

University of Alaska
Board of Regents' Retreat
January 23 & 24, 2013
Executive Conference Room 205
Bragaw Office Building
Anchorage, Alaska

MEETING SCHEDULE AND ACTIVITIES

Wednesday, January 23, 2013

11:00 a.m. – 4:00 p.m. The Full Board will meet in Room 205 at 1815 Bragaw.

5:30 p.m. – 7:30 p.m. The Full Board and executive staff will attend a dinner honoring Carl Marris at CampoBello Bistro located at 601 West 36th Avenue.

Thursday, January 24, 2013

8:30 a.m. A complete hot breakfast will be available for attendees.

9:00 a.m. – 12:00 noon The Full Board will meet in Room 205.

12:00 noon Adjourn

Agenda
Board of Regents' Retreat
January 23, 2013; 11:00 a.m. – 4:00 p.m.
January 24, 2013; 9:00 a.m. – 12:00 noon
Executive Conference Room 205
Bragaw Office Building
Anchorage, Alaska

I. Call to Order

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 Resolution of Appreciation for Dale Anderson

IV. Retreat Discussion

A. Academic and Student Affairs Committee Items

B. Athletics and Board Oversight

C. Conversation with President Gamble

V. Adjourn

This motion is effective January 23, 2013."

III. Approval of Resolution of Appreciation for Dale Anderson

The President recommends that:

MOTION

"The Board of Regents approves the resolution of appreciation for Dale Anderson. This motion is effective January 23, 2013."

WHEREAS, Dale Anderson has served on the University of Alaska Board of Regents with distinction since March 15, 2012, when he was appointed by Governor Sean Parnell; and

WHEREAS, Dale Anderson served on the board's Facilities & Land Management and Human Resources committees and

WHEREAS, Dale Anderson brought a broad spectrum of private and public sector experience to the board from 40 years of unique entrepreneurial life experiences in the financial services and tourism industries in Alaska as well as serving as a legislative staff member, commissioner for the Alaska Commercial Fisheries Entry Commission and as an assembly member for the City and Borough of Juneau; and

WHEREAS, Dale Anderson has been involved with the Aircraft Owners and Pilots Association, Alaska B&B Association, Alaska Travel Industry Association, Gastineau Channel Little League, Glacier Valley Rotary Club, and many other businesses and non-profit organizations; and

WHEREAS, Dale Anderson graduated from Oral Roberts University in 1974, with a Bachelor of Science degree in Business Administration, and received a Certificate in Judicial Development in Administrative Law from the National Judicial College at the University of Nevada, Reno in 1997; and

WHEREAS, Dale Anderson is a lifelong Alaskan who has passion and enthusiasm in furthering the University of Alaska's mission; and

WHEREAS, Dale Anderson has demonstrated a commitment to the education and research of students, faculty and staff.

NOW THEREFORE BE IT RESOLVED THAT the University of Alaska Board of Regents officially recognizes Dale Anderson for his exceptional service to Alaska and the University of Alaska. The board expresses profound thanks on behalf of students, staff and faculty of the university for Dale Anderson's contributions; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to Dale Anderson, with a copy to be incorporated in the official minutes of the January 23-24, 2013 meeting of the University of Alaska Board of Regents.

IV. Retreat Discussion

A. Academic and Student Affairs Committee Items

Vice President Thomas and Regent Powers will lead the discussion.

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| 1. | Agenda Setting and Structure | References 1 & 2 |
| 2. | New Regent A&SA Orientation | References 3 & 4 |
| 3. | Program Review | References 5 & 6 |

B. Athletics and Board Oversight

President Gamble and Chancellors will lead the discussion.

C. Conversation with President Gamble

The Board of Regents and President Gamble will discuss topics of interest regarding the University of Alaska.

V. Adjourn

Academic and Student Affairs Committee (A&SA) Agenda Setting Discussion – before lunch

- I. Should the A&SA Committee adopt a regular agenda? Straw example agenda listed here:
 - a. A&SA Strategic Direction Initiative area monitoring
 - b. Academic affairs items
 - i. Program additions and deletions
 - c. Student affairs items
 - d. Discussion items and special reports
- II. Questions for Regents
 - a. Should there be a panel of faculty members from the meeting location MAU at each BOR meeting to discuss some element of teaching, research, service or programmatic student learning outcomes assessment?
 - b. When should the BOR or A&SA use external assessments on A&SA related issues, e.g., improving credential attainment, developmental education, eLearning, strategic use of financial aid, or a review of board processes? Given the costs and timing associated with external assessments, what would the process be deciding upon the use of an external assessment?
 - c. Should there be a regular cycle of periodic reporting for some topics, e.g., Teacher Preparation has a legislative two-year reporting cycle. See attached proposal for such a cycle. Related questions are listed here:
 - i. Should UA adopt a common student survey process across MAUs to better understand student satisfaction and student experience information?
 - ii. Should the BOR receive an annual report on Athletics NCAA eligibility issues, personnel issues, finance, and facilities or should these come up as needed or requested? Some of this would likely be handled in executive session.
 - d. Does the Board have any priorities for special reports this year related to A&SA other than SDI related topics, metrics, text book cost, student fees, program review, and SB 241? Here are some possibilities for you to consider based on questions from the AGB Academic Affairs Board Basics:
 - i. Do the MAUs wisely use part-time and adjunct faculty to support their educational goals?
 - ii. How well does the institution's overall budget reflect and support academic priorities? Are resource-allocation decisions consistent with those priorities?
 - iii. How do promotion, tenure, and post-tenure review polices and processes support institutional objectives and strategic direction? How do they compare with polices and processes at peer institutions?
 - e. How should the A&SA and the BOR deal with requests for one-off special reports? Such reports require the allocation of personnel workload and the setting of realistic delivery times. Should such requests go through the A&SA committee chair with consultation with the VPAA or straight to the Board Chair?

Proposed A&SA Topic Reports and Schedule

Topic	Regular Presentation in Past to BOR Academic and Student Affairs Committee or Full Board?	Priority (1= Yes 2=Maybe, 3=No)	Frequency	Meeting	Who prepares?
Admissions & Transfers: Brief overview of admission process, recent revisions to the process, if any, trends in applications and transfers, timing of when students apply, numbers processed, process efficiency compared to peers (available?), describe the key student transfer issues among MAUs and from outside of MAUs, describe processing times for admissions and transfers and notable exceptions.	no	Maybe	Annual	April - each MAU	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services - data definitions and report template needed
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.	no	New Topic in place of Service, which received a maybe	Biennial	June	Provosts - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed
Research and Creative Activity: Provide peer comparison of research and creative external funding (describe major sources), resulting works, e.g., publications.	yes	Yes	Annual (Biennial?)	December	Research lead at each MAU - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed.
Student Retention, Graduation, and Employment (especially high demand job placement in Alaska): Trends in student retention, graduation, and Alaska employment (UA IR; DOL data on employment of graduates and non graduates and salary impact). Describe what is known about attrition, barriers to attainment, and available national and international employment placement. SHOULD THIS BE TWO REPORTS? 1) RETENTION AND GRADUATION and 2) EMPLOYMENT/WORKFORCE? SEVERAL SAID COMBINE.	no	yes	Annual	February	Provosts - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed
Enrollment: Trends in enrollment, demographics (gender, age, ethnicity, location origin), and explanations for trends. COULD COMBINE WITH ADMISSIONS & TRANSFERS	yes	yes	Biannual	December + ?? Brian Rogers suggested June to have full year numbers	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services - data definitions and report template needed. WHAT ROLE DOES UA IR HAVE HERE?
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. DELETE??	no	maybe	Triennial	February (June?)	Provosts - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed - could include CTC Deans & Campus Directors on related instruction.
Teacher Education (SB241) & K-12 Alignment: Describe trends in teacher education including current program enrollment, graduates, and placement. 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. COULD BE SEPARATE REPORTS ON 1) TEACHER EDUCATION, 2) K-12 ALIGNMENT, and 3) DEVELOPMENTAL EDUCATION.	yes	yes	Biennial	February - possible 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
Athletics: NCAA eligibility issues and personnel issues (executive session?), if any, impact of rule and league changes, if any, and facility and financial status updates.	no	mixed	Annual	June	Athletics Directors - coordinated by ??

Program Review: Describe programs reviewed during the past year, the resulting decisions, and the rationale for programs under further review or intended elimination.	yes	yes	Annual	September	Provosts - coordinated by VP Academic Affairs - Each MAU reports - report template in draft form now.
Affordability: Provide a peer comparison of tuition, describe other fees, financial aid by type and student debt.	yes	yes	Annual	December	Vice Chancellors of Student and Enrollment Services - coordinated by AVP Student and Enrollment Services - data definitions and report template needed
e-Learning: Describe course and program offerings, enrollment trends, 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.	yes	yes	Biennial	September	Provosts - coordinated by VP Academic Affairs - Each MAU reports - data definitions and report template needed
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 for continuous improvement. COULD COMBINE THIS WITH RETENTION AND GRADUATION OR EMPLOYMENT.	no	mixed	Triennial	September	Not clear - responsibility varies at MAU? Graduation survey (funding risk?) is common among MAUs; however, other surveys are not. Timing varies by MAU currently.

If areas above can be combined, please note here:

Board meetings (not counting the January retreat or the November budget meeting) are as follows:	2013	2014	2015	2016	2017
February (too busy)	Student Retention, Graduation, and Employment, Teacher Education (SB241) & K-12 Alignment	Student Retention, Graduation, and Employment	Student Retention, Graduation, and Employment, Teacher Education (SB241) & K-12 Alignment	Student Retention, Graduation, and Employment	Student Retention, Graduation, and Employment, Teacher Education (SB241) & K-12 Alignment
April (rural) - not busy enough?		Admissions and Transfers	Admissions and Transfers	Admissions and Transfers	Admissions and Transfers
June	Outreach, Athletics	General Education and Related Instruction, Athletics	Outreach, Athletics	Athletics	Outreach, General Education and Related Instruction, Athletics
September	Student Surveys & Satisfaction, Program Review	Program Review	Program Review	Student Surveys & Satisfaction, Program Review	Program Review
December (too busy even years)	Enrollment, Affordability	Enrollment, e-Learning, Research and Creative Activity, Affordability	Enrollment, Affordability	Enrollment, e-Learning, Research and Creative Activity, Affordability	Affordability

How Can We Improve New Regent orientation – Draft A&SA Content

- I. Historical Context – Timeline and major events, e.g., 1917 formation of UA, 1987 restructuring, and 2012 first time UAA recognized as doctoral granting institution
- II. Map of campuses, research stations, outreach stations
- III. Academic Affairs – provide the AGB Board Basics on the Academic Affairs Committee
 - a. Teaching, Research, and Service the tripartite duties of higher education
 - i. Types of academic programs offered by MAUs
 - ii. Research and Creative Activity – role of external funding
 - iii. Service (Outreach)
 - b. Organizational Structure – role of VPAA, Provosts, the Statewide Academic Council, and shared governance
 - c. Role of regents in program approval, deletion, program review process and ensuring programmatic quality
 - d. Understanding institutional and specialized accreditation processes and the role of regents in these processes
 - e. Policies and Regulations related to Academic Affairs
- IV. Student Affairs - provide the AGB Board Basics on the Student Affairs Committee
 - a. Organizational Structure, role of AVP, Vice-Chancellors, and the Student Services Council
 - b. Enrollment services, student life, and student services are the key functions of Student Affairs.
 - i. Enrollment Services
 1. Recruitment and Admissions
 2. Financial Aid
 3. Registration and Records
 4. Advising & Testing
 5. Orientation
 - ii. Student Life
 1. Residence Life
 2. Judicial
 3. Student Activities/Student Union
 4. Recreation
 5. Native Student Services and Multi-cultural Student Services
 6. Student Leadership / Government
 - iii. Student Services
 1. Advising & Testing
 2. Health & Counseling
 3. International/Exchange Student Services
 4. Disability Support Services
 5. Career Services
 6. FERPA & Cleary Act
 - c. Policies and Regulations related to Student Affairs

New Regents Orientation to Academic and Student Affairs (WORKING DRAFT)

I. Academic Affairs

Teaching, research and service (outreach) are the tripartite duties of a university and these are the responsibilities of Academic Affairs. These three duties are used in establishing annual workload assignments for faculty.

Teaching - The University of Alaska's three institutions offer a wide variety (over 500) of academic programs including occupational endorsements, certificates, associates, baccalaureate, post-graduate licensure, masters, and doctorates. UAF and UAA are doctorate granting institutions and UAS is a masters granting institution. All three MAUs offer serve as community colleges and universities; this is unusual/innovative at the national level. Each UA university and UA Statewide also offer non-credit/non-degree programs like the master gardening, canning, cold weather housing, mine safety, and pesticide safety; these courses and programs are sometimes included in the service (outreach) area because they are non-credit.

Research –All three MAUs have faculty members engaged in research and creative activity but community campus faculty members typically do not have a research workload. Scholarly and creative activity is demonstrated by such things as: success in developing and carrying out significant applied and basic research; work in contributing to the arts; and publication in advancing knowledge. Research and creative activity may be externally funded or funded by the institution. Most externally funded research at UA is for the sciences and engineering. In FY12 UA had about \$130 million in externally funded research; \$120 million at UAF, \$9 million at UAA, and \$1 million at UAS.

Service - Professionally related and publicly recognized service, sometimes referred to as outreach, may be to constituencies external to the university, including public and private sector groups, governmental agencies, elementary and secondary schools, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards, and honors from constituent groups; and reputation among peer deliverers of public service. University service is typically demonstrated by such things as: work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work; and work with students beyond formal teacher-student relationships. Some entire university units have outreach or service as their primary mission, e.g., UAF's Cooperative Extension Service and the Alaska Sea Grant Marine Advisory Program (both of which have federal funding supporting their activities).

Organizational Structure

The UA Statewide Vice President of Academic Affairs serves as the chief academic officer. This position oversees the university's educational programs, and is assisted by the MAU chief academic officers (Provosts) via the Statewide Academic Council (SAC). Board policy 2.02 indicates that the chief academic officer shall assist the president in:

- articulating the overall academic mission;
- assigning the scope and responsibility for implementation of the mission;
- the administration and supervision of overall planning for instructional, research and creative activity, and public service programs;
- academic development and program review;
- advising the board on the status of current programs and the need for the addition or deletion of programs;
- facilitating student access to courses, programs, and academic support services;
- the review, revision, and administration of faculty personnel policies and procedures; and
- consulting with systemwide governance on matters of academic policy

SAC members include the MAU provosts and lead research administrators from UAF and UAA. This Council reviews all proposals for program additions and deletions, proposals for the establishment of new centers, and makes recommendations for academic policy additions, deletions or revisions including those related to research and service.

The following UA Statewide units report to the VPAA:

- Strategic Direction Initiative Leadership
- Student and Enrollment Services
- Institutional Research and Analysis
- Workforce Programs, which includes UA Corporate Programs and Mining and Petroleum Training Services
- K-12 Outreach, which manages Alaska Teacher Placement, Future Educators of Alaska, Alaska Statewide Mentoring, and a number of externally funded educational grants
- Systemwide Governance Office

Shared Governance

Board policy 03.01 established a system of shared governance within UA. It recognizes 1) that the faculty, staff and students shall share in the governance of the university, 2) that shared governance is an integral part of the business of the university and 3) that participants in shared governance are empowered by the Board of Regents to carry out their governance responsibilities to the best of their abilities without fear of reprisal.

Institution specific faculty, staff, and student governance groups are established and these groups participate in system governance through the following organizations:

- Faculty Alliance
- Staff Alliance
- Coalition of Student Leaders
- System Governance Council

Alumni associations are established at the three academic units and participate ex-officio on the System Governance Council. Additionally, the Community Campus Directors meet regularly and make recommendations.

Accreditation Overview

There are two types of accreditation in higher education; institutional accreditation and specialized (or programmatic) accreditation.

Institutional accreditation is a quality assessment mandated by the U.S. Department of Education for institutions to receive and distribute federal student aid. This accreditation is typically a condition, although not the only approach, for students to transfer credits from one institution to another, and it plays a role in some external grant funding. The U.S. Secretary of Education has delegated institutional accreditation to six regional accrediting commissions; UA institutions are accredited by the Northwest Commission on Colleges and Universities. UA has four separately accredited institutions; UAA, UAF, UAS, and Prince William Sound Community College.

What should the Board be informed about with respect to accreditation?

- The various types of accreditation that the institution holds
- The board's role in the accreditation process
- A timely preview of forthcoming re-accreditation processes and periodic progress reports on the required self-studies
- Key elements of the self-study, the visiting team's report, and formal action and decision letters from the accrediting organization, and it should consider their implications for the institution's strategic goals, mission, and resources.

The Institutional Accreditation Process

Accreditation evaluation is a peer-review based process following a seven-year cycle addressing the five accreditation standards. The Commission describes the five standards as follows:

Standards for Accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide

institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

Each standard (and each element therein) is addressed during the cycle (Standard One in year one, Standard Two in year three, Standards Three and Four in year five, and Standard Five in year seven). The standards and the process are intended to create a cycle of continuous improvement. Institutions prepare Self-Evaluation Reports addressing the standard(s) addressed at a particular point in the cycle. Previous Self-Evaluation Reports addressed earlier standards may be updated, expanded, and modified, based on updating information or evaluator feedback, to produce a cohesive report.

Outside of the regular evaluation process, institutions must seek the Commission's permission for offering an existing program at a new location or by eLearning, offering an entirely new program, or when offering a new program level, e.g., associates, baccalaureates, masters or doctorates. The Commission's approval is sought after Board of Regents approval.

The Boards Role in Institutional Accreditation

During years three and seven of the accreditation cycle, a peer-evaluation team visits the institution and typically requests to meet with some subset of the Board. The peer-evaluation team typically asks questions related to the following Northwest Commission of Colleges and Universities' accreditation standard elements that reference the board's role:

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

In addition, peer-evaluators may ask specific questions about intended strategic direction of the institution, perceived strengths and weaknesses, and how the board is organized (this one is likely for UA because the by-laws only identifies the audit committee and no others).

Specialized Accreditation

Specialized accreditation is a quality assessment by a professional association. For example, the education programs at all three MAUs are accredited by the National Council for Accreditation of Teacher Education and approved by the Alaska State Board of Education and Engineering programs at UAA and UAF are art program at UAA is accredited by ABET, Inc., the Engineering Accreditation Commission. Accredited programs at each MAU are available in their respective catalogs or online at the following URLs:

UAA - https://www.uaa.alaska.edu/records/catalogs/uaacatalog_2012_2013.cfm

UAF - <http://www.uaf.edu/catalog/current/overview/accreditation.html>

UAS - <http://www.uas.alaska.edu/provost/accreditation/specaccreditation.html>

Each professional association has their own schedule, process and standards for specialized accreditation.

The Board generally does not have a role in specialized accreditation evaluation processes. However, if a major accredited program receives a negative evaluation, the Board may receive questions from the press or public about that program. Therefore, the Board should stay informed about the status of specialized accredited program and their evaluations.

Program Review

Board policy 10.06 establishes an Academic Program Review process. Each MAU is charged with conducting assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. This process is fundamental to the Board's responsibility to ensure that the institution assesses the effectiveness of its academic programs. Policy dictates that all certificate and degree programs are reviewed at least once every five years. The programs reviewed during each year of the five-year cycle and the outcomes of those reviews are reported annually to the Board.

II. Student Affairs

III. Student Affairs at the MAU's

The breadth and depth of Student Services / Student Affairs at the University of Alaska campuses encompasses a multitude of offices, programs and specialized services. To provide a manageable framework upon which to present this information, the areas of responsibility are clustered by affinity: **Enrollment Services, Student Life and Student Services.**

A note on the Student Services organizational structures found at the MAU's and in the UA System Office. The organizational structures found at UAA, UAF and UAS are not homogenous and reflect the history, culture and other unique aspects of student services at each Main Administrative Unit (MAU). There is some uniformity – for example the role of Chief Student Affairs Officer (CSAO) is common to each MAU and is delegated to the Vice Chancellor for Students or Student Affairs. These senior staffs report directly to the Chancellor and sit on the Chancellor's Cabinet along with the Provost and Vice Chancellor for Administrative Services.

At the System level such a role would be found in the Associate Vice President for Student & Enrollment Services – a direct report of the Vice President for Academic Affairs. The AVP facilitates the Student Services Council (SSC) comprised of the VC's for Students, the AVP and representatives from Faculty and Staff governance is the entity which develops Regent policy regarding students; approves modifications to Banner (for student processes) and provides system leadership on student and enrollment issues.

Enrollment Services refers to the collection of offices and processes therein that facilitate the enrollment and transition of students to the university.

Admissions (incl. Recruitment) – The effort to attract, recruit and admit students to the University of Alaska is centered in the Office of Admissions. Staff members with specialized training in communication and recruitment strategies, including the use of social media and other technologies, are often the first point of contact for future UA students. Admission is also the office that receives and processes applications for the campus. While most of the admissions process can be accommodated on-line, the nature of this relationship (student to university) also requires a high degree of personalized interaction – on the phone, on-line or in-person.

Financial Aid – Perhaps no other office is more important to thousands of UA students than the Office of Financial Aid. Federal, State, institutional and private financial aid is processed through the offices of financial aid found at each MAU. Financial Aid officers comply with federal and state statutes, manage numerous programs, work with a myriad of vendors and yet must also provide one-on-one help to students and families new to the financial aid process.

Registration & Records – Services from the Registrar’s Office support every currently registered student at the University of Alaska as well as all faculty and staff members who interact with those students. The office is responsible for: class enrollment and registration, verifying graduation, diplomas, preservation of student academic records and protection of their privacy (Family Educational Rights and Privacy Act commonly referred to as FERPA), transcripts, maintenance of the schedule of classes, and managing classroom usage at the campuses. The office also assists with residency determinations and transcript evaluations (along with the Office of Admissions).

Testing & Advising – the testing offices contracts and administers paper and pencil and computer based exams for a variety of purposes. These include testing for course placement, admission, awarding of college credits, career and life planning, and professional certification. Prior to registration students are provided with placement testing. The results of these placement tests helps academic advisors and students better understand their strengths and weaknesses in core areas such as mathematics and English. In turn, these results along with other indices of academic potential help advisors place students in the appropriate courses.

Advising is one of the most important services for students. The interactive relationship provides students with critical help in identifying, planning for, and achieving academic and career goals. All students have the right to high quality academic advising and the University has an obligation to ensure that academic advising is available to all students.

Orientation – orientation programs at UA are designed to assist new students in making a successful transition, academically and socially, into the UA culture and community. This integration to university life is achieved through activities and programs that help students cultivate meaningful relationships with members of the UA community (i.e. advisors, mentors, student life professionals, faculty members, other upper-standing students, and fellow first-year students). In addition, orientation helps new students with university processes including reading a class schedule, understanding University terminology, navigating the campus and University online systems and software, advising, registration, financial aid, and fee payment.

Student Life – learning takes place in and out of the classroom in college. The offices that comprise student life support students in their social and intellectual development. These offices encourage exploration – such as an exchange or by joining a club but also provide guidance through residence life and student government. The approach is holistic – building upon lessons in the classroom with lessons in life.

Residence Life – welcoming – if there was one word to describe residence life at UA that would be the word. Residence life staffs at the MAU’s are professionally trained to provide programs and services that

create a community living environment in which mutual respect among all of its members is achieved. The opportunity to work and live with people of varying ages, ethnic backgrounds, abilities, sexual orientations, and religious affiliations helps strengthen the UA community. We recognize individual rights to cultural expression and encourage exploration of other traditions. Residence life is student centered and provides safe, clean housing options, resources, facilities, leadership opportunities and activities to help students be successful and to complete their academic goals.

Judicial Affairs – participation in the UA community brings with it a responsibility to protect and maintain an academic climate in which the freedom to learn can be enjoyed by all. When this climate is jeopardized by actions taken by a student or there is a violation of the student code of conduct, such matters are referred to the campus Judicial Officer. Sanctions handed down by the campus Judicial Officer can be severe including the recommendation that a student be trespassed and/or expelled from the university.

Student Activities/Student Union – the MAU's all have a facility dedicated to social and organizational activities of the student body. At UAF, the iconic Wood Center houses a variety of eateries – including a Pub (21 or older), the Office of Student Activities, student newspaper and the Offices of the UAF Student Government. At UAA, the aptly named Student Union is a multi-use facility home to the department of Student Union & Commuter Student Services, the Dean of Students Office, the office of Student Life & Leadership, the office of New Student Orientation, the office of Student Clubs & Greek Life, the Student Union Art Gallery, ASUAA and student newspaper. In Juneau UAS has partnered with the Alaska National Guard to provide a joint use facility that offers students unrivaled access to workout facilities, classrooms and multipurpose space. Regardless of the location – the goal is the same to provide a variety of services and activities to accommodate the diverse needs of UA's students.

Recreation – in keeping with the theme that college is a time to develop the whole person – mind and body, the UA campuses strive to provide opportunities, programs and facilities to promote a healthy lifestyle and to explore the great state of Alaska. From kayaking in SE Alaska, exploring Denali National Park or mountain biking trails above Anchorage opportunities abound for the seasoned adventurer or weekend backpacker. If working out means weights, aerobics or playing basketball – or testing your skills on an indoor climbing wall - we have that covered as well.

Native / Multi-cultural Student Services – All main campuses of the University of Alaska have staffs and offices dedicated to provide services for rural and Native students. In general, information on enrollment services such as admission, registration and financial aid including, federal, state, and institutional as well as opportunities through Native Corporations are available. In addition, advising services – both transitional to the campus as well academic are offered. In many instances students also choose to pursue programmatic advising through their academic major.

Staffs in these offices are trained not only in the procedures and protocol of the university setting, but often possess a connection to rural Alaska – which allows a greater sense of understanding in working with students new to the urban environments of Fairbanks, Anchorage and Juneau. This training and connection manifests itself in a commitment to serving students – which is evident in the

testimonials often provided by students to family or other students in their home communities considering attending UA. But perhaps the greatest testament to the efforts of staff in these offices in serving Native and rural students is when some of those students from a generation ago are now sending their own children to the University of Alaska.

Student Safety – Student safety and security are of utmost importance at the University of Alaska. Safety personnel patrol all campuses - including full-time campus Police at UAA and UAF. Campus shuttles and walking escorts are available at the larger MAU's as well. Even so, personal safety starts with the individual and knowledge is a key component to maintain a safe and secure space. Whether it's an understanding of the published crime statistics on campus (The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act often called the Clery Act) or taking a self-defense course, UA strives through programs of education, information, and active police and security presence to provide a safe environment for learning and living.

Student Leadership / Government – student leadership opportunities abound at UA. Student government – perhaps the most well recognized opportunity – supports a rich mix of activities and programs which create an atmosphere of opportunity for students to develop and practice organizational and leadership skills in a nurturing learning environment. Perhaps less known are the broad range of student activities, clubs, organizations and formal leadership programs that also provide students with the opportunity to enhance personal growth and foster social and professional development. In addition, students participate on university committees and councils, which also provide a wide variety of outstanding leadership opportunities for University of Alaska students.

Student Services – offices and services in this grouping build upon those under the previous section – Student Life – by further contributing to UA students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of formal instruction.

Health & Counseling – the objective of health and counseling services is to promote optimal health for our university community. This is achieved by providing access to high quality and affordable primary outpatient health care, preventative health care, consulting, outreach and health education. Counseling services range from individual counseling to crisis intervention, alcohol referrals and general adjustments to college life.

International/Exchange Student Services – each MAU offers national and international exchange and study abroad options, there are hundreds of universities/program sites to consider for a semester or full year adventure. Sites are available throughout the United States, its territories, Canada, and over 50 countries around the world.

Disability Support Services – providing equal opportunities for students who experience disabilities is a university-wide responsibility and commitment. Disability support services at the MAU's provide accommodations to UA students with documented physical, cognitive and/or psychiatric disabilities. In addition, DSS can provide access to training material and assistive computer programs such as screen readers and voice to text.

Career Services – each MAU provides resources that help students (and alumni) actively engage in exploring and pursuing their career aspirations leading to meaningful and purposeful contributions to the Alaska, country and in some cases international workforce. The staff in career services assists individuals in assessing personal interests, skills and life goals; identifying and implementing career choices; provide career counseling, job search and internship advising. The offices offer help with resume and cover letter writing, job search techniques and interviewing skills, and maintain a database of current off- campus job and internship opportunities.

Program Review Discussion - “Raising the rigor and broadening the scope” – after lunch

Board policy 10.06B states “Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. “

University regulation provides the following list of required necessary elements for evaluation:

1. Centrality of the program to the mission, needs and purposes of the university and the unit;
2. Quality of the program, as determined by the establishment and regular assessment of program outcomes. Outcomes should be comprehensive, and indications of achievement should involve multiple measures and satisfy the properties of good evidence.
3. Demand for program services, as indicated by measures such as: credit hour production appropriate to the program's mission, services performed by the program in support of other programs, graduates produced, the prospective market for graduates, expressed need by clientele in the service area, documented needs of the state and/or nation for specific knowledge, data, or analysis, other documented need;
4. Program productivity and efficiency as indicated by courses, student credit hours, sponsored proposals and service achievements produced in comparison to the number of faculty and staff and the costs of program support;
5. Timeliness of an action to augment, reduce or discontinue the program;
6. Cost of the program relative to the cost of comparable programs or to revenue produced;
7. Unnecessary program duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska statewide system.

Questions

- Is broadening of scope needed? To date only academic certificate and degree programs have reported program review results to the Board. Has there been consistent MAU assessment of research, service or student affairs operations presented to the BOR? Should there be?
- Is greater rigor needed?
 - For academic programs should the BOR provide the MAUs with guidance on the expected number of graduates in a five year period (with exceptions for unique mission related programs, e.g., Yupik) to continue programs? An alternative approach would be to have basic data, such as the number of graduates in 5 years, in the hands of Regents during all program review presentations.
 - Should university regulations be more specific on the cost/efficiency information in program review? The Statewide Academic Council is currently discussing how best to assess cost and efficiency.
 - Should programmatic collaboration across MAUs be addressed in program review, perhaps in the unnecessary duplication element of regulation, and, if so, how?
 - Should occupational forecasts impact program review? Feds appear to be going this way with financial aid.
- Should the quality assessment of academic program review regulations address the the use of high impact teaching and learning practices to ensure that best current practices are being used?

Example Board questions - program approval, program deletion and program review

New program approval (some of these questions may be addressed in the program proposal)

- What is the evidence that this program is needed? Is there any national or state Department of Labor occupational forecast information supporting this request?
- Is this program offered at another MAU? If so, why is a new program at your MAU needed? Could the existing program at the other MAU be a) offered collaboratively or b) converted to eLearning for delivery to students in your area? What prohibits these approaches?
- Where and how will this new program be delivered; how widely will it be available to students across Alaska? Please describe the intentions to deliver this new program by eLearning?
- How many full-time faculty members will be responsible for this program? Do these same faculty members have responsibility for other programs, if so, which programs and how many students are involved in those programs?
- What modern pedagogy approaches does this new program intend to use? For example, does this program propose to use any of the Association of American Colleges and Universities high impact educational practices (e.g., common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, capstone courses and projects)? Several recent studies have indicated that hybrid eLearning/in-person courses result in better learning outcomes than strictly in-person or eLearning courses; does this new program intend to use this approach?
- How many students do you expect to enroll by the 3rd year? 5th year? How many students do you expect to graduate from this program annually once it is fully up to speed?
- Is the student learning outcomes assessment plan for this new program rigorous and of high quality compared to other programs of the same level? If so, what elements make it so?
- Please describe how your MAU will be collaborating with other MAUs to offer this new proposed program.
- This program proposal indicates no additional funds are needed and that existing resources are sufficient. Isn't there a real resource cost to offering a new program because someone must maintain/revise catalog listings, conduct student learning outcomes assessment, and recruit and advise students about this program. Where are the resources coming from to accomplish these additional needs?
- How were library and information resources assessed for this new program?

Program deletion

- This was once a viable program but now is not. What changes occurred that led to the proposal to delete this program?
- Are there students currently enrolled in this program and, if so, what is the teach out plan?
- When did this program have its last graduate? Last major? (Why has it taken so long to delete this program?)
- We do not want to eliminate a program if there is a reasonable possibility that it will be needed again in the future. Are there any conditions, e.g., if economic conditions improved, that would make this program viable again?
- Over what period of time did it become apparent that enrollment in this program was declining? During this period, what reallocations were made as enrollment fell? (Slow declines, e.g., over 10 years, make resource allocation hard to track given turnover in deans and department chairs).

Program review

- What are the key criteria for deciding between continuing an existing program putting a program on continuing review, or recommending program deletion? How are these criteria implemented consistently across all program reviews? Note the basic criteria listed in regulation
- Your program review process has identified program X for continuing review.
 - How many current majors does this program have and how many students have graduated from this program in the past five years?
 - How many full-time and part-time faculty members are associated with program X?
- Your program review process concluded that Program Y should be continued without further review.
 - How many graduates has this program had in the past five years and what is the current number of majors? – follow up – this program appears to have been growing – how are resources being reallocated to this program to support this growth?
 - What is the evidence for continuing demand for this program? What does the Alaska Department of Labor project for jobs in this area?
 - Is the student learning outcomes assessment plan for this program rigorous and of high quality compared to other programs of the same level? If so, what elements make it so?
 - How is this academic program appropriate for the learning needs, and career and life interests of the institution's students? (paraphrased from the AGB Academic Affairs Committee Board Basics)
 - How is this program consistent with UA and (UAA, UAF, or UAS)'s mission?
 - How can this program with good enrollment and graduate numbers be strengthened?