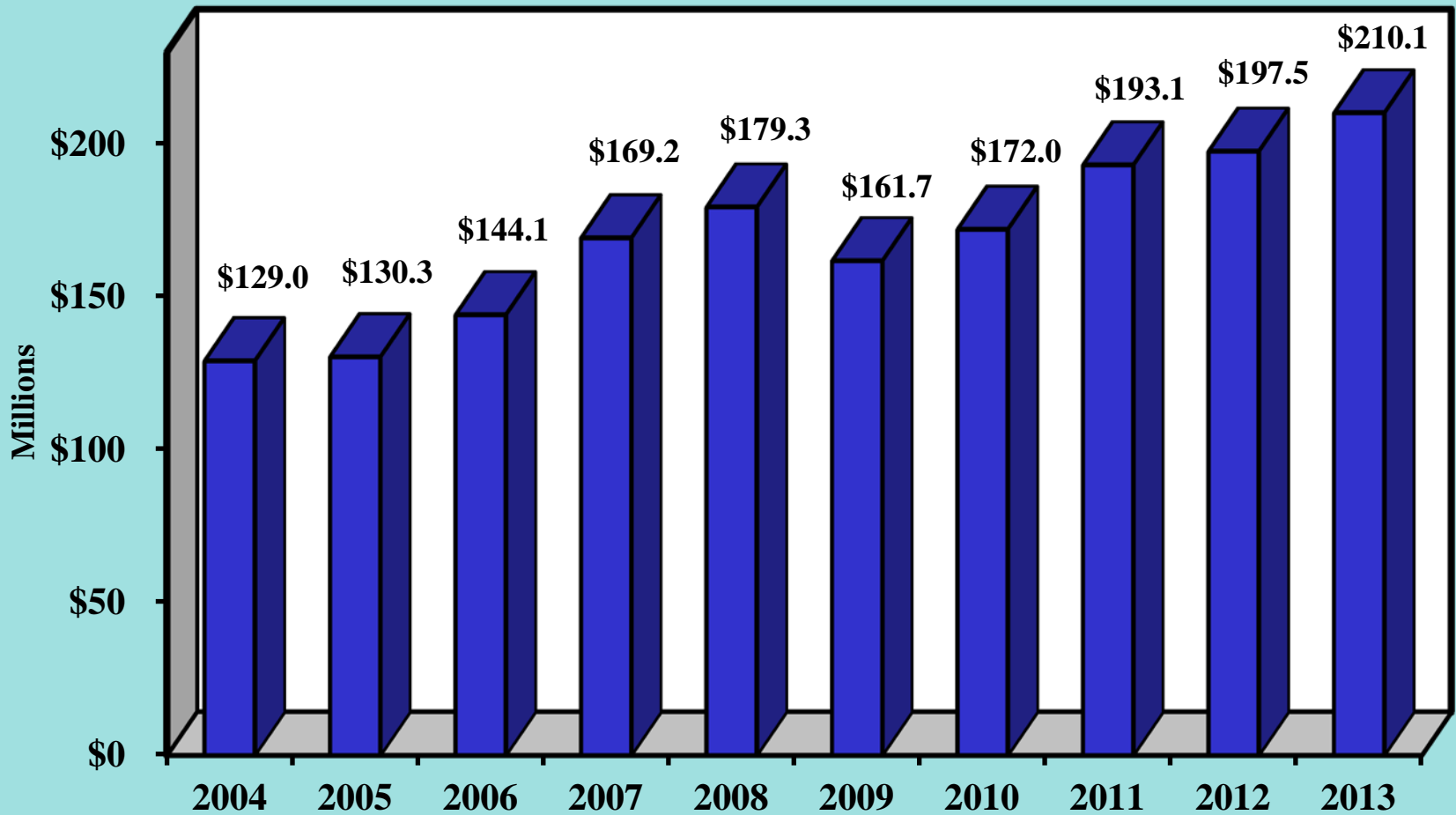
University of Alaska Foundation Distributions for the Benefit of University of Alaska



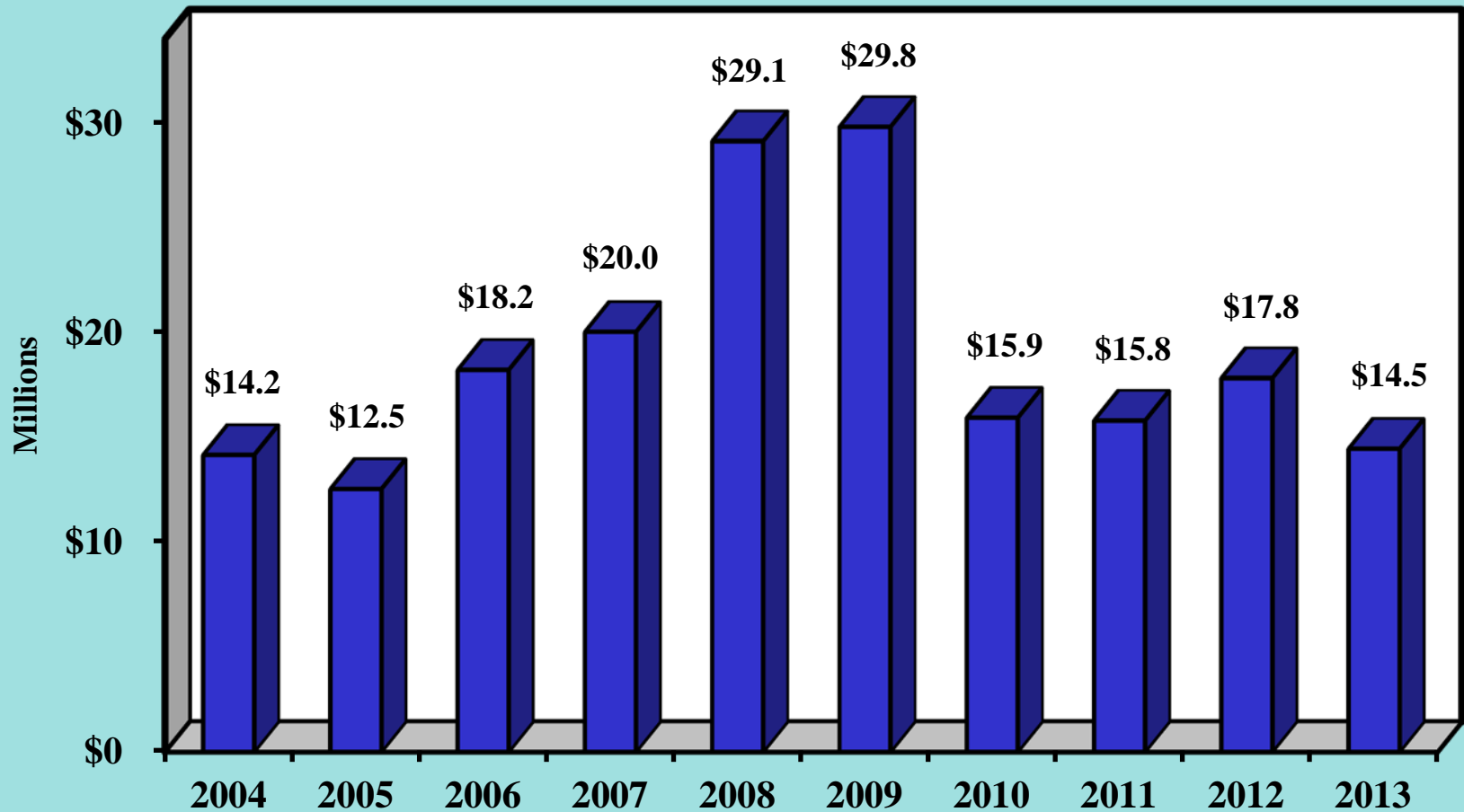
**University of Alaska Foundation
Distributions for the Benefit of University of Alaska
Year Ended June 30, 2013**



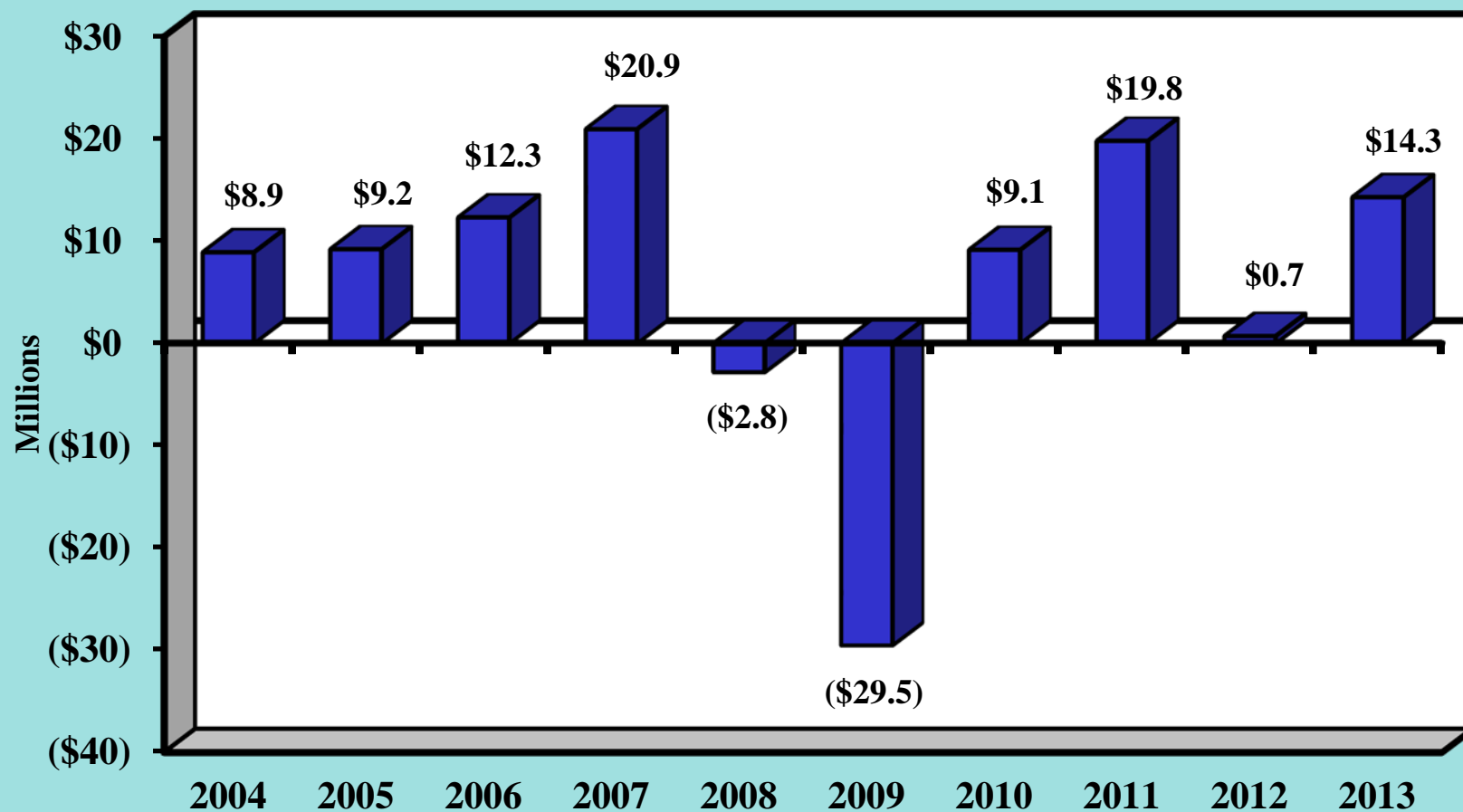
University of Alaska Foundation Total Assets



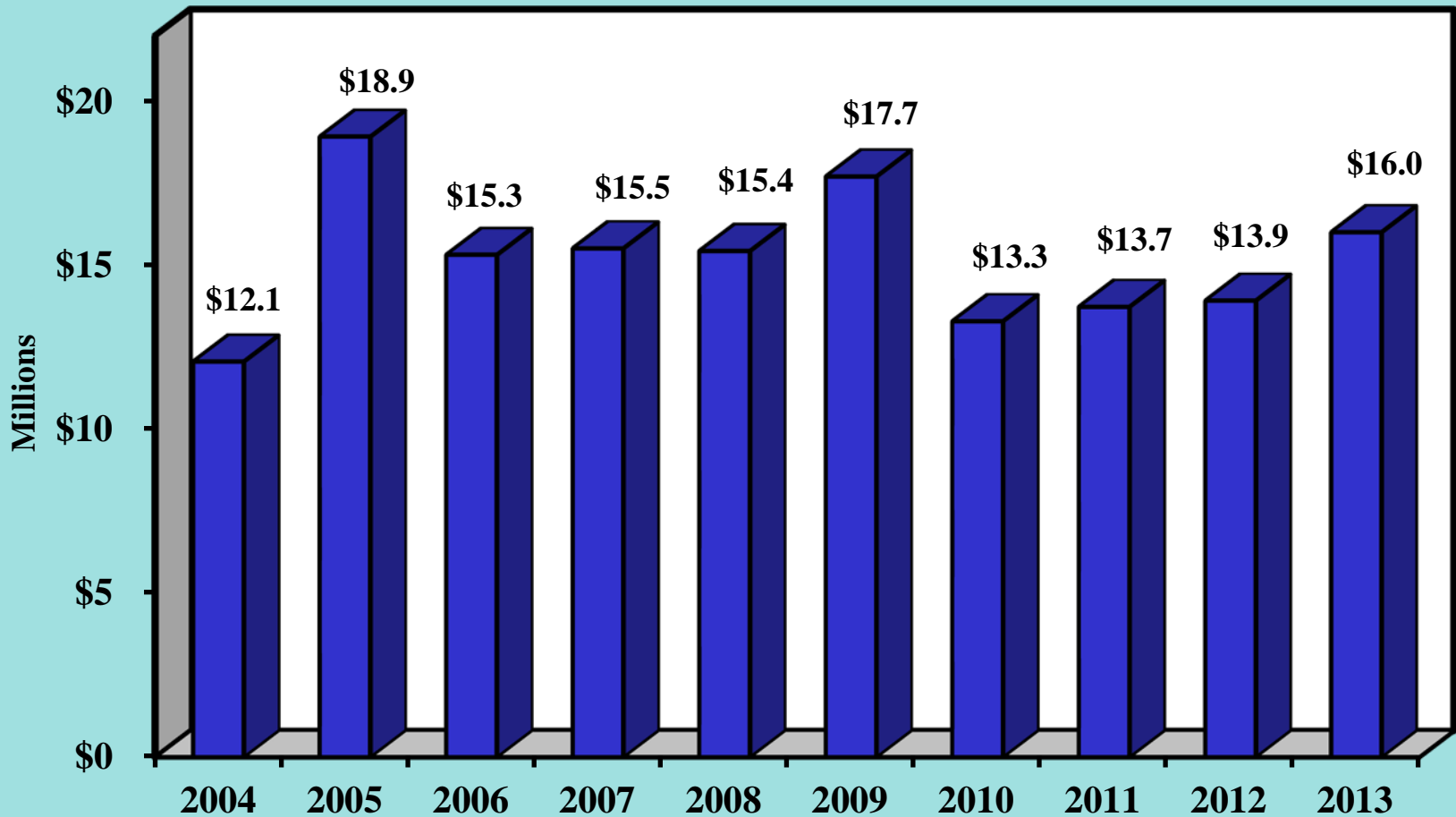
University of Alaska Foundation Contribution Revenues



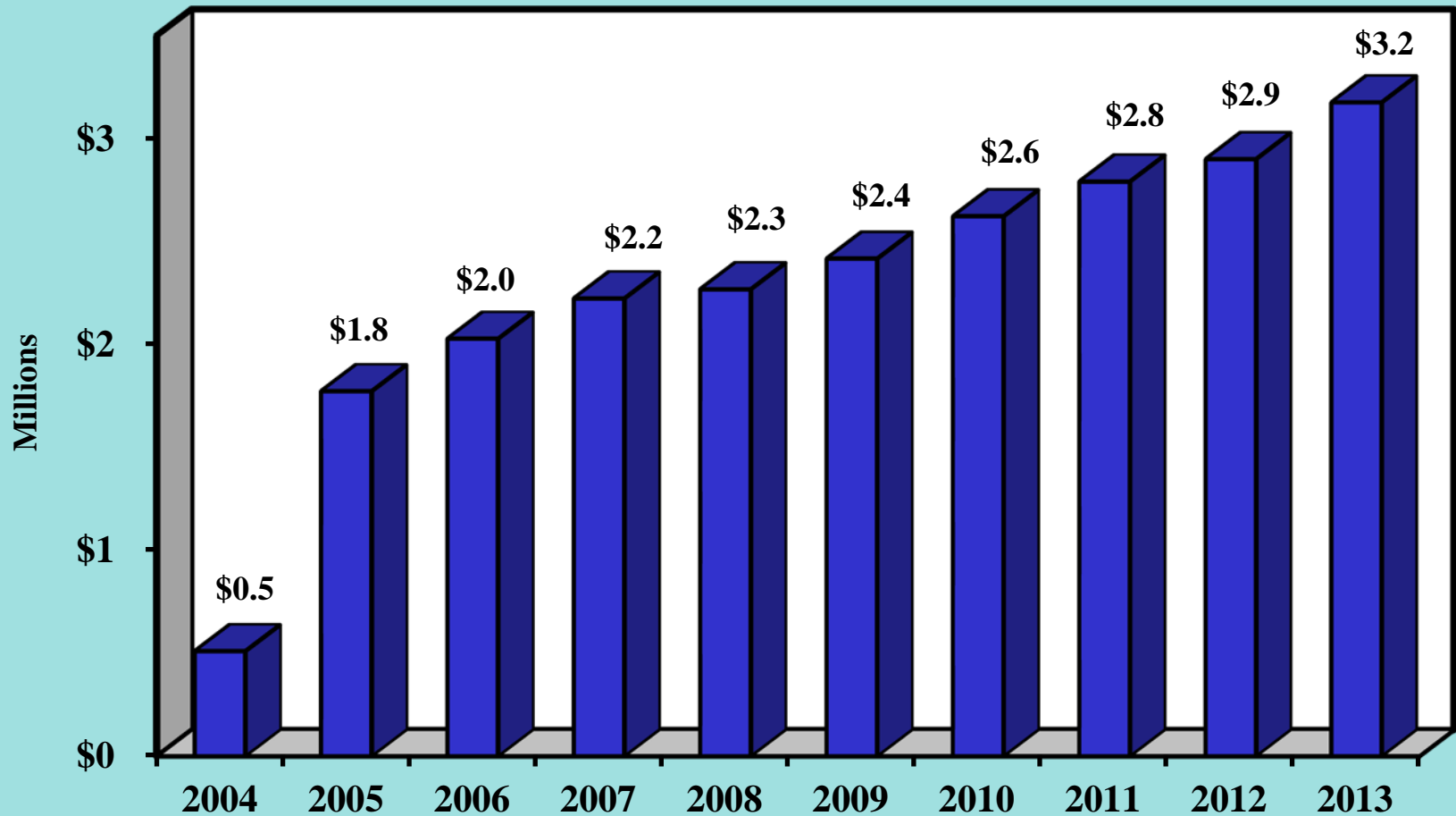
University of Alaska Foundation Investment Earnings



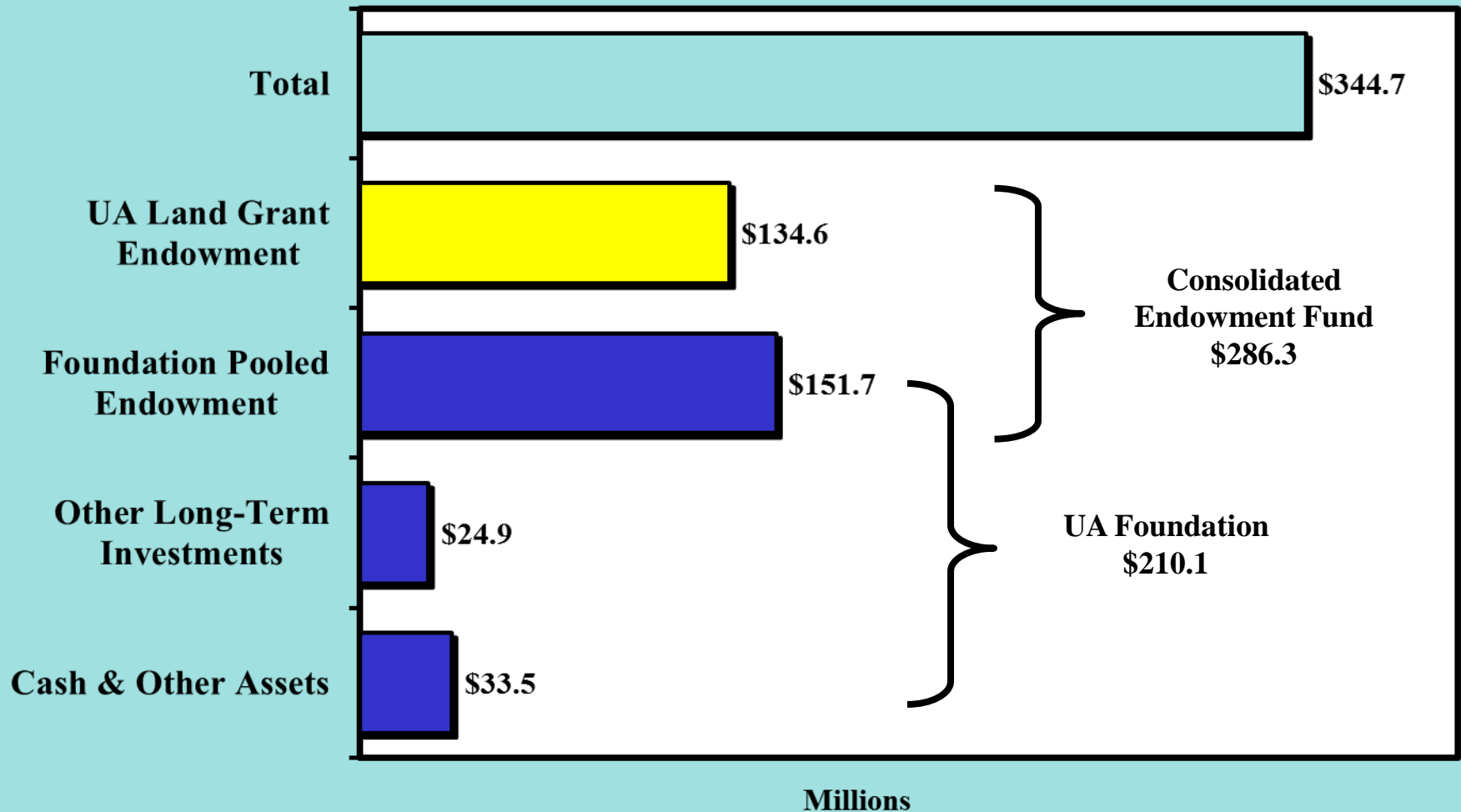
University of Alaska Foundation Distributions for the Benefit of University of Alaska



University of Alaska Foundation Distributions for Student Aid



University of Alaska Foundation Assets Under Management, June 30, 2013





UAA hosts the 36th Annual Great Alaska Shootout. Along with host Seawolves, the women's field includes Georgetown, Nicholls State and UC Riverside. Seawolf men will host visiting squads from Denver, Green Bay, Harvard, Indiana State, Pepperdine, Texas Christian and Tulsa.



UAA celebrated Alaska Native and Native American Heritage Month in November.



Andrew Romerdahl, UAA alumnus and general manager at Pacific Tower Properties, is the first College of Business and Public Policy Weidner Chair.



UAA proclaimed a Smoke Free Day on Nov. 21 in support of the American Cancer Society's national Great American Smokeout campaign and UAA's Smoke-Free Task Force.

Dear Board of Regents,

Prioritization continues at the Anchorage campus, with faculty and staff-led teams working with colleagues to address concerns and keep the process moving. This important initiative will provide valuable information to help focus our efforts on serving the needs of our students and communities.

The Office of Student Affairs is undertaking a comprehensive campaign to help students register for spring 2014 by contacting more than 3,000 students and training staff and faculty to assist students. The office also organized Fall Preview Day for prospective students. More than 500 participants (57 percent more than last year) learned about UAA. More than 10 area schools bused students to the UAA event, including the Alaska Military Youth Academy, Bartlett, Service, Eagle River, South, Kenai, Nikiski, Soldotna, Skyview and Seward. We will keep you posted on results.

Seawolf athletes are having a spectacular year as we welcome Keith Hackett, UAA's new athletic director. Our cross country teams swept the individual and team titles at the Great Northwest Athletic Conference Championships. This marks the fourth consecutive sweep of the team titles and is the fifth consecutive title for the women's team, extending their GNAC record. Both teams head to NCAA Div. II Championships Nov. 23.

After 10 games played, the Seawolves hockey team is 5-4-1, the best record since 2008. Seawolves are 4-0-0 at home, winning their own Kendall Hockey Classic for the third time, with victories over defending NCAA runner-up Quinnipiac and Air Force.

With one week left in the regular season, UAA volleyball is still in contention for the GNAC title and its fourth playoff berth in five years, sporting a 19-9 overall record.

Both UAA basketball teams are off to fast starts. The Seawolf men are 5-1 and ranked No. 21 in the country thanks to a victory over No. 5 Minnesota State and a sweep of its own AT&T Jamboree in early November. The women's squad nearly knocked off Div. I Kansas State in a road exhibition game and has dominated its three fellow Div. II opponents by 29 points or more.



I invite you to join us at the games!
Best regards,

Tom Case
Tom Case

UAA moving forward



About 25 students, faculty and staff participated in the annual Nighttime Safety Walk in October. They tested emergency phones, noted lights out and missing signage — all of which are being addressed.



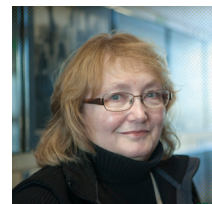
Alumni and students gathered for the ceremonial groundbreaking of the new Alumni Center, which will be housed in the Social Sciences Building, slated to open in 2014.



The Green & Gold Bike Share Program, a student-led initiative funded by UAA's Green Fee, kicked off with a "Bike Build-a-Thon."

Faculty and staff taking leading roles

Nancy Jane Shelby, Ph.D., professor and director of the Alaska WWAMI School of Medical Education, has been named to the Louis L. Kralick, M.D. Alaska WWAMI Professorship. Dr. Shelby will serve as the Kralick Professor for a term of three years.



Nancy Jane Shelby, Ph.D.

Landry Signé Ph.D., the newest professor in UAA's Political Science Department, received Stanford University's 2013 Recognition Award. Dr. Signé is a Banting Fellow at Stanford University's Center on Democracy, Development, and the Rule of Law.

Ryan-Jasen Anders Henne, M.Ed., is UAA's new director of the Department of Residence Life.

Michael Hawfield, Kachemak Bay Campus associate professor of history and political science, received the President's Award from the Alaska Historical Society.

Terri Cowart, Kenai River Campus Learning Center adult basic education instructor, received the Alaska Adult Education Association's Educator Award.

Student excellence

Kyle Demientieff-Worl, a junior pursuing a degree in anthropology with a minor in Alaska Native studies, received the Roger Lang Youth Leadership award from the Alaska Federation of Natives.

Program excellence

The College of Business and Public Policy celebrated the 10th anniversary of the Rasmuson Chair.

The Northwest Commission on Colleges and Universities has approved the proposed Master of Science in Mechanical Engineering at UAA.

The Center for Research and Alaska Native Education, led by Paul Ongtooguk, assistant professor of education, opened in the College of Education in September.

Alumni excellence

UAA alum Aaron Leggett co-curated "The Dena'ina Way of Living" exhibit at the Anchorage Museum, which runs through Jan. 1.

The Green and Gold Gala, the most successful ever, raised nearly \$100,000 and honored Sophie Minich '89, Susan LaBelle '84 and Stephen Trimble '08.

Grant partnership

UAA is partnering with 12 other universities on a \$20.3 million grant from the National Institutes of Health to create a research network that will expand partner universities' capacity to put clinical research into practice to address health problems.

The University of Alaska Center for Economic Development was awarded a \$200,000 Rural Cooperative Development Grant and \$70,000 in funding through a Rural Business Opportunity Grant.

Research supporting Alaska communities

ISER has partnered with community stakeholders to create a single portal for researchers and the public to access Alaska's energy data at the Alaska Energy Data Gateway.

The September 2013 issue of the Alaska Justice Statistical Analysis Center Fact Sheet presents data on arrests for drug offenses made by Alaska police agencies for the period 2000 through 2011.



Vice chancellor and former Olympic shooter Pat Pitney represented the United States during the North Pole leg of the Olympic torch relay. Pitney is one of 14,000 people selected to carry the torch during its 35,000-mile, 123-day journey across Russia. The relay will culminate in the opening ceremonies of the 2014 Olympic Winter Games in Sochi, Russia, on Feb. 7, 2014. Photo courtesy: Sochi 2014 Organizing Committee.

ACHIEVEMENTS

A team led by UAF scientists was awarded a \$1.7 million National Science Foundation grant to study long-term and ongoing population trends in the Pacific walrus. The project brings together scientists from the U.S. and Canada with a range of expertise to study marine mammals whose sea ice habitat has been markedly receding in recent years.

The Alaska Federation of Natives recognized Alaska Native Language Center Director Larry Kaplan and Interior-Aleutians Campus Director Teisha Simmons. Kaplan received the Denali Award for his work on the Inupiaq language, and Simmons received the Hannah Solomon Award for increasing rural Alaskans' opportunities in higher education.

The Alaska Nanooks men's basketball team traveled in October to Barrow to scrimmage Post University of Connecticut. The scrimmage, which was played at the Barrow High School gymnasium, was organized with support from the Alaska men's basketball booster club. It was the fourth NCAA basketball game played in Barrow, and the first since Alaska Anchorage defeated Lincoln (Ill.) Christian 119-77 in 1994.

Author and alumna Mary Albanese recently donated a collection of her personal papers to the Alaska and Polar Regions Collections and Archives at the Elmer E. Rasmuson Library. The papers feature material she used while writing her book *Midnight Sun, Arctic Moon: Mapping the Wild Heart of Alaska*, as well as other manuscripts, screenplay drafts, publications, photographs, TV pilot episodes and sound recordings.

Mickey Renkerte won the \$10,000 first prize for this year's Arctic Innovation Competition for his idea of the Tape Boss, a dispenser with painting and caulking applications. The Arctic Innovation Competition is an idea contest created by School of Management faculty member Ping Lan, director of the MBA program.

Paleontologists published a paper this fall documenting the occurrence of a new group of dinosaurs in Alaska. In the past two decades, researchers have uncovered thousands of specimens on the North Slope now housed at the UA Museum of the North. Earth sciences curator Pat Druckenmiller partnered with Florida State University's Gregory Erickson to document the collection. Their National Science Foundation proposal received \$150,000 in 2012 to support two years of field research on the North Slope.

IN PROGRESS

Planning has begun for the Troth Yedha' Initiative, a multiyear project to develop the green space between the Museum of the North and Reichardt Building. Johnpaul Jones, architect of the Smithsonian Museum of the American Indian, presented designs on behalf of UAF at the Alaska Federation of Natives convention held in Fairbanks.

Preparations are underway for the Alaska deployment of EarthScope/USArray's national Transportable Array project. This project will produce high-resolution images of Earth's interior while increasing understanding of the origins of earthquakes and faults. Five test stations are currently operating in Alaska and the Yukon.

WHAT'S NEXT

Inside Out campus preview day will take place March 14. The campus open house for prospective students held in October saw a record number of nearly 250 prospective students and their parents attend, more than triple last year's fall numbers. This year's event included waiving application fees for attendees and offering on-site admission for the first time.

The Alaska International Piano-e-Competition will take place at UAF in summer 2014. Two dozen performers will be invited to Fairbanks to compete in the finals, out of more than 100 applicants who are expected to submit a performance piece electronically. Through advanced technology, including the use of pianos capable of transmitting the pianists' performances through the Internet, the competition will be seen around the world.

The Chancellor's Gala will take place Feb. 8, 2014, at the Westmark Fairbanks. This year's event will benefit the Harry and Sally Porter Heart Center and the Alaska International Piano-e-Competition.

THROUGH THE LENS: RECENT IMAGES

UNIVERSITY OF ALASKA FAIRBANKS

December 2013



Student firefighter Spencer McClean exits a burning building during a live training drill at the Fairbanks Fire Training Center in South Fairbanks. McClean was one of about 30 students participating in the University Fire Department's Tuesday-night drill Oct. 22.

UAF's fire science program, which provides hands-on training and practical vocational experience, will celebrate its 50th anniversary in July 2014.



Chancellor Rogers and other members of his cabinet agreed to use a wheelchair for a day as part of Disability Awareness Month, organized on campus by the UAF Office of Diversity and Equal Opportunity.



School of Natural Resources and Agricultural Sciences alumna Nina Schwinghammer fans the flames at the fire-building competition at Ballaine Lake. UAF photo by JR Ancheta.



Cast members rehearse a scene from Theatre UAF's production of *Nickel and Dimed* in the Salisbury Theatre.

Battleship is a popular intramural sport at UAF. Teams in canoes try to swamp each other's boats during a tournament in the Patty pool.

Photos, clockwise from left

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities. UAF is an affirmative action/equal opportunity employer and educational institution. Produced by UAF Marketing and Communications. UAF photos by Todd Paris unless otherwise indicated.

Chancellor Brian Rogers • uaf.chancellor@alaska.edu • www.uaf.edu/chancellor/



Evening at Egan “Deconstructing Racism” panel. L-R: Assistant Professor of Alaska Native Languages Xh’unei Lance Twitchell, facilitator, UAS faculty Sol Neely, Ishmael Hope, MK MacNaughton, Northern Light Church pastor Phil Campbell, Provost Rick Caulfield.

Evening at Egan Panel Discusses Language of Racism

The last of the Fall 2013 Evening at Egan lecture and presentation series was Friday, November 15 at the Egan Library on the Juneau campus. “Deconstructing Racism: Power and Privilege in our Community” featured a panel discussion with members of the community who have been facilitating local discussions on racial justice. Panel members were Rick Caulfield, UAS provost; Phil Campbell, pastor of Northern Lights Church (which has hosted several discussions on race and plans to host more); M.K. MacNaughton, a Juneau artist who got her introduction to social and racial issues in Juneau while working at the AWARE Shelter; Ishmael Hope, a storyteller of Iñupiaq and Tlingit heritage who was born in Sitka and lives in Juneau; Sol Neely, UAS Assistant Professor of English and Philosophy; and Xh’unei Lance Twitchell, UAS Assistant Professor of Native Languages. The goal of the panel was to discuss changes in community and society that reduce instances of racism, and give people language tools to create positive change.

“We’re so anxious to talk, because these things build up inside of us,” said facilitator Xh’unei Lance Twitchell. “The conversation doesn’t start here and it doesn’t end here. It’s important it occurs throughout our community on a regular basis. Our overall goal is the elimination of racism. That is what we’re committed to when we do this type of work.” Neely spoke on the way different languages and thought structures articulate understanding. In English, he pointed out, “seeing” connotes understanding. People say, “I see what you mean,” for example. In this instance, however, we need to listen, he said. And not just any listening – listening “born of a consciousness called hearing.” In Tlingit, he said, understanding is linked not just to hearing another, but to repeatedly hearing that person.

Photo credit: Mary Catharine Martin, Capital City Weekly

UAS JWAC Co-Host Al-Can Summit

The Juneau World Affairs Council held its annual Fall Forum on the Juneau campus Thursday-Saturday October 17-19.

The event began with a keynote presentation by Bill Morrison, emeritus Professor from the University of Northern British Columbia Thursday evening. Daytime presentations on Friday October 18 included topical panel discussions on climate change impacts and policy, opportunities for renewable energy exchanges between Alaska, B.C. and the Yukon, Alaska and western Canadian energy issues, and the impact of Arctic issues such as loss of sea ice to the indigenous people of the Arctic. UAS faculty members Eran Hood, Sanjay Pyare, Glenn Wright, and Brian Vander Naald made up the majority of a panel on climate change. Vice Chancellor Joe Nelson joined Canadian counterpart Tosh Southwick from Yukon College in speaking about First Nations issues.

For the Evening at Egan Friday, Morrison presented “The Sinking of the Princess Sophia: a Canadian-American Disaster.” Morrison co-authored the book, *The Sinking of the Princess Sophia: Taking the North Down with Her*. The tragedy of the Canadian ship near Juneau in 1918 was truly international. The disaster killed all 354 passengers and crew. Their stories show how interconnected the two northern territories were in the early days of their settled history.

Yukon College President Dr. Karen Barnes visited the Juneau campus to participate in the Juneau World Affairs Council/UAS Alaska-Canada relations forum. While in Juneau, she and Chancellor John Pugh signed a new memorandum of agreement about collaboration between their two institutions. That MOA will serve as an ‘umbrella’ agreement and will allow for attachment of program-specific collaboration agreements involving UAS and Yukon College students and faculty.



UAS Chancellor John Pugh and Yukon College President Karen Barnes sign an agreement to collaborate on programs and courses of study as Provost Rick Caulfield looks on, Sat. Oct. 19, 2013

New \$2.5M Grant Targets Fisheries Technology Jobs

The University of Alaska Southeast (UAS) Sitka Campus will receive \$2.5M for the growth and expansion of its Fisheries Technology degree program.

The grant will foster the training and job preparation of a fisheries workforce in communities from Southeast Alaska to the Bering Sea. The award, which extends over four years, will allow students in coastal communities the opportunity to complete their coursework without leaving home. The grant advances the University's Fisheries/Seafood/Maritime Initiative (FSMI), which involves collaboration with university and industry partners throughout Alaska.

To meet the goals of the grant, UAS will work with community campuses not only in Southeast Alaska but in communities like Kodiak, Homer, Bristol Bay, and Bethel. Employing a combination of online coursework and regional fieldwork, labs and practicums, students will be able to earn occupational endorsements, certificates, and degrees in Fisheries Technology. According to Sitka Campus Director Jeff Johnston, "This grant will allow us to prepare students for employment in Alaska's fisheries, seafood, and maritime industries. Industry-based internships that will feature competency-based assessments that have been developed in partnerships with employers and industry partners will provide 'work-ready' applicants to fill existing and anticipated job openings with qualified Alaskans." Seafood Products Association's Vice President of Product Services, Bruce C. Odegaard, stated in his support for this grant that "building the skills and competencies of workers entering the Alaska seafood industry is essential to ensuring the competitiveness of the industry in the growing global economy."

According to UAS Provost Dr. Rick Caulfield, "this grant focuses on creating a skilled Alaskan workforce for fisheries, seafood, and maritime industries. While based at UAS, the program involves statewide partnerships with employers and with UAA and UAF. We appreciate this vote of support for our Fisheries Technology program from the US Department of Labor and our industry partners."

The grant was made through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program under the US Department of Labor's Employment and Training Administration.

Biology Career Night

Biology faculty hosted a Career Night for Biology and Marine Biology Students on the Juneau campus October 30. Sheila Cameron (AK Department of Fish and Game), Bonita Nelson (National Marine Fisheries Service), Jeff Chen (Student Conservation Association) and Deborah Rydman (UAS) talked with more than 20 students about internships and other opportunities within their agency. The event kicked off with a pizza social and informal discussions. Alaska and Northwest recruiter Jeff Chen flew down from Anchorage and met with students during the week.

Sharing Our Knowledge Clan Conference

The "Sharing Our Knowledge" Tlingit clan conference was held Nov. 7-10 at Centennial Hall in Juneau.

More than 60 Native and non-Native presenters spoke on topics ranging from Tlingit art to civil rights to education, under a shared theme, "Our language is our way of life." The University of Alaska-Fairbanks' Alaska Native Language Center estimates there are between 400 and 500 Tlingit speakers today. UAS Assistant Professor of Alaska Native Languages X'unei Lance Twitchell says the updated number is closer to 200. Despite the enormous challenges of bringing Tlingit

back into everyday use in Southeast, the overall atmosphere of the clan conference was one of hope and determination, as teachers and students, elders and youth shared practical ideas and words of encouragement. The conference highlighted the challenges and rewards of language revitalization. Will Geiger, a student in Twitchell's intermediate Tlingit class, won the Tlingit spelling bee after getting through kanat'á (blueberry) and ch'áak' (eagle). Part of the difficulty with written Tlingit, as the bee illustrated, is that a formalized system of written words has only been in development since the 1960s, according to a paper presented by UAS retired faculty Richard Dauenhauer at the very first clan conference in 1993.

Photo credit: Juneau Empire



Will Geiger, a student in Lance Twitchell's intermediate Tlingit class emerged victorious after getting through kanat'á (blueberry) and ch'áak' (eagle) in the spelling bee at the Clan Conference.

Chordas Presents

English faculty Nina Chordas recently attended the Pacific Northwest Renaissance Society conference in Lacey Washington. She presented a session entitled "Poetic Transubstantiations: Shakespeare, Marvell, and Consumption in the Afterlife."

Vess Presentation on Impact of Plastics

Sociology faculty Lora Vess gave a talk at the downtown Juneau Public Library the evening of Nov.13. The talk was entitled "Edible Lies: A sociological look at plastic, chemicals, and food."

System Governance Report

December 2013



Coalition of Student Leaders

Shauna Thornton, Speaker

The Coalition of Student Leaders held three meetings since the last governance report. The student leaders completed an executive summary and submitted it to President Gamble in reference to the proposed tuition and network increases on Oct. 23, 2013. Students were in favor of the proposed tuition increase and recommend a flatter network fee structure. We will be working closely with the network department to brainstorm ideas that will best serve the students' needs and pocketbooks. We had a shift in student participation at the last few meetings, which included students from the rural communities. One contributing factor to the increase is our transition to Google Hangout on Air, an Internet platform for holding meetings, in place of audio conferencing. It provides a student friendly atmosphere and we have positive received feedback on using this venue versus the traditional phone conference. Our meeting on Nov. 7 showed a greater increase in student attendance with nine coalition members and seven student guests attending.

Recent coalition work includes editing our constitution and bylaws, and planning for our legislative session trip to Juneau on Jan. 31 through Feb. 4, 2014. The trip to Juneau involves planning for events, two days of meetings, and establishing a theme. Tentatively, we decided on "Education = Bright Ideas for Alaska." We plan to give out stress toys in the shape light bulbs at the session.

The coalition works with several groups on different topics. Right now, we are working on feedback related to Shaping Alaska's Future with the plan to submit our initial recommendations by the Nov. 18 deadline. We also participate on the Tuition Task Force to prepare for upcoming tuition discussions. Other groups we are involved in include the IT Executive Council, Stay on Track, and System Governance Council. Recently, the Stay on Track working group sent out two emails to students from the coalition speaker with messages referring them to the Stay on Track video and the Stay on Track Alaska Air photo contest. Both emails were successful in raising student awareness about focusing on finishing their degrees on time. It was exciting to hear the first email gained 870 viewers in one day.

We are streamlining our communication processes to enhance student participation and feedback. We also want to raise awareness about the coalition and what its role is to students across the state. Our goal is to market and brand the coalition statewide through Facebook, a brochure, a PowerPoint for the new student orientations, and by sending coalition members to student meetings. The Google Hangouts tool will be invaluable in this process. We plan to distribute a semi-annual survey to students for feedback on issues like tuition and fee increases. We hope this approach will allow the coalition to provide timely and accurate feedback to the president.

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.



Faculty Alliance

Robert Boeckmann, Chair

The Faculty Alliance met twice (9/13/13 & 10/11/13) since its report to the BOR meeting in September. Notably, we held our Oct. 11 meeting using the free video chat program Google Hangout rather than the audio conferencing via Eventbuilder.com. Google Hangout allows up to 15 people to participate in a video conference for free if they have an internet connection and a computer with a web cam. An additional feature “on Air” allows the meeting to be recorded in a YouTube video as an archive.

This switch was suggested by LaNora Tolman as a way to replace our telephonic meetings with video while realizing cost savings by not paying for Eventbuilder.com services. After a few brief hiccups, the meeting went smoothly and we plan to continue to use this approach for meetings in the future.

In our meetings, we continued to review and revise the Faculty Alliance constitution and bylaws. We will hold a vote at our Nov. 15 meeting to approve changes. We also continued to dialogue about a proposed motion from Statewide Academic Council to establish a minimum standard for admission into baccalaureate degrees. Faculty tend to be concerned about the impact such a policy may have on students not meeting the standard if there are no systematic plans and funded programs in place to ensure they can effectively engage an education at UA universities. They also recognize that not every student coming to UA needs to earn a BA to benefit.

Progress on two other systemwide initiatives was discussed: General Education Learning Outcomes (GELO) for the UA System and a Common Student Satisfaction Survey. In regards to the GELO Task Force, the report indicated that the group has made significant progress on identifying and describing a common set of learning outcomes resulting from a general education requirements core at UA universities. The next step for this task force is to determine how to integrate this set into existing policy and regulation or to the extent to which the policy and regulation needs revision. The report on a common student satisfaction survey indicated progress after consulting with stakeholders at each university and learning what those stakeholders find most useful in a student survey. The next step is to compare these findings and select a common student survey or surveys based upon common needs across the system.

In my role as Faculty Alliance chair, I attended the Oct. 31 Shaping Alaska’s Future (SAF) meeting. The articulation of several SAF themes and alliance priorities were made apparent at the meeting and subsequent meetings. First, efforts to improve coordination of General Education Learning Outcomes will aid students in completing degrees within the UA system of universities (Theme 1). Second, it is possible that a common student survey will help flesh out metrics for Theme 1 and 5, particularly concerning how GERs impact citizenship and quality of life.

The alliance furthered plans to have a face-to-face meeting corresponding with the February BOR meeting to facilitate a deeper dialogue between the two groups. Such a meeting may also help initiate a dialogue about the potential benefits of having a UA Faculty Regent.

Dr. Robert J. Boeckmann grew up in Southcentral Alaska and is now an Associate Professor of Psychology at the University of Alaska Anchorage where he teaches a variety of classes in the Undergraduate, Masters, and UAA/UAF joint Ph.D. program. Courses include: research methods, statistics, personality and social psychology and honors seminars in the psychology of social justice. He enjoys mentoring students in research at all levels but is particularly inspired by helping undergraduates explore and discover. Robert chairs the UAA Institutional Review Board and is active in faculty governance. Robert earned his BA, MA, and Ph.D. at the University of California Berkeley. His research is primarily focused on social identity and social justice, but more recently has expanded his interests to include Alaska Native behavioral health, evolutionary psychology, and social media.



Staff Alliance

Carey Brown, Chair

The Staff Alliance made it a priority to nominate and elect a new chair for the current academic year. The chair takes the lead as a facilitator between staff and the UA Statewide administration. I appreciate the opportunity to serve in this capacity with the support of my colleagues. Shared governance is highly respected at our institution.

Staff Alliance works continuously to improve the conditions within each of the UA universities and their respective campuses. The outlet shared governance provides each university, in regard to the transparency between staff and administration, allow staff to express concerns and positive feedback alike.

Recent alliance work includes the following items:

1. A resolution was written in support of President Gamble's commitment to raise bullying awareness throughout the University of Alaska. The bullying issue surfaced in 2012-13 through a system-wide Staff Alliance work-life survey, which included feedback by employees. During the fall of 2013, UA Statewide launched new bullying awareness training to bring attention to a prominent issue raised by staff. The Alliance has expressed a desire to have this training offered throughout the UA System, to include UAA, UAF, and UAS. In addition, President Gamble offered support by suggesting the Alliance look into policy revisions at the board of regents' level allowing for some recourse by any employee encountering such behavior. In response to the resolution, President Gamble sent out a memo to the chancellors asking for the implementation of the bullying awareness training systemwide.
2. Outreach to the campus governance groups regarding the implementation of a universal annual performance evaluation tool to encourage conversation between supervisors and employees per UA Board of Regents' Policy and University Regulation. Currently, each university currently utilizes a separate tool for evaluation.
3. The alliance continues discussion and research on the following topics:
 - a. Shaping Alaska's Future (formerly titled UA Strategic Direction Initiative) and the inclusion, or lack thereof, of the importance of staff involvement in this topic as the Effect Statements are developed;
 - b. A UA systemwide resolution of a zero-tolerance smoke-free and tobacco-free campus initiative;
 - c. Research into the departments at each university addressing diversity through hiring practices and outreach for employment to potential candidates within Alaska and nationwide.

Carey Brown is from Fort Worth Texas and is currently the Academic Advising Coordinator for the College of Health at UAA. He earned a bachelor's degree in health administration at Texas Southern University in 2001, moved to Anchorage, Alaska in 2006 to complete the MPA degree in 2008. He is also adjunct faculty for the College of Health and First-Year Experience courses. He is on the board of directors for Anchorage Urban League (Anchorage Urban Works), member of the ASD Multicultural Concerns Committee, and volunteers with various youth scholarship committees.



System Governance Council

Joe Hayes, Chair

I would like to thank my colleagues for re-electing me as chair of the System Governance Council and I apologize for not attending the board meeting today. The council's agenda this year will include working with the University of Alaska Statewide Administration and University of Alaska Board of Regents with Shaping Alaska's Future, working to modify the System Governance Council's constitution to better align the needs of our constituencies, reviewing UA health care policies, reviewing and suggesting ideas on non-smoking initiatives, reviewing UA Policy and Regulations, and working with the statewide administration to facilitate and educate our constituencies' items of importance to enhance the university's legislative advocacy.

The System Governance Council will be active in enhancing our constituencies' statewide understanding of the complex issues facing the University of Alaska both internally and externally. We will continue to offer critical evaluation on issues and provide advice as needed. We will continue to assist the statewide leadership team in advancing your priorities, vision and direction. The System Governance Council will continue to serve as an entity focusing on crafting dialogue between our respective groups and the UA system administration that is respectful, insightful and educational. I look forward to representing the council again this year and working with the University of Alaska Statewide Administration, President Gamble, and you, the members of the University of Alaska Board of Regents. Thank you for your time and I look forward to presenting my report in person at the next board of regents' meeting.

Joe Hayes served as representative in the Alaska Legislature and is a UAF alumnus. While attending UAF, Joe was the first-ever African-American UAF student body president and UA student regent. At graduation, he received the Joel Wiegert Award as the outstanding senior man. Joe has been working hard for the university for many years, and he will continue to bring his energy and experience to the table and represent the university and alumni well.

**UNIVERSITY OF ALASKA
LABOR and EMPLOYEE RELATIONS REPORT**

Acronyms commonly used in reporting Labor Relations activities:

ALRA	Alaska Labor Relations Agency
CBA	Collective Bargaining Agreement
LMC	Labor-Management Committee
MAU	Major Academic Unit (UAA, UAF, UAS)
ULP	Unfair Labor Practice Charge
<u>Unions:</u>	
Adjuncts	United Academic – Adjuncts
Local 1324	Fairbanks Fire Fighters Union (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 Academics

(BOLD text indicates updated information)

LABOR - MANAGEMENT COMMITTEES/EVENTS

The university and UAFT have not met since May 07, 2013.

The university and UNAC representatives have not met since April 2013.

The Joint Health Care Committee meets on a monthly basis.

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

**UNIVERSITY OF ALASKA
LABOR and EMPLOYEE RELATIONS REPORT**

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.
- **UAA College of Arts and Sciences:** UAFT filed a step 2 grievance on September 18, 2013 alleging the University violated Article 5.1 when they assigned a workload in violation of the CBA. The union further alleges that the university violated the implied duty of good fair and fair dealing. The parties met on November 13, 2013 and continue to work to resolve the matter.

United Academics (UNAC)

- No grievances are pending.

Local 6070

- Local 6070 filed a Step 2 grievance on November 08, 2013 alleging the university violated Article 10.4B of the CBA by positing a vacancy for a UAA Local 6070 CT2 position incorrectly on UAKJOBS. The union alleges the university did not check the internal applicant's only box. The union requested the university repost the position for five days for internal applicants only in accordance with the CBA. The university's response is due November 22, 2013.
- Local 6070 filed a Step 2 grievance on November 08, 2013 alleging the university violated Article 10.4B of the CBA by positing a vacancy for a UAA Local 6070 MSW2 position incorrectly on UAKJOBS. The union alleges the university did not check the internal applicant's only box. The union requested the university repost the position for five days for internal applicants only in accordance with the CBA. The university's response is due November 22, 2013.

United Academic – Adjuncts

- No grievances are pending.

**UNIVERSITY OF ALASKA
LABOR and EMPLOYEE RELATIONS REPORT**

FFFU Local 1324

- No grievances are pending.

ISSUES BEFORE THE ALASKA LABOR RELATIONS AGENCY

Unit Clarification Petition: On October 17, 2007, UAFT filed an Unfair Labor Practice (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 briefings 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.

Unfair Labor Practice: On May 31, 2013, Local 6070 filed an ULP with the (ALRA) with regard to an employee initiated reclassification action at UAA. The ULP contains 37 allegations. The university responded on July 1 to ALRA. The university believes the ULP is without merit. The university is waiting for ALRA to schedule a hearing with the parties.

Unfair Labor Practice: On October 30, 2013 United Academics Adjuncts, Local 6054, APEA/AFT, filed an ULP with the ALRA claiming the UA refuses to bargain in good faith. The UA believes the ULP is without merit and will explain why when a response is given to the ALRA due not later than November 27, 2013.

NEGOTIATIONS

LOCAL 6070: The university started negotiations with Local 6070 on September 12, 2012. The CBA expired on December 31, 2012, but continues in force until superseded by a new Agreement. **The parties have reached tentative agreement on eight of fifteen articles. The UA has taken the position of last and final on two additional articles. Consequently five articles remain outstanding. The last negotiating sessions were November 6, 7, and 8. At the conclusion of negotiations on November 8 the union chief spokesperson announced they would not return to the negotiating table until sometime in January. Attempts by the UA to resume negotiations sooner and with specificity were not fruitful.**

United Academics (UNAC): The CBA expires on December 31, 2013. The University began negotiations with UNAC on September 23, 2013. **The parties have met and**

**UNIVERSITY OF ALASKA
LABOR and EMPLOYEE RELATIONS REPORT**

negotiated on 12 occasions since September. The parties have scheduled additional negotiating sessions in November and December. Tentative agreement has been reached on sixteen of twenty-three articles. The parties are working constructively and making progress.

United Academics - Adjuncts (AUUP-AFT) (UNAD): The CBA expires on December 31, 2013. Preliminary scheduling discussions with the union have not been productive. The union insists on negotiating on weekends in Juneau. The UA has taken the position that it will negotiate at mutually acceptable times and places generally accepted to mean normal business hours at business locations. The union has filed an Unfair Labor Practice with the ALRA. The parties continue to communicate in an effort to reach a compromise.

EMPLOYEE RELATIONS HIGHLIGHTS

Kenai Peninsula College: An employee was issued a notice of intent to terminate employment for cause following inappropriate behavior, dishonesty and other misconduct. The employee requested a hearing. The hearing was held on November 14 & 15, 2013 and now awaits the recommendation by the hearing officer and subsequent chancellor's decision.

University of Alaska

Key Indicators

**STANDARD
FORMAT**

	FY09	FY10	FY11	FY12	FY13	Change FY09-FY13	
Annual Number of Students Taking For-Credit Courses	46,712	49,005	49,939	50,628	48,494	↑	4%
Associate and Certificate	7,808	8,962	9,951	10,266	9,845	↑	26%
Bachelor's	13,574	14,548	15,436	16,089	16,250	↑	20%
Graduate	3,052	3,290	3,393	3,458	3,439	↑	13%
Non-Degree Seeking	22,278	22,205	21,159	20,815	18,960	↓	-15%
Average Student Credit Hour Load	11.9	12.1	12.4	12.5	12.8	↑	8%
% of Recent College Bound Alaska High School Graduates		47.5%		47.5%		↔	
% of Recent Alaska High School Graduates who Attend UA	27.6%	29.4%	29.0%	29.4%	29.3%	↑	6%
% of Alaskans who took UA Class	8.2%	8.4%	8.4%	8.1%			

Student Learning Outcomes

Degree, Certificates, Endorsements Awarded	3,427	3,754	3,983	4,174	4,491	↑	31%
High Demand Job Area (HDJA) Degrees Awarded	2,468	2,731	2,910	2,918	3,067	↑	24%
HDJA Grads Employed 1 Year Later	80.5%	80.5%	80.8%				
Vocational Pre- to Post-Training Change in Average Wage Per Quarter	24.6%	21.1%	19.4%	17.9%		↔	
Bachelor's 150% Graduation Rate (Full-Time Only)	29.7%	27.7%	28.6%	28.2%	31.6%	↑	6%
Associate and Certificate 150% Graduation Rate (Full-Time)	13.7%	12.4%	12.4%	12.7%	11.3%	↓	-18%

Research & Creative Activity

Grant Funded Research Expenditures (Millions)	\$120.2	\$131.0	\$138.0	\$132.7	\$129.8	↑	8%
---	---------	---------	---------	---------	---------	---	----

Service

Non-Credit Instructional Units Delivered	10,873	16,049	15,541	15,498	12,922	↑	19%
Outreach Publications	155,763	177,292	229,778	280,922	284,000	↑	82%

Facilities (Fall Semester)

Sq. Ft. Per Faculty FTE (Fall)	2,401	2,334	2,296	2,221	2,407	↔	0%
Sq. Ft. of Building 25 Years or Older (1000s)	4,202	4,356	4,802	4,898	5,033		20%
Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft. (1000s)	917	1,065	1,157	1,186	1,201		31%

Finance

Viability Ratio	4.1	4.4	5.7	5.1			
Return on Net Assets Ratio	-0.2	2.1	5.9	5.4			
Alumni Giving (\$1000s)	\$628	\$671	\$788	\$1,123	\$896	↑	43%
Corporate Giving (\$1000s)	\$12,390	\$10,375	\$24,868	\$14,282	\$8,120	↓	-34%

Note: Each arrow, under the change column, indicates the long-term, five-year, direction of a measure. Green arrows indicate measures that are trending in the desired direction while red arrows indicate those that may be trending differently than desired. Sources and definitions of these measures are summarized under UA Metrics - Data Definitions, starting on page 6.

University of Alaska

Strategic Direction Initiative (SDI) Measures

**STANDARD
FORMAT**









	FY09	FY10	FY11	FY12	FY13	Change FY09-FY13	
Theme I: Student Achievement & Attainment							
Grads who Earned Subsequent Graduate Degrees in 5 Years	9.4%	10.2%	10.6%	10.8%	11.1%	↑	18%
% of Degree-Seekers who Completed 30 Credits or More Per FY							
Bachelor's	13.0%	7.8%	12.9%	13.7%	15.0%	↑	15%
Associate & Certificate	4.1%	3.9%	3.7%	3.5%	4.4%	↑	7%
Preparatory Students Completing College-Level Class in Math or English Within 1 Year							
Bachelor's	18.7%	14.4%	19.6%	18.1%	19.3%	↑	3%
Associate & Certificate	7.3%	8.0%	7.6%	5.9%	9.0%	↑	23%
Theme II: Productive Partnerships with Alaska's Schools							
APS Recipients Meeting Annual SCH Requirements				80%	84%		
First-Time Freshmen Taking Math or English Preparatory Class							
Bachelor's	44%	47%	48%	50%	47%	↑	7%
Associate & Certificate	64%	62%	58%	65%	64%	↔	0%
First-Time Freshmen with Dual-Enrollment Credits	27%	27%	24%	23%	27%	↔	0%
Proportion of UA Educated New Teacher Hires	25%	23%	24%	17%			
Theme III: Productive Partnerships with Public Entities and Private Industry							
Graduates Working in Alaska	77.8%	78.6%	78.3%				
Industry Investments in Workforce Education (\$1000s)	\$4,840	\$4,501	\$3,919	\$4,524	\$3,534	↓	-27%
Industry Investments in Research & Extension (\$1000s)	\$28,216	\$23,908	\$24,424	\$28,585	\$26,242	↓	-7%
Baccalaureate Engineering Degrees Earned at UA	94	148	137	143	156	↑	66%
Health Related Degrees Earned at UA	715	824	786	788	914	↑	28%
Theme IV: Research and Development to Sustain Alaska's Communities & Economic Growth							
Ratio Non-General Fund: General Fund Research Revenue	5.7	5.2	5.6	5.3	5.2		-9%
Annual Number of Invention Disclosures	7	8	6	41	86	↑	1,129%
Theme V: Accountability to the People of Alaska							
Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates							
Bachelor's	\$3,289	\$3,583	\$4,008	\$4,142	\$4,422		34%
Associate & Certificate	\$2,397	\$2,660	\$2,950	\$2,963	\$3,026		26%
% of Degree Seeking Undergraduates Receiving Pell	23.4%	22.6%	35.3%	36.3%	36.1%		54%
Average Loan Debt for those with Loans							
Bachelor's	\$20,019	\$20,479	\$21,231	\$20,451			
Associate & Certificate	\$14,287	\$13,829	\$13,460	\$13,970			
Number of Programs Available by e-Learning							
50+%				244	258		
100%				113	125		
Average e-Learning Credits per Student	2.1	2.4	2.6	2.5	3.0	↑	43%
Loan Default Rate	7.2%	8.1%	8.6%				
Percent of Alaska population that is minority: 24.5% (2010 US Census), compared to percentage of UA that is minority in Fall semester:							
Faculty	9.9%	10.4%	10.6%	10.7%	10.6%	↑	7%
Staff	14.0%	15.3%	15.4%	14.7%	15.2%	↑	9%
Bachelor's	23.0%	26.2%	26.4%	26.8%	26.8%	↑	17%
Associate & Certificate	28.0%	30.5%	28.6%	28.5%	29.2%	↑	4%
Graduate Students	16.6%	18.0%	17.3%	17.3%	18.0%	↑	8%
Degree Recipients	20.2%	22.7%	20.7%	22.2%	22.0%	↑	9%
UA Tuition & Fees Compared with Peer Institutions							
4-Year as percent of WICHE Average	92.9%	87.3%	82.8%	76.0%	76.6%	↓	-18%
2-Year as percent of WICHE Average	223.5%	213.6%	212.5%	192.0%	193.3%	↓	-14%
Total Cost of Risk per \$1,000 in Operating Expenses	9.3	9.4	9.2	9.0			

Note: Each arrow, under the change column, indicates the long-term, five-year, direction of a measure. Green arrows indicate measures that are trending in the desired direction while red arrows indicate those that may be trending differently than desired. Sources and definitions of these measures are summarized under UA Metrics - Data Definitions, starting on page 6.







University of Alaska

Key Indicators


**TRIAL
FORMAT**

	FY09	FY10	FY11	FY12	FY13	Change FY09-FY13
Annual Number of Students Taking For-Credit Courses	46,712	49,005	49,939	50,628	48,494	 4%
Associate and Certificate	7,808	8,962	9,951	10,266	9,845	 26%
Bachelor's	13,574	14,548	15,436	16,089	16,250	 20%
Graduate	3,052	3,290	3,393	3,458	3,439	 13%
Non-Degree Seeking	22,278	22,205	21,159	20,815	18,960	 -15%
Average Student Credit Hour Load	11.9	12.1	12.4	12.5	12.8	 8%
% of Recent College Bound Alaska High School Graduates		47.5%		47.5%		
% of Recent Alaska High School Graduates who Attend UA	27.6%	29.4%	29.0%	29.4%	29.3%	 6%
% of Alaskans who took UA Class	8.2%	8.4%	8.4%	8.1%		 -3%



Student Learning Outcomes

Degree, Certificates, Endorsements Awarded	3,427	3,754	3,983	4,174	4,491	 31%
High Demand Job Area (HDJA) Degrees Awarded	2,468	2,731	2,910	2,918	3,067	 24%
HDJA Grads Employed 1 Year Later	80.5%	80.5%	80.8%			 0.3%
Vocational Pre- to Post-Training Change in Average Wage Per Quarter	24.6%	21.1%	19.4%	17.9%		 -25.5%
Bachelor's 150% Graduation Rate (Full-Time Only)	29.7%	27.7%	28.6%	28.2%	31.6%	 6%
Associate and Certificate 150% Graduation Rate (Full-Time)	13.7%	12.4%	12.4%	12.7%	11.3%	 -18%




Research & Creative Activity

Grant Funded Research Expenditures (Millions)	\$120.2	\$131.0	\$138.0	\$132.7	\$129.8	 8%
---	---------	---------	---------	---------	---------	--





Service

Non-Credit Instructional Units Delivered	10,873	16,049	15,541	15,498	12,922	 -19%
Outreach Publications	155,763	177,292	229,778	280,922	284,000	 82%

Facilities (Fall Semester)

Sq. Ft. Per Faculty FTE (Fall)	2,401	2,334	2,296	2,221	2,407	 0%
Sq. Ft. of Building 25 Years or Older (1000s)	4,202	4,356	4,802	4,898	5,033	 20%
Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft. (1000s)	917	1,065	1,157	1,186	1,201	 31%

Finance






Viability Ratio	4.1	4.4	5.7	5.1		 24%
Return on Net Assets Ratio	-0.2	2.1	5.9	5.4		 1270%
Alumni Giving (\$1000s)	\$628	\$671	\$788	\$1,123	\$896	 43%
Corporate Giving (\$1000s)	\$12,390	\$10,375	\$24,868	\$14,282	\$8,120	 -34%

Note: Sparklines, found under the change column, are word-sized line charts designed to indicate long-term variation in a measure, in this case, from FY09 to FY13. Sources and definitions of these measures are summarized under UA Metrics - Data Definitions, starting on page 6.






University of Alaska

Strategic Direction Initiative (SDI) Measures

**TRIAL
FORMAT**

Theme I: Student Achievement & Attainment	FY09	FY10	FY11	FY12	FY13	Change FY09-FY13
Grads who Earned Subsequent Graduate Degrees in 5 Years	9.4%	10.2%	10.6%	10.8%	11.1%	 18%
% of Degree-Seekers who Completed 30 Credits or More Per FY						
Bachelor's	13.0%	7.8%	12.9%	13.7%	15.0%	 15%
Associate & Certificate	4.1%	3.9%	3.7%	3.5%	4.4%	 7%
Preparatory Students Completing College-Level Class in Math or English Within 1 Year						
Bachelor's	18.7%	14.4%	19.6%	18.1%	19.3%	 3%
Associate & Certificate	7.3%	8.0%	7.6%	5.9%	9.0%	 23%



Theme II: Productive Partnerships with Alaska's Schools

APS Recipients Meeting Annual SCH Requirements				80%	84%	 5%
First-Time Freshmen Taking Math or English Preparatory Class						
Bachelor's	44%	47%	48%	50%	47%	 7%
Associate & Certificate	64%	62%	58%	65%	64%	 0%
First-Time Freshmen with Dual-Enrollment Credits	27%	27%	24%	23%	27%	 0%
Proportion of UA Educated New Teacher Hires	25%	23%	24%	17%		 -30%



















Theme III: Productive Partnerships with Public Entities and Private Industry

Graduates Working in Alaska	77.8%	78.6%	78.3%			 0.8%
Industry Investments in Workforce Education (\$1000s)	\$4,840	\$4,501	\$3,919	\$4,524	\$3,534	 -27%
Industry Investments in Research & Extension (\$1000s)	\$28,216	\$23,908	\$24,424	\$28,585	\$26,242	 -7%
Baccalaureate Engineering Degrees Earned at UA	94	148	137	143	156	 66%
Health Related Degrees Earned at UA	715	824	786	788	914	 28%

Theme IV: Research and Development to Sustain Alaska's Communities & Economic Growth

Ratio Non-General Fund: General Fund Research Revenue	5.7	5.2	5.6	5.3	5.2	 -9%
Annual Number of Invention Disclosures	7	8	6	41	86	 1,129%

Theme V: Accountability to the People of Alaska

Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates						
Bachelor's	\$3,289	\$3,583	\$4,008	\$4,142	\$4,422	 34%
Associate & Certificate	\$2,397	\$2,660	\$2,950	\$2,963	\$3,026	 26%
% of Degree Seeking Undergraduates Receiving Pell	23.4%	22.6%	35.3%	36.3%	36.1%	 54%
Average Loan Debt for those with Loans						
Bachelor's	\$20,019	\$20,479	\$21,231	\$20,451		 6%
Associate & Certificate	\$14,287	\$13,829	\$13,460	\$13,970		 -6%
Number of Programs Available by e-Learning						
50+%				244	258	 6%
100%				113	125	 11%
Average e-Learning Credits per Student	2.1	2.4	2.6	2.5	3.0	 43%
Loan Default Rate	7.2%	8.1%	8.6%			 18%
Percent of Alaska population that is minority: 24.5% (2010 US Census), compared to percentage of UA that is minority in Fall semester:						
Faculty	9.9%	10.4%	10.6%	10.7%	10.6%	 7%
Staff	14.0%	15.3%	15.4%	14.7%	15.2%	 9%
Bachelor's	23.0%	26.2%	26.4%	26.8%	26.8%	 17%
Associate & Certificate	28.0%	30.5%	28.6%	28.5%	29.2%	 4%
Graduate Students	16.6%	18.0%	17.3%	17.3%	18.0%	 8%
Degree Recipients	20.2%	22.7%	20.7%	22.2%	22.0%	 9%
UA Tuition & Fees Compared with Peer Institutions						
4-Year as percent of WICHE Average	92.9%	87.3%	82.8%	76.0%	76.6%	 -18%
2-Year as percent of WICHE Average	223.5%	213.6%	212.5%	192.0%	193.3%	 -14%
Total Cost of Risk per \$1,000 in Operating Expenses	9.3	9.4	9.2	9.0		 -3%

Note: Sparklines, under the change column, are word-sized line charts designed to indicate long-term variation in a measure, in this case, from FY09 to FY13. Sources and definitions of these measures are summarized under UA Metrics - Data Definitions, starting on page 6.

On Campus Hours per Student

GF per Student FTE

Low Income Participation

Student Satisfaction Survey

Citations/Faculty

Other Sponsored Programs Grant Expenditures

Peer Reviewed Publications Per Tenure Track Faculty

UA Metrics - Data Definitions

Key Indicators

Annual Number of Students: Unduplicated fiscal year headcount. Fiscal year consists of consecutive summer, fall, and spring semesters. 2 Year and below students are defined as those enrolled in an associate, certificate, or OEC program. 4 Year students are defined as those enrolled in a baccalaureate program. Graduate students are defined as those enrolled in a licensure, masters, or doctoral program. Non-degree seeking students are not seeking any type of degree. Students are classified based on the most their most recent degree-seeking status within the fiscal year. Auditors are included. Year long students are not included. Non-credit students are not included.

Average Student Credit Hour Load: Fiscal year measure, consisting of total student credit hours divided by the total student headcount. Fiscal year consists of summer, fall, spring, and year long semesters. Students must be credit enrolled. Audit hours are not included.

% of Recent College Bound Alaska High School Graduates: data is from *Digest of Education Statistics*, National Center for Education Statistics. Projection is from Student & Enrollment Services, University of Alaska as of September 2012. Numbers are only published every other year. See <http://nces.ed.gov/programs/digest/>. The number of Alaska High School Graduates is provided by the Alaska Department of Education and Early Development.

% of Recent Alaska High School Graduates who Attend UA: high school graduates who are First-Time Freshmen at University of Alaska and who are less than 20 years old on September 1 of the reporting year. See UA in Review 2013 table 1.12 and Fall 2012 closing report. The number of Alaska High School Graduates is provided by the Alaska Department of Education and Early Development.

% of Alaskans who Took UA Class: Calendar year measure. Total Alaskans 18 and older who received a PFD are matched to UA data to calculate how many of those PFD recipients took a UA class during that year. Numbers for 2013 are delayed until 2014.

Student Learning Outcomes

Degrees, Certificates, Endorsements Awarded: Count of degrees, certificates, and endorsements awarded. Some students earn multiple degrees within a fiscal year. See UA in Review table 2.03

High Demand Job Area (HDJA) Degrees Awarded: Number of degrees awarded to qualifying degree recipients to take jobs in high demand and specified occupational areas as defined by the Alaska Department of Labor and Workforce Development (DOLWD) are categorized as high demand job programs. See UA in Review table 2.11. High Demand Jobs List: http://www.alaska.edu/files/swbir/High_Demand_Job_list.pdf

HDJA Grads Employed 1 Year Later: Numbers provided by Alaska Department of Labor and Workforce Development in collaboration with IRA. Figures are reported by the year a student graduated and consider employment in the following fiscal year. FY13 numbers are delayed until 2014.

Vocational Pre- to Post- Training Wage Increase: Numbers reported by Alaska Department of Labor and Workforce Development (<http://www.labor.state.ak.us/>) in Alaska Training Program Performance Reports for vocational training participants 1 to 12 months after training. FY12 numbers are delayed until 2014.

Bachelor's Degree 150% Graduation Rate: First-time, full-time baccalaureate degree seeking freshmen who earned a baccalaureate degree within six years. Based on opening data consistent with federal definitions. See UA in Review table 2.02a.

Associate & Certificate 150% Graduation Rate: First-time, full-time associate, certificate, or occupational endorsement certificate seeking freshmen who earned the credential within three years. Based on opening data consistent with federal definitions. See UA in Review table 2.02 b.

Research and Creative Activity

Grant-Funded Research Expenditures (Millions \$): Research Expenditures paid for by grants including indirect-cost recovery and capital expenditures. Represents actual expenditures and not the awarded grant amount. See UA in Review table 5.07.

Service

Non-Credit Instructional Units Delivered: Number of non-credits units delivered which includes special interest, professional, and continuing education courses. Number is calculated by taking contact hours divided by 10 for non-credit courses.

Outreach Publications: Numbers reported by Cooperative Extension Service. Fiscal year measure based on the number of CES print publications.

Facilities (Fall)

Square Feet per Faculty FTE (Fall): Square feet is based on assignable space from UA in Review table 6.03. Regular faculty uses the same methodology as UA in Review table 3.01b. One Adjunct faculty FTE is equivalent to three adjunct faculty.

Square Feet of Buildings 25 years or Older: Provided by UA Statewide Budget. Square feet is based on gross square feet. See UA in Review 6.01a for information on total gross area for UA.

Deferred Maintenance and Revitalization Backlog in \$ Per Square Feet: Provided by UA Statewide Budget. Square feet is based on gross square feet. See UA in Review Table 6.05a.

Finance

Viability Ratio: Compares expendable net assets to debt. $3 \pm X$ is considered a normal ratio (X is pending). This data is from the annual financial statements, available December 2013.

Return on Net Assets Ratio: Compares change in net assets to total net assets. $3 \pm X$ is considered a normal ratio (X is pending). This data is from the annual financial statements, available December 2013.

Alumni Giving: Numbers provided by UA Foundation.

Corporate Giving: Numbers provided by UA Foundation

Strategic Direction Initiative (SDI) Measures - Data Definitions

Theme I: Student Achievement & Attainment

Graduates who Earned Subsequent Graduate Degrees in 5 Years: Proportion of students who earned a bachelor's degree and then earned either a Masters or a PH.D within 5 years. The proportion is based on distinct headcount rather than count of degrees. Information on degrees from universities outside the UA system comes from the National Student Clearinghouse.

Degree Seekers who Passed 30 Credits or More per Fiscal Year: Degree is determined by most recent within the fiscal year. Fiscal year consists of summer, fall, and spring semesters. Two year degrees are defined as any undergraduate degree below a baccalaureate which includes associates, certificates, and occupational endorsement certificates. Audit hours and non credit courses are not included. Non-degree seeking and year long students are not included. A passing grade is defined as a C or higher or a P.

Bachelor's Degree Seeking Preparatory Students Completing College-Level Class in Math or English Within 1 Year: First-Time freshmen who enroll in preparatory math or English courses in their first semester and complete a college level course within one year. Students enrolled in preparatory math and preparatory English must complete college level courses for both subjects. A college level course is defined as a course with the subject code of MATH or ENGL which is not preparatory.

Associate Degree Seeking Preparatory Students Completing College-Level Class in Math or English Within 1 Year: First-Time freshmen who enroll in preparatory math or English courses in their first semester and complete a college level course within one year. Students enrolled in preparatory math and preparatory English must complete college level courses for both subjects. Only students who are seeking an AA or AS are included. Bachelor's Intended (BI) are not included. MATH A105 is not counted as a preparatory course. A college level course is defined as a course with the subject code of MATH or ENGL which is not preparatory.

Theme II: Productive Partnerships with Alaska's Schools

APS Recipients Meeting Annual SCH Requirements: Proportion of students who received the APS who met the credit hour requirement to continue to receiving the APS.

First-year APS recipients must enroll in at least 12 student credit hours (SCH) to receive the full-time award each term, and those who enroll in less than 12 SCH receive the half-time award. If a first-year APS recipient received the full-time award for both award disbursements, then that student must have a cumulative SCH earned of at least 24 SCH by the end of term during which the recipient received the 2nd award disbursement. However, if a first-year APS recipient received the half-time award for both terms, that student must have a cumulative SCH earned of at least 12 SCH. If a first-year APS recipient received one full-time award and one half-time award, then that student must have a cumulative SCH earned of at least 18 SCH.

Second-year (and later) APS recipients must enroll in at least 15 SCH to receive the full-time award each term; otherwise, they receive the half-time award. For each full-time award received, 15 SCH are added to a recipient's cumulative SCH earned requirement, and for each half-time award, 8 SCH are added to a recipient's cumulative SCH earned requirement.

Bachelor's Degree Seeking First-Time Freshmen Taking Math or English Preparatory Courses: Includes only fall first-time freshmen taking preparatory courses in their first semester. All math or English preparatory courses are included regardless of level. Preparatory courses that are not math or English are not included.

Associate Degree Seeking First-Time Freshmen Taking Math or English Preparatory Courses:

Includes only fall first-time freshmen taking preparatory courses in their first semester. Associate degree seeking students are defined as those seeking an AA or AS. Bachelor's Intended (BI) are not included. MATH A105 is not counted as preparatory. All math or English preparatory courses are included regardless of level. Preparatory courses that are not math or English are not included.

First-Time Freshmen with Dual Enrollment Credits: Any first-time freshmen who earned dual enrollment credits at any time before becoming a first-time freshman

Proportion of UA Educated New Teacher Hires: Data from Lexi Hill (ISER). Proportion is determined by taking new teacher UA grads compared with all new teacher hires within the state of Alaska's fiscal year which is the same as UA's fiscal year.

Proportion of AK Teachers who are UA Educated: Data from Lexi Hill (ISER). All certified staff with at least a partial teaching assignment are counted as teachers. All teachers who received their initial preparation at UA are counted as UA educated regardless of when they underwent their teaching preparation. Year is based off of the state of Alaska's fiscal year.

Theme III: Productive Partnerships with Public Entities and Private Industry

Graduates Working in Alaska: Reported by Alaska Department of Labor and Workforce Development. . Figures are reported by the year a student graduated and consider employment in the following fiscal year. FY13 numbers are delayed until 2014.

Industry Investments in Workforce Education: Restricted expenditures received from private agencies plus indirect cost recoveries. The measure includes both, capital and non-capital expenditures and incorporates grants with the following program themes: Adult and Continuing Education, Education, Education or Instruction (Health or Safety or Medical), Education or Instructional Programs, Nursing Education, Training and Development and Vocational or Technical Education.

Industry Investment in Research and Extension Activities: Restricted expenditures received from private agencies plus indirect cost recoveries. The measure includes both, capital and non-capital expenditures and excludes grants with the following program themes: Adult and Continuing Education, Education, Education or Instruction (Health or Safety or Medical), Education or Instructional Programs, Nursing Education, Training and Development and Vocational or Technical Education. In addition, expenditures associated with the Cooperative Extension Service are excluded.

Baccalaureate Engineering Degrees: Baccalaureate degrees received in a fiscal year in Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Mining Engineering, Petroleum Engineering, Geological Engineering, or Computer Engineering

Health Related Degrees: Number of degrees received in a fiscal year that are identified as health related high demand job area programs

Theme IV: Research and Development to Sustain Alaska's Communities & Economic Growth

Non-General Fund to General Fund Research Revenue: Amount of research revenue from sources other than the state compared with research revenue from state appropriations. Revenue includes ICR. See UA in Review table 5.01.

Annual Number of Invention Disclosures: UAF numbers reported by the UAF Office of Intellectual Property and Commercialization. UAA numbers are reported by the Office of Technology Commercialization.

Theme V: Accountability to The People of Alaska

Average Non-Loan Aid for Financial Aid Eligible Undergrads: Aid year measure. Aid year consists of consecutive fall, spring, and summer semesters. 4 year students are those seeking a baccalaureate degree. 2 year and below students consist of associate degree, certificate, or occupational endorsement seeking students. All types of non-loan aid are included: grants, scholarships, waivers, and work study. Students are determined to be financial aid eligible if they were offered financial aid. Degree is determined by the most recent degree the student had during the aid year. FY13 number will become available in fall 2013.

% of Degree Seeking Undergraduates Receiving Pell: Aid year measure. Aid year consists of consecutive fall, spring, and summer semesters. Degree seeking undergraduates includes those working towards a degree, certificate, or endorsement. See UA in Review Table 4.15.

Average Loan Debt for those with Loans: Average amount of loan aid received by graduates during that fiscal year or students who dropped out of the university. The average only includes students who took out loans and includes all types of loans. For students who have earned multiple degrees, only the loans taken out for the most recent degree are counted. Students are considered to have dropped out if they failed to enroll in the next fiscal year. This measure operates on a year delay in order to determine whether a student has dropped out, so FY13 numbers will be available when FY14 closes.

Average e-Learning Credits per Student: Fiscal year measure. Fiscal year consists of summer, fall, spring, and year long semesters. Total e-Learning credits compared to total annual headcount, regardless if a student was enrolled in an e-Learning course. Only includes students who were credit enrolled and were not auditing, but it does include students in year long courses.

Loan Default Rate: Numbers reported by the US Department of Education: http://www.nslds.ed.gov/nslds_SA/defaultmanagement/search_cohort_2yr.cfm. Default rate is calculated by taking the number of students whose student loans come due within a particular fiscal year and comparing that to how many of those students default on their loans within two years. Rates are based on federal fiscal years which run from October 1st of a calendar year to September 30th of the following calendar year. Federal fiscal year refers to the calendar year in which it ends. Breakdown by degree types is not available. The loan default rate for FY11 should be released winter of 2013.

Number of Programs Available by e-Learning: Number of programs in which you can complete more than 50% of the coursework through e-Learning and the number of programs in which you can complete 100% of the coursework through e-Learning. Numbers are only available for 2012.

% Minority: Fall measure only except for degree recipients. Includes all students who are classified as AK Native/Am. Indian, Black, Asian, or HI Native/Pacific Islander. Census data: <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>. Faculty are identified as those with an EEO code of faculty. Staff includes employees with EEO codes of administrative, professional, technical, clerical, crafts/trades, and maintenance. Students are classified using the same methodology as in enrollment headcount. Auditors are included. Because the decrease recipients measure is based on a count of individuals rather than degrees, it uses a distinct headcount to calculate the percentage.

UA Tuition and Fees Compared with Peer Institutions: Numbers published by the Western Commission for Higher Education: <http://www.wiche.edu/>.

Total Cost of Risk Per \$1,000 in Operating Expenses: Numbers reported by Nancy Spink. Total cost of risk is defined as the total cost to UA over a fiscal year due to risk. This includes insurance, losses, expenses, broker's fees and commissions, opportunity costs, costs of capital, benefits, compliance, safety programs, global programs, and student safety. Operating expenses are taken from UA Financial Statements: <http://www.alaska.edu/financial-statements/>

Michael Hostina
Vice President & General Counsel

Ardith Lynch
Associate General Counsel

Larry Zervos
Associate General Counsel

Michael O'Brien
Associate General Counsel

Matthew Cooper
Associate General Counsel



203 Butrovich Building
P.O. Box 755160
Fairbanks, Alaska 99775-5160
Telephone: (907) 450-8080
Facsimile: (907) 450-8081
legal@alaska.edu

DATE: November 22, 2013

TO: Patricia Jacobson, Chair, and Members of the Board of Regents

FROM: Larry Zervos, Associate General Counsel & Mike Hostina, General Counsel

RE: Updates - Alaska Pacific University (APU)

CC: President Gamble, Chancellor Case, VC Spindle, AVP Kit Duke

Per President Gamble's request, the following provides an update to the Board on issues involving APU.

Land Use Restrictions

The Board's September 27, 2013, motion authorized President Gamble to enter into an agreement with APU to rescind restrictions on APU land provided that APU first grant the University a Right of First Refusal and/or a Right of First Offer.

APU and UA have agreed on a Right of First Offer and drafts of final documents are in the hands of APU's attorney. If APU's Board approves the agreement, APU will file a motion to vacate the 1998 Judgment containing those restrictions. The University of Alaska will join that motion, and the Court likely will grant that motion.

Arena Traffic Impacts

UAA, with the assistance of Facilities and Land Management, has been negotiating with APU to resolve claims that APU's access to its land via University Lake Drive will be negatively impacted by increased traffic on Elmore Drive related to UAA's new sports arena.

The parties have agreed in principle to facilitate APU's construction of a road connecting the east stub of the new traffic circle to University Lake Drive by means of several actions including: APU vacating a section line easement with UA's assistance, UA purchasing associated land, and APU constructing the road. The land consists of approximately 14,000 square feet of land abutting the traffic circle, the proposed road and two University buildings that currently have no setback. Kit Duke has transmitted a draft MOA to APU.

We will be happy to address any questions.

REGENTS' POLICY
PART I - MISSION AND GENERAL PROVISIONS
Chapter 01.01 - Mission

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)

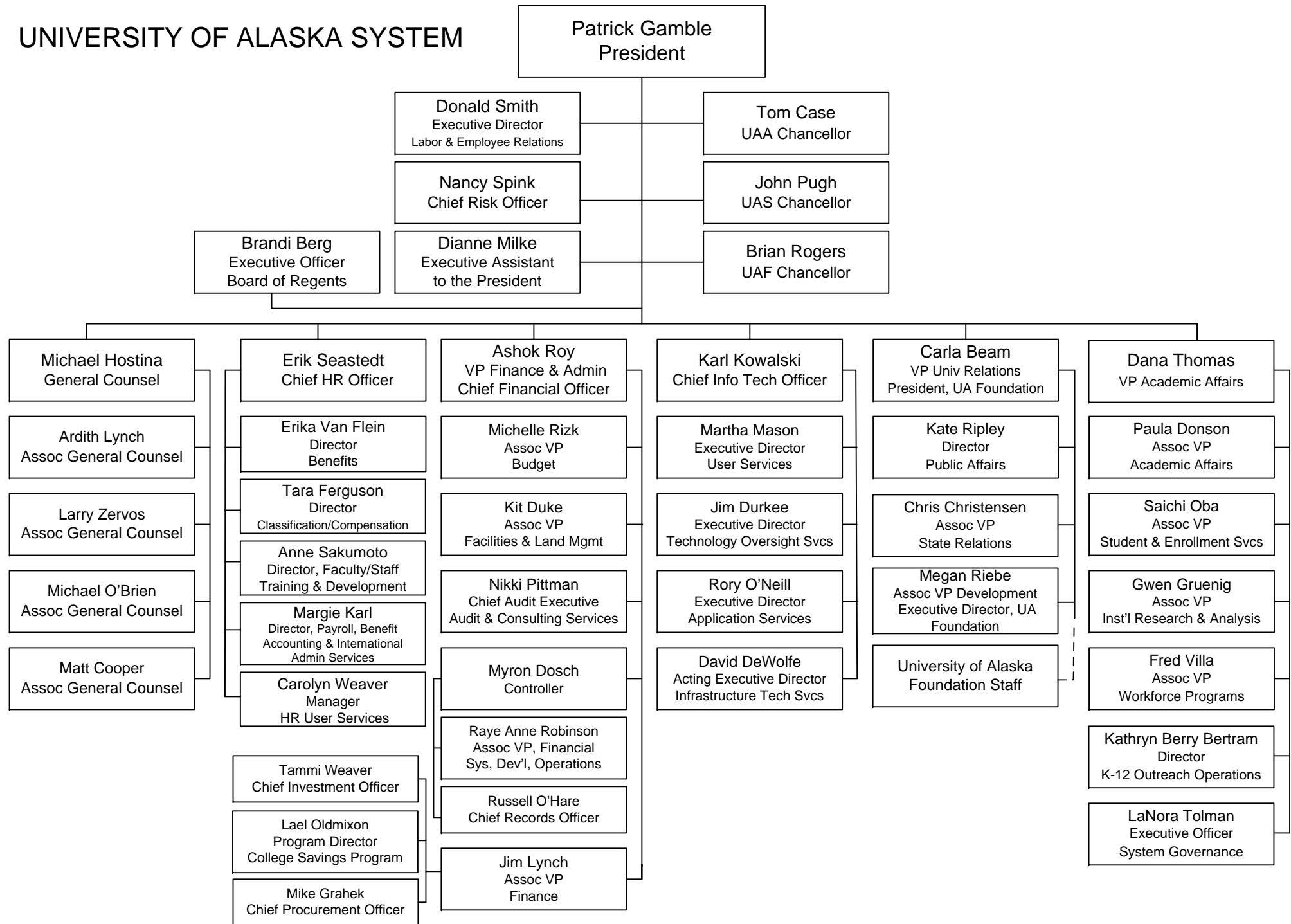
P01.01.040. University of Alaska Southeast Mission Statement.

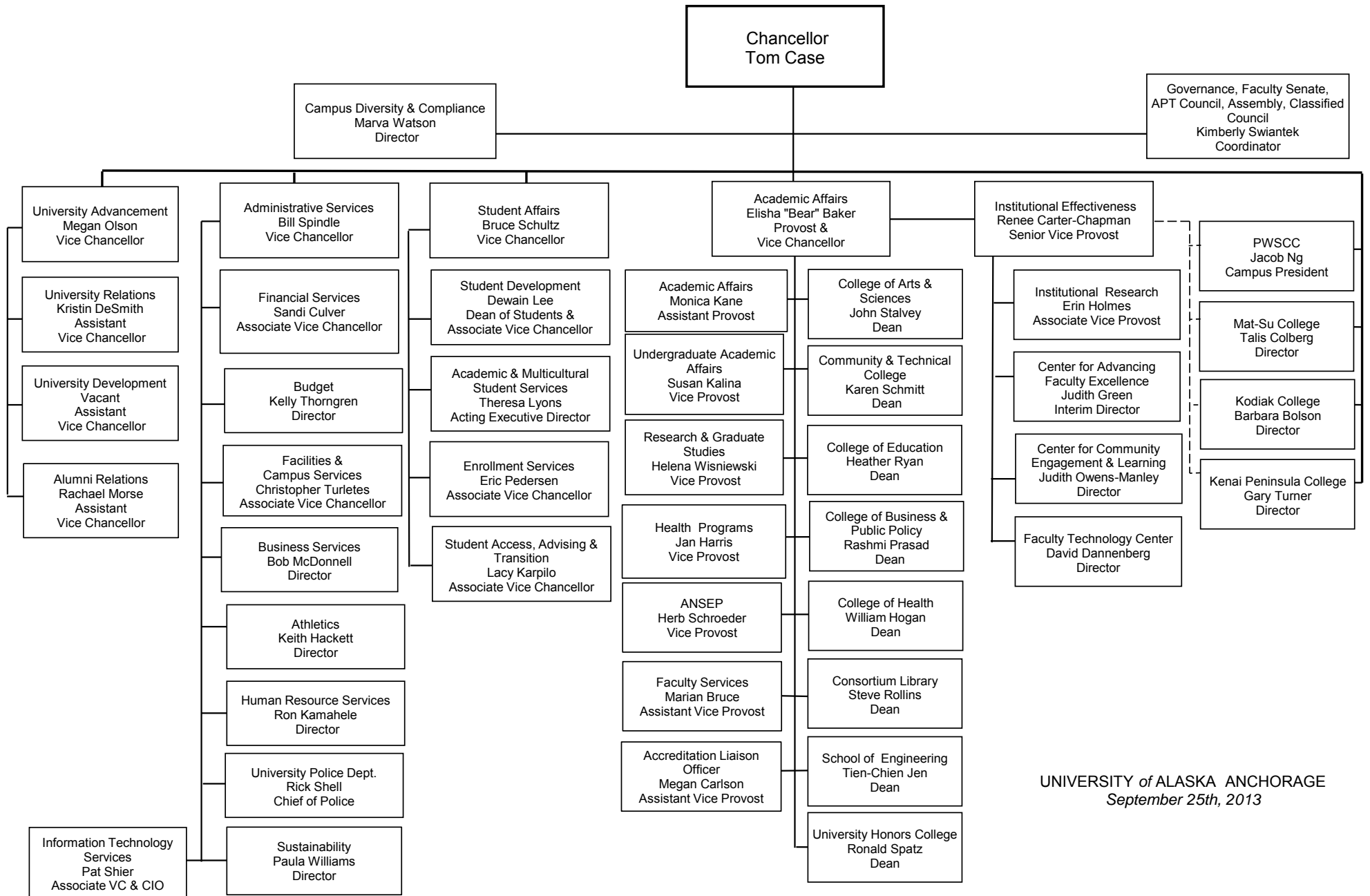
The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. (06-03-11)

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





UNIVERSITY of ALASKA ANCHORAGE
September 25th, 2013

