

# Management Education Presentation

**Charge:** Identify and assess pros and cons of the most viable options to achieve goals including a single school, two schools, or three.

**Goals:** Expand enrollment, reduce cost, maintain/improve quality.



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August 17, 2016

## Team Members

- ▶ **Faculty Governance:** Maren Haavig
- ▶ **Student Governance:** Sam Erickson
- ▶ **Staff Governance:** Faye Gallant
- ▶ **UA Deans and Faculty:**
  - Rashmi Prasad, Dean, UAA
  - Mark Herrmann, Dean, UAF
  - Vickie Williams, Dean, UAS
  - Bogdan Hoanca. Prof., UAA
  - Shelia Selkregg, Prof., UAA
  - Charlie Sparks, Prof., UAF
- ▶ **Community:**
  - Lorna Shaw, Pogo Mine
  - Dale Tran, Kaladi Bros.



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## Key Stakeholders

- ▶ Students
- ▶ Business Community
- ▶ Non-profit Public Administrators
- ▶ Faculty
- ▶ Staff
- ▶ Alumni
- ▶ Future Students



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## Options

- ▶ A - One-school Hierarchical Model
- ▶ B - Two-school Collaborative Network Model
- ▶ C - Three-school Collaborative Network Model



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## Option A- One School Hierarchical Model

A single, AACSB accredited school in Anchorage delivers and manages business education for the entire state.



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## Option A - Key Change Elements

1. UAA Anchorage becomes principal residential campus.
2. UAF, UAS and selected community campuses become extended teaching sites, each with a reduced number of faculty and staff.
3. Students outside of Anchorage are served primarily through distance education and a limited amount of face to face teaching.
4. UAF loses its Business and Accounting accreditations through the AACSB.
5. Two Dean positions are eliminated. Two additional Associate Deans are hired at UAA in order to manage and coordinate statewide and Anchorage-based programs.



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## Pros and Cons of Option A – One School

### Pros

1. **Cost:**
  - Neutral
2. **Quality:**
  - Standardization of programs assures a standard level of quality throughout the state
3. **Access:**
  - Increased service to Anchorage-based students and businesses



### Cons

1. **Cost:**
  - Neutral
2. **Quality:**
  - Fewer options for specialization and customization to community needs in Southeast Alaska
  - Loss of internal competition
  - Loss of AACSB school and accounting accreditation in Fairbanks
3. **Access:**
  - Students are diverted to out-of-state options
4. **Other:**
  - Negative impact on community relations and development fundraising
  - Increased administrative complexity

## Option B – Two School Collaborative Network

UAA and UAF business schools collaborate in the management and delivery of business education in Alaska as a single network. UAS is integrated into one or both of the continuing business schools.



## Option B - Key Change Elements

1. All business education within UA is organized into a single network, with the key outcomes being an optimization of cost, access, quality and impact for students at the state level.
2. The Alaska Business Education Network is governed and integrated through the leadership of an executive committee, co-chaired by the Deans of UAF and UAA schools of business.
3. Areas of focus for each of the two main AACSB accredited schools are designated.
4. All business education programs with UA will fall within the organizational boundaries of UAA or UAF schools of business.
5. UAS SOM as it currently exists is eliminated



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## Pros and Cons of Option B – Two School Collaborative Network

### Pros

1. **Cost:**
  - Cost savings from coordinated elimination of duplication of low enrollment programs and courses
  - Cost savings from the elimination of a school
2. **Quality:**
  - Maintains community relations and responsiveness to the needs of Anchorage and Fairbanks areas
  - Competitive forces are maintained
  - Maintains connections with the community for student experiential and active learning
  - Maintains learning for place-based students



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### Cons

1. **Cost:**
  - Added cost of collaboration and coordination
2. **Quality:**
  - Fewer options for specialization and customization to community needs in Southeast Alaska

## Pros and Cons of Option B – Two School Collaborative Network

### Pros

3. **Access:**
  - Increases access to more choices and specialization
4. **Other:**
  - Supports economic development in the two largest geographical regions
  - Network model more in line with sound management and organizational principles

### Cons

3. **Access:**
  - Less Southeast access to place-based education
  - Decreased student access in Southeast Alaska (disrupted access during the transition period, as UAS degrees are phased out and UAF degrees expand to fill the void)
4. **Other:**
  - UAS student and faculty recruitment could be compromised by potential loss of a school and its distinctive identity.
  - Negative impact on community relations & development fund raising in SE
  - Negative economic impact on SE

## Option C – Three-School Collaborative Network

UAA, UAF & UAS Business Schools collaborate in management and delivery of business education in Alaska as a single network

## Option C - Key Change Elements

1. All business education within UA is organized into a single network, with the key outcomes being an optimization of cost, access, quality and impact for students at the state level.
2. The Alaska Business Education Network is governed and integrated through the leadership of an executive committee, co-chaired by the Deans of UAF, UAA & UAS schools of business.
3. Areas of focus for each of the three schools are designated.
4. UAS continues its candidacy for ACBSP accreditation as a separate business school



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## Pros and Cons of Option C – Three School

### Pros

1. **Cost:**
  - Cost savings from coordinated elimination of low enrollment duplicated programs and courses
2. **Quality:**
  - Increases quality of programs through collaboration, cooperation and healthy competition
  - Maintains community relations and responsiveness to the needs of students in each geographical region
  - Maintains and increases student experiential and active learning by having place-based students close to the largest Alaska communities



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### Cons

1. **Cost:**
  - Administrative, faculty and staff time for coordination
2. **Quality:**

## Pros and Cons of Option C – Three School (cont.)

### Pros

3. **Access:**
  - Maintains/increases students options for in-state education.
4. **Other:**
  - Retains existing networks for development and fund-raising activities.
  - Best supports state-wide economic development.

### Cons

3. **Access:**
4. **Other:**
  - Changes the role of each business Dean by increasing the responsibility to include operational planning

## Options for the MPA Program

A - Consolidation into one degree program offered by either UAA or UAS. One degree program is phased out over a period of 4 years.

B - Two highly collaborative programs. Both degree programs continue in their current locations. Coordination in curriculum development and scheduling

## MPA Option A: Consolidation Key Change Elements

1. Current programs merge and retain two modes of delivery: face-to-face and distance
2. If consolidated at UAA, the current CBPP-MPA strategic development plan would be implemented, while UAS distance delivery program is phased out over four years (distance delivery integrated within the UAA program)
3. If consolidated at UAS the current UAS MPA Transformation Plan would move forward to meet students' needs and align with current changes for organizations and agencies in Alaska's public sector
4. Graduate Public Administration and Policy Education is within the scope of Executive Committee for Management Education



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## Pros and Cons of Consolidation

### Pros

1. Retains both modes of delivery

### Cons

1. Enrollment loss at UAA or UAS
2. Loss of curriculum choice
3. Revenue loss
4. Loss of growth momentum over last 5 years at UAS and planning for added growth over the next 5 years in both programs
5. Limited cost reduction



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## MPA Option B: Collaboration

### Key Change Elements

1. Each program would offer their own current core curricula. (However, UAA and UAS MPA programs would share electives and emphasis area, programs would coordinate to reduce redundancies)
2. UAA would continue implementing the CBPP- MPA Strategic Program Development plan, adding new courses and four new emphasis areas over the next three years using existing CBPP faculty and adjuncts
3. UAS would finalize the implementation of the eight recommendations of the five year program review that will continue in transforming the program over the next two years to meet students' needs and align with current changes for organizations and agencies in Alaska's public sector
4. UAA and UAS would coordinate to limit redundancy / duplication in offering new courses and program elements as needed to support their curriculum
5. Graduate Public Administration and Policy Education comes within the scope of the Executive Committee for Management Education



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## Pros and Cons of Collaboration

### Pros

1. Reduction in redundancy of course offerings
2. Different market niches will be served, expanding student choice
3. Programs will retain a regional identity
4. Revenue expansion
5. Joint pursuit of NASPAA accreditation
6. Joint brand building through coordinated marketing strategies and quality enhancement
7. Improved advising through a coordination of staff efforts

### Cons

1. Limited cost reduction



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## Further Analysis Needed

### Option A (One Business School)

1. Mitigation of lost tuition revenue at UAF and UAS
2. Implementation needs to be well thought-out and coordinated to realize the pros and minimize cons
3. How will this impact the ability of students to enroll in courses at other campuses?
4. Impact upon other programs with loss of course offerings on a given campus. Student credit hours for GER classes would be lost at UAS and UAF
5. What happens to UAF and UAS faculty and staff?

## Further Analysis Needed (cont.)

### Option B (Two Business Schools)

1. Mitigation of lost tuition revenue at UAS.
2. Implementation needs to be well thought-out and coordinated to realize the pros and minimize cons.
3. How will this impact the ability of students to enroll in courses at other campuses?
4. Impact upon other programs with loss of course offerings on a given campus. Student credit hours for GER classes would be lost at UAS.
5. What happens to UAS faculty and staff?
6. Agreement on a set of core principles to institutionalize collaboration.
7. Need for buy-in and acceptance from a broad spectrum of stakeholders.
8. Tuition sharing models on each University are different and need to be standardized.
9. Business School education is organized differently at each University.
10. Integration of CTC ABUS with UAF SOM and coordination of all two and four year business programs and courses UA system-wide.

# Management Education

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## Options

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- ▶ C - Three-school Collaborative Network Model



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## Option A- One School Hierarchical Model

A single, AACSB accredited school in Anchorage delivers and manages business education for the entire state.



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## Option A - Key Change Elements

1. UAA Anchorage becomes principle residential campus.
2. UAF, UAS and selected community campuses become extended teaching sites, each with a reduced number of faculty and staff.
3. Students outside of Anchorage are served primarily through distance education and a limited amount of face to face teaching.
4. A full bachelor's degree in business areas is no longer available through UAS or UAF.
5. UAF loses its Business and Accounting accreditations through the AACSB.
6. Two additional Associate Deans are hired at UAA in order to manage and coordinate statewide and Anchorage-based programs.
7. Two Dean positions are eliminated. Two additional Associate Deans are hired at UAA in order to manage and coordinate statewide and Anchorage-based programs.



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## Pros and Cons of Option A – One School

### Pros

1. Standardization of programs.
2. Increased service to Anchorage based students and businesses

### Cons

1. Cost: Neutral
2. Quality: Fewer options for specialization and customization to community needs. Loss of internal competition. Loss of AACSB School and accounting accreditation in Fairbanks.
3. Access: Students are diverted to out of state options
4. Other: Negative impact on community relations and development fund-raising. Increased administrative complexity.



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## Cons of Option A – One School (Continued)

### Cons

6. Standardization of programs provides fewer options for specialization.
7. Unintended consequences for students including athletes, international students, military students (will not meet residential requirements).
8. Conflicts over allocation of potential cost savings from elimination of UAF and UAS faculty and staff
9. Increased administrative complexity.
10. Lack of competition between schools reduces incentives for improvement.



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## Cons of Option A – One School (Continued)

### Cons

### Cons

11. Decrease responsiveness to local communities: Becomes Anchorage centric.
12. Loss of localized networks for student advancement and experiential learning.
13. Loss of AACSB School and accounting accreditation in Fairbanks.
14. Cumulative loss of students and revenue at UAF and UAS. Potential crippling impact.

## Option B – Two School Collaborative Network

UAA and UAF business schools collaborate in the management and delivery of business education in Alaska as a single network.

## Option B - Key Change Elements

1. All business education within UA is organized into a single network, with the key outcomes being an optimization of cost, access, quality and impact for students at the state level.
2. Progressive integration of UAS and UAA programs eventually leading to integration of UAS into UAA and/or UAF business schools. Priority for integration will be in the areas of MPA and bachelors of Applied Management. Phasing and transition time would assure access for students.
3. The Alaska Business Education Network is governed and integrated through the leadership of an executive committee, co-chaired by the Deans of UAF and UAA schools of business.
4. The executive committee integrates the network by fostering collaboration through work teams consisting of staff and faculty across UA campuses.
5. Areas of focus for each of the two main AACSB accredited schools are designated.

## Option B - Key Change Elements

6. The executive committee oversees the offering of programs and scheduling of courses statewide in order to eliminate duplication and redundancy in the use of resources.
7. All business education programs with UA will fall within the organizational boundaries of UAA or UAF schools of business.
8. Operational planning, including incremental investments in human capital, technology, and the initiation of new degree programs are jointly planned by members of the executive committee in order to enhance cost, quality, access and impact at the state level.
9. Extensive pooling of resources is undertaken to provide students with expanded opportunities and to strengthen the brand name equity of business education within UA.
10. Expanded ISER presence to include UAF

## Pros and Cons of Option B – Two School Collaborative Network

### Pros

1. Maintains community relations and responsiveness to the needs of the Anchorage and Fairbanks areas.
2. A market based solution that continues productive competition between UAF and UAA.
3. Increased quality of programs through collaboration and continued competition.
4. Students have two options for in-state education
5. Supports economic development in the two largest geographical regions.
6. Ensures a model of continuous improvement.
7. Maintains connections with the community of student experiential and active learning.



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### Cons

1. Potential for negative impact on community and legislative relations in Southeast Alaska.
2. More complex organizational structure requiring collaboration skills.
3. Decreases and in some cases eliminates students' access in areas outside Anchorage and Fairbanks as UAS degrees would no longer exist.
4. Students have two not three options for in-state education.
5. Southeast students may not feel a connection with Anchorage or Fairbanks and decide to enroll in a lower 48 university.
6. UAS student and faculty recruitment could be compromised by potential loss of a school and its distinctive identity.

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## Pros and Cons of Option B – Two School Collaborative Network

### Pros

8. Allows the students to “give back” to some Alaska communities.
9. Students are connected to Anchorage and Fairbanks and are more likely to remain in Alaska in those communities
10. Fosters new program development and opportunity for growth.
11. Cost savings from coordinated elimination of duplication of low enrollment programs and courses.
12. Cost savings from the elimination of a School.



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### Cons

7. Negative economic impact upon Southeast with no business school presence in that region.
8. No student contributions to the Southeast region.
9. Merger of UAS into either UAA or UAF could be divisive.
10. Possible cumulative effect on UAS of losing more than one academic program.
11. Administrative, faculty and staff time for coordination.
12. Changes the role of each business Dean by increasing the responsibility of the two remaining Deans and by eliminating one.

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## Pros and Cons of Option B – Two School Collaborative Network

### Pros

13. Better alignment of faculty qualifications with course assignments.
14. Maintains business expertise in Alaska.
15. The Executive Oversight Committee provides leadership and coordination.
16. Decentralized leadership and management is more effective (network model).
17. Creates a collaboration and consolidation desired by Statewide, the Board of regents and the Alaska Legislature.
18. Creates a model collaborative model that can be adapted to any academic area.

### Cons

## Option C – Three-School Collaborative Network

UAA, UAF & UAS Business Schools collaborate in management and delivery of business education in Alaska as a single network

## Option C - Key Change Elements

1. All business education within UA is organized into a single network, with the key outcomes being an optimization of cost, access, quality and impact for students at the state level.
2. The Alaska Business Education Network is governed and integrated through the leadership of an executive committee, co-chaired by the Deans of UAF, UAA & UAS schools of business and Business Programs Director at UAS.
3. The executive committee integrates the network by fostering collaboration through work teams consisting of staff and faculty across UA campuses.
4. Areas of focus for each of the three schools is designated.
5. The executive committee oversees the offering of programs and scheduling of courses statewide in order to eliminate duplication and redundancy in the use of resources.

## Option C - Key Change Elements

6. All business education programs with UA will fall within the organizational boundaries of UAA, UAF or UAS schools of business.
7. Operational planning, including incremental investments in human capital, technology, and the initiation of new degree programs are jointly planned by members of the executive committee in order to enhance cost, quality, access and impact at the state level.
8. Extensive pooling of resources is undertaken to provide students with expanded opportunities and to strengthen the brand name equity of business education within UA.
9. Expanded ISER presence to include UAF and UAS
10. UAS continues its candidacy for ACBSP accreditation as a separate school of business

## Pros and Cons of Option C- Three School

### Pros

1. Increases quality of programs through collaboration, cooperation and healthy competition.
2. Maintains community relations and responsiveness to the needs of students in each geographical region.
3. Maintains students' options for in-state education.
4. Retains existing networks for development and fund-raising activities.
5. Best supports state-wide economic development.
6. Ensures a model of continuous improvement.
7. Maintains and increases student experiential and active learning by having place-based students close to the largest Alaska communities.
8. Allows the students to continue to "give back" to the communities.
9. Fosters new program development and opportunity for growth.



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### Cons

1. Administrative, faculty and staff time for coordination.
2. Changes the role of each business Dean by increasing the responsibility of each Dean to include operational planning.
3. May not go far enough to satisfy the UA Board of Regents and Legislature.

## Pros and Cons of Option C- Three School

### Pros

10. Cost savings from coordinated elimination of low enrollment duplicated programs and courses.
11. Better alignment of faculty qualifications with course assignments.
12. Maintains business expertise in Alaska.
13. The Executive Oversight Committee provides leadership, coordination and increased communication.
14. Positive for faculty and staff morale and retention. Decentralized leadership and management is more effective (network model).



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### Cons

## Pros and Cons of Option C- Three School

### Pros

15. Creates a collaboration desired by Statewide, the Board of Regents and the Alaska Legislature.
16. Creates a collaborative model that can be adapted to any academic area. Potentially provides an increased market for degree completion among the population that has some college credits but no degree.
17. Maintains access statewide via distance delivered classes and degrees.

### Cons



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## Options for the MPA Program

Consolidation into one program

Two highly collaborative programs



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## MPA Program Consolidation Option: Key Change Elements

1. Current programs merge and retain two modes of delivery: face to face and distance
2. If consolidated at UAA, the current CBPP-MPA strategic development plan would be implemented, while UAS program is phased out over four years.
3. Graduate Policy Education would come within the scope of the Executive Committee for Management Education if the surviving program is located at UAA
4. If consolidated at UAS, MPA would become a solely distance delivered program, serving the entire state and Yukon territory.
5. If consolidated at UAS, Graduate Policy Education moves outside the scope of the Executive Committee for Management Education and is overseen at UAS.



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## Pros and Cons of Consolidation

### Pros

1. Retains both modes of delivery

### Cons

1. Enrollment loss at UAA or UAS
2. Loss of curriculum choice
3. Revenue loss Loss of momentum of growth over last 5 years in both programs and planning for added growth over the next 5 years
4. Limited cost reduction



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## MPA Program Collaboration Option: Key Change Elements

1. Each program would offer their own current core curricula. However, UAA and UAS MPA Programs would share electives and emphasis area. Program would coordinate to reduce redundancies.
2. UAA would continue implementing the CBPP- MPA Strategic Program Development plan, adding new courses and four new emphasis areas over the next three years using existing CBPP faculty and adjuncts
3. UAS would finalize the implementation of the eight recommendations of the five year program review that will continue in transforming the program over the next two years to meet students' needs and align with current changes for organizations and agencies in Alaska's public sector.
4. UAA and UAS would coordinate to limit redundancy/ duplication in offering new courses and program elements as needed to support their curriculum.
5. Graduate Policy Education comes within the scope of the Executive Committee for Management Education



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## Pros and Cons of Collaboration

### Pros

1. Reduction in redundancy of course offerings
2. Different market niches will be served, expanding student choice
3. Programs will retain a regional identity
4. Revenue expansion
5. Joint pursuit of NASPAA accreditation
6. Joint brand building through coordinated marketing strategies and quality enhancement
7. Improved advising through a coordination of staff efforts

### Cons

1. Limited cost reduction



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## Further Analysis Needed

### Option A (One Business School)

1. Mitigation of loss tuition revenue at UAF and UAS.
2. Implementation needs to be well thought-out and coordinated to realize the pros and minimize cons.
3. How will this impact the ability of students to enroll in courses at other campuses?
4. Impact upon other programs with loss of course offerings on a given campus. Student credit hours for GER classes would be lost at UAS and UAF.
5. What happens to UAF and UAS faculty and staff?

### Option B (Two Business Schools)

1. Mitigation of lost tuition revenue at UAS.
2. Implementation needs to be well thought-out and coordinated to realize the pros and minimize cons.
3. How will this impact the ability of students to enroll in courses at other campuses?
4. Impact upon other programs with loss of course offerings on a given campus. Student credit hours for GER classes would be lost at UAS.
5. What happens to UAS faculty and staff?
6. Agreement on a set of core principles to institutionalize collaboration.



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## Further Analysis Needed Cont.

### Option B (Two Business School) Cont.

1. Need for buy-in and acceptance from a broad spectrum of stakeholders.
2. Tuition sharing models on each University are different and need to be standardized.
3. Business School education is organized differently at each University.
4. Integration of CTC ABUS with UAF SOM and coordination of all two and four year business programs and courses UA system-wide.

### Option C (Three Business Schools)

1. Agreement on a set of core principles to institutionalize collaboration.
2. Need for buy-in and acceptance from a broad spectrum of stakeholders.
3. Tuition sharing models on each University are different and need to be standardized.
4. Business School education is organized differently at each University.
5. Integration of CTC ABUS with UAF SOM and coordination of all two and four year business programs and courses UA system-wide.



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## Other Opportunities for Change

**UAA CBPP and UAF SOM share a new master's degree in accounting/finance. This would potentially replace the capital markets track in the UAF MBA program.**

1. Sharing this degree draws on expertise at both campuses.
2. The degree would positively impact CPA exam pass rates for our accounting students making them more competitive with national universities that have master degrees in accountancy.
3. The degree would be in high demand for accounting students seeking to satisfy Alaska's 150 credit hour requirements for certification, as well as offering an educational track for traditional students.
4. The degree would be in high demand from the financial institutions in Alaska.
5. (pull out from re. bachelor of applied management)

This will take an increment of an accounting position to both UAA and UAF.



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## Addendums

1. SP Data Request Student Success July 22
2. Alaska Business Education Collaborative Model
3. Whole Network Principles



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# Supporting Data for the Strategic Pathways Management Review

Prepared by UAA CBPP, UAF SOM and UAS SOM

Last updated on July 22, 2016

University of Alaska Anchorage (UAA) College of Public Policy (CBPP).

University of Alaska Fairbanks (UAF) School of Management (SOM).

University of Alaska Southeast (UAS) School of Management (SOM).

*These schools will hereafter be referred to as UAA, UAF and UAS.*

## **I. Overall School: Recognition and Centers**

**(i) Accreditation:** Both UAA and UAF are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. 761 business schools in 52 countries have earned AACSB accreditation which is just 4.8% of the more than 16,000 business schools worldwide.

Additionally, UAF holds the specialized AACSB accreditation in accounting which has been achieved by just 183 business schools or 1.1% of the business schools worldwide.

UAS does not hold a business accreditation and is seeking accreditation from Accreditation Council for Business Schools and Programs (ACBSP). ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. Recognized by the Council for Higher Education Accreditation (CHEA) in 2001 and again in 2011, ACBSP was the first to offer specialized business accreditation at all degree levels. In 2014 ACBSP had 1,200 campus members and 923 accredited programs.

### **(ii) School-wide recognition (no more than 5):**

#### **UAA:**

- The CBPP Student Advising Center (SAC) has received the “Students’ Choice Award” as the highest performing advising group on the UAA campus for the second consecutive year. The award was determined by the ‘UAA Student Perceptions of their Academic Advising Experience Survey’. The summary report indicated that our professional advisors received the highest ratings on campus.
- CBPP Economics program is nationally recognized and does vital research for Alaska
  - CBPP is home to the Institute of Social and Economic Research, the leading policy research institution in the state: <http://www.iser.uaa.alaska.edu>. Students have opportunities to participate in research that informs public policy decisions that shape the future of Alaska.

- Our Economics department is rated in the top quarter of all departments housed in a business school worldwide: <https://ideas.repec.org/top/top.bschool.html>
- Our Economics department is rated in the top 10% of departments in Experimental Economics Research worldwide: <https://ideas.repec.org/top/top.exp.html>
- Dr. Gunnar Knapp, Director of the Institute for Social and Economic Research (ISER) is recognized as a spokesperson for helping to inform Alaskans on Alaska's fiscal and economic future in light of the budget deficit facing the state.
- CBPP was recognized for hosting the 1<sup>st</sup> Annual Alaska Native Business Summit in fall 2015 on the UAA campus, collaborating with the Chugach Alaska Corporation, Bristol Bay Native Corporation, Old Harbor Native Corporation, Kuskokwim Corporation and the State of Alaska Governor's Office. The annual summit is designed to facilitate meaningful dialogue between Alaska Native Corporations, the University of Alaska Anchorage and the State of Alaska to connect leadership to work to identify barriers, develop solutions and explore lasting in-state partnership and help shape public policy recommendations and research opportunities. Participants included executives of Alaska Native Regional and Village organizations, State of Alaska and UAA faculty, students and administrators.
- CBPP coordinated and facilitated Governor Walker's Affordable Housing Summit on the UAA campus in spring 2016, which was attended by more than 300 Alaskans from all over the State. The goal was to identify steps to address critical housing needs in the state amidst the current fiscal situation. Dean Prasad and UAA faculty were recognized for supporting the summit for their participation and facilitation.  
<http://gov.alaska.gov/administration-focus/governors-housing-summit/>

#### **UAF:**

- In September 2015, SOM was honored by AACSB in Chicago as one of our nation's two schools (along with Youngstown State) that best exemplifies community engagement. SOM presented its partnerships with the Fairbanks business community at the conference which was attended by 600 deans from 35 countries.
- The Homeland Security and Emergency Management (HSEM) Program is the nation's 5<sup>th</sup> ranked online HSEM program according to BestColleges.com.  
<http://www.bestcolleges.com/features/top-homeland-security-online-degree-programs/>
  - HSEM was selected as the "School of Choice" to deliver the TSA associates program though the extended Pacific Rim Region.
- UAF SOM are members of both Beta Gamma Sigma (BGS), which is an international honor's society for business, and the Order of the Sword and Shield which is an honor society for homeland security, intelligence, emergency management and all protective security disciplines.
- The UAF student group Students Who Enjoy Economic Thinking (SWEET) has been listed as an Oasis of Excellence by the American Council of Trustees and Alumni (ACTA). This initiative recognizes outstanding academic programs at colleges and

universities across the country that increase academic diversity and stimulate higher academic achievement.

- In 2016 Accounting faculty member, Amy Cooper, was awarded the Great Northwest Athletic Conference (GNAC) Faculty Mentor Award for her work with UAF's student athletes.

**UAS:**

- The Society of Human Resource Management recognized that the Bachelor of Business Administration in Human Resource Management degree program at UAS fully aligns with SHRM's HR Curriculum Guidebook and Templates. Fewer than 400 programs at 291 educational institutions worldwide are recognized by SHRM as being in alignment with its suggested guides and templates. The guidelines — created in 2006 and revalidated in 2010 and 2013 — are part of SHRM's Academic Initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow industry standards.
- The BBA in Human Resource Management was ranked #5 for academic rigor, student support, and affordability by Affordable Colleges Online, [www.affordablecollegesonline.org](http://www.affordablecollegesonline.org)
- The BBA in Accounting was ranked #20 for academic rigor, student support, and affordability by Affordable Colleges Online, [www.affordablecollegesonline.org](http://www.affordablecollegesonline.org).

**(iii) Centers, Institutes and other Entities under Each School**

**UAA:**

- (1) Institute of Social and Economic Research (ISER)
- (2) Center for Economic Education (CEE)
- (3) Center for Alaska Education Policy Research (CAEPR)
- (4) Center for Behavioral Health Research and Services (CBHRS)

**UAF:**

- (1) The Center for the Study of Security, Hazards, Response and Preparedness (C-SSHRP).
- (2) The Northern Leadership Center (NLC).
- (3) The Army Reserves Officers Training Corps (ROTC). (The ROTC is a joint program between UAA and UAF).

**UAS: None**

## II. Student Statistics

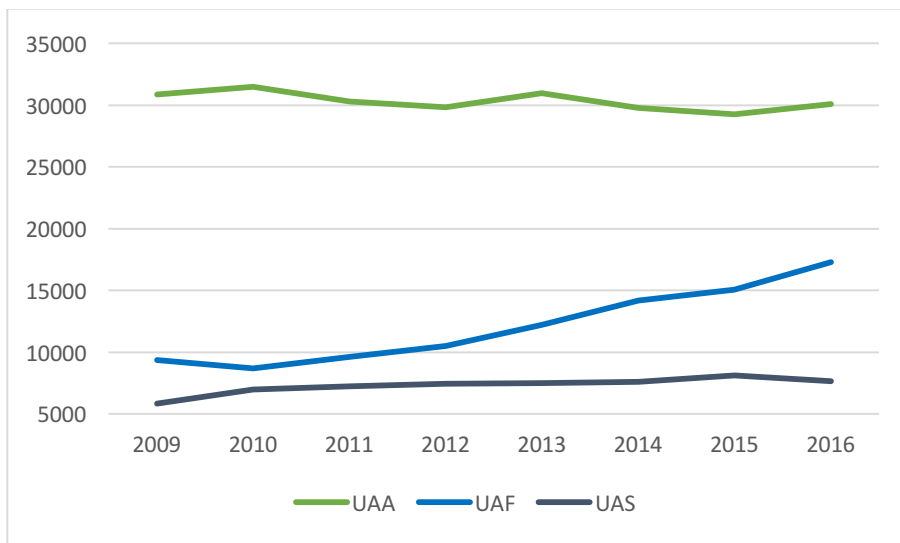
### (i) Total Enrollment:

**Table 1.** Total Student Credit Hours (2009-2016)

	2009	2010	2011	2012	2013	2014	2015	2016
<b>UAA</b>	30,883	31,498	30,304	29,815	30,954	29,777	29,239	30,105
<b>UAF<sup>1</sup></b>	9,335	8,683	9,605	10,500	12,203	14,183	15,044	17,267
<b>UAS<sup>2</sup></b>	5,837	6,949	7,212	7,447	7,509	7,583	8,122	7,626

1. The 2016 UAF SCH numbers differ from the SP Phase 1 data as this data did not count TSA courses or the RAHI course. UAF did not verify the other years.

2. The 2016 UAS SCH numbers differ from the SP Phase 1 data as this data did not count CIS courses which was a new designator in 2016.



**Figure 1.** Student Credit Hours for UAA, UAF and UAS (2009 – 2016).

**Table 2.** Public Administration Student Credit Hours (FY09 to FY16)

	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
<b>PADM 601</b>								
<b>UAA</b>	111	111	99	105	63	75	57	72
<b>UAS</b>	69	93	99	96	147	180	138	141
<b>All PADM</b>								
<b>UAA</b>	711	729	622	663	576	420	492	497
<b>UAS</b>	489	582	543	579	867	1140	1254	1263

**(iii) Distance Enrollment:**

**Table 3.** Student Credit Hours taught by Distance Courses (AY16)

	<b>Total</b>	<b>Distance</b>	<b>% Distance</b>
<b>UAA</b>	30,105	6,693	22%
<b>UAF</b>	17,267	9,727	56%
<b>UAS</b>	7,626	7,140	94%

**Table 4.** The Number of Online Courses and Sections Taught during 2015.

	<b>Unique online courses</b>	<b>Total online sections</b>	<b># States Served</b>	<b>Communities Served</b>
<b>UAA</b>	32	60	Did not calculate	Did not calculate
<b>UAF</b>	58	112	26	Did not calculate
<b>UAS</b>	68	146	18 and Yukon	58

**Table 5.** Degree Programs Fully Online (2016).

	<b>Degree Programs</b>
<b>UAA</b>	OEC–Logistics & Supply Chain Operations
<b>UAF</b>	BBA Business Administration
	BEM Homeland Security and Emergency Management
	MBA
	MS Economics
	Masters of Security and Disaster Management
<b>UAS</b>	Accounting Technician Certificate
	Small Business Management Certificate
	AAS Business Administration
	BBA Business Administration (Emphasis areas: Accounting, Computer Information Systems, Management, Human Resource Management)
	Masters of Public Administration

(iv) Majors:

**Table 6:** Majors by Program (2016).

<b>Degree Program</b>	<b>UAA</b>	<b>UAF</b>	<b>UAS</b>
<b>Bachelor</b>	<b>1,621</b>	<b>773</b>	<b>375</b>
Accounting (AACSB)	453	173	
Business Administration		340	375
Economics, BA and BBA (AACSB)	129	37	
Finance	165		
Global Logistics Supply Chain	98		
Homeland Security and Emergency Management (HSEM)		223	
Management	573		
Management Information Systems	74		
Marketing	129		
<b>Graduate</b>	<b>176</b>	<b>120</b>	<b>110</b>
MBA (AACSB)	110	95	
Masters Public Administration (MPA)	42		110
Masters Security and Disaster Management (MSDM) <sup>1</sup>		7	
MS Resource and Applied Economics		18	
MS Global Logistics Supply Chain	24		
<b>Associates/Certificates/OEC<sup>2</sup></b>	<b>309</b>	n/a	<b>130</b>
AAS Accounting	128		
AAS Logistics and Supply Chain Ops	28		
AAS Business Computer Info Systems	22		
AAS Small Business Administrations	120		
CT1 Logistics and Supply Chain Ops	11		
OEC Logistics and Supply Chain Ops	8		
AAS Business Administration			91
CT2 Accounting Technician			22
CT2 Small Business Management			10

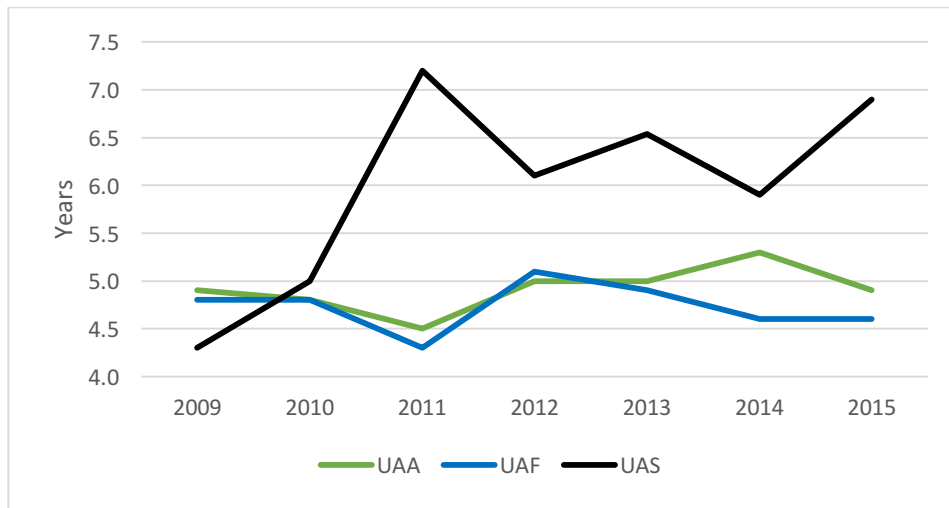
1. New degree in Spring 2016

2. For UAF, the AAS and other certificate and occupational endorsements are given by their Community and Technical College (CTC) as part of the Applied Business (ABUS) program. Unlike UAS and UAA, the 2-year program at UAF is separate from the four-year program.

**(v) Time to Graduation**

**Table 7.** Time to Four-Year Degree in Years (2009 to 2015).

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>UAA</b>	4.9	4.8	4.5	5.0	5.0	5.3	4.9
<b>UAF</b>	4.8	4.8	4.3	5.1	4.9	4.6	4.6
<b>UAS</b>	4.3	5.0	7.2	6.1	6.54	5.9	6.9



**Figure 2.** Time to Four-Year Degree.

### **III. Student Performance**

#### **(i) National Data**

#### **UAA, UAF, UAS**

**Table 8.** National Association of State Boards of Accounting (NASBA) CPA Pass Rate Results for UAA, UAF and UAS (2015).

		# Candidates	# Sections Taken	Sections Passed	Average Score	Overall Pass Rate (%)
<b>Overall</b>						
	<b>UAA</b>	54	112	55	70.6	49.1
	<b>UAF</b>	41	85	39	69.9	45.9
	<b>UAS</b>	12	26	8	65.3	30.8
<b>First – time</b>						
	<b>UAA</b>	42	66	31	69.2	47.0
	<b>UAF</b>	33	49	23	68.7	46.9
	<b>UAS</b>	11	19	7	65.3	36.8

**Note:** AUD = Auditing and Attestation, BEC = Business Environment and Concepts, FAR = Fiscal Accounting and Reporting and REG = Regulation.

**Table 9.** Alaska Permanent Fund Interns (since 1988) for UAA, UAF and UAS.

	<b>UAA</b>	<b>UAF</b>	<b>UAS</b>
<b>Last year (2015)</b>	1	5	0
<b>Last five years</b>	6	16	3
<b>Last ten Years</b>	16	36	6
<b>Since 1988</b>	73	110	34

**UAF:**

The University of Alaska Fairbanks undergraduate and MBA business students all take the Educational Testing Service (ETS) Major Field Tests in the Corporate Strategy classes. The ETS is the premier business field exam taken by thousands of students at the top business schools across the nation to measure student learning outcomes. For example, between September 2013 and June 2015, 68,594 students from 563 universities took the exam at the undergraduate level and 17,042 students from 238 universities at the MBA level.

**Table 10.** Educational Testing Service (ETS) BBA Business Field Exam Scores for **UAF**.

<b>Field</b>	<b>2015</b> (percentiles)	<b>Average</b> <b>Since 2005</b> (percentiles)
Accounting	93	92
Economics	93	93
Management	89	80
Quantitative Business Analysis	87	85
Finance	88	89
Marketing	73	84
Legal and Social Environment	89	83
Information Systems	82	82
International Issues	98	88
<b>Overall School</b>	92	91

**Table 11.** ETS MBA Business Field Exam Scores for **UAF**.

<b>Field</b>	<b>2015</b> (Percentiles)	<b>Average</b> <b>Since 2005</b> (Percentiles)
Marketing	95	78
Management	85	85
Finance	91	66
Accounting	85	64
Strategic Integration	94	70
<b>Overall School</b>	91	74

**UAS:**

BBA Capstone students participate in “The Business Strategy Game”. This is an international business strategy simulation where team standings are updated weekly and the top 100 teams list posted. UAS consistently has one or two teams each year place in the top 100 weekly listings. For instance, one weekly listing showed Team Evolution tied for 14<sup>th</sup> place during a session where there were 5,952 teams from 320 colleges/universities participating.

In 2013 the capstone students started taking an outbound assessment test (Peregrine) developed for ACBSP programs. The following chart shows UAS outbound percentile results compared to ACBSP Region 7 (Western US) programs.

**Table 12.** Peregrine Outbound Test for UAS.

<b>Area</b>	<b>Average Since 2013 (percentiles)</b>
Accounting	81
Business Ethics	71
Business Finance	88
Business Integration & Strategic Management	68
Business Leadership	70
Economics	69
Global Dimension of Business	88
Information Systems	78
Legal Environment of Business	80
Management	67
Marketing	59
Quantitative Research and Statistics	65
<b>Overall School</b>	71

## **(ii) Student Organizations**

### **UAA:**

1. Accounting Club
2. Association of Information Technology Professionals (AITP)
3. Cyber Security Club (CSC)
4. Economics Club
5. Finance & Investment (FNIC)
6. Global Logistics Association (GLA)
7. Management & Marketing (M & M)
8. Property Management & Real Estate (PMREC)
9. MBA Student Association (MBA@UAA)

### **UAF:**

1. Active and Innovative Minds (AIM)
2. Associated Students of Business (ASB)
3. Cadet Club (ROTC)
4. College Entrepreneurial Organization (CEO)
5. Great Alaskan Accounting People (GAAP)
6. International Association of Emergency Managers (IAEM)
7. Native Alaskan Business Leaders (NABL)
8. Society for Human Resource Management (SHRM)
9. Sports Recreation Management Association (SRMA)
10. Students Offering Leadership Development (SOLD)
11. Students Who Enjoy Economic Thinking (SWEET)

### **UAS:**

1. Southeast Alaskan Prospective Accountants (SEA-P.A.)
2. Society for Human Resource Management Student Chapter (Virtual Chapter)
3. UAS MPA Group (Facebook)

## **(iii) Student Investment Funds:**

**UAA:** None.

### **UAF:**

- Student Investment Fund (SIF): Worth \$964,906 on March 31, 2016
- Real Estate Investment Trust (REIT): Worth \$200,362 on March 31, 2016

**UAS:** None.

**(iv) Student Competitions or Other Major Travel Opportunities (no more than five)**

- **UAA:** CBPP Undergraduate and MBA students have been competing in the Capstone Business Management Simulation, which is used by more than 500 business schools and leading corporations worldwide. The simulation provides an ongoing challenge where student teams act as executive groups running their own companies and making decisions that affect marketing, finance, human resources, production, product development, product positioning and ultimate sales, production efficiencies and profitability.

Semester	UAA Team Rankings
Spring 2001	5 <sup>th</sup> Profit
Spring 2003	9 <sup>th</sup> Cumulative Profit
Fall 2005	1 <sup>st</sup> Profit
Spring 2006	5 <sup>th</sup> Cumulative Profit & 8 <sup>th</sup> Profit
Spring 2007	3 <sup>rd</sup> Profit
Fall 2009	1 <sup>st</sup> Cumulative Profit & 1 <sup>st</sup> Stock Price
Spring 2010	9 <sup>th</sup> Asset Turnover, 1 <sup>st</sup> , 6 <sup>th</sup> and 8 <sup>th</sup> ROE
Fall 2010	6 <sup>th</sup> Cumulative Profit
Spring 2011	3 <sup>rd</sup> & 9 <sup>th</sup> ROE, 8 <sup>th</sup> ROS, 9 <sup>th</sup> Cumulative Profit
Fall 2013	4 <sup>th</sup> & 10 <sup>th</sup> Profit, 5 <sup>th</sup> Stock Price, 6 <sup>th</sup> ROE, 3 <sup>rd</sup> & 7 <sup>th</sup> ROA and 8 <sup>th</sup> Asset Turnover
Fall 2014	1 <sup>st</sup> Profit, Cumulative Profit & Stock Price, 2 <sup>nd</sup> ROE
Spring 2016	1 <sup>st</sup> & 6 <sup>th</sup> ROA, 3 <sup>rd</sup> & 4 <sup>th</sup> Profit, 8 <sup>th</sup> & 9 <sup>th</sup> Cumulative Profit, 5 <sup>th</sup> ROE, 4 <sup>th</sup> & 8 <sup>th</sup> ROS, 5 <sup>th</sup> Stock Price and 4 <sup>th</sup> Asset Turnover

- Student Research: MBA students were awarded the 2015 and 2016 Best Student Paper Award at the Annual Academic Conference of the Society of Business, Industry, and Economics (SOBIE).
- UAA’s combined team of both CBPP Management Information Systems (MIS) and College of Engineering Computer Science (CS) students won first place at the 2016 At-Large Regional Collegiate Cyber Defense Competition (ALCCDC) held in March 2016. The team travelled to the 2016 National Collegiate Cyber Defense Competition, as one of 10 teams in the U.S. invited to participate. UAA teams have participated in the ALCCDC since 2013 and placed second in both 2014 and 2015 regional events. UAA Management Information Systems students also annually participate in the Association of Information Technology Professional’s competition at the National Collegiate Conference. In 2014, a team won first place for their design of an online inventory system that helps Kicks for Kids distribute shoes for kids in need throughout the Alaska. Another team was awarded an honorable mention for the development of “UAA Maps.”
- Property Management and Real Estate majors have been supported with scholarships and travel awards to attend the National Institute of Real Estate Management Leadership conferences as well as the National Apartment Association’s Education Conferences annually.

- Led by two economics faculty members, CBPP students were able to participate in a 2015 CBPP Study Abroad in China program. They were able to interact with Chinese entrepreneurs, business executives, farmers, and university students to learn about China's economy and business models, as well as its development under a globalization framework, as well as explore the Chinese culture and history.

**UAF:**

- The UAF student group, Society for Human Resource Management (SHRM), annually competes at the West Regional Case Competition and Career Summit. The SHRM Student Case Competition and Career Summit is the premier student HR conference in the United States. This last year (2016) at Salt Lake City, the UAF team ended in fourth place behind Cal Poly Pomona, University of Texas and Boise State. The students received an award from the Northwestern HR Management Association (NHRMA) to pay for the travel.
- The UAF student group, the Great Alaskan Accounting People (GAAP) regularly competes in American Institute of CPAs (AICPA) Accounting Competitions and also the Seattle/KPMG Accounting Competition.
- The UAF student group Native Alaskan Business Leaders (NABL) competes annually at the American Indian Business Leaders national competitions. NABL has won multiple Chapter of the Year and Business Plan competition awards as well as Student of the Year and Advisor of the Year.
- Students from the Student Investment Fund alternate years in taking trips to the New York and San Francisco financial districts. This last year in New York, among other things, they were on the floor of the New York Stock Exchange for the opening bell. On the New York trip, the students also met with executives from JP Morgan Equity Capital Markets, North 321 Ventures, Fortunate Magazine, Bank of America, NYU Stern IAG, Jefferies Research and Bloomberg.
- At UAF the ROTC is housed in SOM. The Joint UAF/UAA ROTC team of students regularly competes at the Brigade Ranger Challenges. In 2014, the 10-member team took first place at the Northwest Regional Ranger Challenge competition at Camp Rilea Armed Forces Center in Oregon which allowed them to compete at the 8<sup>th</sup> Brigade Ranger Challenge at Fort Lewis, Washington in 2015 where they took second place competing against other regional winners.

**UAS:** (Student travel funded through Northrim Bank donation to connect students with professionals)

- Students enrolled in the BBA and MPA programs at UAS attended the annual state-wide meeting for the Society for Human Resources Management in September 2015. They were accompanied by Dr. Charla Brown, Assistant Professor of Management and Faculty Advisor for the Human Resource Management emphasis area.
- MPA graduate student, Sarai Timothy, traveled with Assistant Professor Dr. Jim Powell to the Alaska Municipal Conference in November 2015.

- At the Innovation Summit in February 2016, ten students networked with business owners, government employees, policymakers, and leaders while also learning about innovative approaches to economic development. Three students and one alumni presented during the Innovation Short feature.
- MPA faculty and students attended the American Society for Public Administration conference in March 2016.
- Assistant Professor Maren Haavig and BBA students Mackenzie Merrill and Courtney Abbott, and MPA alumnus Katy Jordan attended the AGFOA conference for professional development and networking. One student already has a new internship opportunity on the horizon.

### **Sample of Student led Community Events (no more than five)**

#### **UAA:**

- UAA Accounting Club co-coordinates Accounting Week activities throughout the year to connect students, faculty and professionals: On campus meet and greets, office visits, annual accounting interview workshop, fall and spring socials.
- UAA Accounting Club sponsors/coordinates community service events helping out at Bean's Cafe, providing food for the homeless and hungry.
- UAA Management & Marketing Club organizes a speaker series that brings professionals on campus throughout the semester.
- CBPP Accounting students participate in the Justice for Fraud Victims program, work alongside Certified Fraud Examiners, Anchorage Police Department detectives and the District Attorney to provide volunteer forensic accounting services to small businesses and organizations impacted by fraud.
- CBPP Leadership Fellows support the CBPP Leadership Fellows Jr (LFJ) program with Clark Middle School, providing support and mentorship to seventh and eighth grade student to develop knowledge and skills needed to develop a healthy career plan for college and build a strong foundation for their professional careers. Clark is the most diverse middle school in the nation and has a high percentage of students who come from lower-income families, with many having parents who either did not attend or did not finish college. The students in the LFJ program attend leadership-building classes, develop e-portfolios and complete a community-engagement project, supported by CBPP faculty and the undergraduate and graduate Leadership Fellows.

#### **UAF:**

- All eleven of the UAF student organizations work on the annual Business Leader of the Year (BLOY) event that has been held in Fairbanks for 40 consecutive years. This event is one of the largest in Fairbanks and draws over 400 people each year. Forty to fifty students will work on the event in various committees putting to practice what they learn in the classroom about public speaking, event planning, marketing, financial management

and so on. All of the profits (this year over \$40,000) are allocated to the student organizations to fund their activities.

- For seven consecutive years UAF, through its MBA students in its innovation courses, has hosted the Arctic Innovation Competition which is an ideas competition. This ideas competition partners MBA students with UAF engineering students and business leaders from around Alaska as they judge over 150 - 200 entrants each year in a variety of categories. The final day will have over 200 people in attendance. Several ideas here have led to commercial products and start-up businesses.
- The Great Alaskan Accounting People (GAAP) take part in the Volunteer Income Tax Assistance (VITA) program which provides free income tax assistance for UAF students and other members of the Fairbanks community. These IRS trained UAF students complete between 100 and 200 IRS tax forms annually.
- Students in UAF's marketing courses created and annually host the Northrim Roast and Boast. This event brings in local coffee roasters and bakers into the Northrim Branch Office each October for free coffee, baked goods and entertainment. UAF students plan and host this event designed to bring publicity to both Northrim and local businesses.
- For six consecutive years, The Great Alaskan Accounting People (GAAP) students have worked with KPMG to host the KPMG Spring Etiquette Seminar and Dinner. This event brings in 20 SOM seniors and 15-20 Fairbanks business leaders to discuss business etiquette with students before they graduate. After the seminar, the group heads to Lavelle's restaurant to practice what they learned in the seminar.

#### **UAS:**

- The University of Alaska Southeast and Tlingit-Haida Regional Housing Authority have partnered for the past three years to prepare income tax returns free of charge for low to middle income individuals and families. This VITA site (Volunteer Income Tax Assistance) is offered in Juneau on Tuesday afternoons and some Saturdays during the tax filing season. In the UAS Income Tax for Individuals course (ACCT 310), students are required to take the IRS standard VITA exams as a part of their class grade. After passing these exams, students are certified to help out at VITA sites by preparing income tax returns. Every year the site has between 3 and 6 student tax volunteers, who get real life experience in the accounting field. The VITA team also travels to the Southeast communities of Angoon, Kake, Saxman, Klawock, and Craig, with funding from Tlingit and Haida RHA and a grant from the Harold T. Caven Foundation.
- Students from the UAS MPA program led the effort to analyze thousands of responses submitted to Governor Walker's Voices for Vision Budget Survey. The group digested the 4,000 written comments — most of them from state employees — by breaking them down into workable themes. The students' final report on the results is available online at <http://gov.alaska.gov/Walker/press-room/budget-survey.html>.

- The Southeast Alaskan Prospective Accountants (SEA-P.A.) Club annually hosts an Accounting Careers Information Night open to all students. The event is also available via live web-stream and archived video.

**(vi) Sample of Alumni and Current positions (no more than 15):**

**UAA:**

**Table 13.** Notable UAA alumni.

<b>Degree</b>	<b>Student</b>	<b>Position</b>	<b>Employer</b>
<b>MBA</b>	Lucinda Mahoney	Former CFO	Municipality of Anchorage
<b>MBA</b>	Nicole Johnson	Vice President Accounting Operations Controller	NANTHEALTH California
<b>MBA</b>	Terry Don	Executive Vice President/CEO	Far West Ventures, Inc.
<b>MBA</b>	Leo Von Scheben	Founder and CEO, retired	USKH
		Commissioner, retired	State of Alaska DOT
<b>MBA</b>	Tim Melican	Owner	The Magic Bus
<b>BBA</b>	Beth Stuart	Managing Partner	KPMG, Anchorage
<b>BBA</b>	Daniel Mitchell	Managing Director	KPMG, Anchorage
<b>BBA</b>	Lia Patton	Partner	BDO, Anchorage
<b>BBA</b>	Eric Campbell	Partner	BDO, Anchorage
<b>BBA</b>	Jens Beck	Sr Vice President & CFO	Bristol Bay Industrial
<b>BBA</b>	Jerry Kung	IT Director	Cook Inlet Tribal Council, Inc.
<b>BBA</b>	Jill Espinoza	OneIS Growth & Expansion Program Manager	Providence Health & Services
<b>BBA</b>	Neftali Herrada	Chief, Cyberspace Exercise Branch	Air Force Space Command (AFCYBER)
<b>BBA</b>	Eric Swanson	Geospatial Data Management Lead	BP

**UAF:**

**Table 14.** Notable UAF alumni.

<b>Degree</b>	<b>Student</b>	<b>Position</b>	<b>Employer</b>
MBA	Charlie Kozak	CFO and Executive Vice President	Arctic Slope Regional Corporation, Anchorage
MBA	Dan Flodin	Supply Chain Management Director	Alyeska, Anchorage
MBA	Michelle Rizk	Chief Strategy, Planning and Budget Officer	University of Alaska Statewide, Fairbanks
MBA	Jyotsna Heckman	Former Founder and Bank President and Current UA Board of Regents Chair	Denali State Bank and now UA Board of Regents, Fairbanks
BBA	Joe Beedle	Former President and Currently Chairman	Northrim Bank, Anchorage
BBA	William O’Leary	President and CEO	Alaska Railroad Corporation, Anchorage
BBA	Glen Weaver	VP Finance and CFO	Usibelli Coal Inc, Fairbanks
BBA	William Coghill	Former Partner	Mikunda Cottrell, Anchorage
BBA	Mike Cook	Partner	Cook and Haugeberg LLC, Fairbanks
BBA	Kevin Walsh, Mike Kelliher and Therese Sharp	Partners	Walsh, Kelliher & Sharp, Fairbanks
BBA	Diane Hutchison, Gary Hutchison, Laurie Gieck	Partners	Kohler, Schmitt & Hutchison CPAs, Fairbanks
BBA	James Lynch	CFO	Fairbanks Memorial Hospital
BBA	Marisa Sharrah	President	Fairbanks Chamber of Commerce
BBA	Greg Bringhurst	Legislative Assistant	Alaska Senator Lisa Murkowski, Washington DC
BA Economics	Neil Fried	Economist	Alaska Department of Labor of Research & Analysis, Anchorage

**UAS:**

**Table 15.** Notable UAS alumni.

<b>Degree</b>	<b>Name</b>	<b>Position Title</b>	<b>Employer</b>	<b>Location</b>
MPA	Kyle Moselle	Large Mine Project Manager	Office of Project Management and Permitting, Alaska Department of Natural Resources, State of Alaska	Juneau
MPA	Tiffany Zulkosky	Vice President of Communications	Yukon-Kuskokwim Health Corporation	Bethel
MPA	Kirsten Timbers	Deputy Director	Nome Eskimo Community Tribal Government	Nome
MPA	David Campbell	Lieutenant - Administration	Juneau Police Department	Juneau
MPA	Derek Fraser	Manager, Oil and Gas Resources	Energy, Mines and Resources Department, Yukon Government	Whitehorse
MPA	Karen Hougen-Bell	Director of Policy and Planning	Executive Council Office, Yukon Government	Whitehorse
MPA	Brenda Stanfill	Executive Director	Interior Alaska Center for Nonviolent Living	Fairbanks
MPA	Katie Jo Parrott	Education and Training Director.	Ketchikan Indian Community	Ketchikan
BBA	Helen Mickel	President/CEO	Tongass Federal Credit Union	Ketchikan
BBA	Jane Sherbrooke	Interned 2014 and now full-time Operations Analyst	Alaska Permanent Fund Corporation	Juneau
BBA	Angelica Johanson	Human Resource Consultant	Division of Administrative Services, Department of Administration, State of Alaska	Juneau
BBA	Karen Quitslund	Director of Business and Finance	Petersburg City School District	Petersburg
BBA	Melanie Rodriguez	Child Welfare Coordinator	Council Tlingit and Haida Indian Tribes of Alaska	Juneau
BBA & MBA	Cory Baggen	Vice President	Samson Tug & Barge	Sitka
BBA	Darlene Trigg	Social Justice Manager	First Alaskans Institute	Anchorage

#### **IV. Faculty and Staff Composition**

**Table 16:** Regular Employees (Fall 2015).

	<b>FT Tenured</b>	<b>FT Junior (not tenured)</b>	<b>FT Term Instructors</b>	<b>Staff</b>	<b>Admin</b>	<b>Total FT</b>
UAA	32	9	7	15	1	64
UAF	13	3	10	8	1	35
UAS	5	5	2	3.5	0.8	16.3
<b>Total UA</b>	<b>49</b>	<b>16</b>	<b>21</b>	<b>27.9</b>	<b>3</b>	<b>115</b>

**Table 17:** Temporary Employees (Fall 2015).

	<b>Adjunct Faculty</b>	<b>Staff</b>	<b>Grad Assistants</b>	<b>Student Workers</b>
UAA	19			26
UAF	14	1	15	10
UAS	11			2
<b>Total UA</b>	<b>44</b>	<b>1</b>	<b>15</b>	<b>38</b>

**Table 18.** Regular Employees Highest Degree (2016).

	<b>Type</b>	<b>PhD</b>	<b>JD</b>	<b>Masters In Tax</b>	<b>Other Masters</b>	<b>Other</b>
<b>UAA</b>	Tenure/Tenure track	34	1		6	
	Instructors				7	
<b>UAF</b>	Tenure/Tenure track	16	1			
	Instructors	1		2	5	1
<b>UAS</b>	Tenure/Tenure track	3	1		7	
	Instructors	1			1	

**Table 19.** Direct Student-Regular Faculty Ratio and Regular Instruction Faculty (2015).

	<b>Direct Student-Regular Faculty Ratio</b>	<b>Credits Per Regular Instructional Faculty FTE</b>
<b>UAA</b>	Not provided by IR (*) or we cannot find it	8.9
<b>UAF</b>	13.3	9.1
<b>UAS</b>	12.4	10.5

**Table 20.** Research articles (AY09 – AY14)<sup>1,2</sup>.

	<b>UAA</b>	<b>UAF</b>
<b>Peer-Reviewed Journal Articles</b>	134	105
<b>Research Books</b>		2
<b>Academic Proceedings</b>		5
<b>Research Grants Awarded</b>		11
<b>Textbooks</b>		1
<b>Cases</b>	4	0
<b>Research Monographs</b>	38	
<b>Academic Professional Meeting Proceedings and Presentations</b>	271	
<b>Book Chapters</b>	53	5
<b>Other Teaching Materials</b>	8	
<b>Books and Textbooks</b>	23	
<b>Other IC, mainly reports by ISER</b>	125	
<b>Total 5-year Citations</b>	3,602 <sup>3</sup>	2,106

Notes: 1. UAF and UAA report their research slightly different which is why some cells are left blank.

2. UAS are bipartite faculty (teaching and service). UAA and UAF are tripartite (teaching, research and service).

3. Includes cumulative citations for IC's with greater than 10 citations.

## **V. School Financial Statistics**

### **(i) Total Unrestricted Expenditures per Student Credit Hour (\$)**

**Table 21.** Unrestricted Expenditures per SCH 2015 or 2016.

	<b>Year</b>	<b>Unrestricted Expenditures</b>	<b>Student Credit Hours (SCH)</b>	<b>\$/SCH</b>
<b>UAA</b>	2015	\$10,010,700	29,239	\$342
<b>UAF<sup>1</sup></b>	2016	\$ 6,085,500 <sup>1</sup>	17,267	\$352
<b>UAS</b>	2016	\$ 2,467,323	7,626	\$323

1. Please note that in 2015 UAF was listed at \$6,658,700 on page 11 of the SP Phase 1 data supplied to the committee. However, \$700,000 that was listed as expenditures was actually a transfer out of UAF SOM to UAF Central and the actual unrestricted expense was \$5,958,700.

**(ii) Revenues: Tuition Recovered by School**

**Table 22.** Tuition recovered by school (UAA, UAF and UAS) (\$000).

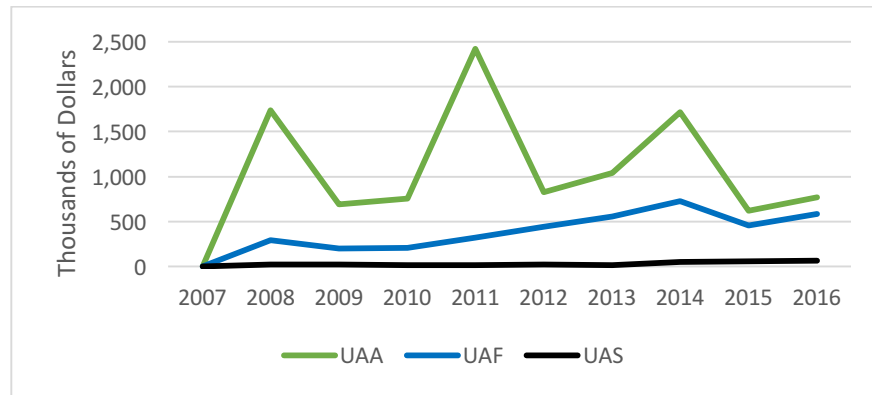
	2009	2010	2011	2012	2013	2014	2015
<b>UAA</b>	4,317	4,542	4,616	4,881	5,289	5,221	5,397
<b>UAF</b>	943	930	1,163	1,395	1,692	1,837	2,498
<b>UAS</b>	970	1,128	1,286	1,313	1,421	1,480	1,642

**Note:** UAA and UAS receives 80% of the tuition it generates, UAF receives 60%. UAF also went to a tuition surcharge in 2015.

**(iii) Revenues: Private Fund-Raising, Grants**

**Table 23.** Charitable Giving Trend (\$000).

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>UAA</b>	2.0	1,737	696	754	2,420	830	1,041	1,714	619	773
<b>UAF</b>	0.3	298	205	211	324	446	554	731	458	587
<b>UAS</b>	0.1	21	24	16	17	27	18	53	62	70



**Figure 3.** Charitable Giving Trend

**Table 24.** Number of Firms Giving over \$25,000 in Last Ten Years.

	Corporation	Foundation
<b>UAA</b>	13	3
<b>UAF</b>	9	1
<b>UAS</b>	3	1

**Table 25.** Total Foundation Funds (as of March 31, 2016).

<b>Year</b>	<b>\$</b>
<b>UAA</b>	12,506,869
<b>UAF</b>	2,712,874
<b>UAS</b>	266,644

**Table 26.** Total Foundation Funds used to generate student scholarships (as of March 31, 2016).

<b>Year</b>	<b>\$</b>
<b>UAA</b>	2,390,841
<b>UAF</b>	1,049,883
<b>UAS</b>	179,593

**Table 27.** Service Outreach Grants FY15.

<b>Year</b>	<b>\$</b>
<b>UAA</b>	614,000
<b>UAF</b>	387,000
<b>UAS</b>	2,700

**(iv) Ongoing Cost Savings**

**Table 28. Annual UAA Salary Savings Already Achieved (2011-2017)**

<b>FY</b>	<b>Vacated Incumbent Salary</b>	<b>Replace Cost(s)</b>	<b>Salary Savings</b>	<b>Notes/Comments</b>
<b>2017</b>	\$668,914	\$147,000	\$521,914	Two FT Faculty retirements: one remain unfilled and covered by adjuncts, the other vacant 1 semester then recruitment. One Term non-renewal, 3 FT faculty reduced service and research workloads
<b>2016</b>	\$293,031	\$18,000	\$275,031	Postponed Faculty hire (1 year), unfilled staff position and 2 non-tenure track faculty reduced workloads, using adjuncts
<b>2015</b>	\$222,153	\$15,000	\$207,153	FT Faculty position vacant, using adjunct and unfilled F/T Staff position
<b>2014</b>	\$408,000	\$199,000	\$209,000	Three FT Faculty positions vacant, using term faculty and unfilled F/T Staff position
<b>2013</b>	\$448,000	\$194,000	\$254,000	Four FT Faculty positions unfilled, using term faculty
<b>2012</b>	\$302,000	\$176,000	\$126,000	Two FT Faculty positions unfilled, using term faculty, and non-tenure track faculty reduced workload
<b>2011</b>	\$209,000	\$15,000	\$194,000	Unfilled F/T FR position, covered by adjuncts, FT staff vacant position and 20% of director position (no replacement)
<b>TOTAL</b>	<b>\$2,551,098</b>	<b>\$764,000</b>	<b>\$1,787,098</b>	<b>1 year projected salary savings plus 6 years' salary savings for a TOTAL of \$1,787,098</b>
	projected salary savings			

**Table 29. Annual UAF Salary Savings Already Achieved (2011-2016)**

<b>Year</b>	<b>Vacated Incumbent Salaries</b>	<b>Replace Cost(s)</b>	<b>Salary Savings</b>	<b>Notes</b>
<b>2011</b>	\$556,081	\$302,625	\$253,456	Replaced three tenure-track faculty with term instructors, did not fill one position
<b>2012</b>	\$264,670	\$238,230	\$26,440	Replaced one tenure-track faculty with term instructor, added a term instructor
<b>2013</b>	\$34,260	\$31,624	\$2,636	One part-time instructor moved to adjunct status
<b>2014</b>	\$277,553	\$132,000	\$145,553	Non-retained a tenure-track faculty, replaced another at lower salary.
<b>2015</b>	\$558,396	\$359,150	\$199,246	One tenure-track faculty reduced to three-quarters time, one tenure-track faculty replaced with term instructor, non-retained one tenure track faculty
<b>2016</b>	\$271,857	\$146,327	\$125,530	One term instructor non-retained, reduced two full-time staff to three-quarters time
<b>TOTAL</b>	<b>\$1,962,817</b>	<b>\$1,209,956</b>	<b>\$752,861</b>	<b>A 6-year salary savings of \$752,861</b>

**UAS:**

Over the last six years, UAS SOM has gone through a reduction of programs and reallocation of resources within the school to focus on programs with demand in the State.

- Eliminated the MBA program to focus on undergraduate programs and allow UAA/UAF to be the MBA provider in the State.
- Eliminated the CIOS certificates and 2 year degree and added an MIS emphasis to the BBA.
- Eliminated the Associate of Business degree to focus on the A.A.S. in Business Administration.
- Eliminated the Marketing, Entrepreneurship and Health Care Administration emphasis areas of the B.B.A to focus on emphasis areas with higher enrollment (Accounting, Management and Human Resource Management).

Results of program and reallocation changes:

- Full-time faculty went from a high of 16 in AY13 to a budget of 11 positions for AY17.
- General fund support for UAS SOM has been reduced by \$411,100 from a high of \$1,322,300 in AY11 to a budget of \$911,200 in AY17.
- SCH have risen during this time as continuing programs more than covered the loss of SCH from eliminated programs. Total SCH rose from 7,212 in AY11 to 7,626 in AY 16.

## VI. Community Partnerships

**Table 30:** Ten Business/Community Partners: UAA’s College of Business and Public Policy

Firm	Brief Description of Partnership
<b>Chugach Alaska Corporation,</b> Anchorage	Chugach has been integral to the development of CBPP's growing Alaska Native Organizational Management Program (ANOM). Ms. Sheri Buretta, Chugach's Chairwoman, has donated her expertise to the development of the program by participating on the ANOM advisory board and helping to develop robust co-curricular activities, such as the Alaska Native Business Summit. And, they have provided on-going financial support, totaling \$500,000.
<b>Council of Alaska Producers,</b> Anchorage	The Council of Alaska Producers has made ISER's Visiting Professor of Public Policy possible since 2010 with gifts totaling \$580,856.
<b>KPMG,</b> Anchorage	Beth Stuart, KPMG Partner, serves on the Dean's advisory board. Their leadership also serves as a role model to our students, donating countless hours working with our accounting club. In addition to KPMG's volunteer role, they have also established the KPMG Accounting Scholarship at CBPP and initiated a workplace giving campaign among CBPP alumni working in the Anchorage office.
<b>Northrim,</b> Headquartered in Anchorage	More than any other organization, Northrim has helped CBPP with seed money as we develop new programs. Because of their generosity, we have been able to expand our Leadership Initiative and bring the first Business-to-Small Business Expo to UAA. They have also supported ISER with annual 6-figure gifts to support their fiscal policy research.
<b>Weidner Apartment Homes,</b> Anchorage and Seattle	The Weidner Property Management and Real Estate Program simply would not possible without their corporate partnership. They have given four million dollars to establish a professorship and excellence funds to ensure this programs success.
<b>Northern Aviation Services, Inc.</b> Anchorage and Hawaii	Serves in MIS Advisory Board. Offers permanent employee recruitment Program. Offers MIS Student Internship Program. Supports student teams attending annual AITP National Competition. Participates in MIS guest speaker program.
<b>ConocoPhillips Alaska,</b> Anchorage	Serves in MIS Advisory Board. Offers MIS Student Internship Program. Donates fund to support department’s SAP software. Participates in MIS guest speaker program.

<p><b>Kaladi Brothers Coffee Company,</b> Anchorage</p>	<p>Are a regular host to job shadowing events and <u>internship program</u></p>
<p><b>Career and Technical Student Organizations: a statewide federation of secondary school-based students associations including Health Occupation Students of America and Business Professionals of America</b></p>	<p>The College is a contributor and participant in the annual CTSO conference held in Anchorage. The CTSO conference is attended by over 700 Alaska high school students. This event attracts students who are very likely to continue their educational journey after graduation. Our faculty and staff participate by distributing degree and program information, answering questions from prospective students, and setting up workshops focusing on the value of a business education. The workshops and BPA (Business Professionals of America) activities we participated in had over 175 students who showed an interest in pursuing a career in business.</p>
<p><b>Alaska Housing Finance Corporation,</b> Anchorage</p>	<p>Provide members to the Property Management Program’s advisory board, participate in internship programs focused on property and real estate. Partnered with CBPP in organizing the Governor’s Housing Summit. Work closely with CBPP Dean on strategic issues facing the corporation.</p>

**Table 31.** Ten Business/Community Partners: **UAF** School of Management

<b>Firm</b>	<b>Brief Description of Partnership</b>
<b>Association of General Contractors (AGC)</b> , Fairbanks and Anchorage	\$25,000 Student Investment Fund (SIF) gift, funds SOM scholarship and bridges the relationship between Engineering and SOM
<b>Alyeska Pipeline Service Co.</b> , Anchorage and Fairbanks	Funds annual Alaska Native Scholarships. In the last five years this scholarship has supported 25 BBA and MBA Alaska native students to the tune of \$212,000. Offers internships to SOM students leading to jobs. Also table sponsor for Business Leader of the Year (BLOY)
<b>BP</b> , Anchorage	Supports BLOY and the Arctic Innovation Competition (AIC). At least 5 internship opportunities that have led to jobs in the last 5 years.
<b>Kinross Fort Knox Mine</b> , Fairbanks.	Supports the AIC and is a lead sponsor of the Cub and Jr. Divisions for youth.
<b>In My Element</b> , Fairbanks	Hosts a professional workshop and free shopping opportunity. Annually provides \$30,000 worth of business clothes for SOM students. Builds confidence for students, especially with financial disadvantages.
<b>KPMG</b> , Anchorage	Participates in Professional Development Day. Hosted Etiquette Seminar and Dinner for 6 years.
<b>McKinley Capital Management</b> , Anchorage	Annually supplies a Bloomberg Terminal to the Student Investment Fund and finance students. Frequent attendance at student presentations.
<b>Northrim Bank</b> , Anchorage and Fairbanks	Substantial unrestricted financial contributions cumulating over \$350,000 over 7 years that allow our students to travel extensively to competitions and conferences as well as many other things. Also financed the naming of the “Northrim Financial Learning Center”. Also supports the AIC and the annual Northrim Roast and Boast. Partners with SOM student to teach financial literacy to elementary children.
<b>Sumitomo Pogo Mine</b> , Fairbanks	Finances the Homeland Security and Emergency Management program including outfitting and naming the “Sumitomo Pogo Mines Learning Center”. A top level sponsor for BLOY.
<b>Usibelli Coal Mines</b> , Healy	Recent donations totaling \$130,000 to support the Usibelli Coal Mine Scholarship. Plus BLOY table sponsorship.

**Table 32. Ten Business/Community Partners: UAS School of Management**

<b>Firm</b>	<b>Brief Description of Partnership</b>
<b>Tlingit-Haida Regional Housing Authority</b> , Juneau and Southeast communities	The UAS SOM and Tlingit-Haida Regional Housing Authority have partnered for the past three years to prepare income tax returns free of charge for low to middle income individuals and families. VITA sites (Volunteer Income Tax Assistance) are offered in Juneau and the Southeast communities of Angoon, Kake, Saxman, Klawock, and Craig, with funding from Tlingit and Haida Regional Housing Authority and a grant from the Harold T. Caven Professorship from the UA Foundation.
<b>Path to Prosperity Sustainable Business Concept Development Competition</b> coordinated by the <b>Haa Aaní Community Development Fund, Inc. and The Nature Conservancy</b> , Juneau and Southeast communities	The UAS SOM is a partner in the Path to Prosperity (P2P) competition which supports innovative business plan ideas in Southeast Alaska. The UAS SOM faculty member serve as judges, provide workshops, and one-on-one consultations. The UAS SOM awards each of the 12 finalists a scholarship to attend one (3 credit) course of their choice at the UAS SOM.
<b>Juneau Economic Development Council</b> , Juneau	Provides student registration rates to participate and attend the annual Innovation Summit. The Summit is an opportunity for students to network and learn from leaders in the private and public sectors, business owners and entrepreneurs, and guest presenters.
<b>Northrim Bank</b> , Juneau	Financial contributions of \$80,000 over the last two years have allowed the UAS SOM to offer the Student Travel and Development Award. The award is an opportunity for UAS SOM students to get involved with professional associations, network with industry leaders, and connect with faculty and peers. During the academic year 2015-2016 students attended the following conferences: Alaska Government Finance Officers Association (AGFOA), Alaska State Society for Human Resource Management (SHRM), Alaska Municipal League (AML) Annual Conference, and the JEDC Innovation Summit. Northrim Bank's contribution's also fund UAS SOM outreach efforts to rural Alaska.
<b>State of Alaska Division of Legislative Audit</b> , Juneau	Participates in the UAS SOM annual Accounting Careers Information Event and hosts Meet & Greet with DLA employees.

<b>360 North</b> , Juneau	Lecture co-sponsored by the UAS SOM and 360 North. Through this partnership, the UAS SOM lecture utilizes 360 North's live online platform to reach and connect citizens, students, business professionals, and public administrators to share, discuss, and understand current issues in Alaska. For example, Commissioner Valerie Davidson, Department of Health and Social Services, presented on Medicaid expansion and reform. This lecture was broadcast statewide.
<b>Elgee Rehfeld Mertz</b> , Juneau	Provides student internship opportunities and participates in the UAS SOM annual Accounting Careers Information Event.
<b>State of Alaska</b> , Juneau	Partnership allows UAS SOM to provide onsite accounting courses to State of Alaska employees.
<b>Public Service Commission, Yukon Government</b> , Whitehorse, Yukon Territory	The UAS MPA partnered with the Public Service Commission for SOM outreach and MPA recruitment opportunities during the Public Service Appreciation, an event coordinated by Yukon Government.
<b>Yukon College</b> , Whitehorse, Yukon Territory	Longstanding partnership between the UAS SOM and Yukon College to bring a high quality Master's program in Public Administration and Public Management to the citizens of the Yukon Territory. Partnership includes access to campus resources for local students and local publicity.

# **DRAFT**

## **A Highly Collaborative Alaska Business School Proposal**

August 5, 2016

University of Alaska Anchorage  
College of Business and Public

University of Alaska Fairbanks  
School of Management

University of Alaska Southeast  
School of Management

**Introduction:** This plan is for a reorganized University of Alaska (UA) three-business school model for Alaska.

There are many reasons for a three-business school model. Anchorage, Fairbanks, and Juneau represent the largest city of each region served by the University of Alaska with Anchorage serving much of the South-Central region, Fairbanks the Interior, and Juneau the Southeast region. The large majority of each school's student population comes from the local areas surrounding the campuses. Each of these schools are large in their respective universities, very successful and have seen steady enrollment growth over the last decade. The productivity of these schools, as measured by average course section size, is among the highest on their respective campuses. In the three -business school model, efficiencies will continue to increase as UAA CBPP, UAF SOM, and UAS SOM coordinate business and management education across the UA system, reducing redundancy and creating efficient pathways for students to complete their degrees. UAA CBPP, UAF SOM, and UAS SOM also have different strengths, offering students in Alaska choices depending on their interests while at the same time augmenting each other's programs with a rich variety of courses.

Separate but highly collaborative schools are essential, as each have local identities, and are very much the face of their respective campuses to the business communities. The impact of these business schools on the community is very important. Local employers rely on these school's students for their workforce and the schools rely on the employers to be part of the education process. The engagement in the respective communities is crucial to the place-based student success and experiential and active learning opportunities that the students receive. The ability to raise large amounts of funds is directly related to each school having an individual and historically strong identity coupled with an outstanding reputation in the community. Neither of these schools could be managed remotely without substantial loss of productivity, efficiencies, and students. The loss of one of these schools to the local business communities would be staggering.

Maintaining a place-based management school on campuses is also important for the military. . For financial aid, military students (as well as international students) require that a portion of their courses be face-to-face-classes. For example, veteran students who utilize Veterans Affairs (VA) benefits or the Montgomery GI Bill to attend college must have at least one in-residence face-to-face course a semester in order to collect the full entitlement of their benefits. Without the in-residence class, they lose more than half of their benefits.

This plan preserves the ability for UAS SOM to continue work toward ACBPS accreditation and UAA CBPP and UAF SOM to retain their separate AACSB accreditation. Under Section 1 of

the Eligibility Procedures and Accreditation Standards for Business Accreditation<sup>1</sup>, Part 2, General Criteria, Section D.

“An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor’s degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.” (page 6)

This highly collaborative three-school concept is motivated by the reduction in legislative funds for the University of Alaska and is guided by the UA Strategic Pathways conceptual framework (latest version May 12, 2016). This will be achieved by adherence to the “Lead” university model. Being a Lead University does not mean that one is necessarily a sole provider over a particular area but rather it takes a lead in the coordination of such degrees or subjects.

### **Strategic Pathways Concept**

Our model is built to adhere to the latest version of the Strategic Pathways (SP) Concept ([https://www.alaska.edu/files/pathways/Strategic-pathways-2016-2025-12-May-Update\\_JJ.pdf](https://www.alaska.edu/files/pathways/Strategic-pathways-2016-2025-12-May-Update_JJ.pdf)) On page 7 of the SP it lists as important metrics, mission centrality, cost effectiveness, quality and access. It also focuses on distance education. We will address all of these in the three-business school model.

SP specifically identifies four “concept” options. Our plan is similar to option 1 with some alterations where we have similar programs at three locations with both unique and shared Leads including the MBA and MPA program where UAA CBPP has the Lead in in-class delivery for both, UAF SOM has the Lead in MBA online delivery, and UAS (SOM) has the Lead in MPA online delivery.

### **LEAD UNIVERSITY OPTIONS**

**UAA (CBPP) is the Lead campus in these academic programs (or research if labeled)**

- Social and Economic Sciences
- Global Logistics and Supply Chain Management
- Graduate Programs in Public Policy & Administration (In-class)
- MBA (In-class)
- Applied social, economic and public policy research (ISER)

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<sup>1</sup> AACSB International. *Eligibility Procedures and Accreditation Standards for Business Accreditation*. Jan. 31, 2016. <http://www.aacsb.edu/~media/AACSB/Docs/Accreditation/Standards/2013-bus-standards-update.ashx>

**UAF (SOM) is the Lead campus in these academic programs (or research if labeled)**

- Arctic and National Security research through the Center for the Study of Security, Hazards, Response and Preparedness (C-SSHRP) in its Homeland Security and Emergency Management (HSEM) program.
- Alaska's Homeland Security and Emergency Management Programs (BEM & MSDM)
- MBA (Online)

**UAS (SOM) is the Lead campus in these academic programs (or research if labeled)**

- Graduate Program in Public Administration (Online)
- Business Administration Human Resource Management Emphasis

**UAA (CBPP), UAF (SOM), and UAS (SOM) collaborate the following programs (shared Leads)**

- AACSB and ACBSP Accredited Programs
- Accounting
- Business Administration (general business, finance, management, marketing, management information systems)
- Distanced delivered undergraduate business degrees
- In cooperation with other campuses in the system, the "Executive Committee" will coordinate all of the University of Alaska's AAS business programs and courses
- Development of any 4-year applied business degrees
- Leadership and Executive Education
- Other research areas as demand warrants and interest exists

**Specifics**

**Continuation of Existing programs:**

**UAA CBPP continues to offer the following:**

- AAS in accounting, business computer information systems, logistics and supply chain management, general business and small business administration
- logistics occupational endorsement, logistics undergraduate certificate, data mining certificate
- BBA in accounting, economics, finance, global logistics and supply chain management, management, management and information systems, marketing and BA in economics
- MBA (in class)
- Masters of Science in Global Supply Chain Management
- Masters of Public Administration (in class)
- Programming in Alaska Native Business, including an undergraduate minor

- Programming in Entrepreneurship and International Business, including undergraduate minors in each field
- Programming in Leadership and Executive Education

**UAF SOM continues to offer the following:**

- BBA in accounting and business administration
- MBA: Online with some in-class offerings
  - General Business
  - Capital Markets (capital markets could be merged with a UAA CBPP master's degree to possibly focus on accounting and/or finance – see opportunities)
- Occupational endorsement in HSEM
- TSA training for the Pacific Rim
- Bachelor of Emergency Management (BEM)
- Master of Security and Disaster Management (MSDM)
- Courses in the Rural Alaska Honors Institute (RAHI) program as well as maintaining another strong rural outreach through its Native Alaska Business Leaders (NABL) student organization.
- The Northern Leadership Center, the Center for the Study of Security, Hazards, Response and Preparedness and the Army Reserve Officers Training Corps (ROTC)

**UAS SOM continues to offer the following:**

- AAS in accounting and general business
- Accounting technician certificate, small business management certificate, accountant occupational endorsement
- BBA in accounting, human resource management, and management and information systems (Online)
- Masters of Public Administration (Online)

**UAF SOM potential program elimination:**

- Economics program (including four degrees – BA and BBA in Economics, MS in Resource and Applied Economics and a share PhD in Natural Resources and Sustainability)

**New Opportunities:**

- UAA CBPP, UAF SOM, and UAS SOM coordinating all business education efforts in the UA system through an Executive Committee
  - Greatly increase efficiencies through decreased redundancies and larger online sections, more effective quality control over courses including course relevancy, increases access coordination including online, better and more consistent student advising, increased ease of course transfers and much more.

- In cooperation with other campuses in the system, coordinate all of the UA AAS business programs and courses and consider consolidating degrees, where possible, and coordinating course offerings.
- The UAF CTC ABUS program is moved under the UAF SOM in the same way as the AAS business programs are the responsibility of the UAA CBPP and UAS SOM.
- UAS Associate of Business (AB) revised and coordinate two plus two model with articulation to UAA and UAF BBA degrees. The AB could be both online and in class and potentially draw students from the lower 48 to the Juneau campus for two years to study in a setting with many outdoor opportunities. Then the student could transfer to Anchorage or Fairbanks for their four-year degree and an experience in another part of Alaska.
- Increased opportunities in articulations for junior colleges in the Lower 48.
  - The reorganization of the two-year programs with the four-year degrees will increase the number of articulations that can be forged in the Lower 48, especially the West Coast. As an example, the UAF BEM programs have several articulations and now have online students from 27 different states in the program.
- UAA CBPP maintains baccalaureate degrees in Economics and considers alternatives for a master's degree in Economics
- UAA CBPP and UAF SOM share a new master's degree in accounting/finance. This would potentially replace the capital markets track in the UAF MBA program.
  - Sharing this degree draws on expertise at both universities.
  - The degree would positively impact CPA exam pass rates for our accounting students making them more competitive with national universities that have master degrees in accountancy.
  - The degree would be in high demand for accounting students seeking to satisfy Alaska's 150 credit hour requirements for certification, as well as offering an educational track for traditional students.
  - The degree would be in high demand from the financial institutions in Alaska.
- Executive Committee explores creating Bachelors of Applied Management degree.

- Allow easier transfer to a four-year degree for students with an AAS degree in a technical subject.
- The degree would be in high demand for students with some college credits to finish a four-year management degree.
- Degree could be at UAS and would potentially replace the UAS BBA.
- Expand ISER presence.
  - We propose that ISER is incremented a position from Statewide to establish a Northern presence at UAF. One possible scenario is that this position could be taken by an existing oil and gas economist with SOM, freeing up the SOM position in order for it to offset some of the budget pullbacks and, at the same time, employing one of the SOM economists who will be non-retained if the economics programs are eliminated.
  - Collaborate with UAS SOM faculty and students for research opportunities. Potential for ISER faculty teach courses within the UAS MPA program.
- Supporting the UA Center for Economic Development on a system-wide business incubator.
- Exploring joint degrees and concentrations in entrepreneurship, project management and executive education.
- Exploration of five-year Engineering/MBA programs.
- Joint research in economic development.

### **Strategic Pathways Benefits: Access, Efficiency and Quality:**

These are the benefits from Alaska from having two AACSB and one ACBSP accredited business schools working together to coordinate the state's business and management education and research (the following benefits can be found in at least one school):

- UAA and UAF business schools retain AACSB accredited which provides the following advantages:
  - AACSB accreditation represents the highest standard of achievement for business schools worldwide. Less than 5% of the more than 16,000 schools worldwide granting business degrees have earned AACSB accreditation. Less than 1.5% have earned the specialized accounting accreditation
  - AACSB provides external national and international validation and recognition of the programs including course quality and relevancy
  - AACSB rigorously demands continuous improvement of the programs
  - AACSB provides a vast access to resources, including networks of learning and collaboration among business schools worldwide

- AACSB is the leader in documenting assurance of student learning outcomes at schools
- AACSB is recognized and highly regarded by employers
- AACSB sets the standard for faculty teaching qualifications: In this model all Alaska business instructors, including in-class and distanced courses, must meet approved AACSB criteria
- In sum: AACSB-accredited schools have the highest-quality faculty, deliver relevant and challenging curriculum, and provide educational and career opportunities that are not found at other business schools
- Coordinated AACSB curriculum and course delivery across the state:
  - All courses, at any level, are completely transferable between the two schools
  - Increased online coordination and more course options for students
  - Shared teaching resources allow for efficiencies at both units
  - Information transfer between UAA and UAF from working together
  - Potential for masters of accountancy/finance or something similar (possibly from restructuring the UAF SOM Capital Markets track)
- UAS business school continues to seek ACBSP accreditation which provides the following advantages:
  - ACBSP is an international organization that extends to more than 60 countries. It offers specialized business accreditation at all degree levels including associates. AACSB does not accredit associate programs.
  - The pursuit of ACBSP accreditation reinforces a commitment to continuous improvement, innovation, and scholarship
  - ACBSP accreditation contributes to a more positive review by regional accreditors, as specialized accreditation is a confirmation of quality programming in specific divisions
  - ACBSP accreditation promotes an outcomes assessment process linking goals, activities, and outcomes
  - ACBSP accreditation creates guidelines for faculty credentials, which leads to higher standards in hiring, increased scholarly and professional activities, and more focused faculty development decisions
  - ACBSP accreditation creates the impetus for relevancy and currency of faculty, programs, and courses to serve employers
  - ACBSP accreditation of UAS programs will allow place-bound students throughout Alaska the opportunity to complete a two year or four year business degree with specialized accreditation
- Efficiencies are gained from program collaboration:
  - Greatly increasing online course section size

- In-class and Online graduate programs (MBA and MPA) coordinating course offerings
  - Accredited business schools coordinating the state's AAS business programs
  - Significant reductions to the UAF economics program
  - Significant coordination of online courses across the UA system
  - Shared student organization events
- UAA CBPP, UAF SOM, and UAS SOM have strong and unified community outreach and support. UAA CBPP and UAF SOM are among the most visible of any UA school and colleges in Anchorage and Fairbanks. UAS SOM has a strong outreach program in Southeast and other areas of the State.
  - Continued access to in-class instruction in Alaska's larger population centers.
  - Implementing this plan reduces uncertainty and allows for all schools to aggressively jointly market their programs and start to recruit new students. This plan will increase statewide students.
  - All schools continue to serve its military students.
  - The Alaska students, the public and the business community, will be served by schools and colleges that:
    - are nationally recognized leaders in experimental, experiential, engaged and active learning
    - have external fundraising success
      - Maintaining UAA CBPP, UAF SOM, and UAS SOM is important for fundraising as all schools have loyal donors, large endowments, and existing scholarships.
    - Have active student organizations
    - UAF SOM and UAS SOM have in place robust distance delivery of courses. UAF SOM enjoys a partnership with UAF eLearning Center
      - UAF SOM Distance degrees include the BBA in BA, MBA, HSEM, MSDM, MS Economics (UAF SOM has 58 unique online courses and in 2015 offered 112 distance sections)
      - UAS SOM Distance degrees include the AAS in Accounting and General Management and the BBA in Accounting, Human Resource Management, Management Information Systems, and Management. (UAS SOM has 68 unique online courses and in 2015 offered 146 distance sections serving students throughout 58 communities in Alaska)
    - UAA CBPP is developing online courses in strategic areas of high need
    - Have very strong internship programs
    - Have Student Investment Funds including the new Real Estate Investment Trust (REIT) fund.
    - Have externally funded Bloomberg Terminals for investment research
    - Have experimental economic laboratories

- Have strong and growing enrollments
- Perform STEM and Arctic Security research
- Perform social and public policy research including ISER
- Include a nationally ranked experimental economics program
- Include a nationally ranked online BEM program
- Have students who are competing in and winning national competitions
- Have among the lowest costs per student credit hour on campus
- Have students who are highly sought after by employers
- Have strong ties with their respective engineering programs
- Are doing joint exploration on establishing a research park and incubator

**Strategic Pathways Challenges (coordination essential):**

- For all schools to retain their separate specialized business school accreditations
- Monitoring all courses to reduce redundancy
- Transitioning business students to the new shared Lead model
- Eliminating economics programs at UAF
- UAF SOM covering economics course needed for the BBA degrees
- The time and effort that these coordinated changes will require

## A Whole Network Approach to the Delivery of Business Education in Alaska: Principles Applicable to the 2 school and 3 school options

The Strategic Pathways charge in the domain of Management Education indicates vetting alternatives among 'one, two or three' school options. At their core, the options are distinguished by two alternative modes of organizing: the hierarchy vs. the network. The one school model is a hierarchy alternative, while the two and three school models are network alternatives. Effective networks are grounded in five dimensions:

- Involvement at multiple levels
- Network design
- Appropriate governance
- Building and maintaining legitimacy
- Stability

The first two characteristics mentioned above refer to the importance of rich ties across organizations in the network: the connections among organizations in a network must not rely on a single organizational member (e.g. a dean), but should be 'multiplex', that is there should be meaningful connections at multiple levels of organizations (e.g. staff, faculty, students). Conversely, the networking among the organizations should not be so heavy as to raise the costs of coordination too high, and to lose the beneficial effects of the 'strength of weak ties' (i.e. the secondary ties which permit new ideas to enter amidst well-integrated groups).

Appropriate governance is another critical issue affecting network effectiveness. Three forms of governance in an inter-organizational federation are most common: shared/participative, lead organization, and network administrative organization. For relatively smaller networks, the shared/participative mode is optimal. Only with very large networks is a network administrative organization appropriate. We propose that a shared mode of governance begin with an executive committee consisting of the chief management education officer from each university. This executive committee will report both to the Provost of each university and to the VPAR at UA Statewide. The executive committee will be charged with planning for new degrees, resource planning with regard to the overall offering and scheduling of business courses in the interests of UA students statewide, and with creating task-forces to deal with salient and strategic issues concerning management education (to be constituted by members from each campus...thereby furthering the necessary 'involvement at multiple levels').

The literature on inter-organizational networks indicates that building internal legitimacy (among participants) is crucial to the network's success. This includes 'demonstrating the value of network participation to network members, developing trust-based ties between member, satisfactorily resolving conflicts, and building sustainable networks governance and communication mechanisms' (Provan and Lemaire 2012: 645). Thus, developing a successful business education network will require

a considerable task of internal persuasion, team-building around problem-solving, give and take, and effective (& joint) communication among leaders at an early phase.

Finally, the characteristic of network stability: the relationships among core organizations in the network need to be stable and consistent. The network should also maintain a space for organizational flexibility, innovation and experimentation at its periphery. This may be achievable in the context of higher education, by having special programs within a given campus that have a high-degree of autonomy.

#### Key Assumptions:

1. Standard tuition sharing policy
2. Executive committee functions under the principle of shared governance
3. New and improved revenue model: shared resources and priorities for collaboration
4. Consolidation of authority for business education within the business school at each university
5. Business education must be organized similarly at each university
6. Consolidation of financial resources related to business education at each university
7. Agreement on faculty qualifications
8. New Degree Programs: MS Finance & Accounting, Bachelor of Applied Management degree

#### Benefits:

1. Non-duplication of programs and courses
2. Quality: rigor and relevance
3. Optimal use of resources
4. Student centered

Cited: Keith G. Provan and Robin H. Lemaire, (2012) Core Concepts and Key Ideas for Understanding Public Sector Organizational Networks: Using Research to Inform Scholarship and Practice, Public Administration Review, Vol. 72, Iss. 5, pp. 638-648