

UAA Fall 2009 Report to NWCCU
Chapter 2, Appendix 2: Academic Unit Descriptions

This section of the report includes appendices for each academic unit, containing unit descriptions and organization and function charts for each.

Within the academic units, the Consortium Library, Information Technology Services, and University Honors College are presented first, since they serve the entire institution. Following these units, the Anchorage colleges and schools are presented in alphabetical order, followed by the community campuses (to better differentiate between the two).

Academic Unit Description – Consortium Library

College Name and Contact: Consortium Library
Steve Rollins, Dean

The UAA/APU Consortium Library is the second largest research library in the state of Alaska. In 1971, Alaska Methodist University (now Alaska Pacific University, or APU) and the University of Alaska entered into an agreement that established the Consortium Library. In October 2004, APU and the University of Alaska Anchorage celebrated the completion of a four-year \$43 million construction project that included a three story parking garage, a new 120,000 square foot addition to the library, and the renovation of the existing library building.

The new Consortium Library boasts the latest networking and wireless technology, space for individual and group study, meeting rooms, a multi-media room, and the world's furthest north Foucault pendulum. The library shares its space with the Alaska Resources Library and Information Services (ARLIS), the Alaska Moving Image Preservation Association (AMIPA), the Justice Center, the Faculty Technology Center, the Center for Advancing Faculty Excellence, the Center for Community Engagement and Learning, and a general-use computer lab. On the roof of the library is a "beacon of knowledge", a 60-foot LED display welcoming inquiring minds to the library.

The Library has more than 834,300 volumes onsite. It licenses for UAA (including the community campuses) more than 230 databases and 50,000 electronic books and journals which can be accessed via the internet or at the library. In addition to its general collection, the Library houses an archives of photographs and personal papers; organizational records relating to Alaska history; a specialized collection of health and medical resources and publications; and a large collection of popular movies, educational films, and classical and jazz music. The Library is a designated select federal and state depository library. The Consortium Library belongs to a regional system in Southcentral Alaska which supports the Anchorage Public Library and its five branch libraries, the Anchorage Museum, ARLIS, the Valdez Consortium Library, the Alzheimer's Resource Library, UAA Career Services Center, the Small Business Development Center, and the UAA libraries located at the Anchorage, Mat-Su, Kodiak, Homer, and Soldotna campuses.

Reference librarians are available in-person or by phone most of the hours the library is open, and will respond to questions sent to ayref@uaa.alaska.edu, or via instant messaging from the Library's website. The Instruction and Reference Services Department offers credit and continuing education courses and course-specific lectures on the use of the library and its resources. Library faculty serve as liaisons to UAA academic departments, providing research instruction in their subject liaison areas.

The Consortium Library features several specialized collections.

Alaska Collection

The Alaska Collection contains books, maps, microforms, videos, and other materials relating to Alaska and other arctic regions.

Archives and Special Collections

The [Archives and Special Collections](#) Department is the principal comprehensive archives for Southcentral Alaska. In addition to supporting the educational and research mission of UAA and APU, the archives serves as a community conservator of the papers and records of individuals, families, organizations, associations, and companies. The archives collects, preserves, and makes available for research materials which document the social, political, cultural, and economic development of Alaska, especially that of Anchorage and Southcentral Alaska. Special efforts are directed to acquiring papers and records relating to public policy, the social sciences, health and biomedical sciences, applied science, and technology.

The archival facility offers temperature and humidity controlled collection space, two walk-in refrigerated vaults for film and videotape, a reading room, a preservation lab, a group viewing and listening room, a digitization office, and access and monitoring systems. The holdings of Archives and Special Collections include over 2000 collections of personal papers, organizational records, and university records in a variety of media including textual documents, photographic images, sound recordings, and moving image materials.

Alaska Medical Library

The Consortium Library has extensive nursing and medical collections which support nursing, medical, and allied health science degree programs. UAA's [Alaska Medical Library](#) provides fee-based contractual hospital library services to healthcare practitioners, researchers, educators, and administrators throughout Alaska. In addition, state agencies, law offices, private healthcare providers, and others needing medical information also use this fee-based information service.

In addition, the following organizations are co-located in the Consortium Library Building.

Alaska Resources Library and Information Services

The University of Alaska Anchorage is a founding member and working partner of the [Alaska Resources Library and Information Services](#) (ARLIS). ARLIS is a unique state and federal partnership of eight natural and cultural resource libraries and information centers. UAA and APU students, faculty, and staff have borrowing privileges at ARLIS, which is staffed by agency librarians. The collections comprise of 200,000 books, 700 journal subscriptions, 600 electronic journal subscriptions, 25 electronic databases, federal and state documents, maps, atlases, videos, slides, photos, specimen mounts, and educational kits.

Alaska Moving Image Preservation Association (AMIPA)

In 2004, the [Alaska Moving Image Preservation Association](#) moved its archival collection of 20,000 videos and films into the Consortium Library. AMIPA's mission is to preserve Alaska's heritage as captured in moving images.

Mission Statement:

Preface

Knowledge and information are public goods. Libraries are the intellectual crossroads of the community and ensure access to knowledge today and to succeeding generations. A new knowledge commons is emerging-- a partnership-based enterprise merging traditional library collections with digital library services.

Mission

The mission of the Consortium Library is to provide and maintain collections and resources that support the educational and research programs of the University of Alaska Anchorage and Alaska Pacific University. The library provides information services for the benefit of the university and research communities and the residents of the state of Alaska. The Consortium Library evaluates, acquires, organizes, and preserves knowledge and information. The Library emphasizes access to information and instruction on the knowledgeable use of information resources.

College Planning Documents:

Strategic Plan: The UAA/APU Consortium Library strategic plan is under development. The [most recent working draft](#) is posted online.

College Governance

College Leadership

- **College Dean – Steve Rollins:** Reports to Provost, responsible for administrative and financial operation of the college
- **Head of Administrative Services:** Responsible for the oversight of the library budget operations and coordination of library personnel management
- **Library Department Heads:** Meets monthly with the Dean. Composed of the heads of the Library's departments, including the Archives and Special Collections, Administrative Services, Library Systems, Alaska Medical Library, Instructional and Reference Services, Technical Services, Access Services, and Collection Development.
- **Management/Planning Meeting:** Meets monthly, composed of the library's faculty, staff, and department heads.

Faculty Governance within the college:

College Committees

- Library Curriculum Committee: Reviews curriculum proposals and submit approved proposals to the Undergraduate and Graduate Academic Boards.
- Library Faculty Evaluation Committee: Reviews promotion and tenure files at the college level. Consists of tenured library faculty members holding the rank of professor or associate professor.
- Library Faculty Meetings: Discuss faculty governance issues regarding evaluations, promotion and tenure files, and Faculty Senate elections.
- Regular group meetings with the library subject liaisons, web team, and the reference and instruction librarians.

UAA Committees with Library Faculty Representation

- University Technology Council: Responsible for allocating funds from the student technology fee
- Faculty Grants and Leaves
- University-wide Faculty Evaluation Committee
- Faculty Senate
- Undergraduate Academic Board
- Graduate Academic Board
- General Education Review Board
- Faculty Assessment Committee

In addition to serving on the academic boards, the library faculty contribute to the course and program approval process, which includes a determination on whether there are adequate library resources to support the proposed curriculum.

Library Advisory Committee

The Library Advisory Committee, with student and faculty representation from UAA and APU, advises and assists the dean of the library and the library faculty and staff on issues and concerns. The committee is charged with promoting the library and with encouraging its development and expansion. The

committee also assists with testing and evaluating new databases, websites, and library related software under consideration for purchase or implementation.

External advisory boards:

The Dean of the Consortium Library works with two external advisory boards, the Board of Directors for the [Alaska Moving Image Preservation Association](#) (AMIPA), and the Founders Board for the [Alaska Resources Library & Information Services](#) (ARLIS). Both AMIPA and ARLIS, discussed in the introduction at the start of this unit description, complement the mission of the Consortium Library and both organizations are located in the Consortium Library building.

The Dean of the Consortium Library is a member of the Research and Resource Library Directors group, which consists of the library directors for the three main university libraries, the Alaska State Library, and the three largest public libraries. This group meets twice a year to discuss statewide library collaboration.

Collective Bargaining:

All faculty members of the Consortium Library are represented by United Academics. Currently two library faculty members serve on the union's represented assembly. The library faculty employed at the community campuses in Mat-Su, Kodiak, and Soldotna are represented by University of Alaska Federation of Teachers.

College Specific Policies and Procedures

Policies and Procedures specific to the Consortium Library can be found on the library's website (<http://consortiumlibrary.org/about/policies>). The policies address Code of Conduct while in the library and the proper use of the library's facilities and computers. Information relating to copyright, fair use and database restrictions is also available. The library's policy on services to the general public is provided.

Major Components of the College

Students served

- Students who reside locally can visit and search in person or access needed resources electronically.
- Students at community campuses or those enrolled in distance classes have equivalent resources available to them through electronic search and request procedures that result in electronic access or print copies being shipped by mail.
- All academic programs at all levels enjoy access to extensive information resources that are collectively held within the state and through interlibrary loan.

Courses and programs offered:

- The library offers credit courses (LS 101 and LS 211) and course-specific lectures on the use of the library and its resources. In addition, Library Science continuing education credit courses are offered, with the core audience for these courses consisting of school librarians. The library delivers its instruction onsite as well as online. In FY08, 4,100 students participated in the library's instruction programs.
- As liaisons to the UAA academic departments, library faculty provide research instruction specific to their subject liaison areas. Biology, Business, and Culinary Arts are examples of the successful integration of library instruction at the subject level.
- The library offers a wide variety of digital and print collections supporting workforce training, career and vocational education, baccalaureate and graduate education in the arts, sciences, and nursing,

education, and engineering. The library also supports instruction in UAA's joint PhD programs in Psychology and Biological Sciences.

Collaborations:

- The Consortium Library was developed as a partnership between the University of Alaska Anchorage and Alaska Pacific University.
- The library works with specific programs and courses (i.e. English 111 and Guidance 150) to collaborate with the faculty to develop specific information literacy competencies and to promote information literacy.
- The Consortium Library is one of three libraries that established the [Alaska Virtual Library and Digital Archives](#). This collaborative program with the University of Alaska Fairbanks and the Alaska State Library was funded by congressional awards and grants from local non-profits. The program has expanded to include the Seward Community Library Association, and museums in Anchorage, Fairbanks, Sitka, and Juneau.
- The Dean of the Consortium Library chairs the Statewide Databases Coordinating committee, which oversees and manages the [Digital Pipeline](#) program. The Digital Pipeline provides Alaskans with online access to more than 10,000 journals, books, and newspapers. University students and faculty regularly use the resources available for this program.
- The Consortium Library is a charter member of the [Alaska Library Network](#) (ALN). ALN was founded to provide coordination for a number of statewide programs and to explore the possibility for further collaboration among Alaska's libraries.
- The Alaska Medical Library is a member of the National Network of Libraries of Medicine, a division of the National Library of Medicine. Their mission is, "*Advancing the progress of medicine and improving the public health through access to health information.*" The head of the Alaska Medical Library is a member of the Resource Library Group, and also the Regional Advisory Council for the Pacific Northwest Region.
- The Consortium Library provides cataloging and metadata services for libraries and organizations around the state helping to improve access to library and specialized collections.

Training:

- A faculty toolkit (<http://consortiumlibrary.org/faculty>) listing resources and services for the faculty is located on the library's website.
- The Center for Advancing Faculty Excellence (CAFÉ) and the Faculty Technology Center provide training and support for the university faculty and staff.

College Resources

Personnel

- 22 FTE librarians
- 25 FTE staff
- 7.5 FTE student workers.

Student support

- The library has developed a [webpage](#) that highlights the specific library services designed to help students succeed at UAA.
- The library also coordinates an online tutoring program for introductory college courses as part of the [statewide SLED](#) program.
- The library awards the Consortium Library Prize each year. The annual award recognizes an exemplary undergraduate research project from any discipline which demonstrates evidence of

significant scholarly investigation and utilization of library resources, print and archival as well as electronic. The selected student is officially recognized and presented with a \$500 award.

Financial resources and expenses

The base budget for the Library for FY09 is \$4,819,353. It received an additional \$716,931 from overhead distributions, student technology fees, receipts, and one time allocations. A goal of the library is to allocate at least 30% of its base budget for library materials, and to limit its personnel expenses to 65% of its total budget. In FY09, 33% of the base budget was allocated for library acquisitions, and personnel costs accounted for 61% of its total operational budget. For FY10, \$1.8M, or approximately 35% of the base budget, has been allocated for acquiring and licensing library materials.

Facilities and equipment

In October 2004, APU and the University of Alaska Anchorage celebrated the completion of a four-year \$43 million construction project that more than doubled the space for the Library. The project included a three story parking garage, a new 120,000 square foot addition to the library, and the renovation of the existing 85,000 square foot library building.

Technology

- The library has wireless and high speed internet connections and it provides laptop computers for in-building use.
- A general computer lab is located on the second floor of the library.
- A self service scanner is available in the library's photocopying room for students to use.
- Recently, the library licensed the software for a [metasearch](#) engine that permits cross database searching. The new interface allows easier access to the library's digital collections by searching clusters of discipline specific databases.
- The library's instructional facilities are regularly updated as part of the library's technology refresh program.

Research

- The library participates in shared collection development programs with UAF and UAS and with AMIPA, ARLIS, and the Anchorage Public Library. Nearly all of the library's digital collections are licensed jointly with other UA libraries or statewide.
- The library contributes to the world wide efforts to digitalize primary source and research materials as a founding member of the Alaska Digital Archives.
- To assist researchers in locating external funding, the library maintains its status as a Foundation Center.
- The library has a leadership role in maintaining the NIH's [Arctic Health website](#) and in supporting the [Polar Libraries Colloquy](#).
 - The library is reviewing its current collections with an emphasis on Education, Business, Liberal Arts, Social Sciences, Engineering, Environmental and Biological Sciences, and Health Sciences at undergraduate level and at the graduate level, Medicine, Nursing, Psychology, Biology, Social Work, Logistics, and Business.

Living and Learning environment

The library provides a principal learning environment outside of the classrooms. The library provides spaces for collaboration, areas for quiet study, an attractive welcoming environment, and highly visible and competent library staff.

Community connections

- The Consortium Library strives to be a model for a new knowledge commons, merging traditional library collections with digital library services in partnership with community libraries and other information providers.
- An open wireless network is available in the library. Access to the library's digital collections is provided to all library users including the general public. The library participates in the Alaska Library Network and in the state's reciprocal borrowers program. The Consortium Library is a member of the Southcentral regional joint library catalog. It is a founding member of ARLIS and the Alaska Digital Archives. The Alaska Medical Library is a department of the Consortium Library and it provides information and research assistance for healthcare practitioners, researchers, educators, students and administrators across the state.
- The library serves as a major venue for the university's public events. The library is the site for more than 40 meetings, seminars, public lectures, and receptions each month.

More about the last five years in the Consortium Library

Significant Activities and Accomplishments:

- Promoted the *Live Homework Help* program to UAA students. Ten percent of the students that used the service were in college introductory courses. This very successful program won a Chancellor's Award for Excellence.
- Completed the upgrade of the Joint Library Catalog in conjunction with Anchorage Public Libraries and ARLIS to provide more powerful search features, enhanced display, and customized preference for users at all UAA campuses.
- Selected as one of 43 pilot sites for a National Video Resources/American Library Association documentary film viewing and discussion series titled "[*Looking at Jazz, America's Art Form.*](#)"
- Over the last five years, received more than \$583,000 in grant funding for Alaska's virtual library program, [SLED](#). These funds allow the Consortium Library to take the lead in negotiating licensing for statewide library resources and services, as well as assist with the management and coordination of providing those resources to all Alaskans.
- Implemented a metasearch engine service in 2009. The new service allows for searching across library databases and digital collections.
- Employed the [LibQUAL survey](#) during the fall of 2008. More than 2300 students, staff, and faculty participated in the survey. Using the results from the survey and from follow-up focus groups, the library has reallocated funding for library resources. The library has also added two hours to its Saturday night schedule, added three group study rooms, and installed more signs within the library. The library is working on ordering additional chairs and tables.
- Installed a Bookeye document scanner in the library copy room. The new equipment allows library users to scan journals or books into electronic format that can be saved to a USB drive or emailed.
- Redefined its level of service to the general public. The new policies allow for public access via the library's computers and the wireless network to all resources acquired and licensed by the library, while restricting public access to the open internet. Access by the general public to the open internet is restricted to a limited number of library computers.
- Started using [LibGuides](#), a versatile web 2.0 tool for organizing and maintaining subject guides, course specific guides, and research information. With LibGuides, the Library can explore new ways

for collaborating with university faculty, communicating with students, and delivering library instruction.

- Completed the [Library Tutorial Project](#), which provides access to nine online videos explaining how to use several of the library services and how to locate resources. This new tool will be useful to both on-campus and distance education students.
- Implemented a collection management database in the Archives and Special Collection Department. The database allows for the tracking of all archival collections including physical location, legal status, and rights and permissions.
- In cooperation with 13 other libraries, provided anytime, anywhere access to a collection of digital audio books through the new library service, [Listen Alaska](#).
- Unveiled a new permanent exhibit, *Anchorage Times: Images of Alaska*. This exhibit, made possible by a significant donation from the Atwood Foundation, highlights the front pages from the *Anchorage Times* with headlines such as “We’re In,” “First Slope Oil Flows,” and “City Rallies from Quake.”
- Initiated licensing for American Psychology Association full text database and began subscription to Web of Science (online Social Sciences and Science Citation index) to support Masters and Joint PhD programs. Since FY07, 23,345 articles have been downloaded, representing a retail rate of \$340,140, which is a good return on the \$75,000 licensing fees.
- Implemented the second phase of the ILLiad Interlibrary Loan Program and installed Odyssey to facilitate borrowing and lending across the UA system. This service won a Chancellor’s Award for Excellence.
- Implemented UA-wide access to citation management software (Refworks).
- Implemented an electronic document delivery service where students, staff, and faculty can request articles from the library’s print collections. The requested articles are scanned and sent electronically at no charge. About 3200 requests were filled in FY09.
- Added the Elsevier “Freedom” ejournal collection (Science Direct). This highly regarded collection was licensed jointly with UAF, UAS, and ARLIS. With the joint agreement, significant discounts were realized by each participating library. UAA has gained access to a collection of nearly 2000 ejournals with an annual subscription price of over \$4,000,000.

Significant Trends:

- Since the new building opened in October 2004, the increase in use of the library has been significant.
 - Visits to the library during a typical week increased by 52% with 9500 visits
 - Book circulation is up 38% and interlibrary loan is up 33%
 - Library instruction sessions have increased by 2.6% with 4100 students participating in FY08
 - The demand for group study rooms increased and the library added three more rooms. More than 5000 students booked group study rooms last year.
- Popular demand has led to increased building hours on Friday evenings and during intersession. Starting in Fall 2009, additional hours were added during Saturday evening hours.
- Digital collections are being used at record levels. As one indication, 9.5% more articles have been downloaded from the EBSCO databases this past year. The estimated retail value for these articles is \$2.6 million dollars.

- On average, the library is the site for 40-50 meetings, programs, lectures, movies, and seminars each month.
- The library's interlibrary department is a net lender and it handled about 12,000 requests in FY08.

Challenges:

- Annual inflationary costs of the library's collections (print and digital formats) are rising at a higher level than funding increases, which necessitates prioritizing expenditures to meet the library's mission with the available resources. Recent internal university reallocations have aided the library in absorbing these inflationary costs. The budget reallocations demonstrate the institution's recognition of the value of the programs and services provided by the Library.
- Demands and expectations from users and the university research community are increasing, including requests for more digital resources and journals, and parity with the collections at UAF. There is continual demand for the library to be open more hours. The library has already responded to some of this demand by increasing the hours on Friday and Saturday evenings and during intersession.
- Providing distance education students with the same level of service as on campus students requires an ongoing coordinated effort on the part of the library, IT Services, and student enrollment.

Goals in the next five years:

During the next five years, the Consortium Library will focus on becoming more responsive to our communities by providing:

- Inspiring learning environments enabling student success
- A gateway to scholarly and research materials worldwide
- Diverse collections deriving from local ownership, consortial and licensed information, and links to open access materials
- Responsive information services and resources defined by ongoing assessment and evaluation; and
- Leadership and expertise for the University community as scholarly communication systems are transformed.

Academic Unit Description – Information Technology Services

Unit Name and Contact: **Information Technology Services**
 Richard Whitney, CIO and Vice Provost for Information Technology

Information Technology Services (ITS) provides forty-nine services in thirteen service line areas to UAA students, faculty, staff and patrons. Within the University of Alaska System, ITS both provides services to and receives certain others from other Major Administrative Units (MAU's). These services are all listed under "Service Catalog" in the Unit Resources section. This arrangement and alignment between major IT service delivery organizations facilitates both cooperation and cost efficiency within the university system.

All IT services offered are provided under defined terms of service with clearly stated service level expectations. The majority of services are offered to UAA customers at no cost. However, certain services have been developed as either approved recharge or charge-back services for which customers pay either one-time or recurring costs. These services are marked in italics in the "Service Catalog" portion of the Unit Resources section.

Mission Statement:

To provide technology leadership and fully support the academic and administrative missions of the University with world-class technology infrastructure and services.

College Governance

College Leadership

- **CIO & Vice Provost for Information Technology – Richard Whitney:** Reports to Provost, responsible for overseeing ITS and serving as the Chief Information Officer of the institution.
- **Division Directors:** Directors who oversee the IT Service Center, Infrastructure Services, and eMedia Services.
- **Functional Leads:** Professional staff who assume team leadership roles within the nine functional teams represented within ITS.

College Specific Policies and Procedures

Polices and procedures relevant to Information Technology Services are addressed in detail within the main body of Chapter 2.

Major Components of the College

Unit Organization

ITS is organized in three divisions (IT Service Center, Infrastructure Services, and eMedia Services), within which exist nine functional teams (Call Center, AV Services, Computer Labs, Desktop Support, eMedia Services, Network Engineering, Systems Engineering, Web/Applications Engineering, and Network/Systems Operations Center). These divisions are described in greater detail in the organizational chart.

Organization leadership is provided by the CIO and three division directors. To maximize productivity, a working Lead model has been implemented for functional teams. Each team has a designated Lead who is responsible for managing the team's overall workload and daily activities in addition to being a fully

productive technical professional. Personnel and administrative responsibilities are delegated to division directors and three departmental administrative staff.

Operations

ITS provides services and supports technology infrastructure at all seven of UAA's campus locations (including the community campuses and branch locations in Chugiak/Eagle River and Kachemak Bay). The department's staff in Anchorage work closely with campus IT personnel at other campus locations. Significant efforts have been made to adopt centralized network/systems monitoring and surveillance systems that permit ITS staff to preemptively manage infrastructure problems and immediately react to service failures or degradations assisting local campus staff.

A "campus equivalence" goal works to ensure that service availability and quality at one campus is equal to that at all other campuses. This goal sets clear service level expectations for operation and ensures that students, faculty, staff, and patrons moving from campus to campus see consistent services and quality. For example, the "behavior" of accessing campus wireless services or using campus telephones is identical between campuses. This goal also speaks to customer expectations for services such as Banner, course management and collaboration services that are similar for all campuses.

ITS operates under a strict [ITIL-based](#) IT Service Management framework for its multi-campus operations. The following service management processes have been implemented: Service Bureau, Incident Management, Problem Management, Change Management, and Configuration Management.

Of particular noteworthiness is a University-wide Change Management process which pertains to all production services and campus infrastructure. Changes proposed by any campus must be submitted through a Request for Change (RFC) process and approved by UAA's Change Advisory Board (CAB) prior to being implemented. The rigor associated with this IT Service Management framework was initially required when UAA built converged campus networks to support unified communications and video in addition to data.

The IT Call Center acts as a "single point of contact" for all services in the Service Catalog. The IT Call Center operates from 6am to midnight Monday through Friday and from 8am to 5pm on weekends. After-hours IT Call Center support is available through technicians working on an on-call basis. This permits ITS to respond to customer needs 24 hours a day, 365 days a year. Average daily call volume is between 150-300 calls and peak call volumes are experienced at the beginning of semesters (typically 700-850 calls/day).

Incidents (requests or failures) that are reported to the IT Call Center are either managed directly by Call Center technicians or are escalated to other functional groups within ITS. The IT Call Center currently operates with the goal of handling directly 75% of all inbound Incidents reported by customers (skilled help desk model).

ITS engineering teams complete between 65-80 projects annually. Engineers typically serve as project managers for their assigned projects and frequently leverage resources from other ITS teams and from contractors/vendors.

Unit Resources

Personnel

- 4 administrators (including the CIO and divisional directors)
- 45 full-time professional staff
- 18.5 FTE student employees

Financial resources and expenses

ITS has an annual budget of approximately \$7.4M. Funding is derived from general fund sources (57%), recharge revenue (28%), student technology fees (8%), and one-time carry-forward (7%). Costs are organized into program budgets which approximate service lines to facilitate cost-of-operation analyses. Program budgets comprise the following percentages of total annual funding:

IT Administration	3%
IT Call Center	10%
eMedia Services	11%
Central Computing	24%
Desktop Support	6% (recharge)
AV Services	6%
Computer Labs	7%
Telecommunications	33% (recharge)

Each program budget includes all labor resources and non-labor (including contracts, licensing, parts, equipment, software, and depreciation). ITS also has periodic access to one-time funding from University reallocation, or from capital project funding. ITS is not currently forecasting any new funding from reallocation or capital sources, but successful capital proposals or business cases may produce such funding mid-year.

Infrastructure and Facilities

Networks/Telecommunications

Seven campus networks supporting over fifty buildings and the regional network inter-connecting campuses are supported by ITS and campus IT staff. The Anchorage campus is the largest campus network with over 9,000 ports and peak connectivity of over 8,000 wired- and wireless computers daily. Other campus networks range between 150-800 ports with peak connectivity between 125-500 computers. By December 2009, all campuses will support unified communications Voice-over-IP (VOIP) based phone, messaging and emergency communications) as well as UAA WiFi public and authenticated-access wireless services.

UAA has implemented VOIP telephone services at four campus locations and expects all campuses to be operational by December 2009. The VoIP technology provides unified communication services including inter-campus toll bypass, unified messaging, and campus emergency notification services.

UAA's regional wide-area network inter-connects all seven campuses. UAA's Anchorage campus is connected to other campuses thru dedicated DS-3 (45 Mb/s) circuits which show present peak utilizations of $\leq 5\%$. UAA's regional wide-area network is connected to the University of Alaska backbone network in Anchorage. The backbone network provides UAA's campuses with access to commodity Internet service, Internet2 service, and to other University of Alaska campus locations. Utilization of upstream (i.e., commodity Internet, Internet2, other campus locations) services rarely

exceeds 25% of available capacity. These superior services support well the complex academic and administrative service needs at all of UAA's campuses.

Enterprise Services

ITS operates technology infrastructure at its Anchorage Data Center (ADC), which provides a number of enterprise application services to UAA campus customers. These services include:

- Banner student information, finance, and HR (through the UA Statewide office)
- Blackboard course management, including numerous building block modules
- Elluminate Live collaboration system integrated into the course management system
- AXIS telemanagement
- Content Management System
- Gateway and campus email

These high-availability services are delivered to customers at all UAA campuses. Additionally, Elluminate Live and AXIS telemanagement services are delivered to UAF and UAS customers through underpinning contracts. ITS maintains a centralized gateway mail service which provides default mail service for all UAA students, faculty, and staff. Each UAA campus also operates a federated Microsoft Exchange environment, which provides messaging and collaboration services to campus employees only.

Systems Infrastructure

Data centers are in operation at each UAA campus. A major data center is located in Anchorage (ADC). ADC is an ASHRAE Class 1 facility with complete physical security, controlled environment and uninterrupted power. A three year consolidation project was recently completed that updated HVAC and power management, and migrated server technology from discrete servers to blade and virtual machine technology. ADC currently supports the primary leg of the Anchorage campus network, connection to the University of Alaska backbone network, major HP-based blade enclosures (34), VMware ESX VM's (70), 30 discrete servers and HP- and Dell-based storage arrays supporting over 50TB of capacity. Small campus data centers at other UAA campuses employ smaller complements of discrete/VM servers and storage. All buildings on all UAA campuses have one or more communications rooms which house network equipment (and in limited cases, systems equipment).

All systems and network infrastructure are monitored by a centralized Integrated Management System (IMS) which provides automated alert and management tools for supporting the large multi-campus inventory of network and systems equipment. IMS also monitors and provides troubleshooting tools for VoIP management as well as enterprise application monitoring and availability reporting.

Computer Labs

UAA/IT operates five open-access computer labs and oversees another 37 department-operated computer labs on the Anchorage campus. Campus IT staff manage additional computer labs on other campuses. The total number of computer labs at UAA is down from over 110 facilities that existed in 2002 due to improved organizational collaboration and operating efficiencies implemented. With the advent of campus mobility (i.e., wireless) technologies, use of computer labs by students has dropped

over the past three years. However, demand for the facilities as “teaching labs” has risen. The university is facing a current challenge to schedule existing facilities optimally while adding new facilities in order to meet academic demand.

Smart Classrooms

UAA places instructional technology into its campus classrooms based on a 3-Tier system. Tier I classrooms have basic wired- and wireless network connectivity, computer projection, and public address capabilities. Tier II smart classrooms incorporate smart podiums with computer, VHS/CD/DVD players, computer projection and smart board capabilities. Tier III smart classrooms, also referred to as “studio classrooms” have all of the features of Tier II classrooms with the addition of video-conferencing, video-broadcast and control room capabilities.

Service Catalog

The following service lines comprise the IT Service Catalog (services are shown in parentheses). Services shown in italics are either approved recharge or charge-back services for which customers pay either one-time or recurring costs.

- Messaging (Email and collaboration, distribution lists, listservs, *unity voicemail, unified messaging*)
- File/Print (*Personal workgroup network storage, managed print*)
- Connectivity (*Wired network access, UAA WiFi, remote access services*)
- Web/Database ([CMS](#) web operations, database hosting, streaming media, web hosting)
- Enterprise ([Banner](#), [Blackboard](#) course management, [MyUA](#) portal, AXIS telemanagement, document imaging, [Elluminate Live](#) collaboration)
- Desktop Support (*Computer installation and repair, customer server administration, mobile computing support [PDAs]*)
- Audiovisual Support (Dispatched AV support, video-conferencing, video surveillance installation/repair, cable TV)
- Telecommunications (*Basic [dialtone, directory], switchboard/receptionist, long distance, cable plant installation, IPCC*)
- Faculty Support (Course evaluation, test scanning, test proctoring for distance education, instruction design consulting, media operations [scanning/encoding], multimedia design/development, videography [videotaping/production], faculty development/training)
- Software Licensing Management (Software distribution, system/site/co-op license management, Keyserver software delivery)
- General User Training
- IT Consulting
- IT Facilities (Open computer labs, faculty technology center, training lab, ADC co-location)

More about the last five years in Information Technology Services

Significant Activities and Accomplishments:

- Completion of multi-campus VoIP remediation and creation of UAA regional network (2009)
- Telecommunications recharge center to support operation/lifecycle replacement of all UAA network equipment (2006-2009)
- IT Service Management (ITIL) implementation (2007-2009)
- Campus emergency notification system (2009)

- Anchorage Data Center consolidation (2007-2009)
- University-wide Banner-Blackboard integration (2005)
- Alignment of UAA IT Governance model within the University of Alaska system (2006-2009)
- Desktop Support service recharge center (2002)
- Successful IT security audit (COBIT 3 rating), (2008)
- Development and implementation of hosting services for UAF and UAS (Elluminate Live! and AXIS telemanagement) (2007)

Limiting Factors

- Responding to unprecedented demand for service and service availability using available funds
- Fixed operating cost increases (e.g., annual software licensing, maintenance agreements)
- Hiring and retaining qualified IT senior technical management and staff within the University's compensation and benefits structure
- Lifecycle replacement of data center equipment, servers, storage technology, and smart classroom instructional technology
- Sufficient management/support staffing to author/maintain policy, documentation, and maintain web presence
- ITS has seen internal reallocations support fixed costs (a total of \$234K between FY08 and FY10) and web services (\$80K in FY07). However, corresponding budget reductions of \$251K in FY08 and FY09 have required significant adjustments.

Faculty Governance within the college:

- University Honors College Council – Serves as the college’s curriculum review committee and submits approved courses and programs to the Undergraduate Academic Board; also serves as a faculty forum to address faculty issues within the college
- Task Force on Undergraduate Research and Scholarship – Chaired by the Faculty Associate for Undergraduate Research; comprised of 18 faculty members representing all of the UAA schools and colleges
- University Honors College Student Advisory Board – Comprised of University Honors students (who must maintain a minimum 3.3 GPA to serve); advises the dean in matters of student life and provides feedback concerning curriculum and curriculum initiatives.
- The University Honors College does not house faculty in terms of promotion and tenure. Faculty serving on UAA-wide committees representing the Honors College come from their respective disciplinary colleges and schools.

External advisory boards:

- University Honors College Advisory Board
- University Honors College Alumni Association

Collective Bargaining:

Faculty teaching in the University Honors College are represented by the faculty unions (AAUP, UAFT & adjunct union) based on their assignments within their home colleges.

Special funding and resulting expectations:

A significant portion of University Honors College undergraduate research awards program funding is dependent on donated funds. The Forty-Ninth State Fellows Program has been awarded a major Challenge Grant from the National Endowment for the Humanities that requires a 3-1 match in donated funds.

College Specific Policies and Procedures

- The Honors College has no variances with the UA Board of Regents Policy and Procedures.
- **Academics and academic freedom**
University Honors College students must sign an [Ethics pledge](#) that mandates a higher standard of behavior than required by the UAA’s Student Code of Conduct.

Major Components of the College**Students served**

The University Honors College Academic Programs serve approximately 180 baccalaureate degree seeking students, mostly of “traditional” age (18-24 years). The students come from all schools and colleges, with the majority representing disciplines within the College of Arts and Sciences (CAS). Although the majority of students within the college come from disciplines in CAS, students receiving significant awards also come from other units, such as a recent Marshall Scholar from the College of

Business and Public Policy. The college is working on expanding opportunities to serve students in the School of Engineering and the School of Nursing.

The undergraduate research opportunities coordinated by the University Honors College are available to all undergraduate degree-seeking students from all the schools and colleges, as well from the community campuses. In the past five years, 425 undergraduate research proposals under the guidance of faculty mentors have been submitted with 217 recommended for awards by faculty review panels.

Courses and programs offered

The College houses three University Honors academic programs: the [University Honors Core Program](#); the [Natural and Complex Systems Program](#); and the [Forty-Ninth State Fellows Program](#).

Students enrolled in these programs are also enrolled in the disciplinary school or college in which they complete their degree programs. University Honors students may pursue any major or minor they wish at the University, and “Foundation” University Honors courses will satisfy General Education Requirements. In their junior and senior years, students choose from several options to complete their senior thesis requirement, facilitating focus on the development of research and writing skills.

Students who complete the requirements of their disciplinary school or college and the GPA and program requirements of University Honors College, will graduate with the designation of “University Honors Scholar” on their transcripts and diplomas.

University Honors offers smaller classes with excellent faculty, guided individual research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate in a range of honors activities together, designed to enhance intellectual and personal opportunities. Intensive advising by college faculty and staff is an important element of University Honors, and Honors students are required to meet regularly with advisors.

Functions accomplished

Research

The College provides leadership for all of UAA regarding undergraduate research and actively coordinates and funds UAA’s robust undergraduate research and scholarship awards program.

Through the University Honors College, many students in high demand job areas such as engineering and health-related professions have the opportunity to receive funding to attend a conference or do research, to complete an independent research project, or to publicly present their research before they graduate.

Student Services

The college provides holistic advising and general student support for Honors students.

Delivery methods include traditional classroom teaching, internships, and independent and group research. The college is also developing distance delivery for the Honors courses that satisfy General Education Requirements, as well as Participatory Action Research courses.

Collaborations

Since the majority of those who teach and lead the University Honors College are housed in their home colleges, there is considerable collaboration in the efforts of the college.

College Resources

Personnel

- 2 administrators
- 1 term faculty member
- 1.5 staff
- In addition to the personnel assigned to the college, approximately 33 faculty from other colleges teach courses for the college each year. This number includes thesis and independent studies, as well as traditional Honors classes.

Student support

- Holistic advising, assisting students in navigating university policies, rules and regulations
- “Honors Commons” provides a study area, computer lab, scholarship information, and other support
- Campus resource for major scholarships and fellowships
- Support for a wide variety of research and presentation opportunities
- Students are provided with a meaningful voice in the college (academics and student life) through the University Honors College Student Advisory Board.

Financial resources and expenses

The University Honors College operates within an annual budget of approximately \$600K. Approximately 95% of the budget is derived from general funds, because the majority of tuition revenue for faculty teaching Honors courses is returned to the faculty member’s home college. Personnel costs account for approximately 80% of the college’s expenses.

Facilities and equipment

The college has space in Rasmuson Hall for administration of academic programs and undergraduate research, instruction, student support, and student life. Temporary space has been allocated starting in the fall of 2009 for an Honors Student Commons. Additional space is planned in the longer term with the construction of an University Honors College and General Classroom Building, which is included in UAA’s current master plan.

Technology

The college uses Blackboard software, smart classrooms, and computer labs in instruction.

Research

The college provides leadership in undergraduate research for all of UAA. In FY09, the college funded 40 grants, with \$80,000 awarded to students.

Living and Learning environment

The University Honors College coordinates with Residence Life and University Housing to provide a living-learning community, the Honors Community in East Hall, for Honors students, giving students with similar interests the opportunity to live together and participate in Honors-sponsored activities. Living on the "Honors Floor" is an excellent opportunity to live with students of similar academic commitment and abilities.

The College also provides leadership for the annual Freshman Convocation, a campus-wide event that helps to introduce new freshman and their families to UAA faculty and to UAA as an academic institution and the inherent value of inquiry and discovery.

Community connections

Community engagement is a core value of the University Honors College. It is also reflected as a requirement in the college foundation curriculum: HNRS A310 – Community Service. This course requires students to complete service hours with a community organization involving critical thinking and academic work, including discover competencies as leaders, using basic academic and research skills to identify and resolve community challenges, acting on these challenges, and explore the connections between personal values, societal values, and the role of the individual in resolving community problems.

More about the last five years in the Honors College

Significant Activities and Accomplishments:

Research

- Undergraduate researchers from across the UAA campus have submitted 425 proposals under the guidance of faculty mentors in the past five years with 217 recommended for awards by faculty review panels.

Alumni Success Stories

- Honors students have been admitted to professional programs, such as Harvard Law School; MD programs at the University of Minnesota, University of Nevada Reno, University of Washington (WWAMI), Rosalind Franklin Medical School in Chicago, and the University of Colorado; and to top doctoral programs (with generous financial awards) to such universities as Johns Hopkins, University of Wisconsin Madison, University of Illinois, Urbana Champaign, and Carnegie Mellon.

Events

- The Undergraduate Research and Discovery Symposium showcases undergraduate accomplishments and student/faculty collaborations.
- The Freshman Convocation welcomes and promotes research and discovery as part of the undergraduate experience to new students.
- Coordinating with WWAMI to offer the Annual Alaska Pre-Med Summit to undergraduate and high school students in Anchorage, Fairbanks and Juneau

Programs and Tools

- Publication of the Faculty Mentoring Handbook and the mentoring series and certificate through the Center for Advancing Faculty Excellence, development of the undergraduate research database

website, publication of a Major Scholarship Handbook for students and faculty, and offering a series of campus-wide Undergraduate Research and Major Scholarship workshops

- Creation of new curriculum in Participatory Action Research and academic internships
- Additional funding for the Forty-Ninth State Fellows Program from the Dept of Education, from BP for program travel, and from the Turkish Cultural Foundation to pay for study tour abroad, as well as a Challenge Grant from the National Endowment for the Humanities

Significant Trends:

- In 2008-2009 about 100 students participated in undergraduate research, with an equal number of faculty support this effort. This is an increase of approximately 50% in the last five years.
- Successful undergraduate research proposals from UAA's Kenai Peninsula College have been funded, providing validation that undergraduate research has a role to play on the community campuses as well as the Anchorage campus.
- UAA students are receiving acclaim directly correlating to the work of the University Honors College. Examples include a Marshall Scholar, a research-oriented undergraduate Fulbright scholar, a Goldwater scholar, three National Consortium for Measurement and Signature Intelligence Research (NCMR) Scholarship grants, and four Truman Scholars in consecutive years.
- The average first-year persistence among first-time bachelor-degree seeking University Honors students was 90.7% compared with 68.7% for UAA students in general.
- Opportunities for disciplinary honors have grown from two to twenty-two departmental offerings in the last decade, with the assistance of the college in developing these options.
- University Honors opportunities contribute to keeping excellent students here in Alaska, serving the needs of the state and the community.

Enabling and Limiting Factors:

- University Honors College faculty and staff are committed to student success through access, persistence, achievement, completion, and distinction. They are also supportive of collaborative and multi-disciplinary approaches.
- The college has demonstrated creativity in identifying numerous sources to support its operations, such as a donation of \$200K from the Alaska Cardiovascular Foundation to support undergraduate biomedical research. Although the College has been supported by these outside sources, and by recent internal reallocations to support its programs, the reach could extend further with more resources.
- Space is also a critical issue for the University Honors College. New space has been designated for the college in Fall 2009, and there is more space planned in the facilities master plan in the next five to ten years.

The University Honors College directly supports the priorities of the UAA 2017 Strategic Plan. The college promotes student success through increased opportunities for research, scholarship, leadership, internships and community involvement; increasing the number of opportunities for UAA students to achieve academic distinction and departmental and university honors; reinforces UAA's research mission by promoting active learning through undergraduate research, public engagement and service; and responds to the needs of the state and the community to keep excellent students here in Alaska.

Academic Unit Description –College of Arts and Sciences

College Name and Contact: College of Arts and Sciences
James Liszka, Dean

The College of Arts and Sciences encompasses the natural, social, and mathematical sciences, the humanities, and fine arts; the College offers most of the general education courses required of all undergraduate degree-seeking students, and offers support courses for high-demand job degree programs, such as nursing, engineering, and allied health programs. CAS offers 37 certificate, associate, baccalaureate, and master's programs, as well as a joint Ph.D. program in Clinical Psychology and a cooperative Ph.D. program in Biology (both in partnership with the University of Alaska Fairbanks). The college also houses the [WWAMI program](#), a cooperative medical program with the University of Washington. CAS includes the Environment and Natural Resources Institute, the Center for Behavioral Health Research and Services, and the Confucius Institute.

Mission Statement:

The College of Arts and Sciences is the home and heart of the academic tradition at the University of Alaska Anchorage. It provides foundational education in the liberal arts and sciences for all students, as well as undergraduate and graduate degree programs in the humanities, the fine arts, the mathematical, natural, and social sciences. Through teaching, research, scholarship, artistic creativity, and public service, the College contributes to the advancement of knowledge and the betterment of communities in Alaska, the nation, and beyond.

College Planning Documents:

- **Strategic Plan:** <http://cas.uaa.alaska.edu/aboutcas/CAS%20Strategic%20Plan.pdf>
- Academic and Strategic Enrollment Management Plans are currently being developed.

College Governance

College Leadership

- **College Dean** –James Liszka: Reports to Provost; responsible for administrative and financial operation of the college.
- **Associate Deans:** Associate Dean for Curriculum and Students, responsible for curriculum and program development, and student success; Associate Dean for Research, responsible for research and grant development, and science operations; Associate Dean for Medical Programs, responsible for WWAMI.
- **Finance Director:** Responsible for budget and general operations.
- **Leadership Team:** Department Chairs for 24 academic departments; Director, Environmental and Natural Resources Institute; Associate Dean for Medical Programs/Director, WWAMI; Director, Center for Behavioral Health Research and Services; Director, Confucius Institute.

Faculty Governance within the college:

- Council of Chairs: Chairs from each department and program, and directors of centers and institutes meet monthly with the CAS Deans
- CAS Research Council: Meets monthly with Associate Dean, Research
- CAS Scholars Council: Meets monthly with Associate Dean, Research

- CAS Artists Council: Meets monthly with Associate Dean, Research
- CAS Course and Curriculum Committee: Meets weekly to review curriculum and program proposals with Associate Dean, Curriculum. Approved curriculum is submitted to the Graduate and Undergraduate Academic Boards.

CAS has representation on the following governance bodies: Faculty Senate, Undergraduate and Graduate Academic Boards, and University Assembly.

In accordance with collective bargaining agreements, UAA guidelines, and CAS guidelines for faculty review, CAS has eight peer review committees that evaluate faculty in a particular discipline or cluster of related disciplines.

Staff governance and university assembly:

- Classified Council staff representation
- University Assembly representation

External advisory boards:

CAS has a 13 member Advisory Board, composed of prominent Anchorage citizens. Some departments also have Advisory Boards, including Journalism and Public Communications, Geology, ENRI, and WWAMI.

System Governance:

CAS has representation on the following planning groups:

- UA Health Planning group
- UA Climate Change Planning group
- UA Social Sciences, Humanities, and Fine Arts Planning Group
- INBRE Steering Committee
- EPCSoR Office

Collective Bargaining:

- CAS faculty are represented by faculty unions (AAUP, UAFT & adjunct union).
- CAS has representation in the leadership of UNAC and UAFT.

Special funding and resulting expectations:

CAS enjoys over \$3.6M in restricted expenditures, with the majority of this (almost \$3M) being sponsored research. These funds come from a variety of sources, with the Federal Government being the chief sponsor of research in the College. CAS receives funding through statewide infrastructure building programs, [EPSCoR](#) (Experimental Program to Stimulate Competitive Research) and [INBRE](#) (Idea Network of Biomedical Research Excellence), sponsored by NSF and NIH respectively, which are intended to enhance research competitiveness within those agencies. The funding from these programs and general funds used as matching monies are expected to enhance research competitiveness.

In addition to research, other restricted funds support specific programs. The WWAMI biomedical program is operated by funding allocated through the University of Washington Medical School.

Enabling legislation, providing general funding for programs or activities, frequently restricts the use of funds and implies expectations, as is the case with the Alaska State Climate Center, the Joint Doctoral Program in Clinical Psychology, and special support for instructional costs for high demand courses. The College also receives monies for specific purposes as managed through the University of Alaska Foundation that support specific scholarships, programs or activities, such as providing funding for the Atwood Chair of Journalism and other restricted gifts.

College Specific Policies and Procedures

- CAS has no variances with UA Board of Regents Policy and Procedures.
- Formal CAS policies include the following: CAS Policy on Instruction of Immediate Family Members, CAS Policy on the Conduct of Faculty Recruitment and Interviews, and CAS Promotion and Tenure Guidelines. Individual departments in CAS have formal procedures for approval of adjunct faculty.

Major Components of the College

Students served

CAS has approximately 3500 majors in its 37 degree and certificate programs; CAS serves approximately 8500 students each semester.

Courses and programs offered

The instructional mission of the College of Arts and Sciences is to provide foundational education in the liberal arts and sciences for all students, as well as undergraduate and graduate degree programs in the humanities, fine arts, and mathematical, natural, and social sciences. The college offers 37 academic degrees, primarily at the baccalaureate and master's levels, as well as programs leading to academic minors in Alaska Native Studies and Women's Studies.

- **Developmental**

CAS offers relatively few developmental courses, concentrated primarily in Mathematics and Chemistry.

- **Undergraduate**

General Education - CAS offers the bulk of general education courses: all Tier 1 (basic skills) GER courses in oral communication, written communication, and quantitative skills, all Tier 2 GER (disciplinary areas) courses in fine arts, humanities, and natural sciences, as well as most Tier 2 GER courses in the social sciences.

Degree programs - CAS offers 32 undergraduate degree programs, including an Associate of Arts general program, 17 Bachelor of Arts degrees, 10 Bachelor of Science degrees, 2 Bachelor of Music degrees, the Bachelor of Fine Arts in Art, and the Bachelor of Liberal Studies. In addition, the Philosophy department offers an undergraduate certificate in Applied Ethics.

- **Graduate**

CAS offers 5 master's degree programs: Master of Science degrees in Biological Sciences and in Clinical Psychology, Master of Arts degrees in Anthropology and English, and the Master of Fine Arts in Creative Writing. CAS also awards the Master of Science or Master of Arts in Interdisciplinary Studies. In addition, CAS faculty in Clinical Psychology offer a joint Ph.D. and

Biological Sciences faculty participate in collaborative doctoral programs, with the Ph.D. awarded by UAF for both programs.

- **Continuing Education and non-credit**

CAS offers professional development (500-level) courses in a variety of disciplines, such as Biology, History, and Mathematics. These serve primarily teachers in the Anchorage School District, as well as professionals such as pharmacists who have professional continuing education requirements.

Functions accomplished

- **Research**

The College has the capacity to sustain research and creative activities by faculty and students across its broad range of disciplines. Research expenditures in the college are currently around \$3M annually. Scientific research accounts for the majority of restricted expenditures. Tripartite faculty across all disciplines within the College produce new knowledge in the form of learned works or engage in the production of art or other creative activities.

- **Student Services**

Academic advising for students is provided by the college through professional student success coordinators and by the faculty of the college. Faculty members advise student clubs that have disciplinary or other special interests, and many activities within the College offer extramural opportunities for student participation in culturally enriching programs and performances.

- **Centers and Institutes**

[The Environment and Natural Resources Institute](#) (ENRI), the [Center for Behavioral Health Research and Services](#) (BHRS), and the [Confucius Institute](#).

The Environment and Natural Resources Institute has a long history of focused research on issues pertaining to ecological, environmental, and conservation interests of Alaska and provides research leadership and support for affiliated faculty in the College through a program of Faculty Fellows. The Institute also houses the [Alaska Natural Heritage Program](#), and the Office of the Alaska State Climatologist, and the [Alaska State Climate Center](#).

The Center for Behavioral Health Research and Services provides behavioral counseling and houses research in areas of behavior health, including sustained NIH RO1-level research.

The Confucius Institute, supported by the Ministry of Education of the People's Republic of China, provides language and cultural training in Chinese, as well as outreach to the Anchorage School District and the Anchorage community.

- **Training**

CAS is home to many departmental seminars and lecture series, provides postdoctoral training, conducts safety training applicable to its programs, and encourages and supports specialized training

of its staff. CAS faculty participate regularly in [Center for Advancing Faculty Excellence \(CAFE\)](#) workshops and in orientation for new faculty.

Delivery methods include lecture, recitations, tutoring, undergraduate research, service learning, distance, hybrid courses, active learning, group learning, Process Oriented Guided Inquiry Learning (POGIL), field studies, internships, and significant use of classroom technologies.

Collaborations

- [Joint Ph.D. in Clinical Psychology](#), with UAF
- [Collaborative Ph.D. in Biological Sciences](#), with UAF
- [WWAMI Biomedical Program](#), with the University of Washington School of Medicine
- Alaska Natural Heritage Program: Collaboration with the Non-Grant Program within the Alaska Department of Fish and Game
- Internship program with the Anchorage Opera
- Collaborations with other colleges within UAA and with community campuses, for example collaborative offerings of LSIS courses in support of the College of Education's degree program in Elementary Education, music education courses supporting the MAT endorsement in Music, and the Survey of Chemistry sequence for health science majors
- Faculty research collaborations with many local, state, and federal agencies, including the National Park Service, the U.S. Geological Survey, the U.S. Forest Service, the U.S. Department of the Interior, the U.S. Centers for Disease Control and Prevention, the Anchorage Museum, Providence Hospital, the Alaska Native Hospital, the Anchorage School District, and the National Writing Project.

Other constituents served

CAS provides support courses for Business, College of Education, Engineering, Nursing, and Allied Health; CAS provides most general education courses, which are required for all undergraduate degree-seeking students.

College Resources

Personnel

- 155 Tenured and Tenure Track Faculty
- 52 Term Faculty
- 201 Adjunct Faculty
- 7 Administrators
- 76 Support Staff

Student support

- Academic advising by faculty
- Two full time Student Success Coordinators
- Pre-Health Professions advisor
- LGL mini-grant for graduate students conducting field research in Biology

- Post-doctoral fellowships and research assistantships associated with extramural support for research
- Teaching assistantships for graduate students
- 23 CAS undergraduate scholarships
- Distribution of 1,443 tuition waiver credits provided by the Office of Academic Affairs

Library and information resources

- Within the College, the Environment and Natural Resources Institute (ENRI) provides public access to some reports and [data services](#), and is a founding member of the [Alaska Resources Library and Information Services](#) (ARLIS), an access point to natural and cultural resource information. ENRI contributes \$40K per year to ARLIS.
- The Alaska State Climate Center provides climate information, and the Alaska Natural Heritage program maintains a biological species database used by State and Federal agencies, conservation groups, and industry.
- The Department of Anthropology maintains a small collection of artifacts, the Department of Biological Sciences maintains a modest herbarium and collection of animal specimens, and the Geology Department houses a small collection of geological specimens.

Financial resources and expenses

CAS currently operates within a non-restricted annual budget of approximately \$ 32M. This budget consists of revenue resources of tuition (53%) and State of Alaska General Fund (33%). The remainder of revenue is a combination of assorted student lab fees, F&A, and other miscellaneous revenue resources. Ninety-one percent of the annual budget is expended on personnel expenditures, including benefits and leave. Additionally 5% is expended on Research within CAS.

Facilities and equipment

CAS programs occupy the following buildings: ConocoPhillips Integrated Science Building, the Science Building, the Ecosystem-Biomedical Health Laboratory, the Social Science Building, the Administration/Humanities Building, the Fine Arts Building, Beatrice McDonald Hall, the Professional Studies Building, the Engineering Building, and buildings off campus for ENRI and BHRS.

The current annual inventoried equipment is valued at \$4.5M with approximately \$300K added on an annual basis.

The College's facilities are broad ranging, matching its diverse programs and activities. Faculty and staff are equipped with personal computers which are refreshed on a 5-year cycle. In the Arts, key facilities and equipment include an art gallery, a theatre, a rehearsal hall, musical instruments, kilns, studios, etc. sufficient to offer our programs and productions. The Social Sciences and Humanities have some specialized instructional facilities including language labs, psychology teaching labs, etc. as appropriate to the disciplines. In the Sciences, facilities include well-equipped teaching and research laboratories, an electron microscope facility, a [stable isotope facility](#), an analytical laboratory (the [Applied Science and Engineering Technology](#) laboratory), and with the opening of the new ConocoPhillips Integrated Science Building, a state of the art Planetarium/Science Visualization Facility, a vivarium, a chemical stockroom,

and a modern hall that accommodates physics demonstrations as well as distance communication capabilities.

Technology

The College is supported by technology such as copiers, telephone, internet access, Blackboard software, Smart Classrooms, and productivity software. In addition to those resources provided centrally, the College invests in the operation of computer laboratories and equipment or software specific to individual programs.

Research

The College invests 17% of its total faculty FTE in research and creative activities. In addition, it provides research support in the form of research and support staff, graduate student support, startup and bridging funding, equipment maintenance, faculty travel, and research administration.

Living and Learning environment

CAS departments have a number of academic clubs associated with programs, for example, the Arts Club, Philosophy Club, Sigma Tau Delta English Honor Society etc. CAS provides a number of cultural and arts events, including musical performances, art exhibitions, theatre and dance performances. CAS sponsors the Relevant Research Speaker series, and supports national and local academic conferences. CAS is a leader in undergraduate research, active learning, and service learning.

The college contributes to the quality of the campus environment through sponsorship of lectures, theatrical and musical performances, an art gallery, the Model U.N. program, and the annual Pacific Rim Conference on Literature and Rhetoric. CAS faculty provide leadership for field studies, foreign study, and student interests that contribute greatly to the living and learning environment of campus.

Community connections

CAS is a leader in service learning activities. CAS faculty contribute significant volunteer time in the areas of professional expertise. In this capacity, CAS works with the Anchorage School District, foundations, state and federal government agencies, volunteer groups, and many other organizations in the municipality and state.

More about the last five years in the College of Arts and Sciences

Significant Activities and Accomplishments:

Development

- Planning, funding, and opening of the ConocoPhillips Integrated Science Building
- \$15M gift from ConocoPhillips
- \$1M gift from the Atwood Foundation

Curriculum

- Development of a joint Ph.D. program in Clinical Psychology with UAF
- Establishment of the International Studies program

- Program expansion of WWAMI
- Establishment of low-residency MFA program

Centers & Institutes

- Establishment of a Confucius Institute at UAA
- Establishment of the Center for Behavioral Health Research and Services

Research

- Establishment of the Faculty Fellows program in ENRI
- Two R01 grants from NIH

Program Accreditation

- Successful special accreditation reviews in Art and Journalism & Public Communication

Awards

- International and national awards for the Speech and Debate team
- Three Truman scholars
- Distinguished thesis award from the Western Association of Graduate Schools
- Fulbright scholarship
- Faculty member honored with the Governor's award for Humanities
- Faculty member named Distinguished Professor

Significant Trends:

- Research expenditures steadily increasing, with approximately \$4M in FY 2009, an all-time high.
- Moderate, steady increase in student enrollment and number of majors in CAS degree programs
- Enrollment management, which has increased efficiency of course delivery

Enabling and Limiting Factors:

- The location of UAA is an enabling factor with respect to student and faculty interests in programs like geology, biology, and environmental studies.
- The proximity of a large population center contributes to the success and vitality of our performing arts programs.
- UAA's Pacific Rim location also supports the establishment of the Confucius Institute, and proximity to major healthcare facilities contributes to our ability to sustain WWAMI and to vitality in biomedical research.
- The College of Arts and Sciences has always had to plan carefully to fulfill its mission with resources available. Recent internal reallocations to the CAS budget and direct allocations from the legislature have erased projected deficits and enabled the college to better respond to current demands. Those internal reallocations demonstrate the institution's recognition of the value of the programs and services provided by the college.

Academic Unit Description –College of Business and Public Policy

College Name and Contact: College of Business & Public Policy
Elisha R Baker IV, Interim Dean

The College of Business and Public Policy (CBPP) performs several distinct functions in carrying out its mission. It conducts academic instruction in six business disciplines in which students achieve academic degrees; performs academic research involving faculty and students; and provides public and community service as part of its fundamental academic mission. The five CBPP BBA degrees and the MBA and MS in Global Supply Chain Management are accredited by AACSB. CBPP conducts research supported by grants, specific sponsorships, or contracts that result in research publications, reports, or analyses. CBPP provides services to the public at cost and also to businesses for market based fees through the Business Enterprise Institute.

The College of Business and Public Policy is organized into six departments: Accounting, Business Administration, Computer Information Systems, Economics, Logistics, and Public Policy. The college also has five centers: the Institute for Social and Economic Research (ISER), the Business Enterprise Institute, the Alaska Small Business Development Center, the Center for Economic Education, and the Center for Economic Development.

Mission Statement:

The College of Business and Public Policy (CBPP) serves Alaska and global communities by training and educating the work force; promoting excellence in public, private and non-profit management and related business disciplines; providing professional assistance to public, private and non-profit organizations; and conducting basic, applied and pedagogical research.

College Planning Documents:

Strategic Plan:

The University of Alaska Anchorage recently completed a lengthy strategic planning process. The resulting document, *UAA 2017*, identifies five major strategic priority areas for UAA and its schools and colleges. The following strategic initiatives are currently under consideration by CBPP; the relevant UAA strategic priorities are identified in each case.

- An Alaska Native Organization Management initiative addresses the need to increase the recognition of the economic and social role of Native regional and village corporations and non-profit organizations in Alaska, and to develop the next generation of leadership for those corporations and organizations. (*Teaching and Learning; Student Success*)
- A professional skills improvement initiative addresses the need for CBPP students to be more effective in oral and written communications, have a greater appreciation of professional ethics, and improved business etiquette skills. (*Teaching and Learning*)
- An entrepreneurship and innovation initiative builds on our current small business and entrepreneurship courses and assistance programs, and on the annual business plan competition to increase student interest in innovation and new business development. A probable partnership with the School of Engineering will enable the initiative to increase emphasis on new business creation in the area of engineering and technology solutions to problems and issues associated with global warming, alternate energy, sustainability, etc. (*Teaching and Learning; Research*)
- A business practitioner & academic partnership initiative expands on the currently very successful MBA Executive Leadership course to increase the interaction between practicing executives, students, and faculty. A likely next step is to develop a general Executive in Residence framework; this is already operating on a limited scale within the logistics program. (*Teaching and Learning; Public Square*)
- Expansion of the experimental economics laboratory focus beyond economics to other behavior areas. (*Research*)

- Investigation of new partnerships with foreign universities to improve student and faculty opportunities for study and research on the nature and effects of globalization and international business. This initiative would expand on our existing long-term partnerships with universities in the Russian Far East. (*Teaching and Learning; Research*)

College Governance

College Leadership

- **College Dean** – Elisha Baker (Interim): Reports to Provost; responsible for administration of CBPP programs and functions
- **Associate Dean**: Responsible for advising and retention activities; accreditation; alumni relations; and marketing.
- **Leadership Team**: Consists of the Dean, Associate Dean, department chairs, director of development, fiscal and administrative managers, and center and institute directors. The Leadership team meets monthly during the academic year.

Faculty Governance within the college:

Eight standing committees, listed below, address the ongoing work of the College. The committees meet as required at the call of the chairs.

- Graduate Programs Committee
- Standards Committee
- Faculty Review Committee
- AACSB Maintenance of Accreditation Committee
- Assessment Committee
- Curriculum Committee
- Academic Decisions Review Committee
- Process Improvement Committee
- Scholarship Committee

CBPP has representation on the following governance bodies: Faculty Senate, Undergraduate Academic Board, and Undergraduate Academic Board.

Staff governance and university assembly:

- Classified Council staff representation

External advisory boards:

- CBPP has an external advisory council. The role of the Business Advisory Council is three-fold: first, members provide valuable advice, opinions and ideas regarding a variety of issues facing the College, including its strategic plan, programs, budget, curriculum, and research. Second, the Council helps to improve the visibility and enhance CBPP's reputation in the business community. And, third, members play a critical role in assisting the college in the cultivation and solicitation of philanthropic resources. As a respected and accomplished leader in our community, the council's involvement, guidance, advocacy, and support are critical to the college's success.
- In addition, each of the college's academic departments has an external advisory board. While some are more active than others, each provides a mechanism for discussing issues important to the individual programs and the community. Department advisory boards generally meet annually and on an ad-hoc basis as special issues demand.
- Boards of advisors help guide to the policy and direction of ISER, CEE and SBDC. All three of these advisory boards meet quarterly and in special sessions when called by the institute or center directors.

Collective Bargaining:

- CBPP faculty are represented by UNAC and AACFT. Adjuncts are represented by the adjunct union.
- CBPP faculty also serve as members of the UNAC Representative Assembly.

College Specific Policies and Procedures

CBPP follows the policies and procedures of the University. Additional policies and procedures specific to the college are noted in:

- CBPP Faculty Manual
- CBPP Staff Manual
- [CBPP Standards for Promotion and Tenure](#)

Major Components of the College**Students Served:**

CBPP has a diverse student body. Over 10% of the students are Alaska Native or American Indian. Female students outnumber males in all programs except Logistics. The average age of a student is 28 with fifty percent 25 or older.

UAA and CBPP have traditionally served a large non-traditional student base. The college's undergraduate part-time student population is still 42%, largely full or part-time working adults. The graduate programs have experienced a similar change from predominantly part-time students who were full-time working professionals; the programs now include 40% full-time students, many continuing their education immediately after receiving their undergraduate degree.

Courses and programs offered:

The College of Business and Public Policy (CBPP) has strong programs at the bachelors and masters levels that are accredited by the Association to Advance Collegiate Schools of Business (AACSB). Bachelor of Business Administration (BBA) degrees are offered in management information systems, accounting, finance, management, marketing, logistics and economics. The college offers three graduate degrees, Master of Business Administration (MBA), Master of Public Administration (MPA) and Master of Science in Global Supply Chain Management (MSGSCM). The college also has programs leading to associate degrees in accounting, business computer information systems, logistics operations, and small business; and two certificate (graduate and undergraduate) programs and an occupational endorsement program in logistics.

The faculty participate in continuing education course offerings through the Professional Programs Office. Several programs offer professional level post-graduate course work that is transcribed but non-degree related, e.g. economic training for K-12 teachers. The college provides additional non-credit continuing education for the community through seminars and short courses on an as needed basis.

CBPP delivered 29,632 semester credit hours during the fall of 2007. The student to faculty ratio was 28.2:1. The average class size across all courses was 26.5. Class sizes continue to grow, most rapidly in the MBA program. CBPP awarded 249 degrees in AY2007.

Functions Accomplished:**Centers and Institutes**

The college is accredited by AACSB. The majority of the faculty are academically qualified (AQ), a status that requires them to maintain a significant level of professional intellectual contribution. The

research done by the teaching faculty is consistent with the expectations of AACSB and comparable to that of peer institutions.

The [Institute for Social and Economic Research](#) (ISER) performs applied research on a wide variety of topics appropriate to the State of Alaska. Research is supported by a base budget allocation and grants and contracts from public and private organizations. External funding averages \$3 million annually.

The Alaska Center for Supply Chain Integration (ACSCI) was established in 2004. It has completed \$4.7M of externally funded research for the Department of Defense through the end of 2007. The center has focused on the implementation of Radio-frequency Identification (RFID) technology.

The [Center for Economic Development](#) (CED) is funded by the US Economic Development Administration with additional base funding through UAA. The CED provides economic development training and leadership statewide. They provide contracted support to agencies and organizations on an ad-hoc basis primarily in the areas of economic planning and business plan development and assessment.

The [Small Business Development Center](#) (SBDC) reports to the university through the CBPP. SBDC is a statewide organization receiving base funding through UAA to match funding from Small Business Administration annual grants. The SBDC hosts several programs including Buy Alaska, the Procurement Technical Assistance Center, the Technology Research and Development Center of Alaska, the Alaska Performance Excellence program, and the Rural Outreach Program for Entrepreneurs.

The [Center for Economic Education](#) (CEE) provides continuing education and curriculum development for k-12 teachers statewide. The center is partially funded by the state through the UAA CBPP base budget. Additional funding is provided by grants and sponsorships from the private sector.

Student Services

CBPP provides student advising support traditionally through faculty advisors, and recently through our growing Student Information Office (SIO). The SIO handles student advising for new students. They provide the support students require with registration, academic petitions, work-plans, graduation application, etc. The SIO has grown from a staff of one in 2004 to three today. In addition to direct student assistance, the SIO has led the development of policies and procedures to increase student success. Student retention (69.4% in AY2007) has grown at rates greater than 2% each year.

Delivery

The majority of course work is still completed using face-to-face instruction. Many courses now have web delivered alternative sections. As of July 1, 2009, all video distance delivery courses have been converted to web delivery. Internships are highly recommended in all BBA programs and required by two.

Collaborations

The Logistics program offers an on-line graduate certificate program in collaboration with Boise State University. The program was developed through a Northwest Educational Outreach Network sponsorship.

College Resources

Personnel

- 56 tenured, tenure track, and term faculty (including 7 research faculty assigned to ISER) in AY08
 - Several open faculty lines have been recently filled
- 10 adjunct faculty
- The CBPP teaching faculty is diverse (33% non-white) for a college of business.
- 14 full-time staff providing support to students and faculty
- Part-time student employees (administrative & technical support and lab monitors)

Library and information resources

The college has an on-site library of reference and case law materials that directly support the BBA and AAS programs in accounting.

Financial resources and expenses

The college operates on a base funded budget of \$6.1 mm. Revenue provides an additional \$9.9 mm for a total budget of \$16 mm in FY 2007. The total revenue includes approximately \$11 mm for academic instruction and academic support, \$4 mm for research and \$1 mm for support of the SBDC and CEE programs statewide.

Facilities and equipment

The college is housed in Rasmuson Hall. Built in 1992, RH is one of the newest classroom, office and mixed use facilities on the campus. The college has numerous dedicated computer labs for both instruction and student access. Specialized laboratory space to support experimental economics, student investment program and the RFID research/teaching are also housed in Rasmuson Hall.

Technology

The college maintains its own servers and network supporting faculty and staff administratively and instruction in five computer based classrooms and an open student computer laboratory. The college has a separate network design and security laboratory and a senior project laboratory. All equipment is maintained by college staff.

Research

CBPP has two specialized teaching/research facilities, one housing the Experimental Economics Laboratory and the other and Investment Laboratory. Both facilities are used for teaching and research. Both are supported by a combination of state base budget, endowment, and private grant funding.

More about the last five years in the College of Business and Public Policy

Significant Activities and Accomplishments:

AACSB Accreditation

During the past five years, CBPP has made a significant change in faculty research and teaching production, strategic planning and assessment. These changes were necessitated by AACSB accreditation. Sustainable changes in culture only occur when supported by those within the organization. The CBPP faculty are leading and supporting change to insure alignment with AACSB expectations.

Nonetheless, changing a culture is easy to envision and difficult to accomplish. Cultures evolve within the constraints of an environment. While the faculty can develop policies and procedures

supporting behaviors that will lead to desirable outcomes, they will not be successful without the support of the college and university leadership and recognition of the value of the change.

AACSB accreditation of the college's BBA and MBA programs and the MS in Global Supply Chain Management is important to the University of Alaska Anchorage. Over the past four years, the University has supported CBPP requests for additional base funding when tied to AACSB accreditation goals and/or internal performance metrics. As a result of the university's support and significant effort within the college, CBPP received affirmation of reaccreditation in December 2008.

New Positions

The college added two new positions during the past four years. These include an Associate Dean for Academics focusing on curriculum, assessment and student services. The College of Business and Public Policy has been the recipient of significant private donations in the last three years exceeding \$2.5 mm. In recognition of the college's success in identifying, marketing, and closing these opportunities, the UAA Office of Advancement now cost shares an advancement position within CBPP. The position has enabled the college to significantly increase its advancement activities.

Significant Trends:

Enrollment

The undergraduate and graduate student bodies continue to grow. CBPP has averaged 28,360 SCH over the past seven years. SCH production has grown slowly. For AY2008-09 we projected a modest 2% growth in student credit hours to 29,632, based largely on the economic downturn and constrained by our ability to deliver classes at the level demanded. By increasing class size limits and making use of adjuncts and faculty overloads, we have been able increase production by 4% teaching over 30,800 SCH.

Retention

CBPP has enjoyed a 62% average retention rate over the past seven academic years. CBPP had targeted a 2% increase in retention from AY2006-07. The actual retention increase is 5%. As with increased SCH production, some of this retention increase probably is assignable to the economic downturn. However, the university's investments in our Student Information Office must be credited with helping exceed our goal.

Challenges:

Continued growth is limited by resources. The average class size over the past seven years has been 28 students (excluding special topics, internships, projects, directed studies, etc.). During the past academic year this number has averaged 32 students. Further increases are limited by quality considerations. The college is considering increasing standards for admission to upper division standing as one alternative method of controlling class size. The problem is particularly acute in the MBA program where some classes exceed 40 students and students are regularly denied registration for classes that fill within hours of registration opening.

CBPP will complete a systematic review of all of its programs during the coming year. The review is being conducted as part of the AACSB accreditation process. The reviews will provide input to possible resource reallocation within the college and across the university.

Academic Unit Description –College of Education

College Name and Contact: College of Education
Mary Snyder, Dean

Unit Description:

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Within the college, there are three academic departments and an Office for Professional and Continuing Education (PACE).

1. The Department of Teaching and Learning, with programs in school-age care, early childhood education, elementary education, and secondary education.
2. The Department of Counseling and Special Education, with programs in counselor education, special education, early childhood special education, and a partnership degree in speech and language pathology offered in collaboration with East Carolina University.
3. The Department of Educational Leadership with programs in adult education and educational leadership (principal, superintendent, and teacher leadership preparation).
4. The Office for Professional and Continuing Education partners with school districts and other educational partners to offer advanced (500-level) coursework for teachers and other school personnel.

Mission Statement:

The mission of the College of Education is to prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, educators, and communities.

Core Values of the College:

- Intellectual Vitality
- Inclusiveness and Equity
- Collaborative Spirit
- Leadership

College Planning Documents:

- [Strategic Plan](#)
- [Strategic Enrollment Management Plan](#)

College Governance

College Leadership

- **Dean Mary Snyder** is the chief administrative officer of the college and the public relations link between the college and internal and external communities. The public relations role of the dean encompasses the responsibilities related to the interface between the COE and the UA system, as well as numerous external professional, educational, and governmental organizations.
- The **Associate Dean for Student and Curriculum Affairs** is responsible for the overall direction of the College's student services, advising, and curriculum processes. The associate dean provides leadership for the college in the areas of curriculum, program admission and exit, and teacher certification.

- The **Department Chairs** are responsible for (1) representing the department to the Office of the Dean in all matters pertinent to the operation and well-being of the department's students, personnel, budget, equipment needs, space allocation, accreditation, class scheduling, public relations, and, most importantly, all areas of academic program activity appropriate to administrative, not faculty, governance, and (2) managing the department's affairs in accordance with the best interests of the department, the college, and the university.
- The **Coordinator of Professional Programs** is responsible for curriculum and instructional program development, design, and implementation; public relations, partnerships, and liaisons with others; and negotiations (financial, scheduling, and logistics) related to special programs, specifically the Office of Professional and Continuing Education.
- The **Director of Clinical Services and Certification** is responsible for developing and maintaining partnerships with PreK-12 schools, the College of Arts and Sciences, and other partners, in order to facilitate high quality clinical experiences for candidates. The director makes institutional recommendations for teacher licensure and works with COE faculty to enhance practicum experiences associated with various programs. The director is responsible for arrangement and assessment of practica.
- The **COE Leadership Team** is composed of the Dean, Associate Dean, Director of PACE, Director of Clinical Services, and the three department chairs. The leadership team is responsible for policy development and resource allocation.

Faculty Governance within the college

The College of Education maintains a number of standing committees with faculty representation. These are addressed in the COE handbook (<http://www.uaa.alaska.edu/coe/aboutcoe/upload/COE-Handbook.pdf>) in greater detail, but also listed below.

- Assessment and Accreditation – ensures a cycle of continuous review for program improvement across programs and degrees; coordinates and assesses accreditation and assessment efforts
- Course and Curriculum – approves courses and programs at the college level and sends approved curriculum to the Undergraduate and Graduate Academic Boards
- Faculty Peer Review – reviews COE faculty for promotion and tenure
- Graduate Committee – provides oversight for graduate education programs
- Standing Rules and Practices Committee (SRP) – amends the COE handbook and serves as college ombudsman

COE also has representation in a number of UAA-wide faculty governance groups, including:

- Faculty Senate
- Faculty Senate Committees
- Undergraduate Academic Board
- Graduate Academic Board

Staff governance and university assembly

- APT Council staff representation
- Classified Council staff representation
- University Assembly representation

External advisory boards

- College of Education Advisory Board
- College of Education Stakeholders Group
- Bachelor of Liberal Studies (BLS) Curriculum Ad Hoc Committee

System Governance

- Statewide Teacher Education Planning Group (3 MAUs, Statewide)

Special funding and resulting expectations

A Title II, U.S. Department of Education Teacher Quality Enhancement grant funds the Alaska Educational Innovations Network. The hub of the network resides in the College of Education and the grant has supported faculty professional development around distance education as well as intern and faculty visits to schools in rural Alaska. The College is expected to match DOE funding at 50% and does so with distance coursework, physical support of AEIN staff, and other faculty participation.

Collective Bargaining

All regular COE faculty are represented by United Academics; adjunct faculty are represented by the United Academics adjuncts union.

College Specific Policies and Procedures

The [College of Education handbook](#), which is posted online, covers a broad array of policies and procedures, including governance, student affairs, and professional development.

Major Components of the College

Students served

The UAA College of Education instructs approximately 1,100 degree-seeking students each year and 2,700 students in professional and continuing education courses. The college offers 20 degree programs, including associates, bachelors, masters and post graduate certificates. Graduates may be eligible to receive certification as initial teachers or as advanced professionals such as counselors, principals, or superintendents.

The college's students are 81% female and 19% male. They are 78.5% White, 6.6% American Indian/Alaska Native, 3.8% Asian/Pacific Islander, 3 % Hispanic, 2.7% African American, and 1.5% International/Nonresidents. 3.9% of students are under 20 years old; 20.8% of students are between 20 and 24; 17.8% are between 25 and 29; 26.2% are between 30 and 39; 19.1% are between 40 and 49; and 12.1% are 50 or older.

Courses and programs offered:

COE provides undergraduate through post-graduate degree and certificate programs designed to prepare students for professional roles in the field of education. The college offers two occupational endorsement certificates, one undergraduate certificate, one associate of applied science degree, two baccalaureate degrees, two post-baccalaureate certificates, two types of master's degrees--MAT and MED--with nine teacher endorsement areas for the MAT and four curriculum options for the MED, three graduate certificates, and two post-graduate certificates. The majority of the college's programs lead to an Alaska Department of Education and Early Development certificate or endorsement.

Non-degree, professional development courses are also available to educators who seek learning opportunities to enhance their knowledge and skills. These learning opportunities are designed in collaboration with local schools, professional societies, and others to fulfill the identified needs of local public schools and other educational agencies.

Functions accomplished

- **Research**
 - COE is a charter member of the NW Alliance for teacher education programs. All but one faculty member in the college are tripartite.
- **Student Services**
 - Retention Coordinator -- Meets with students and facilitates navigating the university system, particularly at transition points
 - Guide for International Students
 - The College is opening a Teaching Learning Community (TLC) dorm wing for Education majors beginning in fall 2009. There are educational and recreational events planned for the upcoming year, including a barbeque kick-off and classes taught on site by COE faculty.
- **Training**
 - Professional and Continuing Education (PACE) Summer Academies for educators in Anchorage School District and Mat-Su Borough School District
 - Alaska Educational Innovations Network (AEIN) technology training for faculty
 - AEIN mini-networks for university and K-12 faculty

Delivery methods

- Nearly half of COE courses are offered via Elluminate desktop conferencing. A number of courses are hybrids, offered through a combination of face-to-face and Elluminate delivery modes
- Over 80% of faculty have participated in extended training sessions related to using technology to enhance instruction
- Every COE program has a field experience component
- Pre-service teachers in Early Childhood, Elementary, and Secondary Education have the opportunity to spend two weeks in rural Alaska during their internship year

Collaborations

- Education partners with the College of Arts and Sciences in determining courses from the Bachelor of Liberal Studies degree that is used as foundational coursework for Elementary Education
- Elementary Education BA [delivered collaboratively at community campuses](#) (Kenai Peninsula College, Kodiak College, and Mat-Su College), which was recently selected for a Chancellor's Award for Excellence
- AEIN Partnership Districts include Anchorage; Mat-Su; Lake & Pen; Kodiak; Lower Kuskokwim; Pribilof; Sitka; Yupiit; Kashunamiut. Non-district partners include UAA's College of Arts and Sciences; GCI; NEA/AK; and Avant-Garde.
- WICHE ICE distance education consortium
- Alaska Department of Education and Early Development
- Alaska Staff Development Network (ASDN) – RAPPS Grant
- UAA's [Tanaina Child Development Center](#) – on-campus practicum site

- East Carolina University – partnership for delivery of the Speech-Language Pathology masters degree, awarded by ECU
- The Early Childhood Education program is partnering with Providence Hospital’s childcare center to offer on-site coursework for UAA students and on-going professional development for Providence employees. Providence will provide a classroom and office space in its new childcare facility (opening Summer 2010)
- Fairbanks, Mat-Su, and Anchorage School Districts Educational Leadership cohorts

College Resources

Personnel

- Administrators: 2
- Directors: 1.25
- Faculty: 27
 - Tenure or Tenure Track: 16
 - Term: 11
- Staff: 14

Student support

- Student Services Office
 - Student Success Coordinator
 - Retention Coordinator

Financial resources and expenses

- In FY09 the COE base budget was 5.2 million dollars. Annually, 92-95% of the COE base budget is spent on salaries and benefits. Any remaining funds are spent in support of program and department needs.
- In 2004, the College of Education received a federal grant in the amount of 9.3 million dollars to be spent over five years. The program funded by this grant, the Alaska Educational Innovations Network, is currently in its final year. A one year extension that will provide more time to use unspent funds has been granted, allowing the College to receive support from this grant into 2010.

Facilities and equipment

COE has one designated classroom and one hybrid classroom. PACE and AEIN occupy office suites in the college. The college has recently been given additional space in the building, which will provide considerable breathing room for its expanding programs.

Technology

- All faculty received PC laptops (with dual-screen option) in the summer of 2009.
- COE has begun using Polycom PVX software to allow for far-end camera control on laptops for desktop conferencing and distance supervision of interns.
- 2 stationary systems have been established for clinical faculty use in distance supervision.
- COE’s PETAL website is a repository of regularly updated and automated dynamic database-driven reports on programs and courses which uses institutional enterprise data from the BANNER system and document images of college student records to facilitate program management and communications. Integrated institutional user authentication and authorization ensures the security of FERPA-protected data. .

Research

- Northwest Alliance for teacher education programs
- Funding for eJournal on best practices P-20

Living and Learning environment

- Dorm wing for Education majors
- Retention Coordinator

Community connections

COE faculty are active participants in the communities we serve, including professional and social organizations at the local, state, national and international levels.

More about the last five years in the College of Education

Significant Activities and Accomplishments:

- Initial National Council for Accreditation of Teacher Education (NCATE) programmatic accreditation
- \$9.3 million Alaska Educational Innovations Network (AEIN) grant
- Increased distance-delivered coursework from 19% to 62%
- Formal partnership agreements with Mat-Su College, Kenai Peninsula College, and Kodiak College to deliver 4-year Education degrees that can be completed locally (Early Childhood coursework and Elementary Education BAs)
- Two-week rural experience option for interns in the Early Childhood, Elementary & Secondary Education programs (20 students each in AY08 and AY09)
- New programs:
 - Alternative Routes to certification in Secondary & Special Education
 - Joint Speech and Language Pathology graduate program (with East Carolina University)
 - Language Education Graduate Certificate in Secondary ESOL
 - Selected cohorts for Educational Leadership in Mat-Su and Fairbanks, with Anchorage to start in summer 2009.
 - Selected cohort in Special Education with Anchorage School District
- Creation of web-based data information system
- E-files for all students
- E-portfolios adopted across college
- 100% of program completers from Early Childhood & Elementary seeking employment were hired by Alaska districts (2007, 2008)
- Partnership agreements with two international universities: Gyeongin National University of Education (South Korea) and Shaoguan University (China)
- Received pledge of \$380,000 from a private donor to deliver the Bachelor's in Elementary Education to Native paraprofessionals in rural Alaska seeking certification and a degree (2009)

Significant Trends:

- Enrollment increases
- COE has a 67% average for student retention over the past five years
- More minority students
- The college's Data Manager has created innovative methods of linking COE data to Banner. All COE personnel are able to access data-rich files in a password-protected environment. The data is critical for COE's assessment and accreditation processes.
- Expanded and enhanced distance delivery

Enabling and Limiting Factors

- While space has been a problem in the past, COE has just been given additional office and conference space. This will greatly alleviate overcrowding. The college has added a dedicated classroom, and is working with Facilities to add another later.
- The college has identified a need to build greater faculty capacity in research, however a Director of Research has been appointed to aid faculty in strengthening their scholarship.
- The college needs to have adequate faculty to meet the needs of growing programs. Two tenure-track positions were added in fall 2009, and continued growth will necessitate additional resources for tenure-track positions in the future.

Challenges:

- The College of Education has always had to plan carefully to fulfill its mission with resources available. Recent internal reallocations to the COE budget have enabled the college to better respond to current demands. Those internal reallocations demonstrate the institution's recognition of the value of the programs and services provided by the college.
- Determining the role of the Graduate School, which was established in 2008
- Recruitment of diverse faculty

The College of Education is growing and improving. The college recently received National Recognition on 12 of the 13 program reviews submitted to the Specialty Professional Associations affiliated with NCATE. That is a strong indicator of program quality.

The college also received funding to pilot an on-site delivery of the Elementary Education program to rural/remote Alaska. The college has built infrastructure to support distance education and distance supervision to support on-site instruction.

Academic Unit Description –College of Health and Social Welfare

College Name and Contact: College of Health and Social Welfare
Cheryl Easley, Dean

The College of Health and Social Welfare (CHSW) offers a variety of certificate, undergraduate, and graduate degree options for students who are attracted to people-oriented careers. It also provides a special opportunity for cross-disciplinary studies as they relate to the human aspects of our culture, and helps to prepare graduates for the increasingly integrated approaches to service delivery demanded by society.

The major units of the college are the School of Nursing, School of Social Work, Justice Center, Department of Human Services, and Department of Health Sciences. CHSW also has a number of centers and institutes, including the Alaska Geriatric Education Center, the Center for Human Development, the Institute for Circumpolar Health Studies, and the National Resource Center for American Indian, Alaska Native, and Hawaiian Elders.

Mission Statement: *The College of Health and Social Welfare inspires learning and enriches Alaska, the nation and the world through the disciplines of health and social welfare. This is accomplished through collaborative, multidisciplinary approaches to education, research, service and community partnerships with a commitment to equity and justice.*

Vision Statement: *The College of Health and Social Welfare will be known inside and outside Alaska as a center of excellence in instruction, service and research. It will be an institution where the diversity of faculty, staff and students reflects the diversity of Alaska and where all come together as an engaged, energized and inspired learning community. The individually distinguished programs of the College, working collaboratively, will achieve the benefits of synergy in addressing targeted health and social welfare issues facing Alaska, the North Pacific, and the world.*

College Planning Documents: The CHSW strategic planning committee is currently completing the 2015 Strategic Plan. Information about the status of the planning committee is available on the [CHSW website](#). The college enrollment management plan is currently under revision.

College Governance

College Leadership

- **College Dean – Cheryl Easley:** Reports to Provost; provides representation of the College, and leadership and support to the department chairs, faculty, staff, and students; manages the budget and academic programs; oversees curriculum development and implementation, program administration and evaluation, grant writing, and faculty hiring; supports faculty teaching, scholarship/research, and service; and promotes faculty collegiality and development. The Dean also evaluates faculty and recommends academic appointments, promotions, tenures, and retention.
- **Associate Dean:** Responsible for student matters such as academic petitions or disputes, enrollment management, admission/certification/exit issues; curriculum issues such as catalog and web site content, program oversight regarding accreditation; and faculty matters such as dispute resolution, advice and counsel to the Dean coordination of faculty evaluations review of teaching loads and class schedules.
- **Leadership Team:** Comprised of the Directors and Chairs of the academic units within the College; addresses issues related to achievement of the College's mission and goals.
- **Directors:** There are nine Directors in the CHSW. Three Directors head academic units (School of Nursing, School of Social Work, Justice Center), and five head Institutes or Centers (Human

Development, Civic Engagement, Circumpolar Health Studies, Geriatric Education, and the National Resource Center). Additionally, two chairpersons head academic units (Human Services, and Health Sciences). Directors and Chairpersons are responsible for the administration of their unit. They provide institutional, community and statewide leadership, solicit research, instructional and service projects and funding, develop and evaluate curricula and select, supervise and evaluate staff and, as specified in collective bargaining agreements, faculty.

Faculty Governance within the college:

Local Governance:

- Faculty governance within CHSW occurs in standing Curriculum, Promotion and Tenure, and Diversity committees, and ad hoc committees for faculty or staff searches and appeals.
- Each semester the College holds a college-wide faculty and staff meeting. Issues related to college governance as well as academic and research topics are discussed at these meetings.

Representation to University-Wide Governance:

The CHSW has two representatives to the Faculty Senate, and representatives on both the Graduate and Undergraduate Academic Boards.

Staff Governance and University Assembly:

- APT Council staff representation
- Classified Council staff representation
- University Assembly representation

External Advisory Boards:

Each unit within the CHSW has its own advisory board.

System Governance:

CHSW actively coordinates activities with the Health Programs Office and with the Allied Health Alliance to expand program offerings and student access to programs.

Collective Bargaining:

- Tenure-track and term CHSW faculty are represented by UNAC and UAFT faculty unions.
- Adjunct CHSW faculty are represented by the adjunct union.
- CHSW faculty also serve as members of the United Academics Representative Assembly.

College Specific Policies and Procedures

Many of the units within CHSW have special student procedures beyond the University-level policies and procedures. These may be related to admission requirements, requirements for retention, fieldwork requirements, or other procedures. Some of these units and their requirements are listed below.

- Nursing Science MS
 - Limited enrollment
 - Undergraduate (and graduate, if applicable) grade point average of 3.00 on a 4.00 scale
 - Graduate Record Examination scores - Verbal, Quantitative, and Analytic Writing. Analytic writing score must be 3.5 or higher to be considered for the nursing graduate program.
 - Various clinical fieldwork rotations are required.
 - Student appeal process has been modified. This process is [published](#) in the program's student handbook.

- Public Health Practice MPH
 - Cumulative grade point average (GPA) of at least 3.00 (B average on a 4.00 scale) in baccalaureate degree
- Social Work BSW and MSW
 - Limited enrollment
 - Various clinical experiences are required prior to graduation
- Human Services BS
 - Applicants must submit a writing sample
 - Limited enrollment
 - Practicum experience required prior to graduation
- Health Sciences BS ((MEDEX) Physician Assistant)
 - Requires two years of direct delivery health service prior to year three admission to MEDEX
 - Limited enrollment

Major Components of the College

Students Served

In AY 07-08 the CHSW had an unduplicated headcount of 1883 students. The majority of the students (63%) were enrolled in baccalaureate programs. Students are split almost evenly between part time and full time. With evening, part time, and online courses offered, the CHSW serves a large age range and diversity of students. The college provides a significant contribution to the university's responsiveness to high demand job areas, with 86% of the 407 degrees awarded in spring '07 in those disciplines.

Courses and Programs Offered

- CHSW offers a wide variety of programs within the areas of health and social services including programs in Nursing, Public Health, Health Sciences, Social Work, Human Services, Justice, Paralegal Studies, and Civic Engagement. These programs span from occupational endorsement certificates, through associate, bachelor, master, and graduate/post-master certificates.
- The college also collaborates with Creighton University to offer a [doctoral program in Occupational Therapy](#). Students who complete the program receive the degree from Creighton, and are eligible to sit for the National Board for Certification in Occupational Therapy examination.
- CHSW offered a total of 608 course sections in 2007-08, with an average student/faculty ratio of 13.4.

Functions Accomplished

- **Research**
 - The research agenda for the grant funded [Institute for Circumpolar Health](#) includes epidemiologic studies of population health problems, studies of health services need, access and utilization, and evaluation of health policy and the effectiveness of new programs.
 - The [National Resource Center for American Indians, Alaska Natives and Native Hawaiian Elders \(NRC\)](#) and the Alaska Native Tribal Health Consortium (ANTHC) have entered into a memorandum of agreement to work collaboratively to assess the needs of Alaska Native Elders and allow for the joint use of existing and prospective research data, develop programmatic and planning materials.
 - Faculty and staff in the Justice Center conduct research in the areas of crime, law, law enforcement, and the administration of both civil and criminal justice. The theoretical research of the Justice Center contributes to the development of the UAA academic curriculum and also serves as the underpinning for Justice Center work in community education and public service. The Justice Center is committed to research on cross-cultural issues as a means for improving

Alaska justice administration and for broadening educational opportunities for the Alaska Native community.

Research products include the quarterly Alaska Justice Forum, covering justice issues as they emerge in Alaska and presenting the results of research done by the Center and other research entities. The Justice Center also publishes Research Overviews, and Justice Center faculty members write book chapters, refereed publications and articles, and reports. In addition, Justice Center faculty members make presentations at local, state, national, and international professional meetings.

- Health Sciences faculty have been successful in receiving both internal and external competitive awards; participating in federal and state review panels; presenting at local, state, regional, national and international professional meetings; and are active in community advisory groups.
- Faculty in Social Work actively collaborate with the [Geriatric Education Center](#) to obtain funding for projects that investigate services for the elderly and community based applied research.

- **Student Services**

- CHSW provides a range of services in order to support maximum recruitment and retention of students. The [CHSW Academic Advising Center](#) is home to an advisor who assists students with obtaining necessary resources, information on course selection, registration, and selection of major.
- The School of Nursing provides extensive advising services. The school's Student Success Facilitators operate effectively at local and distance sites to facilitate student success, either in completing one of the nursing programs or in making appropriate alternative choices. The School is committed to facilitating the success of Alaska Natives, members of traditionally under-represented groups (within the nursing workforce), and students whose financial and academic backgrounds have not prepared them for college success. That commitment is implemented through Project Recruitment and Retention of Alaska Natives into Nursing (RRANN) and the Nursing Workforce Diversity (NWD) program.

- **Training/Centers and Institutes:**

In addition to the range of degrees and certificates, CHSW provides community training through a variety of grant funded centers and institutes. These training efforts demonstrate the college's commitment to community partnerships and community engagement. Some examples are listed below.

- The [Alaska Geriatric Education Center](#), along with other agencies, coordinates workforce training opportunities, a summer institute in gerontology, and an online certificate in Alzheimer's disease and related conditions.
- The [Center for Human Development](#) serves as a bridge for community and university resources. The center coordinates opportunities for workforce development as well as the [Alaskans Speak Up! Project](#), which was created to provide training to victim advocates, disability providers agencies, other community provider agencies, individuals who experience disabilities, and others on how to recognize and respond to interpersonal violence.
- The federally funded [Alaska Center for Rural Health](#) (Alaska's AHEC) works in three key areas: a) health workforce development; b) research and evaluation; and c) policy and communications.

Delivery Methods

CHSW course delivery methods reflect the diversity of the programs. In addition to the traditional lecture/lab courses, a majority of the units use distance education (web-based or video conferencing). The health- and service-related programs require a variety of practica and/or internships where students receive practical training.

Collaborations

Collaborative relationships within the CHSW occur with other universities, health care organizations, service organizations, and community centers.

- Creighton University and UAA collaborate on the provision of the occupational therapy doctorate
- Providence and Alaska Regional Hospital collaborate with the health programs for the provision of internships
- The Human Services department collaborates with the YMCA, Special Olympics, Hope Community Resources, and many other service settings to provide field experiences for their students.
- The School of Nursing collaborates with community campuses and rural satellites to provide the AAS in Nursing.
- The college has hundreds of clinical placements in hospitals, clinics, social service agencies, legal offices, and other settings.

College Resources

Personnel

Personnel within the CHSW reflect the diversity of the College's offerings.

- CHSW has about 80 tenured, tenure-earning, term, and adjunct faculty serving as content experts for the various majors in both classroom and practice settings. These dedicated faculty members facilitate the success of our high-demand programs by maintaining current knowledge of evidence based practice in their areas.
- Faculty success is supported by the effective use of administrative positions while student success is supported, in part, by advising staff. There are approximately 95 regular and 28 temporary staff that support the College. The administrative structure is fairly flat, allowing unit directors or chairs the autonomy to make decisions that will best facilitate educational, service, or research outcomes in their areas.

Student Support

Described in Student Services (*section 3, above*)

Library and Information Resources

Several areas have their own libraries where students can quickly find resources. Within the Consortium Library, there are Subject Liaison Librarians for Social Work, Public Health, Human Services, the Justice Center, and Nursing. In addition, the presence of wireless internet throughout the campus provides students and faculty with endless opportunities to locate information.

Financial Resources and Expenses

In 2007-08 the CHSW had total revenue of just over \$20 million including approximately \$7.1 million from grants and contracts. Expenditures were approximately \$19.8 million. There are approximately 100 grants and contracts active in the College.

Facilities and Equipment

- Each unit within the CHSW has adequate classroom, office and administrative space and each faculty member has a private office and either a laptop or a desktop computer.
- Equipment used for patient assessment and treatment labs includes high-tech mannequins, hospital beds, exam and treatment tables, specific assessments, and electronic IV pumps. Video conferencing and smart rooms are also available.

- CHSW faculty and staff are located in four separate buildings. Each unit has designated space as needed for labs, meetings, reception, and other office activities. Most lecture classes are scheduled through the main university scheduling system.

Technology

- CHSW has an IT professional assigned to the College who is responsible for hardware and software installations, repairs, and troubleshooting.
- Smart classrooms with up-to-date technology and video conferencing rooms are available throughout the campus. Students have access to computers and printers through a number of campus-based labs.

Research

Research efforts within the CHSW are supported in a number of ways:

- The Dean's Research Fund provides support for small projects or seed money for larger endeavors.
- Staff in several units, and within the Dean's office, work with grant budget development and tracking, and promotion of collaborative efforts between units.
- Generous travel funds within the College help to fund faculty for scholarly presentations.
- Another significant research support has been the appointment of a Presidential Professor of Public Health. This individual not only supports research efforts in the College through consultation and provision of courses on grant development, but also directly collaborates with unit faculty.

Living and Learning Environment

CHSW has a number of academic clubs associated with its programs, including Nursing, Occupational Therapy, Human Services, Social Work, and Public Health. These clubs not only provide social opportunities, but also provide service learning activities for students.

Community Connections

CHSW's significant community connections are discussed in other areas of this report, particularly in Collaborations (*section 3, above*).

More about the last five years in the College of Health and Social Welfare

Significant Activities and Accomplishments:

- Successful programmatic accreditation visits and evaluations for Human Services, Nursing, and Public Health.
- Enrollment
- Increased enrollment, supported by legislative increases to general funds and internal reallocation
 - Enrollment in the undergraduate Nursing programs has doubled since 2002. The BS program changed to a trimester model to accommodate this increased enrollment, admitting students three times each year, with cohort sizes increased from 32 to 40.
 - The BS in Health Sciences and MPH in Public Health Practice have both expanded, effectively tripling in size both faculty and students.
- Expanded curriculum offerings
- Development of a Registered Nurse BS program available entirely online
 - Two new Social Work graduate certificates and expansion of the MSW distance program.
 - Delivery of the Nursing AAS to eleven communities outside of Anchorage. In 2008, enrollment in this program at the outreach sites bypassed enrollments at the Anchorage campus.
 - Collaboration with Creighton University to deliver an Occupational Therapy doctoral program for UAA students.
 - New graduate certificate in Advanced Human Services in the process of approval

Research and community engagement

- Justice Center faculty were engaged in an average of 16 funded research projects per year, with awards totaling an average of \$1.6 million per year.
- The Justice Center has actively hosted public meetings and forums including the Environmental Criminology and Crime Analysis International Conference in 2008.

Awards and Recognition

- Human Services faculty awarded the Sheila Selkregg Community Engagement and Service Learning Award, and the First Year Technology Fellows Experience.

Significant Trends:

A growing trend in the College is the move toward graduate (specifically doctorate level) education. This process has been spearheaded by collaborative arrangements with other institutions (for example, the Occupational Therapy doctorate in collaboration with Creighton University). Future plans include similar programs in physical therapy, and possibly pharmacy. An initial focus will be the development of professional doctorate programs in nursing and public health.

The Doctorate of Nursing Practice (DNP) is now in the initial planning stages. In preparation for the development of this program, the School of Nursing is focusing on hiring faculty with research and grant writing interest and experience.

Another trend in the College is toward collaborative educational models. The potential for a dual master's degree in public health and nursing or public health and social work are also being discussed.

Enabling and Limiting Factors:

- **Enabling:**
 - Strong infrastructure for distance education
 - Potential and interest in future community partnerships
 - Lack of similar educational programs in the state
 - High demand careers
 - University interest in collaborative programs
- **Limiting:**
 - Allocating space as programs grow
 - Insufficient salary offers may limit successful faculty recruitment

Challenges:

- Funding competitive salaries in high demand fields
- Increase resources for tuition waivers and/or assistantships
- UAA not approved for granting doctoral degrees
- Providing administrative support for faculty research endeavors including mentorship and promotion of interdisciplinary work
- Establishment of sufficient space as programs increase in number or enrollment
- Demand for distance program expansion is greater than resources currently allow

- **Fiscal Team:** Comprised of departmental fiscal staff, meets regularly to maintain CTC fiscal standards.

Faculty Governance within the college:

- CTC Faculty-elected and Governed Committees
 - [Program Improvement & Curriculum Review Committee](#) (PICR): Reviews course and program proposals, submits approved curriculum to the Undergraduate and Graduate Academic Boards
 - Promotion & tenure review: Peer Review Committee
 - Academic Decision Review: Formally reviews a contested final grade assignment or other academic decision.
 - Nominations and Elections Committee
 - Safety Committee
 - Scholarships and Tuition Waivers Committee
- CTC faculty representation on committees in other colleges
 - Human Services Advisory Board
 - Pharmacy Advisory Board
 - MAT (Master of Arts in Teaching) Committee
 - Gerontology Committee
- CTC faculty representation in UAA-wide Senate, Boards and Committees
 - Faculty Senate and Senate sub-committees
 - Undergraduate Academic Board
 - General Education Review Committee
 - Planning and Budget Advisory Council
 - Institutional Assessment
 - University Community Council
 - Student Success Task Force
 - Sustainability Committee
 - Center for Advancing Faculty Excellence (CAFE) Advisory Council
 - University-wide Faculty Evaluation Committee
 - Taskforce on Undergraduate Research and Scholarship
 - University Facility Board
 - University Technology Council

Staff governance and university assembly

- Classified Council staff representation
- APT Council staff representation

External Advisory Boards:

CTC has 21 active advisory boards with 271 members. Each board works directly with an academic program area or service unit. CTC's goal is to have each advisory board meet a minimum of once per regular academic semester. The majority of the boards meet this goal with several meeting more often.

Special Funding and Resulting Expectations:

- FY08 Technical and Vocational Education Program (TVEP) funding awards
 - \$366,072 for personnel in Aviation, Construction Management, Computer Network Technology
 - \$330,600 for ongoing TVEP awards to support Computer Information and Office Systems; automotive, and a Workforce/Testing Center at the Chugiak/Eagle River site
- FY08 UA/UAA General Fund awards

- \$28,100 – land lease for Aviation Research/ Flight Operations facility
- \$400,000 – Legislative increase to the general fund dedicated to several Allied Health Sciences faculty positions previously soft funded through State of Alaska Department of Labor partnership (with the Denali Commission) grant
- FY08 UAA Strategic Opportunity Fund award
 - \$13,409 – Aviation English project
- FY08 External Grants and Contracts Awards
 - \$2.013M in external grants and contracts, dedicated to a wide array of CTC programs and services, including:
 - Culinary Arts, Dietetics, and Nutrition (to implement WIC training)
 - Allied Health Sciences Workforce grants
 - North Pacific Fisheries Observer Training Center
 - Perkins funding for professional development for secondary and post-secondary career and technical education teachers
 - Tech Prep for improvement of secondary and post-secondary tech prep programs
 - Weather related research from the Oil Spill Recovery Institute
 - FAA awards for Aviation Safety
 - US Army grant to provide tuition-free computer skills courses for military spouses
 - Upgrading an Air Traffic Control Tower simulator

System Governance:

- Statewide Allied Health Alliance, Statewide Military Council, Statewide ITS Committee
- CTC pioneered the development of the first Tech Prep Program and a statewide Tech-Prep Consortium.
- CTC maintains a strong working relationship with the statewide Workforce and Professional Programs in implementing state Alaska Workforce Investment Board (AWIB) goals.
- Curricula coordination between University of Alaska Fairbanks and UAA Associate of Applied Science programs:
 - Construction Management
 - Computer Information and Office Systems
 - Computer Networking Technology
 - Culinary Arts
 - Fire and Emergency Services courses are also closely coordinated with UAF.

Collective Bargaining:

- 80 faculty members; 68 represented by the University of Alaska Federation of Teachers (UAFT), 3 are represented by United Academics (UA), and 9 are non-represented administrative positions
- Approximately 280 adjunct faculty per semester, all represented by the United Academics Adjunct Union.
- Seventeen tenured and tenure track faculty from the Mat-Su, Kodiak, and Kenai Peninsula campuses report through CTC for the purposes of tenure and promotion review. All are represented by UAFT.
- CTC faculty serve on the UAFT Board.

College Specific Policies and Procedures

Academic - Programs and Courses:

- In order to be consistent with industry standards and to ensure academic quality, some CTC programs have special admission, progress, and/or graduation policies. For example, a number of health programs require immunizations and many of CTC's hands-on programs require specific performance

capabilities. Requirements can be found by linking to the specific program at <http://www.uaa.alaska.edu/ctc/degrees.cfm> or in the [UAA catalog](#).

- The hands-on nature of many of CTC's programs and courses also requires specific safety expectations and behaviors—both in standard classes and in practica and internships. General programmatic policies and procedures can be found at the links above. Course specific policies and procedures are discussed in class.
- Some CTC programs require computer, math and/or English proficiency.

Academic - Curriculum:

- The college's course content guides (CCG) require faculty to provide a discussion on safety issues related to the content of the course and University policies. The Program Improvement & Curriculum Review Committee (PICR) assures the safety information is always included in all CTC CCGs.
- To ensure quality, all non-credit, CEU, and professional development courses are reviewed through the college's thorough curriculum approval processes. All other credit courses and programs are scrutinized at the college level and then at appropriate university levels.

Financial:

- CTC has a college-specific budget model, posted on the college's website: <http://www.uaa.alaska.edu/ctc/forms.cfm>. Additionally, CTC requires departments to complete monthly management reports for each department account.
- The Fiscal Officer and/or Dean must approval all grant applications, contracts, and MOAs. Applicable related CTC forms can be found at the link above.
- Policies related to eligibility and application for CTC tuition waivers can be found at <http://www.uaa.alaska.edu/ctc/waiverinformation.cfm>.

Faculty:

- [CTC Promotion & Tenure Guidelines for faculty](#)
- CTC's required [form for approval of faculty overloads](#)

Major Components of the College

Students served

- Students: 6,183 student headcount
- The majority (53.7%) of the students enrolled in CTC are attending part-time, with 31.8% enrolled in non-degree seeking status. Of the remaining 68% who are in declared majors, 46% are enrolled in bachelor's degree programs.
- Demographically, the majority of students are female (55.8%), and in the 20-24 year old age bracket. Minorities make up 30.2% of the CTC student population.

Courses and Programs Offered

- CTC offers [76 academic programs](#): 21 occupational endorsement certificates, 20 undergraduate certificates, 27 associate of applied science degrees, 7 baccalaureate degrees, and 1 Master of Science degree. Programs are offered in the areas of Allied Health; Aviation Technology; Career & Technical Education; Computer & Electronics Technologies; Construction & Design Technology; Culinary Arts, Hospitality, Dietetics & Nutrition; Health, Physical Education & Recreation; and Transportation and Power.
- CTC also offers courses in [College Preparatory & Developmental Studies](#); English as a Second Language; Army ROTC; Air Force ROTC; and numerous personal enrichment, workforce, and professional development courses.

- The college strives to provide quality education and training that is responsive to the needs of learners and the community.
 - CTC works closely with advisory boards and others in the community to meet the needs of learners and to respond to industry need. Each program receives programmatic feedback through regular advisory board meetings as well as annual industry forums. As a result, CTC responds well to workforce needs and continues to increase degree and certificate awards in high-demand career areas.
 - The following CTC programs have approval and/or accreditation from agencies external to UAA:
 - Automotive Technology AAS and certificate
 - Aviation Maintenance Technology AAS and certificate
 - Aviation Technology BS (Professional Piloting emphasis)
 - Dental Assisting AAS and Certificate
 - Dental Hygiene AAS
 - Dietary Internship Graduate certificate
 - Heavy Duty-Transportation and Equipment AAS
 - Medical Assisting AAS
 - Medical Laboratory Technology AAS
 - Medical Technology BS
 - Professional Piloting AAS
- CTC supports faculty efforts to enhance teaching excellence and remain current in the field.
 - Each faculty member annually receives \$500 for professional development purposes, with an additional pool of funds available from the Dean’s office on a first come, first served basis.
 - CTC also promotes faculty and staff development through on-campus activities. These activities include an all-college meeting at the beginning of each semester offering various development opportunities; faculty participation in Center for Advancing Faculty Excellence and other development events; and significant participation in the UAA Faculty Technology Fellows program.

Functions Accomplished

Research

Though research is not a primary focus for CTC, the college supports significant and ongoing research in the field of Aviation as well as through graduate student work and faculty scholarly activities.

Student Services

CTC provides a number of services that support improving student transition into higher education. (Additional items contributing to this core theme can be found in the ‘Student Support’ section of this document.) Many of these items also utilize partnerships to provide a continuous education pathway.

- Advising Services provides assistance with undertaking “first steps” (admission, financial aid, placement testing, and registration); placement testing advising from developmental to college; guidance in choosing a major; first semester advising; pre-major advising beyond the first semester; advising on application criteria for pre-majors; career advising; and resource advising.
- [Tech Prep/High School Transition Support](#) partners secondary education, post secondary education, labor, and business to form a sequential course of study without duplication of coursework, thus providing a distinct educational pathway for students who are interested in technical careers.
- CTC Allied Health Science has a full-time student support success coordinator who works with distance (75%) and on campus (25%) students. While the Coordinator works with all students there has been significant success with first time and rural students.

- The College Preparatory & Developmental Studies (CPDS) department, in partnership with the Anchorage School District, provides [early placement testing to high school juniors for a reduced cost](#). Early testing directs students to focus on necessary skill improvement classes during their senior year of high school lessening the likelihood of needing developmental courses prior to entering general college courses.
- [English as Second Language \(ESL\) courses](#) are offered at the beginning and intermediate levels in Oral Fluency, College Grammar, College Reading & Writing and Vocabulary Enhancement.

Training and Testing

- The Chugiak Eagle River Campus (CERC) provides [Work Keys](#) job profiling services under an annual BP contract, as well as a one-stop shop for professional development course requests for industry. The campus also provides [Certified Public Manager training](#) and serves as an [ACT Testing Center](#).
- The [North Pacific Fisheries Observer Training Center \(OTC\)](#), under a federal NOAA contract, trains students to become observers for collecting critical information for federal and state agencies that manage Alaska's fisheries.
- CTC provides the following professional testing services: Automotive Service Excellence, American Petroleum Institute, Secondary School Admittance Test, American Board of Ophthalmology and National Contact Lens Registry, American Social Work Board, Foreign Service Officer, CCNA, certification exams for Construction Specifications Institute, FAA certifications.

Delivery Methods

- CTC programs utilize the following delivery methods: traditional lecture (condensed and full semester), distance, practica, apprenticeships and internships.
- The college continues to expand access to courses and programs. Currently, the Career and Technical Education MS is entirely available by distance, as are the Dietetic Internship Graduate certificate and Occupational Endorsement Certificates in Limited Radiography, Phlebotomy, Pharmacy Technology, and Clinical Assistant.
- The following Occupational Endorsement Certificate programs offer at least 50% of the courses by distance: Bookkeeping Support, Office Foundations, Office Digital Media, Medical Office Support, Office Support and Technical Support.

Collaborations

- CTC has a long history of developing and sustaining community partnerships. CTC enjoys partnerships with the Municipality of Anchorage (Certified Public Manager Program), Kakivik Assessment Management (Non-Destructive Testing boot camp), Alaska Department of Labor (ACT Job Profiling Services), Anchorage School District Adult Community Transition Program, Weidner Apartment Homes (Maintenance Technology Training), University of Hawaii-Hilo (Pharmacy Technology, 2004-06), Cook Inlet Chapter (Construction Specifications Institute, certification exams), Kenai Peninsula College-UAA and Tanana Valley Campus -UAF (Work Keys pre-employment screening), The Alaska Club (physical education courses), and GM-ASEP and Ford ASSET.
- The BA in Hospitality and Restaurant Management is offered as a result of partnerships with the University of Nevada Las Vegas and Northern Arizona University.

Other Constituents Served

CTC also offers courses or provides other service to: two military bases (army and air force active and reserve units), Department of Defense, Southcentral correctional facilities, Anchorage and Mat-Su School

Districts, Alaska Association for Career and Technical Education, Alaska Counselors Association, Alaska Department of Labor and Workforce Development, Alaska Department of Education and Early Development, BP Alaska, Chugiak-Eagle River Chamber of Commerce, Anchorage Chamber of Commerce Workforce Taskforce, Chugiak-Eagle River Women in Business, Small Business Development Center, Alaska Midwife's Association, Women in Aviation, The Flying 99's, AARP, Allied Health Education Center, Studio One, University Police Department, Saltwater Ink, and local unions and apprentices.

College Resources

Personnel

- 80 full-time faculty
 - 1 Dean, 2 Associate Deans, 1 Academic Counselor
 - 77 Full-time faculty members that work directly with academic units
 - 29 term, 48 tenure track or tenured
- 5 full-time affiliate faculty (ROTC programs)
- Approximately 280 adjunct faculty per semester
- 82 regular staff members and 104 temporary staff positions
 - 5 manage or direct CTC units
 - 39 office and administrative support
 - Remainder in technical, research, instructional support, specialty areas, and student workers
- CTC's faculty workloads are somewhat unique in the university system in that almost all of them are bi-partite with 80% teaching responsibilities and 20% service responsibilities. The majority of the faculty is designated vocational faculty rather than academic faculty.
- These workload and faculty type distinctions affect CTC in terms of faculty appointment and promotion as well as faculty recruitment. UAA guidelines for appointment or promotion to specific faculty ranks differ for bi-partite and tri-partite assignments. Appointment and promotion guidelines also differ for vocational and academic faculty. These guidelines can be found in [Chapter Three of the Faculty Handbook](#).

Student Support

- The [College Preparatory & Developmental Studies \(CPDS\)](#) department provides assistance for underprepared and non-traditional college students to increase academic and critical thinking skills and to develop the confidence to pursue their life-long learning goals.
 - Summer Step-Up (a 5-week, 9-credit college preparatory learning community) and Smart Start programs (a full semester, 13-credit college preparatory learning community) are designed to help students build a solid foundation in reading, writing, grammar, math and academic success skills.
 - Learning Labs and Workshops are also available.
- CTC supplements faculty advising in programs with an Academic Advising Coordinator who assists with general advising for all CTC students and programs and full-time faculty advisor dedicated to serving the Military Service units and the Eagle River Campus.
- Financial Assistance
 - CTC annually awards a number of [tuition waivers](#) to students enrolled in the college's programs.
 - CTC offers a number of [specific scholarships](#) to students, including both program-specific scholarships and those that are available to all CTC students. CTC's Military Programs also offers [scholarships for military spouses](#), and ROTC scholarships are available through CTC's Air Force and Army ROTC programs.
- The CTC Dean's List, established in 2007, recognizes students who have achieved academic excellence. Full-time students who accumulate a 3.5 GPA are recognized the following semester and

are eligible to enter a drawing for a 12-credit tuition waiver in the subsequent semester. Approximately 500 students were recognized during the first year.

Library and Information Resources

- The UAA [Learning Resource Center](#) provides students with easy access to computers, language and math labs, tutors, instructor-reserved materials, test proctoring for distance education, and quiet study areas. The LRC also provides a number of faculty services. A general fund budget of \$418,000 supports salary and benefits for the center's four regular employees plus 20-30 temporary or student tutors and front desk personnel each semester. An additional \$32,000 is also set aside for basic operating expenses and to replenish library media and equipment resources.
- The following areas offer program-specific library resource areas with current publications, periodicals and/or other information tools: Medical Assisting; Medical Laboratory Technology; Fire and Emergency Services; Dental Programs; Health, Physical Education & Recreation; Aviation; Construction & Design Technologies; Air Force ROTC; and Career & Technical Education.
- The Culinary Arts program has donated \$15,000 over the past five years to the culinary book collection at the Consortium Library.

Financial Resources and Expenses

- \$15M or 83% of CTC's \$18M in total expense authority is used to hire personnel. CTC maintains approximately \$1M in foundation account balances and \$2M in grant and contract annual spending, approximately 14% of total spending available. A summary of recent external grant and contract awards is located in the 'Special Funding' section above.
- To diversify funding sources, two new positions were created to assist CTC programs in pursuing external resource. A Development Officer (working 50% with university development department) works to expand CTC's pursuit of donation efforts, already begun through active advisory board participation, career pathway planning, and creation of several new general purpose foundation accounts; a Grant and Training Coordinator assists programs in finding and obtaining new grant and contract funding resources and with internal processing requirements.

Facilities and Equipment

- CTC programs are located in six buildings on the Anchorage campus and five buildings off campus. Of the off campus locations, external lease is paid on the Chugiak/Eagle River campus building, space is provided at no charge by our military partners for the Elmendorf AFB and Fort Richardson Army Post locations, indirect earned from the North Pacific Fisheries Observer Training Center sponsored contracts pays the space it occupies, and only land lease is paid for the Aviation Merrill Field facilities.
- CTC's Aviation Complex and Dental Clinic are state-of-the-art facilities supporting excellent instruction. Additionally, the Aviation unit conducts important safety research that is particularly significant to Alaska, and the Dental unit provides valuable services to the community.
- Several CTC programs require additional lab staff and equipment investments to support technical instruction missions. Internal calculations of average cost per credit hour for all CTC programs range from \$66 for our military programs to \$409 for combined aviation programs.
- CTC annually distributes approximately \$50,000 to \$100,000 in equipment awards to both technical and service programs. Awards vary from hardness testers in the welding program to skull x-ray manikins for the dental program and are distributed by the Dean based on shared recommendations from all directors and chairs.

Technology

- 12 computer labs/classrooms across campus, including a few with smart technology to facilitate distance delivery (such as video conferencing) and several with basic meeting/classroom technology (such as smart boards and projectors)
- Several programs also have well equipped program labs with extensive equipment technology investments, including Welding; Automotive; Aviation Maintenance; Air Traffic Control; Professional Piloting; Dental Hygiene/Dental Assisting; Medical Laboratory Technology/Medical Assisting; Radiation Technology; Culinary Arts; and Health, Physical Education & Recreation.

Research

- CTC has two aviation research associates that work closely with the Federal Aviation Agency (FAA) to provide aviation safety research.
- CTC provides general funding for one grants professional for administrative support.

Living and Learning Environment

- [Aviation Learning Community and Aviation House](#) – for aviation majors or students planning to pursue a career in aviation. The Aviation Technology Division, in conjunction with Residence Life, works to provide peer academic mentoring, social and educational programming, and networking with individuals in the aviation profession.
- CTC uses the student cohort learning model in several Allied Health programs, providing a strong support structure for participating students.

Community Connections

- Through a federal grant of \$315,000, the Culinary Arts, Dietetics, and Nutrition program administered several grants from Alaska and other states such as Nevada, Hawaii, Oklahoma, and Arizona to implement Women, Infant, and Children (WIC) Nutrition training.
- The dental clinic provides dental services at a reduced cost to staff, students and community members. [Services offered](#) consist of dental examinations, dental cleanings, x-rays and sealants.
- CTC's Culinary Arts program provides a summer Bakery and Culinary Boot Camp for students ages 12-17.
- Aviation Career Education (ACE) summer camp for approximately 15-20 high school students. The 2009 camp will be conducted in partnership with the Yukon-Kuskokwim School District to provide education for rural students from Hooper Bay.
- Students in the CTC's Health, Physical Education & Recreation program provide learning opportunities for students at Wendler Middle School and participate in Tyson Elementary School's playground program.
- Construction Management students annually travel to locations throughout the lower 48 states to participate in Habitat for Humanity building projects.
- Many CTC programs work closely with organizations throughout the state and beyond utilizing part-time affiliate faculty and volunteer preceptors to enhance internship and practicum opportunities for students—thus not only enhancing connections with the community but also strengthening instruction by increasing hands-on experiences in a current, practical environment.

More about the last five years in the Community and Technical College

Significant Activities and Accomplishments:

- Revised student services systems on military base/post
- Remodeled the Dental Clinic in summer 2007 to expand additional operatories and incorporate equipment comparable to the workplace

- Developed and implemented the AAS and BS in Construction Management and BS in Physical Education
- Developed multiple Occupational Endorsement Certificates
- BP agreement and design of nationwide pre-employment testing model for a large regional employer
- Inter-college collaboration leading to program delivery for Non-Destructive Testing Boot camp
- Coordination with Hiland Correctional Facility to deliver regular coursework to prisoners
- Study abroad agreement between CTC's Culinary Arts program and APICIUS, the Culinary Institute of Florence
- Major facility and classroom/laboratory renovations of Cuddy Hall, which houses the college's culinary arts and hospitality/restaurant management academic programs. The facility also includes a large campus dining facility with multiple food lines and a full-service restaurant. The restaurant, which is open to the Anchorage community, serves as a practical learning laboratory for the culinary arts and hospitality/restaurant management students.

Significant Trends:

- Growth in construction management student credit hours for an average 20% increase per year from FY 06-09
- Consistent, well paced growth of Workforce Professional Education and testing services, continued growth of academic delivery, continued growth of funding through statewide coordination and external contracts
- Current economic conditions with the auto industry may have an effect (either positive or negative)
- The Apprenticeship Technologies, Bachelor of Science Technology (BST), and Master of Science Career and Technical Education (MSCTE) programs have been revived with new curriculum, faculty, and increased numbers of students. BST classes have reached capacity and the new MSCTE will have over 20 students who have applied for admission by the end of the summer.

Enabling and Limiting Factors:

- Enabling
 - Highly motivated and flexible faculty and staff focused on student/customer service
 - Growth in funding support for construction management degree programs from both internal (UA) and external (construction industry) sources
 - Increased resources devoted to diversifying funding sources
- Limiting
 - Health, Physical Education & Recreation; Transportation and Power; and Welding programs are limited by space.

Challenges:

- Recruitment of qualified vocational faculty can be difficult. This is primarily related to an inability to offer salaries that are competitive with industry. Additionally, there are often challenges associated with industry experience vs. pedagogical experience.
- The available pool of qualified adjunct faculty is limited.
- Lack of full-time faculty at the Chugiak-Eagle River Campus and Military Program sites limits ability to develop new or update existing non-credit curriculum efficiently.
- Meeting the growing needs of the Alaska design and construction industry for education and training of students for high-demand career fields.
- Meeting the growing demand for trained health professionals; complicated by limited availability of internship sites.

- Equitable faculty workload assignments as related to student practica and internships as well as the development and delivery of distance education offerings.

Academic Unit Description –School of Engineering

College Name and Contact: School of Engineering
Rob Lang, Dean

The School of Engineering (SOE) offers areas of study at the associate, baccalaureate, and graduate level. The major departments within the School are Civil Engineering; Engineering, Science, and Project Management; Geomatics; and the Bachelor of Science in Engineering (which offers emphases in Mechanical, Electrical, and Computer Systems).

The School has programs accredited by [ABET](#) (Civil Engineering, Geomatics, and the BS in Engineering emphases in Mechanical, Electrical, and Computer Systems Engineering), [PMI](#) (Project Management). The requirements of these accreditations factor heavily into the School's activities and efforts.

In addition to departments affiliated with specific academic programs, the School also houses the [Alaska Native Science and Engineering Program](#) (ANSEP), which is a program designed to work with students beginning in high school, all the way through graduate school. ANSEP is a program designed to support student success in science and engineering programs through summer bridge programs, internships, undergraduate research opportunities, focused learning communities, and supportive networks and cohorts.

Mission Statement:

The School of Engineering's mission is to provide high-quality, hands-on undergraduate and graduate engineering education to Alaskan students to meet industry's need for well-trained engineers and to provide continued professional training.

College Planning Documents:

Strategic Plan: http://engraccred.uaa.alaska.edu/espm_accreditation_appendix_b.pdf.

College Governance

College Leadership

- **College Dean** – Rob Lang: Reports to Provost; responsible for administrative and financial operation of the college.
- **Associate Dean:** Responsible for the Alaska Native Science and Engineering Program (ANSEP); advising; academic support; and recruitment.
- **Associate Dean:** Responsible for defining and configuring SOE space and facility needs; preparing reports on performance for UAA and UA Statewide; preparing budget requests; K-12 outreach; and assisting SOE faculty in pursuit of research grants.
- **Leadership Team:** The Dean, Associate Deans, Fiscal Manager, and Department Chairs serve as the School's leadership team.

Faculty Governance within the college:

- Curriculum Review Committee: Reviews course and program proposals and submits approved curriculum to the Undergraduate and Graduate Academic Boards
- Promotion and Tenure Review Committee: Conducts faculty evaluation as the college level of promotion and tenure processes

SOE has representation on the Faculty Senate, and Graduate and Undergraduate Academic Boards.

Staff governance and university assembly:

- Classified Council staff representation

External advisory boards:

- The School of Engineering has [four advisory boards](#): one for the school as a whole, and three program-specific advisory boards for Geomatics; Civil Engineering; and Engineering, Science, and Project Management.

System Governance:

SOE has representation on the following planning groups:

- Statewide Engineering Budget & Planning
- UAF Engineering Advisory Board (UAA dean serves as ex-officio)

Collective Bargaining:

Regular faculty are represented by United Academics; adjuncts are represented by the adjunct union.

Special funding and resulting expectations:

The School of Engineering receives several million dollars annually in restricted funds used for the benefit of the [Alaska Native Science and Engineering Program](#) (ANSEP). Matching fund requirements have typically been satisfied internally within the School, made possible by a wide variety of corporate donations matched with Federal grants.

College Specific Policies and Procedures

The School of Engineering has no variances with UA and UAA policies and procedures. The School's Promotion and Tenure Guidelines are [posted online](#).

Major Components of the College**Students served**

In 2007-08, the School of Engineering served about 700 students, approximately 500 full-time and 200 part-time. About 13% of students are under 20 years of age, 55% of students in their 20's, and 12% of the students are 30 years of age or older. Approximately 100 students from UAA are in the ANSEP program.

Courses and programs offered

- The School of Engineering offers a range of 14 degrees and certificates (AAS, BS, and MS) in engineering and closely related disciplines. Each program is housed within one of the School's four departments.
- The graduate offerings of the School of Engineering are scheduled to accommodate evening students. As a result the graduate programs normally require two or more years for completion. A project or thesis may be required as a part of each graduate program within the School of Engineering.
- SOE also provides a fairly extensive set of continuing education courses for practicing professionals.

Functions accomplished

- **Research**
In addition to providing 14 degrees and certificates, most of the School's tenure-tenure-track faculty hold research components as part of their workloads, and engage with both graduate and undergraduate students on a variety of projects related to their areas of academic discipline.
- **Student Services**
The School provides advising both through a full-time advisor, and through the assignment of a faculty advisor for each student. Faculty also serve as advisors to more than 10 student clubs, and work with students on a wide variety of student class projects that are highlighted in a celebratory

event each semester. Students are also hired as researchers, both at the undergraduate and graduate levels.

- **Training**

The School provides a variety of training courses for practicing engineers and project management professionals.

Delivery methods

Most instruction is provided through traditional classroom instruction. Exceptions include the MS in Arctic Engineering, which is offered asynchronously via the Internet, and the MS in Project management, which often employs real-time audio-video connections to satellite sites. The School employs project-based learning when possible, often resulting in linkages with projects sponsored by the local professional community.

Collaborations

Faculty and students are active in virtually all the professional societies (ASCE, IEEE, ASME, ASHRAE, PMI, ASPLS, NSPE, ASPE, SWE, ASEE and so forth) that relate to their academic disciplines, which leads to many collaborative efforts.

Other constituents served

The School works with engineering faculty in other University of Alaska campuses, with engineering colleagues in over 100 locations where its students work within the Anchorage area, and with Anchorage School District faculty.

College Resources

Personnel

Funding for most personnel within the School is provided by State support. The major exceptions include the ANSEP program, which brings significant external support to maintain its student support programs, and the MS Project Management program, which charges double the usual resident graduate tuition to allow it to function as a state-assisted, rather than state-supported, program.

- 25 Tenure Track Faculty
- 3 Term Faculty
- 15 Adjunct Faculty
- 4 Administrators
- 12 Support Staff

Student support

All students are assigned a faculty advisor within their major. The School also has a centralized advising office to provide additional support.

Library and information resources

The Consortium Library has a wide range of both hard copy and digital versions of engineering information, and provides a faculty member to serve as the liaison to the School of Engineering. Technical journal articles can often be delivered electronically in full text form to faculty and students under the licensing agreements brokered by the Library. Interlibrary loan services are also available.

Financial resources and expenses

The School of Engineering has an annual State-supported budget of approximately \$4.8M. Of that total budget, 41% is provided by general funds from the legislature, and 29% by tuition revenue.

Approximately 67% of the annual expenditures are devoted to personnel costs. The school consistently meets its financial obligations with modest carry-forward funds from one fiscal year to the next.

Facilities and equipment

The School maintains an inventory of lab class and research equipment on the order of \$2M. Additional support for lab equipment has been obtained through state grants, targeted grants awarded to ANSEP, individual donations, and research grant funding.

Technology

In the University Center the School has distance-delivery equipment allowing for real-time delivery and two-way audio/video communication with students worldwide. The graduate Project Management program uses this equipment extensively.

Research

The ANSEP program, with its innovative recruitment and learning techniques, brings about \$2-3M annually. Other research brings about \$1-2M annually.

Living and Learning environment

The ANSEP program provides a collaborative learning environment that includes tutorial sessions specific to engineering, science and math courses; provides guest speakers; and in general requires active participation from students. The program has had great success in recruiting, retaining, and graduating Native students, winning support and accolades from the National Science Foundation and others.

Community connections

Many students obtain part-time and summer work within their fields of students within approximately 100 locations that employ our graduates within a four-mile radius of campus. Students are also active within at least 12 professional organizations, providing additional opportunities for engagement.

More about the last five years in the School of Engineering

Significant Activities and Accomplishments:

- Added high demand programs including the BS in Engineering (with emphases in Mechanical, Electrical, and Computer Systems) and MS in Project Management
- Obtained PMI accreditation for MS Project Management
- Successfully maintained ABET accreditation for Civil Engineering and Geomatics BS programs
- Obtained initial accreditation of BS in Engineering emphases in Electrical Engineering, Mechanical Engineering, and Computer Systems Engineering

Significant Trends:

- Enrollment has doubled within the past five years

Enabling and Limiting Factors:

- The local engineering community provides strong support through work opportunities
- Strong advising and mentoring is available through ANSEP for both Native and non-Native students
- In response to high demand for its programs, the School of Engineering has received additional support in recent years, both through internal reallocations and legislative funding dedicated to engineering programs. These funds have been devoted primarily to new faculty to support the added enrollment, the ANSEP program, and temporary facility leasing to respond to space demands.

Challenges:

Although the university has identified need for new buildings for the school, until the building is completed and available, the School will make its programs function as well as possible with existing and temporary facilities. The imminent opening of the Integrated Sciences Building (ISB) will allow for additional offices in the Engineering building as the science faculty move to ISB; space is also being made available for faculty and labs in a recently vacated building, the Vocational Rehabilitation Building approximately 0.5 miles away from the Engineering building.

Academic Unit Description –Kenai Peninsula College

College Name and Contact: Kenai Peninsula College
Gary Turner, Director

Kenai Peninsula College (KPC) is located about 180 road miles south of Anchorage. KPC has campuses in Soldotna and Homer, and extension sites in Anchorage and Seward (*descriptions follow*). Since the college has branches and extension sites in four locations, references in this unit description to “KPC” will refer to the college as a whole, unless otherwise specified. KPC offers two-year Associates of Arts and Associates of Applied Sciences degrees, as well as courses leading to occupational endorsements and undergraduate certificates. Some programs leading to baccalaureate degrees, such as the Bachelor of Liberal Studies, Bachelor of Elementary Education, Bachelor of Psychology, and Bachelor of Art, can be obtained entirely at KPC through collaboration with UAA. A number of four-year degree programs are available at KPC via distance delivery through other UAA and UAS campuses. The college offers academic advising, transfer information, financial aid assistance, career counseling and free tutoring. The college also serves students needing Adult Basic Education, General Equivalency Diploma (GED) tutoring and testing, English-as-a-Second Language, and literacy instruction.

The [Kenai River Campus](#) is located between the communities of Soldotna and Kenai. It is perched on the banks of the Kenai River. The campus includes classrooms, library, laboratories, student health clinic, computer labs, vocational shops, media center, bookstore, art gallery, campus services center, career center, learning center, electronic testing center, food café, and commons areas. With an enrollment of more than 1,500 students each semester and highly qualified faculty, the Kenai River Campus prides itself on small class size and personalized attention for all students. Administration of KPC-wide services is accomplished from this campus. The college director, assistant director for KPC academic affairs and director of KPC administrative services are housed here.

The [Kachemak Bay Campus](#) is located in the picturesque seaside town of Homer, 78 miles from the Kenai River Campus. The campus delivers KPC’s programs and services on the southern Kenai Peninsula and serves almost 500 students each semester. Kachemak Bay Campus offers a quality education in a warm, friendly environment. The campus has two geographically separated facilities approximately ½ mile apart, which include classrooms, computer lab, student services center, learning center, bookstore, and library with access to CD-ROM and online databases.

KPC also offers classes at the [Resurrection Bay Extension Site](#) (RBES) on the Kenai Peninsula in Seward, 98 miles from the Kenai River Campus. Various general education requirement courses and personal enrichment classes are offered utilizing high school classrooms. The Resurrection Bay Extension Site has an onsite coordinator at Seward High School and serves approximately 50-90 students each semester. The Kenai Peninsula School district provides office space and classrooms at no cost to KPC.

KPC offers two programs through their [Anchorage Extension Site](#) at the University Center. Both programs are workforce development/high demand programs and serve more than 130 students each semester. Students can pursue the AAS in Process Technology and AAS in Occupational Safety and Health. The Anchorage Extension Site includes lab simulators, classrooms, and computer labs.

KPC Mission Statement: *Kenai Peninsula College is committed to excellence in education, training and life-long learning by offering accessible opportunities in a supportive environment.*

College Planning Documents:

- **Strategic Plan:** KPC’s Strategic Plan for 2007-2011 can be found [online](#). The plan will be updated in Fall 2010 and finalized in Spring 2011.
- **College Academic Plan:** KPC’s Academic Plan was written by KPC Faculty and the KPC Director and can be found [online](#). The plan will be updated in Fall 2010 and final in Spring 2011.

- **Strategic Enrollment Plan:** KPC’s Strategic Enrollment Management Plan can be found [online](#). The plan will be updated in September 2009.

College Governance

College Leadership

- **College Director -- Gary Turner:** Together with his team of unit directors, leads KPC and reports to Chancellor Ulmer. In addition to leading the strategic planning for the institution, he supervises faculty, adjuncts, and unit directors at all KPC locations
- **Assistant Director for Academic Affairs – Dr. Paula Martin:** Oversees KPC academic programs and courses, providing oversight on curriculum and scheduling, and adjunct faculty hiring; supports division chairs and academic honesty
- **Administrative Services Director – Marci Zimmerman:** Oversees all budget and financial operations including accounting, purchasing, cash handling, grants/contracts and the bookstore auxiliary, in addition to the Human Resources and Payroll departments for the four KPC locations
- **Director of Kachemak Bay Campus– Carol Swartz:** Oversees the operation of Kachemak Bay Campus, leading staff and faculty in program and course offerings and providing facility and budgetary oversight
- **Leadership Team:** Composed of the College Director, Unit Directors, Managers and Division Chairs, meets monthly to review and discuss current strategies, plans and issues, and to make decisions on issues that affect multiple units

Faculty Governance

Faculty hold tenure through UAA colleges. KPC faculty have representatives on the Faculty Senate and Undergraduate Academic Board (UAB). The Faculty Senate’s Promotion and Tenure (P&T) Committee has KPC representation, as do other Faculty Senate committees. Local governance occurs via an Academic Review Committee for programs and courses (precursor to UAB) and the Faculty Forum, where faculty address issues of KPC concern.

Staff Governance and University Assembly

- APT Council staff representation
- Classified Council staff representation
- University Assembly representation

Student Governance at KPC:

The Kenai River Campus Student Union and the Kachemak Bay Campus Student Association represents the KPC student body statewide with the UA Coalition of Student Leaders, advocating for students on campus and within the UA system. Representatives from both the Kenai River Campus Student Government and the Kachemak Bay Campus Student Association sit on the UA System Governance Council.

External Advisory Boards

[The Kenai Peninsula College Council](#) is KPC’s external advisory council for the four unit locations. The Kachemak Bay Campus also has an advisory board, [KBC Community Advisory Board](#). KPC programs with advisory boards include Paramedical Technology and Process Technology through the [Alaska Process Industries Career Consortium](#).

Borough Funding and Expectations

Kenai Peninsula Borough has provided annual funding to KPC since 1992. The college will receive \$637,683 in FY10, which either fully or partially fund numerous areas, including tuition waivers to all

borough high school seniors; service learning; Adult Basic Education/GED preparation; and staff positions including a library clerk, computer technician, financial aid clerk, evening campus coordinator, registration clerk, coordinator for the Resurrection Bay Extension Site, and others. These funds comprise 5% of KPC's annual budget. The college continues to evaluate ways to shift more of these areas to base operating funds as the Borough Assembly decides each year whether to provide these funds to support a number of KPC positions at KPC locations.

System Governance

Community campus directors meet monthly with the Chancellor's Cabinet and UAA's Full Council of Deans and Directors. Community campus directors from the entire UA system meet biannually as an advisory body.

Collective Bargaining

All KPC faculty are represented by UAFT; the Kenai River and Kachemak Bay campuses each have a UAFT representative. The majority of KPC faculty are bipartite. There is one tripartite faculty member; the only UA community campus faculty member with a tripartite workload.

College Specific Policies and Procedures

UAA delegates a number of responsibilities to community campuses directors. This policy is outlined in the "UAA Extended Campus Delegation Manual," dated July 1, 1997.

KPC generally follows UAA policies and procedures, as noted in the Board of Regents Policy and the UAA Catalog with variances noted below.

- **[The KPC Part-Time Faculty Handbook, written by KPC staff and faculty](#)**, provides policy and process summaries to adjunct and new KPC faculty; it also provides a summary of a variety of KPC policies.
- **Academics and Academic Freedom**
KPC has the authority to assign faculty to any 000-200 level course. UAA department chairs and/or deans must approve KPC faculty to teach 300-400 level courses. KPC has autonomy for the college's **[academic calendar](#)**, though the only major variance with the Anchorage campus is the timing of spring break (as Kenai Peninsula Borough School District has a different break time than Anchorage). The KPC Academic Review Committee created a guide for KPC syllabi design, which is available in the **[Part-time Faculty Handbook](#)**.
- **Students**
KPC Student Services generally follow UAA policies and procedures. The **[JumpStart program](#)** allows high school seniors to take up to six credits each semester at 100-200 level for \$45 per credit hour. High school students must complete a High School Student Waiver Application. **[New Student Orientation](#)** is an online process, required for all high school and JumpStart students and strongly suggested for all others. Students must complete an **[Application for Graduation](#)** form and submit it to KPC Student Services the semester prior to graduation.
- **Financial**
KPC, as a community campus of the University of Alaska Anchorage, maintains budgetary identity within the UA operational budget and autonomy in financial operations, and directing and leveraging resources towards defined strategic goals. KPC Administrative Services uses the **[UAA Administrative Services Policy Manual](#)** as the official source for information concerning fiscal and administrative operations. For the past three years, at the request of the college director, UA President Hamilton and UAA Chancellor Ulmer have **[waived out-of-state tuition rates](#)** for KPC students as

long as they live in state, i.e., students taking distance courses outside of Alaska must pay non-resident rates.

- **Institutional Integrity**

The college's campus closure policy is available [online](#). An emergency response system was contracted with the [MIR3](#) company two years ago after the Virginia Tech shootings. KPC is the only UA community campus to utilize a mass notification system such as this. The [kpcWORD](#) is a daily email newsletter to keep KPC students, faculty, staff and College Council members informed of events and issues of importance.

Major Components of the College

Students served

Over 80% of KPC students attend as part-time students, and only about 40% are traditional college-age students. Many KPC students (15%) take developmental coursework (Adult Basic Education) so they can receive their GED and then move on to college courses. Kenai River Campus serves the majority (70%) of all KPC students. In a ten-year cohort study, over 80% of our students have met or continue to progress toward their educational goals.

Courses and programs offered

KPC is a community campus, primarily offering two-year degrees with a focus on workforce development. The college offers nine certificates and thirteen associate degrees, as well as sufficient courses and advising for students to complete five UAA bachelor's degrees largely through KPC coursework. Students have also completed other UA degrees via distance, utilizing the student support services at KPC. Lists of KPC degrees and certificates are available [online](#). Additionally, part of the mission includes providing developmental education opportunities including GED completion. KPC also acts as a site for post-baccalaureate continuing education, particularly for teacher re-certification. Of the total course offerings in AY08, 72% were lower division undergraduate and 6% were offered by distance.

Functions accomplished

KPC primarily provides instructional and student services functions. Instruction is focused on developmental and lower division course work for certificates and associate degrees, but also includes upper division course work that can lead to bachelor degrees via UAA in Art, Elementary Education, Liberal Studies and Psychology. Commencements are held at the Kenai River and Kachemak Bay campuses. The college is also the site for the [Kenai River Guide Academy](#) (State Park required instruction), [Kenai Fishing Academy](#), [OSHA Region X Training Center for Alaska](#) and the annual [Kachemak Bay Writers Conference](#).

Instruction is supported by the [KRC Library](#) and the [KBC Library](#), the Learning Center, [KRC Media Center](#), and the [Online Writing Lab](#). KPC [Student Services](#) at both campuses provide the following services: registration, advising, financial aid, admissions, retention management, student help desk, career and community engagement, and student unions; however, there are no residential programs because the college has no student housing.

Geographical reach (delivery methods)

KPC serves the 25,000 square mile region of the Kenai Peninsula Borough. The college has expanded distance delivery of courses to increase access in this large geographic area. As a result of this expansion, KPC's distance headcount has increased 282% in the past five semesters and credit hours increased 213%. Distance courses now comprise 16% of the total KPC semester credit hours. The estimated college age (18+) population of the Kenai Peninsula Borough is approximately 30,000. Based on this estimate, KPC's Fall 2007 enrollment of 1,580 credit students represents 5.3% of the

borough population, which is more than double the national average for community colleges of 2.05%.

In 2008, KPC was awarded a five-year \$1,996,319 Title III grant under the U.S. Department of Education's Strengthening Institutions Program. The grant is focusing on the college increasing student success/retention rates through technology-enhanced advising and tutoring services, development of distance delivered courses in technical fields and general education requirements, and faculty development and training in classroom technology and distance delivery ([first Title III newsletter](#)).

In early 2009, KPC contracted with the McDowell Group, to do an economic impact study that measures the college's contributions to the borough and state. A report describing the \$19 million economic impact that KPC has across the state is available here: [The Contributions of Kenai Peninsula College](#).

Collaboration

KPC collaborates on a variety of programs, both within UAA and statewide. Examples include Paramedical Technology (across UAA), Liberal Studies and Elementary Education (across UAA), and Process Technology (statewide). The college collaborates extensively with the Kenai Peninsula Borough School District by sharing classroom space (Kachemak Bay Campus ceramics and welding classes are held at Homer High School), and having 10 signed [TechPrep](#) agreements. All KPC 3-credit (or more) courses are dual enrollment/dual credit for high school students. The Kenai River Campus uses the Kenai Central High School Workforce Development Center space to hold engine repair classes using equipment purchased by KPC. Kenai River Campus partners with the neighboring Alaska Christian College (ACC), by allowing their students to utilize all campus services. After graduating from ACC, many of their students attend the Kenai River Campus while living at ACC, and pursue certificates and associate degrees. During the summer, the Kenai River Campus uses ACC student housing and conference facility for the [Kenai Fishing Academy](#).

Other constituents served

KPC's campuses serve local populations in a variety of community engagement activities such as the [KRC Showcase Series](#), annual [KRC Health Fair](#), [Gary L. Freeburg Art Gallery](#), and the annual [KBC Foreign Film winter series](#). Through KPC's distance course efforts, the college served 341 non-borough residents in Alaska and 27 out-of-state students in Spring 2009.

College Resources

Personnel

KPC has 28 FT faculty at the Kenai River Campus. Two are advising/counseling faculty, one is the KPC Librarian (who resides at the Kenai River Campus and oversees both the Kenai River and Kachemak Bay Campus libraries). Resurrection Bay Extension Site is served only by part-time adjuncts. In addition to the Kenai River Campus faculty, there are six at the Kachemak Bay Campus and two at the Anchorage Extension Site. KPC employs 48 staff at its four locations. More than 45 student employees serve as lab aides, tutors, library assistants, and shop assistants. All faculty serve as student advisers.

KPC has one Human Resources Technician who maintains official faculty and staff personnel files. The director's assistant coordinates all staff and faculty search and hiring processes with assistance from UAA Human Resources.

Student support

Both the Kenai River and Kachemak Bay campuses have one-stop Student Help Desks, where Student Peers or staff answer questions and direct students to other support services (financial aid, registration, advising, counseling, career services, etc.). The Kenai River Campus [Learning Center](#) provides tutors, test proctoring, placement testing, and other academic assistance to students. The Kenai River Campus has two dedicated counselors that provide general student advising and the Kachemak Bay Campus has one staff member that provides these services. The Kenai River Campus also has a [student health clinic](#) (the only one at a UA community campus) staffed by an advanced nurse practitioner and funded by student health fees. The Kachemak Bay Campus also provides tutoring and a limited learning resource center. KPC provides advisors to provide support and guide the Kenai River and Kachemak Bay campus student government groups. In addition, advising support is provided for numerous organized on-campus student clubs. Kenai River Campus provides internship coordination and service-learning and career information at its [Career and Community Engagement Office](#). The [Online Writing Lab](#) provides developmental writing services to students located at the Kenai River Campus or those at a distance. Distant students have some guidance via the [KPC Distance Education webpage](#).

Library and information resources

The [Kenai River Campus Library](#) has over 23,000 volumes, 100 magazine holdings, various AV tapes, local and national newspapers and maps, six computers, and staffing of one full-time faculty librarian and one full-time staff member during the academic year. The Kachemak Bay Campus library has 5,000 volumes and two computers. All have interlibrary loan access to the UAA Consortium Library. A variety of online databases and other resources are readily available, as are quiet study areas.

Financial resources and expenses

KPC's operating and capital budget requests and internal reallocations are developed and guided by the strategic plan. KPC has had recent moderate success in obtaining state appropriated operational funds for faculty positions to meet instructional demands in the area of Electronics and Humanities, as well as funding to support the Paramedic degree. Capital funding has provided upgrades at the Kenai River Campus (science labs, water upgrades, and ADA compliant walkway bridge) and funding to consolidate the Kachemak Bay Campus locations. Facility operational funds were received to support the new construction. KPC builds the annual operational budget based on projected annual revenue sources and committed costs to meet base operational programs. A funding pool is retained to meet unexpected budgetary fluctuations and to commit toward emerging proposals that will advance the College's mission and goals.

Facilities and equipment

Facilities at the Kenai River Campus include 85,000 square feet of building space on 309 acres. The Kenai River Campus has thirteen general classrooms, two science labs, one darkroom, two art studios, nursing lab/classroom, paramedic lab/classroom, instructional machine shop, instructional welding shop, electronics shop, one process technology simulator, instrumentation simulator, three computer classrooms and three commons areas.

Facilities at Kachemak Bay include 27,000 square feet on three acres. These facilities include seven general classrooms, science lab, art studio, computer classroom and commons area, with welding and ceramics held at the Homer High School.

The Anchorage Extension Site facilities include 2,000 square feet in the University Center in Anchorage. Resurrection Bay Extension Site facilities include 500 square feet of office space and in-kind use of school district classrooms.

Technology

All faculty utilize Blackboard and more than 75% incorporate other technology in the classroom. The Title III grant is enhancing teaching and learning capabilities through technology across the KPC system. Kachemak Bay Campus had an upgrade (from 3 MB to 45 MB) in broadband capacity to the UA network system. Kenai River Campus currently has a 10 MB connection that will be upgraded to 45 MB in Fall 2009. This 10 MB connection was a recent upgrade, over the 3 MB they had been operating with for the past five years. Wireless connectivity is available across Kenai River, Kachemak Bay, and Anchorage sites. The Kenai River Campus has 24 servers and 25 public computers, and two interactive video classrooms; most classrooms have data projectors and computers. Kachemak Bay Campus has independent servers, three interactive video classrooms, and data projectors and computers in most classrooms. AES is served by UAA technology. RBES is served by the Seward High School network.

Research

One tripartite faculty member maintains a research lab (anthropology, [Dena'ina Language](#)). Many faculty, while having no research component in their workload, are very actively engaged in research in their disciplines. KPC faculty have been invited to give paper and poster presentations at national and international conferences, have published books, numerous research papers and have been featured on national TV and radio news and documentary programs.

Living and Learning environment

The Kenai River Campus Leadership Team holds two student forums each semester to answer student questions and concerns. A [Walking Tour](#) of the KPC Permanent Art Collection at the Kenai River Campus enables students and visitors to learn about these displays. Math Madness events are held at both Kenai River and Kachemak Bay campuses for local students. A Phi Theta Kappa Honor Society (Beta Delta Eta Chapter) is active. The benefits of establishing a housing facility at KPC are being debated by the university.

Community Connections

Since 2004, KPC has engaged in a national award-winning community engagement/service learning program. Since then, 31 faculty members have engaged in service learning projects in 50 courses involving 888 students that worked with 127 community partner organizations. Friday Community Dialogues are held on campus and organized by a KPC faculty member and co-sponsored by the Roundtable Center for Meditation. The college newspaper, [KPC Connection](#)—written by KPC students, faculty and staff—is printed and inserted in the Peninsula Clarion and Homer News newspapers (at no charge) three times each semester. This partnership with the Peninsula Clarion is the only one of its kind among University of Alaska campuses and provides an outstanding communication venue to reach our local communities. Faculty and staff donate more than 13,000 hours of their time annually in their communities.

Resource Development

Via internal reallocation of funding sources, KPC has restructured the marketing department into an Advancement Office, adding staffing and operational funding to provide new focus on development activities for Kenai Peninsula College. Development activities include the KPC Momentum Campaign, which began in 2007 as an internal fund drive; it raised more than \$13,000 from KPC employees this year. A [“Ways of Giving” website](#) was established and the first ever “Friendraising” event was held for the community to showcase KPC programs and services, with much success. As KPC has become more visible in the development arena, donations are increasing from within our community, from graduates and from business and industry to support KPC programs and scholarships. KPC received a \$500,000 donation from Chevron in 2008 (part of a million dollar donation to UAA shared with ANSEP). This donation was made to support process technology, instrumentation, and computer electronics programs.

Icicle Seafoods donated \$25,000 annually for the past two years for campus support and scholarships at Kachemak Bay Campus and the Resurrection Bay Extension Site.

More about the last five years at Kenai Peninsula College

Significant Activities and Accomplishments:

- Large number of workforce development graduates, with 77 graduates in high demand careers in 2009 as defined by the Alaska Department of Labor compared to 75 the year before.
- Development of the only Alaska paramedic program, which will be offered at UAA's Mat-Su College in Fall 2009. See [KPC's Annual Report](#) for a complete listing of accomplishments.
- Chevron recently donated \$500,000 to KPC to support the process technology, instrumentation, and computer electronics programs (part of a million dollar donation shared with ANSEP). This is the largest corporate donation KPC has ever received.
- Every graduate of the Kenai River Campus Paramedic AAS program in the first three classes has successfully passed certification testing for national licensure as paramedics. The national average success rate is 65%.
- A Kachemak Bay Campus student was selected as Alaska's New Century Scholar for 2008. This program is sponsored by Phi Theta Kappa, the two year college honor society, and honors the top students in America's two year colleges. In 2006, a Kenai River Campus student was selected for this award. Only one student is selected from each state, and two of the last three awards were to KPC students.
- Kenai River Campus created an online New Student Orientation that will assist new students in becoming familiar with college policies, procedures, and services offered to help with student success.
- The KRC Learning Center, in collaboration with Anchorage Christian College, launched the first KPC Alaska Native Oratory Society (AKNOS) regional event in March. Eleven students participated, and some traveled to the Anchorage campus to compete in the statewide [AKNOS](#) event in April 2009.

Significant Trends:

- Headcount and credit hour production is increasing steadily. The college had its largest academic year ever in AY09. The Spring 2009 semester, which had the largest enrollment in the college's 45-year history, had credit hour and enrollment increases of 10% over the previous spring semester.
- From Spring 2005 to Spring 2009, headcount increased by 25%, credit hours by 18%, and full-time equivalents by 19%.
- Distance education course offerings have grown from nine sections in Spring 2007 to over seventy sections in Fall 2009. KPC hired its first faculty member who will teach only distance courses (Chemistry) and lives more than 200 miles from campus.
- The number of disabled students served at KPC is growing exponentially and the costs of providing assistive technology have increased by a factor of 10 in the last three years.
- Traditional-age students now comprise almost half the student body; ten years ago, they accounted for 26%.
- The college is becoming much more diverse, with minorities increasing 112% since 1999, now accounting for 13.5% of the student body. In particular, Alaska Native and American Indian students have increased by 149% since 1999.

Enabling and Limiting Factors:

- Limiting factors include needing additional space for offices, labs, classrooms and simulators
- Even though KPC has seen minor increases in personnel, funding, space and equipment, there is still a great unmet demand on the Kenai Peninsula and state of Alaska for the programs and services that the college could provide if additional resources were available. Seats in workforce development programs and availability of student support services (particularly at Kachemak Bay Campus) are significant limiting factors.
- KPC's efforts in increasing their distance offerings has enabled them to better reach their geographically dispersed student population residing in their 25,000 square mile service area. Over five semesters, students taking KPC distance courses increased 282% and credit hours by 213%.
- The Kenai Peninsula Borough funding over the last 17 years has enabled KPC to fulfill their mission, especially for developmental programs and funding key positions in student services and learning center staffing.

Challenges:

- Student support services for distant students, which are aided by the Title III grant, as well as additional distance fees that are being reinvested to provide increased support to these students as distance enrollments increase.
- The KPC enrollment management plan includes careful prioritization since there are not the personnel or physical resources available to meet student and industry/workforce demand in all areas.

What else we should know about your unit.

KPC provides virtually all the services found at one of the three main UA campuses. In the Spring 2009 semester, KPC had the greatest headcount increase from the previous spring of any of the 16 UA campuses across the state. The college had the 2nd largest increase in credit hours in this period, with UAA's Anchorage campus being first.

Academic Unit Description –Kodiak College

College Name and Contact: **Kodiak College**
Barbara Bolson, Director

For 40 years, Kodiak College has been the only institution of higher education on Kodiak Island, servicing the City of Kodiak, outlying residential areas, the US Coast Guard Base (the largest in the nation), and seven Native Alaskan villages– an area of roughly 6,560 square miles with 1,274 miles of coastline, larger than the state of Connecticut. The Kodiak Island Borough comprises an archipelago located 258 air miles southeast of Anchorage, accessible only by sea and air. Kodiak College offers courses leading to occupational endorsements and undergraduate certificates as well as seven two-year Associate of Arts and Associate of Applied Science degrees. Programs leading to the Bachelor’s degree in Nursing and Elementary Education are also available at Kodiak College through collaboration with UAA.

Mission Statement: *To provide quality education and training tools and opportunities for Island learners*

Kodiak College Vision Statement: *Kodiak Island’s first choice as a vibrant gathering place for learners*

College Planning Documents:

Kodiak College Strategic Plan: In 2005-2006 Kodiak College students, staff, faculty, and constituents came together to create the [Kodiak College Strategic Plan 2006-2010](#).

Kodiak College Strategic Enrollment Plan: Developed in 2006.

Kodiak College Facilities Master Plan: Developed in 2006.

College Governance

College Leadership

- ***Director – Barbara J. Bolson:*** Reports to Chancellor; serves as CEO and Chief Academic Officer of Kodiak College, supervising 35 direct staff reports and all full-time tenure track, term, and adjunct faculty
- ***Student Services-Academic Counselor:*** Oversees Student Services, Admissions, Enrollment, Registration, Financial Aid, and Academic Advising
- ***Administrative/Business Services:*** Coordinates budget and financial operations including accounting, purchasing, cash handling, grants/contracts and the bookstore
- ***Leadership Cabinet:*** Composed of unit managers for Business Services, Student Services, Instructional Council Chair, and Faculty Chair of Instruction; meets with the Director weekly to provide direction to the work towards goals by all campus groups
- ***Staff-Faculty Meetings:*** Open to all full and part time staff and faculty; occur monthly to celebrate accomplishments and awards, discuss issues, topics of concern, emerging campus and student needs, upcoming events, and to plan, conduct, and evaluate long and short term strategic planning initiatives

Faculty Governance within the college:

- Kodiak College has an Instructional Council composed of all full time faculty and department leads, and an adjunct representative. Courses and programs approved by the Council are submitted to the Undergraduate Academic Board for approval.
- In addition to the Instructional Council, the college also has committees focused on Community Engagement, Professional Development, and Technology.
- Kodiak College has representatives elected on a rotating basis who serve on the UAA Faculty Senate and Undergraduate Academic Board (UAB).
- The Faculty Senate’s Promotion and Tenure Committee oversee the awarding of both promotion and tenure for Kodiak faculty who hold tenure through UAA colleges.

Staff Governance

Staff members elect APT and Classified staff members who represent Kodiak College on the staff governance groups and participate in all annual Council events. Staff members also participate in the planning group for UAA's Staff Development Day.

Student Governance

The Kodiak College Student Government Association (KCSGA) is open to any KOC students. A representative of this student government council serves on the UA Coalition of Student Leaders, advocating for students on campus and within the UA system.

Kodiak College Advisory Council

Kodiak College has a 12 member community Advisory Council which meets monthly to advocate promote the mission and vision of the College in the community, and serve as representatives of their various constituent groups. A representative of the Council attends the Chancellor's Advisory Council on a regular basis.

Special Funding and Resulting Expectations

Kodiak College collaborates with the UAA College of Education in the AEIN (Alaska Educational Innovations Network) grant, with the local school district and partners throughout the state. KOC Director Bolson serves as AEIN Board Chair. Grant funding supports half of one full-time faculty position in Education.

System Governance

Community campus directors meet monthly with the Chancellor's Cabinet and UAA's Full Council of Deans and Directors. Community campus directors from the entire UA system meet biannually as an advisory body at various locations around the state. Kodiak College also has representatives on statewide committees devoted to Strategic Enrollment and Technology.

Within UAA, the college has representation on the [Student Success Task Force](#) (including one Kodiak College representative who serves as co-chair of the task force) and the [Center for Advancing Faculty Excellence \(CAFE\) Community Campus Committee](#).

Collective Bargaining

Faculty are bipartite, represented by UAFT; Kodiak College has a UAFT representative.

College Specific Policies and Procedures

UAA delegates a number of responsibilities to community campus directors outlined in the "UAA [Extended Campus Delegation Manual](#)," dated July 1, 1997.

Kodiak College follows UA/UAA policies and procedures as noted in the UA Board of Regents Policy the UAA Catalog with minor adaptations and/or modifications for Kodiak's specific needs, such as matching winter and spring breaks with the local K-12 school district.

- Kodiak College Instruction Council created an Adjunct Faculty Handbook, given to each new adjunct faculty upon hire in both electronic and hard copy format.
- Kodiak College has the authority to assign faculty to any 000-200 level course. UAA department chairs and/or deans must approve Kodiak faculty to teach 300-400 level courses.
- The college holds Adjunct Orientations twice a year and provides professional development for faculty, including part time, in Fall and Winter Teaching Forums.

- Kodiak College has a Human Resources technician on campus and maintains official personnel files for staff and faculty. The HR technician and the assistant to the director coordinate staff and faculty recruitment processes with UAA support and assistance.

Major Components of the College

Students served

Kodiak College serves approximately 1100 traditional and non-traditional students each year. In AY08, 80.8% were non-degree seekers; over 150 students were served in college preparatory courses. The vast majority of Kodiak students are attending part-time, with 53% taking less than 3 credits. In contrast, only 8.35% of the college's students were enrolled full-time. The average age of the typical student has decreased from 45.4 years of age in AY98 to 34 years of age in AY08. The service delivery area of the college covers 6.464 square miles, 258 air miles from Anchorage.

Courses and Programs Offered

Kodiak College offers general program courses for the first two years of college leading to the Associate of Arts and a number of Associate of Applied Science degrees, as well as occupational certificates and endorsements in areas of high demand workforce areas. Courses leading to two Baccalaureate programs (Nursing and Elementary Education) are offered at Kodiak College in partnership with UAA. Strong foundational academic skills are the focus of all general education courses.

In AY 2007-08, Kodiak College offered 14 college preparatory/developmental education courses, 177 undergraduate-level courses, and 11 professional and graduate-level courses. In addition, continuing education and non-credit courses were offered on a variety of subjects of interest to Kodiak Island's life-long learners. Kodiak College offers Adult Basic Education and GED preparation and testing, and classes for English Language Learners. Kodiak's offerings are available here: <http://www.koc.alaska.edu/schedule.asp>. Twenty-six summer courses are being offered in 2009, nearly double the offerings in the previous summer.

Course Delivery Methods

Kodiak College uses a variety of delivery methods beyond traditional face to face classes. Other formats currently used for instructional delivery include:

- Web-based synchronous and asynchronous instruction
- Hybrid delivery (combination web and in-person formats)
- Synchronous online courses at multiple locations via Eluminate with local site follow up lab or tutoring support
- Short-duration, intensive format courses via distance or face to face delivery

Collaborations

KOC collaborates with the following UAA programs: Nursing, Liberal Studies, and the College of Education to deliver two Baccalaureate degrees. In addition Kodiak College is a partner in the AEIN grant (COE) which connects colleges and local schools.

In 2009, KOC hosted 65 fifth grade elementary school students at the first "I'm Going to College" event on campus, in partnership with the Alaska Council on Postsecondary Education and the National Educational Loan Association (NELA).

Other collaborations exist between the college and St Herman's Seminary, Kodiak High School, and the borough school district's alternative school, the Learning Center, to provide 16 Tech Prep Dual Credit classes. The College also offers workshops on financial aid, scholarships, and college readiness, and

participates in the local high school's annual Career Fair. Courses are also offered at the Kodiak Senior Center.

Collaborations also include work with the Kodiak Area Leadership Institute to provide three annual Rural Regional Forums in partnership with seven area Native-serving associations. Kodiak College has two representatives on the Qik'tarmiut Alutiiq Native Language Planning Committee.

Functions accomplished

• Student Services

- The **JumpStart program** offers discounted tuition for first time students funded by the Kodiak Island Borough and required New Student Orientations.
- **Outreach to high school students** includes participation in the Kodiak High School (KHS) College and Career Fair for students and parents; providing Accuplacer testing and advising for high school juniors and seniors in Kodiak and rural communities; and sending Student Services staff to KHS classes to register students for dual credit offerings.
- **Academic advising** to high school and college students is available 40 hours per week.
- **Rural Access Coordinators** located in Ouzinkie and Old Harbor provide access services to Adult Basic Education, GED programs, and college admission (including researching and securing financial aid, tutoring and writing scholarship essays).
- The application process for **campus-based scholarships** has been improved and simplified.
- Hosted **College Goal Sunday FAFSA** presentation on campus, and made it available via Elluminate to rural communities on Kodiak Island.

• Training

A number of training opportunities for the campus community as well as the community at large include:

- "Taking Care of Business," a 10-week work readiness workshop series conducted each semester that is informed by community work readiness needs and industry standards
- Faculty Teaching Forums each semester highlighting content best practices and teaching methods, open to all area teachers
- Vocational training and certification opportunities in partnership with Kodiak High School and local businesses in welding, oil spill response, HazMat, and OSHA, including remote delivery to area villages
- "Snack 'n Chat," a series of one-hour workshops on timely pedagogical topics
- Three annual Rural Regional Forums with topics concerning economic development, business, law, Native issues, and other topics of interest to rural villages.

Other constituents served

Kodiak College serves as host to many community educational events through the campus Community Engagement Committee, e.g. Tournee French Foreign Film Festival, visiting authors, and guest speakers.

College Resources

Personnel

There are 9 fulltime faculty and an average of 22 adjunct faculty employed per semester at Kodiak College. Academic programs are each overseen by a single full time tenure track faculty who chairs each program department. Exceptions are in Developmental Studies and Career & Technical Education, which have Program Coordinators. The nature of the campus and its small size also require that full time faculty each teach a broad range of courses within disciplines and are responsible for coordinating a variety of adjunct faculty within departments, requiring comprehensive networking within the community. In

addition to faculty, there are 18 fulltime staff and 21 part-time staff including temporary hires, tutors, and lab aides.

Student support

- The [Learning Center](#) provides 58 hours of tutoring service available on a drop-in basis. Many faculty provide content area tutoring as part of regularly scheduled office hours.
- An onsite [Test Center](#) provides proctored exams for distance learners, as well as those in face-to-face college classes, Advanced Placement high school exams. The center also provides assessments to community members needing certification and recertification in employment assessment areas such as Microsoft, Education Highly Qualified, FAA or TSA.

Library and information resources

Kodiak College Library is part of the Consortium Library system and boasts 25,000 volumes as well as extensive audio, video, and archived photographic collections, including locally produced films on wildlife, nature and Alaska history. The library has ten computers available to students and the public, as well as quiet study areas. Interlibrary Loan Access is available through the UAA Consortium Library, along with a variety of online databases and other resources.

Financial resources and expenses

Kodiak College has a budget of approximately \$4.27M, which includes \$2.67M in general funds, 278K in tuition, and 658K in intra-agency, state, and UA receipts. The majority of the college's expenses are personnel (3M), with 121K in travel. Travel can be a greater percentage of the Kodiak College budget than at other units due to Kodiak's distance from the MAU and the limited number of expensive options for transport (air and sea).

The college has the flexibility to make local budget decisions based on site-specific needs and utilizes the Strategic Plan to guide most budget decisions beyond basic operational expenses, such as personnel costs. Departments are allocated budgets within which faculty and staff in those program areas may make purchases to meet departmental needs. Larger purchases, such as technology, are brought before committee groups made of staff and/or faculty to make recommendations for purchases based on Strategic Planning goals.

Facilities and equipment

Construction of Kodiak College (total 38,450 sq. ft.) began in 1972 and in four phases was completed in 1982. The campus comprises three principal buildings: the Benny Benson Building (12,814 sq. ft.), the Technology Center (10,750 sq. ft.), and the Campus Center (14,880 sq. ft.). The campus was constructed on a clearing near the center of a 52-acre stand of old spruce trees, one of the last remaining fragments of the rain forest that once covered the lower elevations of the Island. The wood provides seclusion from the city which surrounds the campus and provides a reminder of the history of the island and its violent natural history. There is parking for 145 cars.

Technology

Kodiak College has fully committed to providing for the technological needs of its students. Wireless internet access is available in all locations on campus. Two teaching classrooms each have 15 computers plus computers for faculty; the library (open 56 hours per week) has ten computers available for student use; and 18 computers are available on a mobile recharging station called a "COW" (computers on wheels) cart which can be moved into classrooms.

In addition, the Learning Center (Kodiak's tutoring center) has an additional 14 computers available to students and is staffed with faculty who conduct office hours in the center along with highly qualified

BA- and MA-degreed tutors for 56 hours per week. An additional computer lab, staffed by a Computer Information Systems faculty along with lab assistants, is home to 21 computers and is also available for over 50 hours a week to assist students in self-paced CIOS classes, distance classes, and those working on assignments for face to face classes. Staff also make use of the computer lab and its state of the art technological equipment.

Research

While research is not traditionally part of the community campus mission, several KOC staff and faculty participate in UAA and SW research. One example is the research being conducted by UAA's Student Success Task Force involving early placement testing and academic advising of high school juniors and seniors, mandatory advising for new students, and targeted student intervention (such as coaching) for first time students.

Living and learning environments

Kodiak College hosts enthusiastic Phi Theta Kappa Honor Society and Student Government groups who work closely together on fundraisers and community service projects annually to create awareness and serve both the campus community as well as meeting the needs of non-students in Kodiak. [New Student Orientations](#) occur each semester in person or online.

Community connections

Groups on the island with whom Kodiak College partners in grants or service include: Kodiak Island Borough; Kodiak Island Borough School District (KIBSD); Kodiak Island Housing Authority; Department of Labor; Kodiak Island Medical Associates; Providence Hospital; area museums (Alutiiq, Baranov, World War II, and Maritime museums); seven local Native Associations; the Kodiak Senior Citizens Center; the US Coast Guard; area law enforcement agencies; UA Fisheries Technology Center; theater and fine arts communities; Qik'rtarmiut Alutiit Language Planning Committee; Chamber of Commerce; and the Fisheries Oceanic Research Board.

Other resources

In FY07 and FY 08, KOC received \$47,147 and \$54,500 in SB137 funding respectively for workforce development training and equipment.

More about the last five years at Kodiak College

Significant activities and accomplishments

- Made significant progress developing bridges connecting K-12 and college
 - Provided Accuplacer testing to all Kodiak High School juniors and seniors free of charge, with follow-up academic counseling by high school and college faculty
- Target interventions appear to have had significant impact on success (increased persistence, retention and GPA) of new students and warrant a continuation of practices and further study
- Worked to develop and document as a baseline Kodiak College Carbon Footprint

Significant trends

- Overall headcount is decreasing, but students are taking more credits and the percentage of students taking more than 6 credits is increasing, making SCH relatively stable. Early trends appear to include: increase in distance delivery/distance learning as a desirable option for learners both on and off island, which shows promise for growing overall enrollment in a declining local economy; possible increased enrollment from military active duty, dependents, and veterans; decreased K-12 enrollment on Kodiak Island; and small but steady decrease (3-4%) in overall Island population.

- Increased targeted recruitment activities have been aimed at the local high school population as well as other young adults. The increasing trend toward minority enrollment and the decreasing average age of the student body have continued their current patterns over the past five academic years. This brings exciting opportunities to campus as well as the need for new programs and innovative methodologies to meet the changing culture and expressed needs of the student population.
- Overcrowding and rising tuition rates in other colleges may result in more students delaying their departure from the island for postsecondary education and/or choosing to obtain transfer credits prior to leaving to reduce the cost of out of state venues.

Enabling and limiting factors and challenges

- Borough funding has remained stable since 2006 at \$72,000, however this is significantly less than that received at other UAA community campuses.
- Only a small portion of the island – the very northeastern-most coast – is accessible by road. The rest of the Island is accessible by privately-owned boat or air, with successful passage depending largely on weather. Until recently the majority of the state-maintained roads in the city and between Kodiak City and the Coast Guard base were unpaved. There is no road access to the rest of Alaska, and all travel – on and off the Island as well as around the Island to the outlying villages – must be made by boat or plane. During a large part of the year weather prohibits travel except on the largest ships (including the Alaska Marine Highway system ferries) and regularly scheduled flights with Alaska Airlines and Frontier-Era Aviation, which have been severely reduced in recent months. Prices for travel continue to escalate.
- According to the 2000 US Census, there were 13,913 people living in the Kodiak Island Borough, with the population inside the city limits at 6,334. The 2007 Census estimate for the Kodiak Island Borough, the most recent count available, was 12,997 (a 6.6% decrease since 2000) and for the city 6,182 (a 2.4% decrease). It is evident that the overall Kodiak College population service area is decreasing rather than increasing. During the 2008-2009 school year, there were 2,595 children enrolled in grades K through 12 (a decrease of 2.5% from the previous year), approximately 14.1% of whom were enrolled in special education activities (Alaska Department of Education and Early Development).
- Student housing is negatively impacted due to limited availability and high demand, thereby inflating rents and housing prices. Military housing allowances have increased due to Lower-48 price increases in some inflated markets, allowing more enlisted personnel to live off-base and drive rental housing prices up.

Academic Unit Description –Matanuska-Susitna College

College Name and Contact: Matanuska-Susitna College
Dennis Clark, Director

Matanuska-Susitna College (MSC) is a community campus of the University of Alaska Anchorage (UAA). Now serving nearly 1,500 students per semester, MSC was originally formed as Palmer Community College, and provided its first course offerings to residents of the Matanuska and Susitna Valleys in 1958. In 1963, when the Borough government was formed, the name of the College was changed to echo the name of the Matanuska-Susitna Borough. Matanuska-Susitna College became a community campus of the University of Alaska Anchorage in 1987 when the statewide system was restructured. The main campus is located on a 950 acre site on Trunk Road, about halfway between Palmer and Wasilla, which is approximately 40 miles from UAA's main campus in Anchorage. A modern 102,676 square foot facility houses the majority of the educational activities.

Mission Statement: *Educate students and prepare them for future learning, employment, and community engagement through a challenging and rigorous curriculum combined with exceptional support.*

Matanuska-Susitna College values:

- Academic freedom and the free exchange of ideas
- Appreciation of diverse cultures and ways of thinking
- Collaborative learning
- Community
- Both creative expression and technology
- Honesty, integrity, fairness, and mutual respect
- Intellectual development and self-enrichment
- Meaningful access to higher education

College Planning Documents:

- **College Strategic Plan:** http://www.matsu.alaska.edu/documents/Strategic_Plan_2007_Final.pdf
- **Strategic Enrollment Management Plan:** http://www.matsu.alaska.edu/documents/Enrollment_Management_Plan_Final_2006.pdf

College Governance

College Leadership

- **College Director – Dennis Clark**
Leads MSC, supervises all faculty, staff and unit directors, and reports to Chancellor Ulmer
- **Assistant Director – Dr. Kristin Owens**
Oversees all academic coursework and programs, develops new curriculum, manages scheduling and sequencing, and supervises adjunct faculty
- **Director of Student Services – Sandra Gravely**
Manages operation of student services, including financial aid, advising, and registration
- **Director of Administrative Services – Harlen Harmon**
Manages fiscal operations of campus, bookstore and copy center
- **MSC Executive Team** - Unit Managers and supervisors meet bi-weekly to discuss college initiatives and management operations

Faculty Governance within the college:

MSC local governance consists of faculty representation on the following groups:

- Academic Dispute Resolution - review committee resolves student grading concerns

- Instructional Council – review curriculum proposals at the college level, prior to the Undergraduate Academic Board
- Mat-Su Center for Advancing Faculty Excellence (CAFÉ) – promote faculty professional development at the college level
- Assessment Committee – review course, program, and adjunct faculty evaluation processes

MSC is well represented at UAA, serving on the following university committees:

- University-wide Evaluation Committee (Bipartite Academic) for Promotion and Tenure
- University Assembly
- Faculty Senate
- Undergraduate Academic Board

Staff Governance and University Assembly:

- APT Council staff representation
- Classified Council staff representation
- University Assembly

Student Governance at MSC:

Students at MSC are represented by the Student Government of Matanuska-Susitna College. A representative of this student government council serves on the UA Coalition of Student Leaders, advocating for students on campus and within the UA system.

External Advisory Boards:

- MSC Advisory Committee – external group comprised of community members
- Fine Arts Advisory Council
- Veterinary Assisting Steering Committee – subject matter experts assist with program needs
- Renewable Energy Steering Committee – subject matter experts assist with development of academic content

System Governance:

- Allied Health Alliance - system governance for state-wide health programming

Collective Bargaining:

- Mat-Su regular faculty are represented by UAFT; adjunct faculty are represented by the UNAC adjunct union.

College Specific Policies and Procedures

MSC follows policies and procedures as outlined by Regents’ Policy and University regulations.

• **Academics and academic freedom**

To assist new faculty hires, we developed a faculty handbook that is revised on an annual basis: http://www.matsu.alaska.edu/documents/facultyHandbook_July2008.pdf. MSC holds an adjunct orientation and an all-campus convocation in August prior to the start of the academic year.

MSC has the authority to hire faculty to teach at the 100-200 level. The appropriate UAA academic deans must be consulted prior to hiring faculty to teach upper division courses. MSC utilizes a college-level review board for new curriculum prior to submitting to UAA for consideration and approval.

- **Students**

MSC adheres to the UAA policies and procedures published in the UAA Catalog and the UAA Student Handbook.

- **Financial**

The MSC Budget Committee assists with prioritizing campus needs, PBAC proposals, and long-term capital projects. The Director has fiscal authority.

- **Institutional integrity**

MSC posts all campus policies and regulations on our website, <http://www.matsu.alaska.edu/>, in addition to commonly-used forms for faculty, staff and students.

Major Components of the College

Students served

MSC has approximately 1500 students, 28.6% attending full-time and 71.4% part-time. The average student age is 28. Minority students represent only 13.5% of our total population. The majority, 56.4%, apply as degree-seeking students.

Courses and programs offered

- MSC offers a general program for the first two years of college courses leading to the Associate of Arts; the curriculum provides a strong foundation for the pursuit of a baccalaureate degree.
- In addition, the College offers programs of study in Accounting; Architectural & Engineering Technology; Computer Information & Office Systems; Computer Systems Technology; Human Services; Refrigeration & Heating Technology; Small Business Administration; and recently added programs in Paramedical Technology and Veterinary Assisting. The programs range from certificates to associate degrees.
- The college also provides a Quick Start summer program for students testing at the preparatory level. This program is funded by MSC, and twenty students are awarded scholarships to participate. Non-credit vocational and personal enrichment courses, continuing education courses, and selected upper-division courses are also offered as demand warrants.

Delivery methods

MSC offers the majority of coursework in traditional format; few courses are distance-delivered. Many of our academic programs require an internship or practicum for completion.

Collaborations

MSC partners with other units within UAA and with other institutions such as UAF for curriculum development and delivery, faculty-sharing, and other resources. MSC also provides selected college-level classes to area high school students through Tech Prep, Academic Concurrent Enrollment, and district-wide course agreements with the Matanuska-Susitna Borough School District.

Other constituents served

MSC Workforce Development partners with native corporations (Cook Inlet Tribal Council) and state agencies (Alaska Housing and Finance Center) to offer noncredit programs that enhance employee skills in the workplace. The college focuses on delivering training that matches subject-matter expertise and helps support local industry.

College Resources

Personnel

MSC has 22 regular faculty and approximately 90 adjuncts. The college also employs 36 staff, and 20 student employees that serve as lab aides, tutors, library assistants, and shop assistants.

Student support

MSC provides two 9-month advisors and a Student Transition Specialist to support student success. Programs such as MSC Info Sessions, Career Services, New Student Orientations, Early Alert Resource System (EARs), and the Learning Resource Center assist students with academic support and college transition challenges.

Library resources

On-site resources include a computer lab, wireless internet access, facilities for both individual and group study, and a collection of over 50,000 items. Students have interlibrary loan access to the UAA Consortium Library. A variety of online databases and other resources are readily available.

Financial resources and expenses

In FY07, MSC reported \$7,170,000 in revenue receipts, and \$7,032,700 in expenditures. The majority of income is derived from general funds, tuition, and fees. The college has no grant funding, and limited financial support from the community. In FY08, the college received \$100,000 in funds from the local borough to support the development of a paramedic program and hire a qualified faculty member. That was accomplished in Spring 2009.

Facilities

MSC has an in-house facilities and maintenance team that services the majority of the college's needs, including snow removal, building repairs, system maintenance, and energy efficiencies.

Technology

MSC houses its own servers and provides IT support separate from UAA. All classrooms are equipped as smart classrooms, providing necessary technology and software for faculty. Faculty and students use Blackboard, Elluminate, and other e-media for classroom instruction.

Living and Learning environment

MSC does not offer residential housing to students, but is increasing student life opportunities to compliment academics. Currently students can select from 10 student clubs and organizations, including the Student Government Association. Student leadership opportunities include Student Ambassadors and Phi Theta Kappa.

Community Connections

MSC collaborates with local community organizations such as the Valley Center for Recycling Solutions, Palmer Chamber of Commerce, Wasilla Chamber of Commerce, and the Lions Club (MSC Chapter).

More about the last five years at Matanuska-Susitna College**Significant Activities and Accomplishments:**

- Summer Quick Start program for underprepared students has doubled previous enrollments and is now including preparatory math
- New sports initiatives for students include a co-ed intramural basketball team
- MSC was awarded a Phi Theta Kappa chapter for high achieving students
- New Deans' List and Honors awards celebrate student achievements

Significant Trends:

- Student second-year retention has increased from 49.1% to 63.7% in three years
- Degrees awarded in high demand job areas increased by 30% in three years
- New AAS degree in Paramedical Technology (new offering location to UAA) and new Occupational Endorsement Certificate in Veterinary Assisting offered in fall 2009

- New Occupational Endorsement Certificate in Renewable Energy being developed

Enabling and Limiting Factors:

- Ability to adapt rapidly to changing conditions
- Support from the Mat-Su Borough, Wasilla, and Palmer
- Limitations to campus access during nearby road construction
- Availability of classroom space will limit future enrollment growth and program offerings despite current efforts to increase space utilization efficiency

Challenges:

- Fiscal challenges – the ability to maintain and grow quality programs without additional general funding from UAA or the legislature. Development for new academic programs is continually self-funded.
- Personnel challenges – the ability to recruit and maintain qualified staff and faculty, need to add more diversity
- Community awareness of new programs
- Increasing needs for science labs
- Program-specific space requirements (i.e. paramedic and nursing labs to meet student demand)
- Community demand for locally-offered upper-division courses