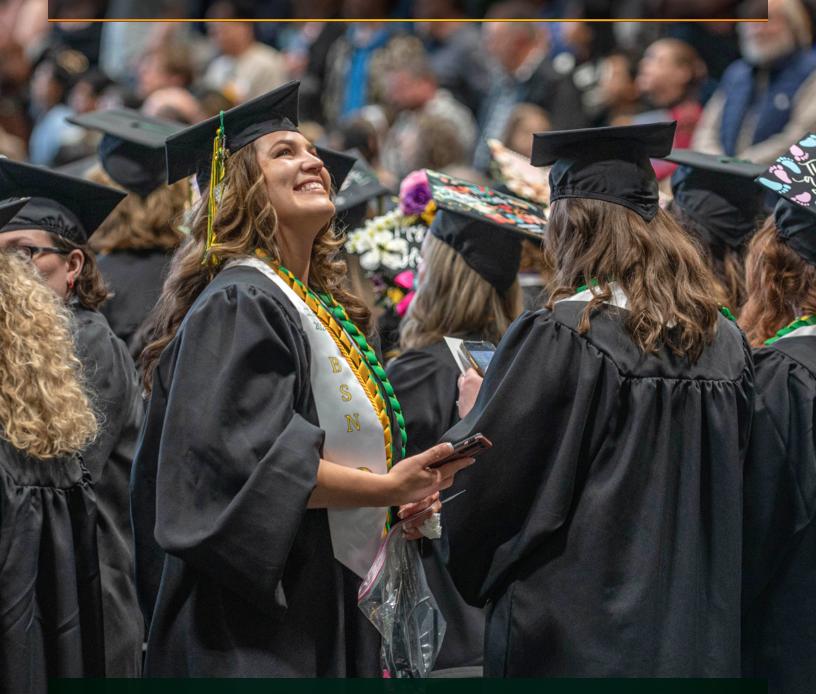# UNIVERSITY *of* ALASKA ANCHORAGE™

Year Six / Standard Two
Policies, Regulations, and Finances Review (PRFR)

September 2024

Prepared for the Northwest Commission on Colleges and Universities

UAA — YOUR **JOURNEY.** YOUR **COMMUNITY.** YOUR **IMPACT.**

NAVIGATING THE REPORT AND DOCUMENT WEBSITE

Report Navigation: To navigate from the Table of Contents to a section of the report, either click on the item, or, if that does not work, press CTRL and click on the item. To return to the Table of Contents, press ALT and the left arrow.

For the most effective navigation back and forth between the report and web links, download the report to your computer and open it so links will open in a separate browser window.

Document Website: The links and documents in the Required and Additional Evidence Sections of this report are also posted on UAA's NWCCU Standard 2 - Governance, Resources, & Capacity site, off of UAA's NWCCU Reports and Documents site.

NWCCU Box: There is one piece of evidence for Standard 2.A.1 that is only loaded in the NWCCU Box.

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MISSION FULFILLMENT: EXECUTIVE SUMMARY

As a comprehensive, open access, public institution offering everything from short-term workforce credentials to graduate programs, UAA invites students to define their journey, create their community, and prepare to make an impact in Alaska and beyond. Striving to be a place where every person who wants an education can be successful, UAA's mission highlights the institution's role in transforming the lives of its students and communities, and it honors our locations on the ancestral lands of Alaska's First Peoples.

> *The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.*

UAA updated its mission statement during the most recent strategic planning process, and the Board of Regents approved the updated mission statement in February 2021. The mission statement was updated again in February 2024, in response to requested corrections to language describing Alaska Native Peoples. The mission statement is in Board of Regents' Policy P01.01.020.

UAA continues to demonstrate that it is fulfilling its mission, based on its articulation of mission fulfillment below. This is the specific definition of mission fulfillment that UAA uses for institutional accreditation.

Mission Fulfillment: Meeting the Mission of Transforming Lives

As defined by the mission statement, UAA's broad educational purpose is to transform lives, and the institution measures its effectiveness in doing so through competencies, achievement, and narrowing gaps in student learning and achievement. This approach intentionally aligns with UAA's strategic plan *UAA 2027*, particularly the first aspiration *We put students first*. The table below shows how UAA articulates mission fulfillment. It includes the meaningful goal, objectives and indicators that UAA uses to define mission fulfillment and to evaluate effectiveness as it relates to the educational purpose of transforming lives.

MISSION FULFILLMENT GOAL, OBJECTIVES, AND INDICATORS

GOAL	OBJECTIVE	INDICATOR
We put students first.	Students develop and achieve UAA's Core Learning Competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; Personal, Professional, and Community Responsibility).	Indicator 1: Qualitative data from the UAA Graduate Exit Survey and the National Survey of Student Engagement (NSSE).

GOAL	OBJECTIVE	INDICATOR
	Students are retained, persist, and graduate at increasing rates.	Indicator 1: Baccalaureate and Associate Persistence, Retention and Graduation Rates.
	Gaps in student learning and achievement are narrowed.	Indicator 1: Disaggregated data for the core student achievement metrics (Persistence, Retention, and Graduation Rates) and the leading indicator Course Pass Rates. The indicator will be disaggregated according to: attendance (full-time/part-time); first generation; Pell recipients; and race/ethnicity.

Note: To assess student learning in the core competencies for mission fulfillment, UAA intentionally selected qualitative assessments through indirect indicators in order to hear directly from the students themselves. This qualitative assessment is supplemented by the ongoing direct assessment of student learning in general education. UAA's general education student learning outcomes intentionally align with the core competencies.

To ensure the broad goal of transforming lives is achieved, UAA strives to integrate the above indicators into the institution's data-informed decision making, resource allocation, and continuous improvement processes.

Continuous Process to Assess Mission Fulfillment and Institutional Effectiveness

UAA has long-standing, continuous improvement processes that provide the framework for demonstrating and improving institutional effectiveness, particularly as it relates to student learning, achievement, and support services. Rather than creating new structures and processes to support the accreditation effort, to the extent possible, the institution relies on existing structures and processes, such as cyclical Academic Program Review and regular, ongoing Program Student Learning Outcomes Assessment.

In the past, the assessment of support services occurred solely within the different functional areas. Although rigorous, the approaches were unsustainable through recent structural and personnel changes. The 2020 NWCCU Standards provided the impetus to rethink how as an institution UAA assesses support services holistically and across UAA Executive Council areas. In spring semester 2024 the provost proposed a data-informed process similar to cyclical Academic Program Review, using an existing structure. This evaluation will explicitly fold into planning, decision making, and resource allocation. The existing Campus Planning Advisory Board (CPAB), comprised of members from across the institution and co-chaired by the provost and executive vice chancellor for Academic Affairs and by the vice chancellor for Administrative Services, will oversee the process, will review the submissions, and will make recommendations

to the UAA Executive Council. The process will be informed by the co-chairs' participation in the AY2023-2024 NWCCU Mission Fulfillment and Sustainability Fellowship program.

UAA also periodically reviews its administrative structure for effectiveness, efficiency, and mission alignment. The last comprehensive review of UAA's administrative management structure, including the evaluation of executive and senior administrator positions, was in AY2020-2021. That process also was managed by the Campus Planning Advisory Board, and resulted in the continuation, discontinuation, and revision of positions. See the Administrative Management Reviews page off the CPAB website.

ELIGIBILITY REQUIREMENTS

The NWCCU Eligibility Requirements are intentionally addressed in the narrative below.

STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A. Governance

2.A.1 Governance Structure

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

This section provides evidence of compliance with Eligibility Requirements 3. AUTHORITY, 9. GOVERNING BOARD, 21. DISCLOSURE, and 22. RELATIONSHIP WITH NWCCU.

Institutional-level governance. UAA has long-standing institutional-level governance structures, policies, and procedures, as further described in 2.A.4 below.

Board. The UA Board of Regents, established by the Constitution of the State of Alaska, Article VII, Section 3, is responsible for the governance of the University of Alaska. Statutory provisions

related to the authority of the Board of Regents over the University of Alaska are contained in [Alaska Statute 14.40](). UAA is one of three separately accredited institutions that are part of the University of Alaska, i.e., the UA System.

Composition, conflict of interest. The governor of Alaska selects and appoints the board's 11 members for an eight-year term. The Alaska Legislature in joint session then votes to confirm each appointment. A student regent is nominated by the respective campus student body and is selected by the governor and approved by the Legislature for a two-year term. Regents do not receive compensation for their service, though they do receive reimbursement and *per diem* for travel expenses incurred for attending board meetings or for other approved university purposes. Board members must comply with the [Alaska Executive Branch Ethics Act](), which includes statements related to their contractual, employment, and financial interest in the institution, and the board has initiated the general practice of disclosing any possible conflicts of interest at the beginning of each public meeting.

Authority, roles, and responsibilities. The major responsibilities of the Board of Regents include selecting and evaluating the UA System president, setting policy, approving academic programs and degrees, approving major capital projects, auditing financial performance, and submitting a unified higher education budget request to the state governor. The Board of Regents holds approximately six public meetings each year during which they plan, prioritize, and approve budgets, capital improvements, policies, operations, initiatives, programs, and services at the three institutions. Regular meetings typically include a pre-meeting opportunity for public testimony, providing students, faculty, staff, and community members the opportunity to voice opinions and share perspectives. The full board meetings typically include reports from faculty, staff, and student governance, through [UA System cross-university groups](), as well as reports from leadership from each of the universities.

Final decision-making authority lies with the board as a whole. [Committees of the Board of Regents]() include the Academic and Student Affairs Committee, the Governance Committee, the Audit and Finance Committee, the Facilities and Land Management Committee, and the Legislative Committee, which is a Committee of the Whole. Members of the Board of Regents also represent the board to the Alaska Commission on Postsecondary Education and to the University of Alaska Foundation. According to [Board of Regents' Bylaw BL07](), unless otherwise specifically directed by action of the board, all committees will be advisory to the board, and decisions of committees may be overruled by action of the board.

The Board of Regents is responsible for establishing, regularly reviewing, and revising systemwide policies, including those regarding its own organization and operation. The regular review of systemwide policies is documented in the [Regents' Policy/University Regulation Revision Log](), posted on the board website. The log tracks changes from 2006 to the present and provides evidence of the ongoing review of board policies. The UA System president has initiated the cyclical review of Regents' Policy and University Regulation, as per the July 18, 2023 memo directly available in Box. Since the writing of the memo, it has been determined

that *Part I. Mission and General Provisions* and *Part II. Administration* will undergo review in calendar year 2024.

Board of Regents' Bylaw BL03 calls for the board to review its performance each year and to set annual goals.

Authority and responsibility between the system and the institution. The Board of Regents appoints the president of the UA System who serves as the executive officer of the board. The president is responsible for the implementation of Board Policies and University Regulations, and the management of UA System offices. The president appoints the chancellors of the separately accredited universities within the system and, with the board, defines the chancellors' roles and delegates to them the authority needed to lead and manage their units. Board of Regents' Policy P02.01 outlines the president's authority and responsibilities.

The University of Alaska Anchorage is governed by a chancellor who is appointed by and reports to the UA System president (Board of Regents' Policy P02.02.015). The chancellor's full-time responsibility is to govern the university. Board of Regents' Bylaw BL13 describes the roles, responsibilities and authority of the chancellor. The UA System president annually evaluates the performance of the chancellor. Neither president nor chancellor serves on the Board of Regents.

The Board of Regents' Bylaws, Board of Regents' Policy, and University Regulation delineate the division of authority and responsibility between the UA System and the institution. UA Board of Regents' bylaws, policy, regulations, meeting agendas and minutes are posted and archived on the Board of Regents' website.

Required Evidence for 2.A.1:
Institutional governance policies and procedures   Faculty Senate Bylaws   Faculty Senate Constitution   Staff Council Bylaws   Staff Council Constitution   USUAA Bylaws - Website   USUAA Constitution - Website   **System governance policies and procedures**   Regents' Policy and University Regulation - Website   Regents' Policy Chapter 02.01 - University President   Regents' Policy P02.02.015 - Chancellors   Alaska Executive Branch Ethics Act - Website   **Multiple board governing policies and procedures**   N/A

Board's calendar for reviewing institutional and board policies and procedures

Regents' Bylaw BL15 - Board Policies

Regents' Policy/University Regulation Revision Log

UA System President July 18, 2023 Memo - Review of Board of Regents' Policy and University Regulation (Available Directly in Box)

Bylaws and Articles of Incorporation referencing governance structure

Constitution of the State of Alaska, Article VII, Section 3

Alaska Statute 14.40 - Website

Board of Regents' Bylaws - Website

Regents' Bylaw BL03 - Duties of the Board of Regents

Regents' Bylaw BL07 - Committees of the Board of Regents

2.A.2 Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

This section provides evidence of compliance with Eligibility Requirement 11. ADMINISTRATION.

UAA has an effective system of leadership that includes the UAA Executive Council, the larger Chancellor's Cabinet, the community campus directors, and the leadership teams under each vice chancellor.

UAA Executive Council. The chancellor, the provost and executive vice chancellor for Academic Affairs, the vice chancellor for Administrative Services, the vice chancellor for Student Affairs, and the vice chancellor for Research make up the chancellor's executive leadership team, which is charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. This group meets weekly to ensure collaboration and support between the academic, administrative, and service units; and works across institutional functions and units to fulfill UAA's mission. The UAA Executive Council integrates and models the principles of data-informed decision making; assessment and accountability; resource planning and strategic allocation; and embedding student success and the closing of achievement gaps into the culture of the university. The strategic plan *UAA 2027* frames and guides the work of the Council.

Each vice chancellor provides direction, sets policies and expectations, and evaluates performance in their programmatic and functional areas. The members of the Council are qualified through education and experience. Their biographies and CVs are available on the

UAA Executive Council page of the [Office of the Chancellor](#) website, under the organization button. The institution's [organizational chart](#) is also located under the organization button of that website.

[Chancellor's Cabinet](#). The broader Chancellor's Cabinet meets regularly and includes the chancellor, the provost and executive vice chancellor for Academic Affairs, the vice chancellor for Administrative Services, the vice chancellor for Student Affairs, the vice chancellor for Research, the executive director for Advancement, the executive director for Alaska Native Education and Outreach, the director of the Office of Equity and Compliance and Title IX coordinator, and the chief diversity officer. These top-level managers work directly with the chancellor to carry out the mission, strategic plan *UAA 2027*, and strategic initiatives at UAA.

Community campus administration. The directors of UAA's four community campuses ([Kenai Peninsula College](#), [Matanuska-Susitna College](#), [Kodiak College](#), and [Prince William Sound College](#)) report to the chancellor, with a dotted line reporting to the provost. They have the delegated authority to operate the campus within their separate communities, and to oversee all operations including facilities, fundraising and development, administration, community relations, advising, student services, residence life, enrollment services, library services, information technology, and media relations. They participate with the academic deans in strategic planning and enrollment management, and they conform to institutional policies and practices established for budget development and other common management processes. The directors work directly with and receive support from the appropriate vice chancellors when implementing activities and delivering services at their campuses. Oversight of curriculum, faculty hiring, and promotion and tenure activities on the community campuses are coordinated through the appropriate academic deans' offices.

The following areas are led by a vice chancellor. Each section leads off with a link to the respective vice chancellor's organizational chart.

[Academic Affairs](#). The provost and executive vice chancellor for Academic Affairs is responsible for the oversight and support of the teaching, research, engagement, and service that takes place in the academic programs, including at the community campuses. The academic deans report directly to the provost. The community campus directors have a dotted line to the provost.

The Office of Academic Affairs provides support to the colleges and campuses through positions in Academic Affairs and Institutional Effectiveness; Faculty Success; Faculty Services; and Student Success. The executive director for Alaska Native Science and Engineering (ANSEP), the dean of the Consortium Library, and the dean of the Honors College also report directly to the provost.

The provost leads [three councils](#) that facilitate ongoing communication and cooperation across colleges and functional areas in the Provost's Office. The Provost's Council, made up of the academic deans, the dean of the Graduate School, and the vice provosts, meets monthly with

the provost. The Deans' Council, made up of the six academic deans (College of Arts and Sciences, College of Business and Public Policy, College of Engineering, College of Health, Community and Technical College, and the School of Education), meets twice each month with the provost. The Community Campus Director's Council, made up of the four community campus directors, meets monthly with the provost.

In addition to serving as the chief academic officer, the provost also oversees institutional efforts such as accreditation, co-chairs the Campus Planning Advisory Board (CPAB) with the vice chancellor for Administrative Services, and oversees UAA's Strategic Enrollment Management Plan in partnership with the vice chancellor for Student Affairs. The provost ensures coordination of UAA academic matters within the UA System through participation in the UA System Academic Council.

Student Affairs. The vice chancellor for Student Affairs is responsible for programs and services, which deliver the functions of enrollment services, student development, and new student outreach and transition. Student Affairs departments provide oversight of and leadership in aligning the institution with many of the federal and state mandates, including financial aid, campus safety, student conduct, disability accommodations, and academic and student records. The Student Affairs leadership team includes the dean of Students, the interim associate vice chancellor for Enrollment Services, and the executive director for Student Engagement and Inclusion.

The vice chancellor for Student Affairs oversees institutional efforts, such as co-chairing the Strategic Enrollment Management Plan with the provost and executive vice chancellor for Academic Affairs. The vice chancellor ensures coordination of UAA Student Affairs matters within the UA System through participation in regular meetings that include the vice chancellors from the three universities and the UA System vice president for Academics, Students, and Research.

Administrative Services. The vice chancellor for Administrative Services is responsible for financial operations, budget development, information technology, facilities and construction, grounds, human resource services, business services, athletics, sustainability, recharge centers, and the University Police. The Administrative Services leadership team includes the director for Budget, the executive director for Campus Services, the director for Employee Experience, the associate vice chancellor for Facilities and Campus Services, the director for Financial Services, the chief information officer, and the chief of University Police.

The vice chancellor for Administrative Services oversees institutional efforts, such as co-chairing the Campus Planning Advisory Board (CPAB) with the provost and executive vice chancellor for Academic Affairs. The vice chancellor ensures coordination of UAA Administrative Services matters within the UA System through participation in the Facilities Council, the HR Advisory Group, the Procurement Advisory Group, and the Student Information System Modernization Steering Committee. The vice chancellors for Administrative Services from each of the

universities meet monthly with the UA System chief financial officer, chief HR officer, and chief Information Technology officer.

Research. The vice chancellor for Research is responsible for UAA's externally sponsored portfolio, providing services to support the training, pursuit, management, compliance, and closure of grants and contracts. The vice chancellor leads the Office of Research where its subordinate offices provide assistance, management, and oversight to ensure financial and ethical compliance of research and sponsored activities. In addition to the administrative units of the Office of Research, two research institutes and one research center are housed within the vice chancellor's oversight as well as a vivarium.

The Office of Research provides these services through leadership positions including a training manager; pre-award manager; post-award manager; executive director of Research Operations; and executive director of Commercialization and Compliance.

The vice chancellor leads coordination committees and groups. The Research and Sponsored Programs Planning Committee brings together leadership of UAA's sponsored centers and departments with higher levels of sponsored activities. The Faculty Research Working Group is an open group with weekly meetings where all pursuing or performing research are eligible to join to discuss pressing topics, shape opportunities, and learn about ongoing UAA activities.

The vice chancellor for Research's office oversees institutional efforts, such as research strategic plan creation and progress, compliance committees including but not limited to the Institutional Review Board for human subjects research and the Institutional Animal Care and Use Committee, and university-wide export control management. The vice chancellor ensures coordination of UAA research matters within the UA System through participation on systemwide steering committees, such as the one for the Established Program to Stimulate Competitive Research (EPSCoR), and membership on the State Committee for Research. The vice chancellor also coordinates within the UA System through participation in weekly meetings with UA System peers (UAA, UAF, UAS, UA System).

Required Evidence for 2.A.2:
Leadership organizational chart UAA Organizational Chart - Website **Curriculum vitae of executive leadership** Chancellor Bio, CV Provost and Executive Vice Chancellor for Academic Affairs Bio, CV Vice Chancellor for Student Affairs Bio, CV Vice Chancellor for Administrative Services Bio, CV Vice Chancellor for Research Bio, CV

Additional Evidence for 2.A.2: Bios
Dean, College of Arts and Sciences Dean, College of Business and Public Policy Dean, College of Engineering Dean, College of Health Dean, Community and Technical College Dean, School of Education Director, Kenai Peninsula College Director, Kodiak College Director, Matanuska-Susitna College Director, Prince William Sound College

2.A.3 Chief Executive Officer

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

This section provides evidence of compliance with Eligibility Requirement 10. CHIEF EXECUTIVE OFFICER.

Chancellor Sean Parnell is the chief executive officer of the University of Alaska Anchorage and is appointed by and reports to the president of the UA System (Board of Regents' Policy P02.02.015). Board of Regents' Bylaw BL13 provides a detailed description of the chancellor's duties. The chancellor's full-time responsibility is to govern the university. Within the scope of Board of Regents' Policy and University Regulation, the chancellor exercises delegated authority and is responsible for all aspects of UAA administration in support of the institution's mission. The UA System president annually evaluates the performance of the chancellor. Neither president nor chancellor serves on the Board of Regents.

The chancellor serves, along with the chancellors of the University of Alaska Fairbanks and University of Alaska Southeast, on the UA System president's Executive Council, the leadership group that coordinates policies and activities on a system level.

Required Evidence for 2.A.3:
Curriculum vitae of President/CEO Chancellor Parnell Bio, CV
Additional Evidence for 2.A.3:
Regents' Bylaw BL13 - The Chancellors Regents' Policy P02.02.015 - Chancellors

2.A.4 Decision-Making Structures and Processes

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

This section provides evidence of compliance with Eligibility Requirement 8. INSTITUTIONAL INTEGRITY.

Faculty, staff, and student governance. UAA faculty, staff, and students participate in the governance of the institution through long-standing structures. These include the [Faculty Senate](), its boards and standing committees; the [Staff Council](); and the [Union of Students of the University of Alaska Anchorage]() (USUAA). All three bodies are advisory to respective UAA Executive Council members.

Each of these formal governance bodies conducts business according to its constitution and bylaws, which outline the authority, roles, and responsibilities on matters in which they have a direct and reasonable interest. Meetings are open, and agendas and minutes, as well as other guiding documents, are posted on the web. The [Governance website]() houses the documents for the Faculty Senate and the Staff Council. USUAA has its own [Union of Students website](), supported by Student Affairs. Executive administrators are invited to attend the meetings, submit written reports, and address the bodies as part of the regular agenda, providing opportunities for ongoing communication and discussion. Representatives of these bodies also serve on other institutionwide committees such as the [Campus Planning Advisory Board]() (CPAB).

Newly appointed to his role, Chancellor Parnell formed the [UAA Caucus]() in fall semester 2022 as a shared governance innovation. The UAA Caucus is a mechanism for collective conversation and advancing UAA's goals as a university. Approximately once a month, the Caucus brings together shared governance leaders from the Faculty Senate, USUAA, and Staff Council with the vice chancellors and chancellor for meaningful conversations. In the past three years, the UAA Caucus has met, on average, four to five times per Academic Year. The UAA Caucus has provided a mechanism to discuss, reaffirm and extend UAA's strategic plan; to discuss action steps to improve campus morale; to ensure students receive timely feedback on grades and progress (implemented Navigate); to change institutional culture to ask each other, "How can I help you?;" to explore ways to become a greater trusted and respected community partner; to speak together about legacy Alaska projects the UAA community could participate in such as the Alaska Long Trail Project; and, to respond to the 2024 Employee Experience Survey, particularly with respect to improving the timeliness of internal processes.

Budget and planning. The [UAA Campus Planning Advisory Board]() (CPAB), a re-envisioning of the previous Planning and Budgeting Advisory Council (PBAC), was charged in FY2019-2020 to strengthen institutional communication, decision making, and transparency. Made up of members from across UAA functional areas and campuses, CPAB includes representatives from faculty, staff, students, and administration, with cross representation from the Faculty Senate Budget, Planning and Facilities Advisory Committee. CPAB provides input for UAA's planning and budgeting processes, as well as for continuous improvement and refinement of those

processes. Depending on the availability of new funding, CPAB reviews proposals for new funding, such as per the FY2024-2025 budget request process, and makes recommendations to the UAA Executive Council. Beginning in summer 2024, the board also oversees the data-informed Services Review across functional areas. The board will facilitate the process, review the evaluation reports, and make recommendations to the UAA Executive Council. This evaluation of support services folds directly into planning, decision making, and resource allocation and reallocation.

Online Learning Council. The Online Learning Council, formed in January 2023, was created in recognition of the growing share of UAA students who choose to pursue some or all of their degrees online. Its membership includes the Provost's Council, the community campus directors, and representatives from faculty, staff, and student governance. The Online Learning Council was established to draft policies, provide guidance, share information and updates, and ensure consistency across online program and course delivery.

The above governance structures ensure that the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest are considered in the decision-making processes of the institution.

Required Evidence for 2.A.4:
Institutional governance policies and procedures (see also 2.A.1)   Faculty Senate Bylaws   Faculty Senate Constitution   Staff Council Bylaws   Staff Council Constitution   USUAA Bylaws - Website   USUAA Constitution - Website
Additional Evidence for 2.A.4:
Faculty Senate - Website   Staff Council - Website   USUAA (Union of Students) - Website   UAA Caucus - Website   Campus Planning Advisory Board (CPAB) - Website   Online Learning Council (OLC) - Website

2.B. Academic Freedom

2.B.1 Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

This section provides evidence of compliance with Eligibility Requirement 16. ACADEMIC FREEDOM.

As an open access, public university whose mission is to transform lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment, the University of Alaska Anchorage strongly affirms and supports the right of every member of its community to free inquiry and expression. As affirmed in University of Alaska Board of Regents' Policy for faculty ([P04.04.010](#)), and also for students ([P09.02.010.B](#)), these rights are foundational and undergird numerous university processes and policies.

Through its University of Alaska System, UAA shares a [Collective Bargaining Agreement](#) (CBA) that affirms the academic freedom and the rights and responsibilities of faculty in maintaining that freedom. Specifically, "The University of Alaska and United Academics agree that academic freedom is essential to the mission of the University and that providing an environment of free and honest inquiry is essential to its functioning. Nothing contained in this Agreement shall be construed to limit or abridge any individual's right to free speech or to infringe upon the academic freedom of any member of the University community" (Article 6).

The rights and protections for students are further affirmed in the [UAA Student Handbook](#), and are supported by the detailed accounting in UAA Academic Catalog of the [Academic Rights of Students](#) which, among other things, clearly affirms that students should be evaluated (graded) solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. These rights are protected in part, through the [Academic Dispute Resolution Procedure](#) further down on that page.

Required Evidence for 2.B.1:
Academic freedom policies and procedures (evidence could include samples of negotiated agreements with faculty and/or staff, where appropriate) [Regents' Policy P04.04.010 - Academic Freedom](#) [University of Alaska and United Academics Collective Bargaining Agreement](#) - Article 6, Academic Freedom and Responsibility (page 10) **Evidence that the students also have academic freedom** [Regents' Policy P09.02.010.B - General Statement: Student Rights and Responsibilities](#) [UAA Student Handbook - Student Freedoms, Rights and Responsibilities](#)

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Required Evidence for 2.B.1:

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UAA Academic Catalog - Academic Rights of Students, Academic Dispute Resolution Procedure

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2.B.2 Supporting Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

This section provides evidence of compliance with Eligibility Requirement 16. ACADEMIC FREEDOM.

As described above, UAA has policies, agreements such as the CBA, and procedures in place that are designed to protect the academic freedom of all members of its educational community. In addition, the university actively promotes these freedoms and works to widely promote and disseminate knowledge.

As a dual mission institution, offering everything from short-term workforce credentials through graduate programs and providing pathways that allow students to graduate with one credential and return for another, UAA has faculty with widely varying workload assignments. Some faculty are fully devoted to research while others have no specific research or creative activity assignments. However, even in the absence of a specific assignment, all faculty, students, and staff are strongly encouraged to pursue research and creative activities, and to share the results of those activities with others. For example, the UAA Department of Writing, a service unit that teaches only zero-, 100-, and 200-level courses, annually hosts a Student Writing Showcase, and their website features rotating profiles of both faculty and student writers.

Faculty research, public service and creative activities are showcased at several regular events such as the ConocoPhillips award presentations, Chancellor's Research and Creative Activity awards recognition, and through a Faculty Senate sponsored virtual showcase.

Free expression and exchange are also promoted through a variety of on and off campus events, exhibits, debates, and related activities. Student Affairs maintains the Hugh McPeck Gallery featuring student work, the College of Arts and Sciences sponsors public lectures by renowned speakers in conjunction with local professional theater performances, the Honors College hosts an annual Student Research Showcase (not limited to Honors students), and

through its Seawolf Debate program, UAA hosts the [Cabin Fever Debates](#) each year. Dozens of similar examples occur across all UAA colleges and campuses.

While UA and UAA policies on academic freedom clearly underscore that these apply equally to students, UAA leadership plans to work with student governance to discuss additional ways this information can be shared with students.

Required Evidence for 2.B.2:
No additional evidence required, see 2.B.1.

2.C. Policies and Procedures

2.C.1 Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

Through its transfer-of-credit policy, UAA affirms its commitment to the efficient mobility of students, while also maintaining the integrity of its programs. The [transfer-of-credit policy](#) is published in the [UAA Academic Catalog](#), and it conforms to [Board of Regents' Policy P10.04.060](#) and [University Regulation R10.04.060](#). Accordingly, and as per Board of Regents' Policy, UAA's transfer policy aims to enhance the ability of students to achieve their educational goals, expand student access to the educational opportunities in the university, and recognize the distinction and maintain the integrity of individual degree programs.

UAA accepts transfer coursework on a course-by-course basis, and the review of courses considers the content, level of instruction, course activities and student outcomes. When there is no equivalent UAA course, discipline-specific elective credits may be awarded. Transfer credit may be awarded for courses completed at an institutionally, formerly known as "regionally," accredited institution; international coursework per a World Education Services' course-by-course evaluation; and courses completed at non-institutionally accredited institutions if approved via the [academic petition process](#), a process detailed in the UAA Academic Catalog. In recognition that UAA's students have studied at many types of institutions, such as, for example, those with national career-related accreditation, courses taken at an organization recognized by the [Council for Higher Education Accreditation](#) (CHEA) are generally accepted through the petition process, both for transfer credit and to count toward specific program

requirements. This ensures high standards, while at the same time facilitating student mobility, particularly for students such as military students and their families.

Transfer of general education credit between the three accredited institutions within the UA System is guided by Board of Regents' Policy P10.04.062, General Education Coursework Transfer, which requires general education completed at one of the institutions to count at the other two institutions, even if there is no direct equivalent at the receiving institution. Equivalencies across the three institutions are indicated in the UAA Table of GER Substitutions in the UAA Academic Catalog.

Board of Regents' Policy P10.04.070 grants authority to the university to provide students the opportunity to apply for non-traditional credit for experiential learning, credit for prior learning, and credit by examination for subjects which fall within the institution's regular curriculum. At UAA, non-traditional credit evaluations are available for accepted degree-seeking students, as per the Nontraditional Credit Policies in the UAA Academic Catalog. These evaluations include 1) credit by examination such as CLEP, DSST (formerly known as DANTES), Advanced Placement (AP), and International Baccalaureate (IB) tests; 2) credit for documented professional certification or completion of exams that lead to certification; 3) credit for prerequisite not taken; 4) credit by local examination or portfolio; and 5) credit for military training courses and the most recent primary occupation per the American Council on Education's recommendation. Upon matriculation, students may also be awarded credit for high school career and technical education (CTE) courses within a current articulation agreement between the district and UAA. The list of approved, articulated CTE courses and their UAA equivalents is published on the Registrar's Office website.

Credits earned through non-traditional credit do not duplicate other credits awarded in fulfillment of degree requirements. For example, a student who has already completed Spanish A101 cannot also be awarded for Spanish A101 through the nontraditional credit process. The use of non-traditional credit to complete certificate or degree requirements may be limited by an individual academic program in order to meet specialized accreditation standards.

UAA strives to honor students' prior coursework and learning through the above policies and practices, recognizing prior learning in meaningful ways and minimizing time to degree completion. The university also strives to make these policies and practices easily understandable and accessible to students. For example, the Registrar's Office website provides student-focused information about how to transfer credit. Prospective students are guided to the Seawolf Transfer Trail, which offers immediate credit estimates, allows prospective students to see applicability to UAA degrees and certificates, recommends best-fit majors, and provides customized support to guide students through the enrollment process. UAA also shares information via the Transfer Evaluation System (TES) about how recently transferred courses and training are being recognized at UAA.

Required Evidence for 2.C.1:
Transfer of credit policies and procedures
Regents' Policy P10.04.060 and University Regulation R10.04.060 - Transfer of Credit
Regents' Policy P10.04.064 - Degree and Certificate Credit Transfer
Regents' Policy P10.04.062 - General Education Coursework Transfer
Regents' Policy P10.04.070 - Non-Traditional Learning
UAA Academic Catalog - Transfer Credits
UAA Academic Catalog - Nontraditional Credit
UAA Academic Catalog - Academic Petition
Additional Evidence for 2.C.1:
UAA Admissions - Transfer Students - Website
UAA Registrar's Office - Transfer Credit - Website

2.C.2 Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

UAA's policies and procedures related to student freedoms, rights and responsibilities outlined in the UAA Student Handbook address a broad range of issues, including freedom of expression, access, and association; freedom from unreasonable search/seizure; participation in institutional government; and maintaining a positive learning environment. They also include provisions related to conduct, academic honesty, appeals, grievance, and accommodations for persons with disabilities.

Academic honesty and conduct. The UAA Student Handbook provides the frame for and articulates Student Freedoms, Rights and Responsibilities. These include the Student Code of Conduct, of which Academic Integrity is a subset. The Handbook outlines UAA's Student Conduct Review Procedures. The UAA Student Code of Conduct and the Student Conduct Review Procedures are guided by Board of Regents' Policy Chapter 09.02. University Regulation R09.02 in that chapter includes examples of prohibited conduct and how to administer the student conduct process including reporting, meetings, decisions, appeals, and interim actions.

Sex discrimination and sexual misconduct. The UAA Student Handbook articulates UAA's policy on Sex Discrimination and Sexual Misconduct. This policy is guided by Board of Regents' Policy Chapter 01.04 Sex and Gender-Based Discrimination Under Title IX. Board of Regents' Policy P01.04 defines forms of prohibited conduct, informal resolution and formal grievance

procedures, interim actions, and supportive measures. The UAA Office of Equity and Compliance website provides specific information relevant to UAA's processes and procedures.

Accommodations for persons with disabilities. The UAA Student Handbook houses the policy on Appropriate Academic Adjustments and Programmatic Accommodations for Students, which includes the formal complaint procedure for denial of services. UAA's Disability Support Services (DSS) website informs students about their rights to service and assistance animals, assistive technology, alternative format requests, and accessible housing, and about the process to request accommodations so they are eligible for services. The process for a student to request reconsideration when an accommodation is denied is repeated verbatim from the UAA Student Handbook on the Grievance Policy page of the DSS website and supplied to the student at the time of registration with the DSS office. The UAA Office of Equity and Compliance website reinforces policy on Accommodations and Accessibility and links students directly to UAA's Disability Support Services website. Rights and responsibilities regarding accommodations for students with disabilities are guided by Board of Regents' Policy Chapter 09.06 Services for Students with Disabilities.

Appeals and grievances. UAA policies and procedures around student appeals and grievances align with Board of Regents' Policy Chapter 09.03 Student Dispute Resolution. UAA affirms the right of all students to request, through fair and timely dispute resolution procedures, the review of decisions that adversely affect them, and students have recourse to a range of dispute resolution processes. The Academic Dispute Resolution Procedure is maintained in the UAA Academic Catalog, as is information about student complaints to external agencies, typically after exhausting the informal and formal dispute resolution processes at UAA. The UAA Student Handbook Complaint Procedures page provides other procedures to bring forward appeals, such as procedures regarding student conduct minor and major sanction decisions and decisions to deny accommodations.

UAA has a range of ways to ensure students are informed about the different policies and procedures related to appeals and grievances. The Dean of Students Office website hosts a student-oriented Student Complaints and Disputes website that includes descriptions of the resolution procedures, links to the relevant Academic Catalog and Handbook policies, and provides campus contacts to assist with student questions. This page is reviewed and updated annually, and the Dean of Students Office and Academic Affairs partner on how to make it helpful to students. As required by the US Department of Education, UAA's Student Consumer Information and State Authorization websites also direct students to information about student complaints, and these pages link to the Dean of Students website to do so. In addition to the UAA Academic Catalog, the UAA Student Handbook, and university websites, UAA presents information about students' freedoms, rights, and responsibilities at new student orientations.

Required Evidence for 2.C.2:

Documentation of student's rights and responsibilities policies and procedures, which include:

Student's rights and responsibilities

Regents' Policy Chapter 09.02 - Student Rights and Responsibilities - Rights: Freedom from Discrimination; Fair and Impartial Academic Evaluation and Recourse through Orderly Procedures; Free Inquiry and Expression; Access to their Own Personnel and Education Records and to Confidential Records; Participation through Student Representatives in Formulating and Evaluating Institutional Policies; Freedom to Organize and Join Associations; Freedom to Protest in a Manner Which Does Not Obstruct or Disrupt Teaching, Research, Administration, or Other Activities; Academic Environment Conducive to Intellectual Freedom; Fundamentally Fair and Orderly Disciplinary Process; Right to Access Accurate Information Regarding Tuition, Fees, and Charges, Course Availability, General Requirements for Establishing and Maintaining Acceptable Academic Standing, and Graduation Requirements. Responsibilities: Knowing, Understanding, and Complying with Student Code of Conduct.

UAA Student Handbook - UAA Student Freedoms, Rights and Responsibilities - Freedom of Expression; Freedom of Access; Freedom of Association; Freedom from Unreasonable Search/Seizure; Student Participation in Institutional Government; Maintaining a Positive Learning Environment

UAA Academic Catalog - Academic Rights of Students - Academic Dispute Resolution Procedure; see Academic Honesty section for a brief description of Academic Integrity and link to Student Code of Conduct in the UAA Student Handbook

UAA Academic Catalog Annual Notifications - Notice of Nondiscrimination; Biographic/Demographic Information, Campus Diversity and Compliance, Annual Security and Fire Safety Report, Computer Use and Software Copyright Policy; Copyright and Intellectual Property; Drug-Free Schools Notification; Family Educational Rights and Privacy Act (FERPA); Free Speech and Academic Inquiry; Gender-Based and Sexual Misconduct Policy; Harassment

UAA Annual FERPA Notification Email

Academic honesty

UAA Student Handbook - Student Code of Conduct - Academic Integrity

Conduct

UAA Student Handbook - Student Code of Conduct

UAA Student Handbook - Student Conduct Review Procedures

Appeals, grievances

Regents' Policy Chapter 09.03 - Student Dispute Resolution

UAA Dean of Students - Student Complaints and Disputes - Website

UAA Academic Catalog - Academic Rights of Students - Academic Dispute Resolution Procedure

<table>
<tr><td>Required Evidence for 2.C.2:</td></tr>
<tr><td>

UAA Student Handbook - Dispute Resolution Procedures: <u>Code of Conduct Minor Sanction Decisions</u>; <u>Code of Conduct Major Sanction Decisions; Appropriate Academic Adjustments and Programmatic Accommodations for Students with Disabilities</u>; <u>Sex and Gender-Based Discrimination Decisions</u>; <u>Other Discrimination Decisions</u>; <u>Student Employment Decisions</u>; <u>Student Complaints About Employee Behavior</u>; <u>Other Employee Decisions Affecting a Student</u>

Accommodations for persons with disabilities

<u>Regents' Policy Chapter 09.06 - Services for Students with Disabilities</u>

<u>UAA Student Handbook - Appropriate Academic Adjustments and Programmatic Accommodations for Students with Disabilities</u>

<u>UAA Disability Support Services</u> - Website

<u>UAA Office of Equity and Compliance - Accommodations & Accessibility</u> - Website

</td></tr>
<tr><td>Additional Evidence for 2.C.2:</td></tr>
<tr><td>

<u>Regents' Policy P01.04.140 - Sex and Gender-Based Discrimination Under Title IX - Appeal of Dismissal of Formal Complaint</u>

<u>Regents' Policy P01.04.180 - Sex and Gender-Based Discrimination Under Title IX - Appeals of a Determination of Responsibility</u>

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2.C.3 Admissions, Placement, Continuation, Termination, Appeals, and Re-Admission

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

UAA guides the enrollment of students in courses and programs through its admissions processes, evaluation of prior learning and experience, and faculty-determined program and course prerequisites.

Undergraduate admissions. The <u>Undergraduate Admissions</u> section of the UAA Academic Catalog describes qualifications for admissions to the different types of undergraduate programs. Degree or certificate seeking undergraduate students are admitted on a rolling basis across three terms (fall, spring, summer), either to the certificate/associate level, or the baccalaureate level. University of Alaska Anchorage maintains an open admission policy offering admission to applicants who have graduated from high school; have earned their GED or passed a high school equivalency test recognized in the state within which the applicant

resides; who have demonstrated an ability to benefit through an Ability to Benefit test; or who have provided a transcript documenting successful completion of an Associate of Arts.

Any required characteristics and qualifications above and beyond university admissions criteria are published on the specific program page in the Academic Catalog. These are typically programs with specialized accreditation, for example the Bachelor of Science in Dental Hygiene.

In the College of Health there is a small subset of programs with selective admissions, due either to specialized accreditation or limited capacity. Requirements for admission are outlined on the specific program page in the Academic Catalog, as in the BS Dental Hygiene program example above. Admission to these programs has been a two-stage process, with a pre-major initial admit and, upon completion of prerequisite courses, a later application to full major status. See the General Undergraduate Information button on the Undergraduate Admissions page in the Academic Catalog. While this approach has been effective for recruitment into specific programs, not all students in pre-major status have the opportunity to matriculate into the full major, either for academic reasons, such as not achieving the necessary grades in the prerequisite courses, or due to program capacity. To ensure that students have clear pathways forward, UAA is phasing out the pre-major approach. This takes careful planning. In academic year 2023-2024, UAA phased out 8 pre-majors. The remaining eleven pre-majors will be phased out over the next two years.

Undergraduate placement. Students are required to place into oral communication, written communication, and quantitative skills courses, which make up the Tier 1 General Education requirements, i.e., the basic college-level skills courses. As outlined in the Course Placement section of the UAA Academic Catalog, placement may be by exam score (ACT, SAT, Accuplacer, Aleks), prerequisite course, or, in the case of writing, a course matching survey and writing sample. Faculty determine cut off scores and prerequisites, and they evaluate writing samples, as per established processes. Additional guidance is provided to students on the website Course Placement and Testing. As per national best practices, UAA has implemented student success initiatives, such as accelerated learning programming in the Department of Writing, to support student success relative to these entry-level general education courses.

Continuation in and termination from undergraduate programs. The UAA Academic Catalog outlines the length of admissions under the General Undergraduate Admission Information on the Undergraduate Admissions page. Students remain admitted as long as their catalog is active (5 years from admission for a certificate or associate degree, 7 years from admission for a baccalaureate degree), there has not been a break in attendance of 2 or more years, or they have not been academically disqualified. Readmission due to an expired catalog or a break in attendance of 2 or more years requires that a student reapply for admission. Students who have been academically disqualified due to the institutional policy on academic standing are required to take a semester off and may apply for reinstatement after not attending for a semester. See the Academic Action section of the Academic Standing page in the UAA Academic Catalog for information about academic disqualification and reinstatement. Students may request exceptions to the above with the support of the program and college and with final approval of the provost.

Graduate admissions. General requirements for admissions to graduate study ensure a reasonable probability of student success and are described on the [Graduate Admissions](#) page in the UAA Academic Catalog. These include criteria related to previous degrees and a minimum GPA. Admissions are undertaken by individual graduate programs and then reviewed and approved by the Graduate School. Each program has individual admission standards and document requirements, as described on the program page in the Academic Catalog and on program websites. Deadlines for applications vary, and some programs have rolling admissions.

Continuation in and termination from graduate programs. The UAA Academic Catalog outlines the length of admissions, i.e., 7 years after formal acceptance to a master's degree program, or 10 years after formal acceptance to a doctoral degree program, under Catalog Year for Graduate Degree Programs on the [Graduate Degree Policies](#) page. Students remain admitted as long as their catalog is active, they have not had a break in continuous registration, or they have not been academically disqualified. Students who have been academically disqualified may continue to attend as non-degree seeking students, and must reapply to their UAA graduate program if they wish to return to degree-seeking status. The Academic Catalog also describes the process for reinstatement, if the graduate student failed to be continuously registered or withdrew from the program.

Removal from undergraduate and graduate programs relative to program-specific academic standards and opportunities for readmission. Removal from an academic program for failure to meet program-specific standards, often as set by an external recognition such as specialized accreditation, are outlined in program handbooks. Undergraduate students removed from a major program for failure to meet these standards are changed to exploratory degree status and use the change of major process to declare a new major. Graduate students removed from a major program for failure to meet these standards may continue to attend as non-degree seeking students, and may apply for admission to a different graduate program.

Appealing removal from a program for academic reasons. Students may appeal removal from a program for academic reasons using the Academic Dispute Resolution Procedure, included in the UAA Academic Catalog under [Academic Rights of Students](#). This procedure conforms to [Board of Regents' Policy P09.03.024](#) and [University Regulation R09.03.024](#).

Office of Admissions. UAA Admissions serves to recruit, market and assist students with their initial steps to enrollment. The institution finalized a new [Strategic Enrollment Management Plan](#) in 2023, with the director of Admissions co-chairing the subcommittee on recruitment. Admissions handles prospective student communication, responding to inquiries and engaging the community to promote the educational opportunities UAA offers. Admissions collaborates with financial aid, the Registrar's Office, military and veteran student services, first year experience, and advising to assist all students in onboarding and preparing for starting classes.

Graduate School role in admissions. Responsibility for the admissions process for graduate programs is transferring from the Office of Admissions to the Graduate School. Planning for this transition has already begun, with full implementation expected over the next year or so. This will allow the Office of Admissions to focus on the [Strategic Enrollment Management Plan](#) as it

relates to undergraduate admissions, and it will allow the Graduate School to review and revise, as appropriate, current graduate admissions practices across the academic colleges.

Required Evidence for 2.C.3:
Policies and procedures for recruiting, admitting, and placing students UAA Recruitment Calendar, Fall 2023 UAA Recruitment Calendar, Spring 2024 Strategic Enrollment Management Plan - Website - Published on the chancellor's website UAA Academic Catalog - Undergraduate Admissions UAA Academic Catalog - Course Placement UAA Academic Catalog - Graduate Admissions **Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures** UAA Academic Catalog - Undergraduate Admissions - General Undergraduate Admission Information section includes Length of Admissions UAA Academic Catalog - Academic Standing - Academic Action section includes Academic Disqualification, Reinstatement, and Departmental Probation or Removal from a Major Program UAA Academic Catalog - Graduate Degree Policies - The Academic Standing section includes reapplying after Academic Disqualification. There is also a Reinstatement to Graduate Degree-Seeking Status section for students who lost their status due to failure to register, voluntary withdrawal from their program, or failure to obtain an official Leave of Absence. UAA Academic Catalog - Academic Rights of Students, Academic Dispute Resolution Procedure - This is the process used for appeals of dismissal/removal from an academic program.
Additional Evidence for 2.C.3:
UAA Admissions - Website UAA Dean of Students, Student Complaints and Disputes - Website - The Academic Dispute Resolution Procedure, which students use to appeal dismissal/removal from a program, is listed here, along with the student form and contacts for support with the process.

2.C.4 Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

This section provides evidence of compliance with Eligibility Requirements 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE, and 18. PUBLIC INFORMATION.

The institution takes the secure retention of student records very seriously. Most records have shifted to digital storage, as discussed below. Paper files as well as microfiche from past use are maintained in locked cabinets in a secure area.

Secure retention of student records. The University of Alaska Anchorage uses Banner as its student information system, and it uses the OnBase platform for individual student records. Both [Banner](#) and [OnBase](#) are supported on the UA System level, whose website is partially supported by the University of Alaska Fairbanks, and both databases require specific permissions for access. Guidance on the use of OnBase as well as document [Retention and Disposition Schedules](#) are provided on the UA System's website, are overseen by the [Office of Records and Information Management](#), and conform to [Board of Regents' Policy P05.08.022 Records and Information Retention and Disposition](#) and the corresponding University Regulation ([R05.08.022](#)). UAA uses a separate document management system, Maxient, for disciplinary records and publishes information about the retention of, access to, and disclosure of disciplinary records on the [Dean of Students](#) website. Maxient is also used for Title IX records, for which UAA follows the UA System [Policy on Creation, Retention and Storage of Title IX Records](#).

Some programs must track student information for specialized accreditation purposes. Those programs are held to FERPA standards and ensure all records are secure, whether they are physical or electronic. If a specialized electronic database is used, for example, for coordinating and tracking student placements, the software is reviewed for FERPA compliance prior to purchase and implementation.

Access to student records is limited and by permission, depending on an employee's role. All university employees with access to student data, no matter how limited, are expected to complete FERPA training annually (available through the University of Alaska System [MyUA Employee Tools](#) website).

Backup and retrievability - cyber protocols for student records data systems. The University of Alaska System has a shared IT operating model in which systemwide services such as the Student Information System (SIS) and related services are supported by the UA System's Office of Information Technology (OIT), while university-specific IT services including the student Learning Management System (LMS) are supported by UAA's Information Technology Services (ITS) department. Information/Cyber Security is managed by the System Office's OIT department, which publishes systemwide [IT Policies and Security Standards](#) on its website. Specific security incidents, including those related to student records and data, are guided by OIT's [Information Security Incident & Breach Handling Procedure](#).

The below enterprise-wide examples address the two major systems in which student records are maintained.

Banner. The Banner student information system is hosted by Ellucian in their AWS private cloud. As part of their cloud service, Ellucian employs security controls addressing perimeter security, vulnerability management, patch management, monitoring, alerting, physical access, backups, disaster recovery, encryption technology, and data privacy. Backup is

scoped to data and configuration file backups. Ellucian conducts regular, point-in-time backups of all customer data. The retention cycle is separated into daily and monthly components. Ellucian retains the past 7 daily and past 3 monthly backups. On an *ad hoc* basis the university can request restorations to address 1) data deleted in error and 2) table or record deleted or updated erroneously. Ellucian maintains a Disaster Recovery Plan (DRP) which they test annually. The recovery time objective is 24 hours and there is a recovery point objective of 2 hours for any restorative services in a disaster.

OnBase. The OnBase platform is hosted by the UA System [Office of Information Technology](...) (OIT) in the primary Data Center in Fairbanks. The Data Center is staffed 24/7 and all access is restricted, monitored, and audited. The OnBase system consists of an Oracle Database server and application servers. The Oracle database is monitored by Oracle Cloud Control and uses Oracle's Recovery Manager (RMAN) for backups. The database uses a combination of archive/redo logs and full backups so that recovery to any point in time is possible. The database data, archive logs, and full backups are stored on volumes on the primary enterprise storage array, a pair of NetApp FAS8300s. The volumes are encrypted and configured to replicate out to a paired NetApp Cloud Volumes OnTAP instance in AWS for offsite disaster recovery purposes. The full backups and offsite syncs are done weekly on Sundays and the status of the backups are monitored and alert on failure. The application servers are virtual machines that are backed up daily at 6:15 p.m. and 14 days' worth of backups are retained. The application servers or individual files can be restored from the backups using NetApp's SnapCenter plugin for VMWare vCenter.

Confidentiality and release. UAA publishes its policy on student records and confidentiality in the UAA Academic Catalog, on the [Annual Notifications and Disclosures](...) page, under Family Educational Rights and Privacy Act (FERPA). Additionally, a separate [FERPA notification](...) is emailed to every registered student every fall semester. The UAA policy covers the right to inspect and review one's education records, the right to request an amendment to one's education records, the right to provide written consent before the university discloses personally identifiable information from the student's education records, and the right to file a complaint with the US Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The policy also outlines what is considered directory information, that the student can request that directory information not be released, and in what cases the disclosure of personally identifiable information from students' education records is allowed without the prior written authorization of the student. UAA's policy aligns with [Board of Regents' Policy Chapter 09.04 Education Records](...), which defines what constitutes an education record and includes provisions related to confidentiality, release, and notification.

The university registrar serves as the university's FERPA Compliance Officer, and a student-focused [Privacy and FERPA](...) website is maintained by the Registrar's Office. Students may authorize the release of specific information from their student record using UAA's [Authorization to Release Education Record Information form](...) available from the Registrar's Office [forms website](...). Students may enable or disable a directory hold on their record through the student portal at any time.

Finally, as it relates to confidentiality, the UA Acceptable Use of Online Resources, the UAA Acceptable Use Policy, and the UAA Blackboard Use Policy address appropriate access to and use of different technology platforms. The UAA Electronic Mail Policy addresses appropriate use, and also informs students about Public Record and Privacy.

Required Evidence for 2.C.4:
Policies/procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies) Regents' Policy Chapter 09.04 - Education Records UA System Office of Records and Information Management - Retention and Disposition Schedules UAA Care Team Records Retention Policy - Website UAA Student Conduct Records - Website - Retention and Access UAA Academic Catalog - Annual Notifications and Disclosures, Family Educational Rights and Privacy Act (FERPA) UAA FERPA Email Notification to Students UAA Authorization to Release Education Record Information Form UAA Office of the Registrar - Privacy and FERPA - Website - Rights, Release Regents' Policy Chapter 02.07 - Information Resources UA System IT Policies & Security Standards - Website - See in particular Acceptable Use of Online Resources, and the list of Security Policies, which includes the Information Security Incident & Breach Handling Procedure - Website UAA Acceptable Use Policy; UAA Blackboard Use Policy; UAA Electronic Mail Policy - Websites
Additional Evidence for 2.C.4:
UA System Form for Access to Unix, Oracle, OnBase, Banner, & EDIR

2.D Institutional Integrity

2.D.1 Clear, Accurate, and Consistent Communications

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

This section provides evidence of compliance with Eligibility Requirement 8. INSTITUTIONAL INTEGRITY.

Clear, accurate, consistent representation. The Department of University Marketing and Communications (UMAC) in the University Advancement office maintains institutional branding, photography, and social media guidelines and standards to ensure university information is clearly labeled and a consistent and accurate message is being shared with the community and the state. They also provide guidance about effective storytelling and advertising. Advancement's University Relations team coordinates and oversees primary UAA Publications such as the Green and Gold News and related newsletters Seawolf Daily, UAA Monthly, and Alumni Spirit Magazine.

University Advancement convenes the Institutional Communication Committee, a peer group made up of communications specialists from across the institution. This group ensures two-way communication between University Marketing and Communications (UMAC) staff and those executing communications strategies within the university's various academic colleges, administrative units and community campuses. UMAC staff relay institutional communications information and ensure brand integrity across the university, while unit-level communications staff share news and updates from their areas.

Individual units are responsible for maintaining and updating their websites and ensuring sites are accurate and current. As a general rule, websites link to policies, such as those in the UAA Academic Catalog or UAA Student Handbook, rather than repeating policies. This ensures consistent, accurate, and current information across UAA's website. Vice chancellors provide additional guidance for the areas under their purview.

UMAC is actively engaged in work to ensure even more consistency across UAA web pages. This work includes increased collaboration with the campus communicators as well as the development of more specific policies and guidelines around UAA's web presence, especially as it relates to brand integrity, accessibility, etc.

Primary policy documents, such as the UAA Academic Catalog and the UAA Student Handbook, and websites, such as the Student Consumer Information website, are maintained and reviewed for accuracy and currency through established processes, as described below. University Advancement is also heading up an effort that would extend this formal layer of review for accuracy and currency within a general communications protocol for all publications, web and print.

Communicating academic intentions, programs, and services. UAA's primary venue for communicating its academic intentions and programs is the Academic Catalog. The catalog includes UAA's institutional accreditation status with the Northwest Commission and provides information about what institutional accreditation means. Programmatic accreditations, also known as specialized accreditations, are also published in the UAA Academic Catalog under Program Accreditation.

The Academic Catalog also communicates the university's mission and institutional learning core competencies, academic policies and processes, undergraduate and graduate academic programs, and courses, the specific entries for which also list prerequisites. Program pages include admissions requirements, information about specialized accreditation and/or licensure,

degree and program completion requirements, expected learning outcomes, and total credits toward degrees. See, for example, the undergraduate [Associate of Applied Science in Speech-Language Pathology Assistant](#) and the graduate program [Master of Science in Civil Engineering](#).

Each associate and baccalaureate degree will also include a sample plan, also known as a course sequencing document. See, for example, the sample plan for the [Bachelor of Human Services](#). These sample plans demonstrate that full-time students are able to complete the program within two or four years, respectively. Advisors can then adjust the plan for individual student needs, based on factors such as course placement and part-time attendance, and upload the individualized plan into the degree auditing tool DegreeWorks. At the time of writing this report, thirty-nine out of eighty-seven associate and baccalaureate programs have published sample plans in the AY2024-2025 Academic Catalog, with the goal of 100% being published in the AY2025-2026 Academic Catalog.

The UAA Academic Catalog also includes policy-level information about programs and services, such as [Admissions](#), [Advising](#), and [Financial Aid](#), providing links to the relevant offices' websites for more detailed information and guidance.

UAA's [academic calendar](#) is available on the [Academic Calendar and Other Academic Deadlines](#) page on the provost's website, and those dates are also published on the student-facing registrar's [Dates and Deadlines](#) page, along with other important dates and deadlines for students. The official academic calendar for fall and spring semesters is coordinated across the three universities in the UA System, and is approved on the System level. UAA has authority to set the summer semester calendar, which is approved by the provost, in coordination with Enrollment Services. Class schedules, current and most recent, are available through the [UAOnline](#) portal, used by all three universities in the UA System. In AY2022-2023, the three universities implemented a change to the [Class Schedule Search](#), allowing students to search for courses by modality. See the fourth field down, *Type of Course Delivery* section. This improvement meets the needs of UAA's students, who often work or have other personal obligations that limit their ability to take a full slate of in-person classes and might need to select courses based on their modality.

The annual [UAA Student Handbook](#) communicates Student Freedoms, Rights and Responsibilities, including the Student Code of Conduct and procedures; Complaint Procedures; and Campus Safety, along with information about the Care Team, which provides support to students who may be at risk or in distress. The UAA Student Handbook is updated annually, as supervised by the Dean of Students Office and approved by the vice chancellor for Student Affairs, and it links to the UAA Academic Catalog as appropriate, e.g., to the Academic Dispute Resolution Procedure, and to relevant student-facing web pages, such as for the Office of Disability Support Services and the Office of Equity and Compliance.

Representations about mission, programs, and services are regularly reviewed for accuracy and currency. UAA has established processes to regularly review its publications for accuracy and currency. The mission is published in Board Policy and only updated after approval by the board. Regular updates to courses, programs and academic policies are made in the UAA Academic Catalog after a thorough, multi-level review, described in the [Curriculum Handbook](#).

Changes to courses and degrees or certificates are initiated by the faculty and approved through the academic college curriculum committees, the Undergraduate or Graduate Academic Board, the Faculty Senate, and the provost. New programs go through additional levels of approval, as outlined in the New Program Proposal Protocol. New programs are not included in the catalog or advertised elsewhere until NWCCU approval is received, as per NWCCU's Substantive Change Policy. Academic policy is approved through the Undergraduate and/or Graduate Academic Board, the Faculty Senate and the provost and, when applicable, the chancellor. These are reviewed and checked for accuracy and currency at each level of review, with a final check on the provost's level and follow up by the Registrar's Office if there are any remaining questions.

To ensure students have the most current information about course options, per the Faculty Senate inactivation process outlined in the Curriculum Handbook (section 2.5), courses that have not been offered in the past four academic years are placed on an inactivation list. These are then inactivated and removed from the next academic catalog, unless an exception is granted through the regular curriculum process. There were 285 courses inactivated through the process in academic year 2023-2024.

There is also an annual review of all pages in the academic catalog that do not fall under the faculty's purview, such as Financial Aid or Admissions. These are reviewed for accuracy and currency through a separate workflow that begins with the responsible office, e.g., the Office of Financial Aid, and ends with provost-level approval. The supplementary websites are updated to align with any changes to policy or process, by the responsible offices and overseen by the appropriate vice chancellor. Likewise, and as per above, Student Affairs annually reviews the UAA Student Handbook for accuracy and currency, with updates made by the appropriate offices and final approval resting with the vice chancellor.

Websites are kept current on a regular basis. In particular, the Student Consumer Information website undergoes an annual review, coordinated by Institutional Research.

The UAA guidelines for Academic Program Suspension of Admissions or Deletion are published on the provost's Academic and Related Policies website. These outline the required steps to accommodate students enrolled in a program to which admissions have been suspended. Requests to suspend admissions to programs must include teach-out plans and communication strategies before the provost approves a notification to the Board of Regents, which is required along with NWCCU approval, prior to admissions being suspended. Once admissions are suspended, this is noted in the academic catalog, until students have been taught out of the program and a formal request to discontinue is approved by the Board of Regents and NWCCU. See the AAS Business Computer Information Systems notification in the UAA Academic Catalog.

<table>
<tr><td>Required Evidence for 2.D.1:</td></tr>
<tr><td>

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity

[UAA University Marketing and Communications](#) (UMAC) - Website - Includes [Branding and Tagline](#), [Social Media Guidelines](#), [Editorial Guidelines](#)

[Regents' Policy P10.04.100 - Academic Calendar](#)

[UAA Faculty Senate Bylaws](#)

[UAA Faculty Senate Constitution](#)

[UAA Curriculum Handbook](#)

[UAA Student Handbook Review Protocol](#) - See About the Student Handbook, below message from the dean

[UAA Academic Catalog - AAS Business Computer Information Systems Suspension Notification](#) - Example

</td></tr>
</table>

2.D.2 High Ethical Standards

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

This section provides evidence of compliance with Eligibility Requirement 8. INSTITUTIONAL INTEGRITY.

UAA is committed to the fair and equitable treatment of its students, employees, and constituencies, as well as to practicing the highest ethical standards in its working with the Northwest Commission and other external organizations. [Board of Regents' Policy P04.10 Ethics and Conduct](#) defines behaviors regarding conflict of interest and abuse of power that are not tolerated at the university. In addition, all university employees must comply with Alaska State law, including the [Alaska Executive Branch Ethics Act](#) and [Alaska Statute 39.52](#), which are more restrictive than Board of Regents' Policy.

The Office of Institutional Research maintains the [Student Consumer Information](#) website that serves as a central guide to sources of consumer information and disclosures required under the Federal Higher Education Opportunity Act.

The [Office of Research Integrity and Compliance](#) maintains and enforces policies on the proper execution of research at the university, in compliance with guidelines from the US Department of Health and Human Services, the US Department of Agriculture, and other federal agencies. This office oversees several faculty boards that regulate research on human subjects, animal

subjects, Native American burial sites, and safety pertaining to biohazards, radiation, and chemicals.

Board of Regents' Policy Chapter 04.08 Dispute and Grievance Resolution guides complaint and grievance policies and processes for faculty, staff, and student employees. Collective bargaining agreements for unionized full-time faculty, adjuncts, graduate student employees, and staff also outline specific complaint and grievance procedures.

The UAA Student Handbook lists the different types of complaint procedures for students, and links to the UAA Academic Catalog for information maintained there, such as the Academic Dispute Resolution Procedure. Information about the complaint process for external agencies is published in the UAA Academic Catalog, linked to from the UAA Student Handbook, and also included on the UAA State Authorization Disclosures and Student Complaints site. Per the UAA Record of Student Complaints Policy, to ensure complaints are addressed in a fair, equitable, and timely manner, the university compiles an annual list of formal student complaints, final decisions, and the length of time from submission to resolution. The list is submitted annually for review by leadership.

The Office of Equity and Compliance (OEC), reporting to the chancellor, ensures that the institution adheres to federal mandates and acts with integrity in its dealings with students, staff, faculty, and the general public and external organizations. This office oversees Title VII and Title IX compliance, with the broader goal of creating a safe campus environment for all, and conducts investigations as part of the Title IX Grievance Process. All students and UAA employees are required to complete the UA Title IX training every year.

The UA System encourages ethical reporting and provides a UA Confidential Hotline that serves as a platform for raising concerns related to risks that could impact UA's financial health, safety, or reputation, should someone feel uncomfortable with the regular venues for expressing concerns. Available to external community members as well as all employees and provided by the UA System, EthicsPoint is an anonymous third-party service that allows individuals to report violations of Board of Regents' Policies, University Regulations or procedures, any applicable federal, state, borough, or city violations, and any other regulations that may apply to university programs. The University Police department also operates an anonymous reporting mechanism called Silent Witness.

Required Evidence for 2.D.2:
Policies/procedures for reviewing internal and external complaints and grievances Regents' Policy P04.08 - Dispute and Grievance Resolution United Academics Collective Bargaining Agreement - Article 7, Resolution of Disputes (pages 12-16)

Required Evidence for 2.D.2:
[United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 7, Resolution of Disputes (pages 11-16) [Alaska Higher Education Crafts and Trades Employees Collective Bargaining Agreement](#) - Article 6, Grievance Procedure (pages 35-39) [Alaska Graduate Workers Association Collective Bargaining Agreement](#) - Article 18, Resolution of Disputes (pages 34-40) [Regents' Policy P09.03 - Student Dispute Resolution](#) [UAA Student Handbook - Complaint Procedures](#) [UAA Dean of Students - Student Complaints and Disputes](#) - Website [UAA State Authorization - Disclosures and Student Complaints](#) - Website [UAA Student Consumer Information](#) - Website - General Institutional Information section links to Catalog and Dean of Students dispute/complaint resolution process pages [UAA Record of Student Complaints Policy](#) Complaints from an External Community Member - [UA System Confidential Hotline](#), [Ethics Point](#)
Additional Evidence for 2.D.2:
[Alaska Executive Branch Ethics Act](#) - Website [Regents' Policy Chapter 04.10 - Ethics and Conduct](#) [Regents' Policy Chapter 01.04 - Sex and Gender-Based Discrimination Under Title IX](#) - Includes Appeals

2.D.3 Conflict of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

This section provides evidence of compliance with Eligibility Requirement 8. INSTITUTIONAL INTEGRITY.

All university employees and the Board of Regents members must comply with the applicable provisions of [Alaska Executive Branch Ethics Act](#). Conflicts of interest are further defined within the university environment in [Board of Regents' Policy Chapter 04.10](#). Employees are required to disclose any outside activities to their supervisor for review, to determine if a conflict of interest exists. Outside activities are defined as "work or activities that are not within the scope of the regular employment duties of the university employee." Each year employees who engage in outside employment must submit an Ethics Disclosure Form. This and other required ethics forms are accessible through the UA System's General Counsel's [Ethics Forms](#) page.

In regards to conflicts of interest in research funded by grants, the UAA [Office of Sponsored Programs](#) ensures compliance with policies outlined by the federal Department of Health and Human Services. The UAA [Office of Research Integrity and Compliance](#) also ensures that the

competitive review of research proposals requires the disclosure of potential conflicts of interest for screening by the office.

<div style="border: 1px solid black;">

Required Evidence for 2.D.3:

Policies/procedures prohibiting conflict of interests among employees and board members
Alaska Executive Branch Ethics Act - Website
Regents' Policy Chapter 04.10 - Ethics and Conduct
Regents' Policy P04.10.030 and University Regulation R04.10.030 - Ethics and Conduct - Conflict of Interest

</div>

2.E. Financial Resources

2.E.1 Relevant Audit Processes and Regular Reporting

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

This section provides evidence of compliance with Eligibility Requirements 19. FINANCIAL RESOURCES AND PLANNING, and 20. FINANCIAL ACCOUNTABILITY.

UAA's long-established auditing processes and regular reporting demonstrate that the institution prioritizes financial stability and maintains sufficient cash flow and reserves in order to achieve and fulfill its mission.

Relevant audit processes and regular reporting. As per Board of Regents' Policy P05.02.020, the university reports its financial activity in accordance with generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board. UAA's financial system allows for periodic financial reporting at the unit level in accordance with the budget requirements of both restricted and unrestricted funding, and produces annual financial statements in accordance with generally accepted accounting principles. UAA must account for all financial transactions related to operations and capital expenditures. This information is used by the UA System to complete the consolidated annual audited Financial Statements report for the entire University of Alaska System. These reports, along with others, are submitted to the board and also published on the UA System's Fund Accounting Department website, under the Annual Audited Financial Reports button. UAA's system of internal controls, ensuring accurate and timely financial information, is developed from guidelines described in the UA System Controller's Accounting and Administrative Manual and relevant Board of Regents' Policy.

External financial audit. External auditors annually conduct an audit of UA System financial reporting in accordance with auditing standards accepted in the United States, and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller of the United States. The results of this audit, including all findings and a letter

of recommendations, are presented to the Board of Regents Audit and Finance Committee. These reports are published on the UA System's Fund Accounting Department website, under the Annual Audited Financial Reports and Federal Single Audit Reports buttons. The external audit report for the previous fiscal year, e.g., the report for the year ending June 30, 2023 – which is FY2022-2023 – is presented and accepted by the Board of Regents at its November meeting (BOR November 2023 Meeting Minutes, page 4). This is a single system report. Findings are included in the report, including when they are specific to a university. If an item does not rise to the level of a finding, it is communicated to the university by the external auditor and Internal Audit office for the university to address.

The UA System president or designee reports on the implementation of these findings at subsequent Board of Regents meetings.

Oversight and management of financial resources. Part V of the Board of Regents' Policy and University Regulation addresses finance and business management. UAA complies with these policies while providing comprehensive reporting services to support operational decision making. UAA financial management and accounting activities align with procedures established by the UA System Fund Accounting Department to ensure compliance with federal, state, Board of Regents, and industry standards, as published in the UA System Accounting and Administrative Manual. The UA System Office of Audit and Compliance Services ensures compliance with all policies and regulations by employing an annual audit plan developed by the chief audit executive (CAE) who reports administratively to the UA System chief financial officer, and functionally to the Board of Regents' Audit and Finance Committee. The CAE presents findings annually to the Board of Regents, and performs follow-up audits as needed to determine progress on exception items. To guide operations, the University of Alaska Anchorage maintains its own set of Budget and Financial Services policies, published on the UAA Administrative Services website, which address fiscal matters and comply with board policy. The university reviews its financial status throughout the fiscal year and reports on its fiscal status through management reports that reconcile current expenditures and forecast future expenses. (Management report templates are posted on the Budget Office website.) UAA's Budget Office coordinates the management reporting process for UAA and provides training to new preparers. Management reports are required at the completion of the first and second quarters and monthly for the third and fourth quarters of the fiscal year. This reporting provides information so that administrators can take corrective action to prevent potential deficits or significant lapses and distribute contingency funds in accordance with needs and priorities.

Financial stability, sufficient cash flow and reserves. UAA receives financial support from seven primary sources: tuition, fees, federal programs, donors, debt instruments, indirect cost recovery, and State of Alaska General Fund Appropriations. General Fund allocations, distributed throughout the UA System by the Board of Regents, are the largest single source of financial support for the university.

On behalf of UAA, the Department of Cash Management in the UA System Office of Administration pools cash equivalent resources and handles all cash management duties including analyzing present and future cash flows, investing excess funds in a responsible

manner commensurate with appropriate risk, and ensuring adequate liquidity. Per the Accounting and Administrative Manual's section on Processing of Large Checks (Items 5 and 6), the Department of Cash Management must authorize any check of $100,000 or greater to ensure adequate cash reserves are available. The Office of Finance/Administration issues all long-term debt, analyzes costs and benefits, and ensures adequate funds for debt service.

UAA's Financial Services Department tracks revenues and expenditures using a reporting process that also informs the UA System Office of Administration accounting systems. The director of Financial Services monitors and reconciles the institution's current assets and resources. Administrators use the management reports as a guide to adjust operations in response to changing conditions, and the UAA Executive Council uses this information to locate and redeploy unused funds to address emerging needs, fund additional actions to address mission fulfillment, or to replenish contingency reserves. The general guidance from the UA System is that UAA is expected to maintain reserves within the range of 2-6% of unrestricted revenues, with a goal of maintaining 4%. (This range is referenced on a regular report provided at Board of Regents meetings, such as the Financial Analysis on the May 22, 2024 Audit and Finance Committee agenda, page 8.)

Required Evidence for 2.E.1:

Policies/procedures that articulate the oversight and management of financial resources
Regents' Policy Chapter 05.02 Accounting and Fiscal Reporting
Regents' Policy Chapter 05.03 Audit and Compliance Services
UAA Budget Office - Management Report Forms - Website - Guidance and templates
Latest external financial audit including management letter
UA System Single Audit Report FY2022-2023
Cash flow balance sheets
UA System Financial Statements FY2022-2023 - Statements of Cash Flows (page 22)
Audited financial statements
UA System Financial Statements (With Independent Auditors' Report Thereon) - FY2022-2023, FY2021-2022, FY2020-2021, FY2019-2020, FY2018-2019, FY2017-2018
Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments
UA System Financial Statements FY2022-2023 - Statements of Revenues, Expenses, and Changes in Net Position (page 19)
Significant contracts/grants
UAA Sponsored Projects Report - Current Active Award Budget by Agency (2024)
Endowment and giving reports
UA System Financial Statements FY2022-2023 - University of Alaska Foundation Statements of Activities (page 20)
Investment revenue
UA System Financial Statements FY2022-2023 - Statements of Revenues, Expenses, and Changes in Net Position (page 19)

<table>
<tr><td>Additional Evidence for 2.E.1:</td></tr>
<tr><td>UA System Fund Accounting Department - Website
Annual UA Foundation Report</td></tr>
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2.E.2 Financial Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

This section provides evidence of compliance with Eligibility Requirements 19. FINANCIAL RESOURCES AND PLANNING, 20. FINANCIAL ACCOUNTABILITY, and 23. INSTITUTIONAL CAPACITY.

Financial planning ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management. Board of Regents' Policy (Chapter 05.01) establishes broad outlines for the development and maintenance of the annual budget for the UA System and for each institution within the system. The policy confirms the board's role in approving budgetary requests prior to submittal to the Office of the Governor or the Legislature. Each university within the system has a designated chief financial officer who is responsible and accountable for conducting the annual operation of the university strictly within the fiscal bounds of its budget. All income is required to be reported and accounted for in accordance with federal law, state law, Regents' Policy, and University Regulation. Use of income exceeding that of an approved budget requires prior approval, and deficit spending, where actual expenditures are in excess of available revenues, is prohibited.

As part of ongoing financial planning, UAA monitors its internal and external environments to ensure appropriate available funds, realistic development of financial resources, and comprehensive risk management. The UAA Executive Council reviews the mix of funding sources allocated to different kinds of units; keeps up-to-date on recruitment, enrollment, and retention numbers; assesses the impact of tuition and fee levels on enrollment; and monitors other factors affecting responsible and responsive financial planning, such as the middle and high school populations in the state.

Stakeholder participation. Financial planning at UAA includes meaningful opportunities for participation by stakeholders. On the institutional level, the Campus Planning Advisory Board (CPAB) includes representatives from faculty, staff, students, and administration, with cross representation from the Faculty Senate Budget, Planning and Facilities Advisory Committee. CPAB provides input for UAA's planning and budgeting processes, as well as for continuous improvement and refinement of those processes. CPAB reviews proposals for new funding and makes recommendations to the UAA Executive Council, and it serves as the institutional-level review body making recommendations resulting from the evaluation of support programs and services.

There is also a Faculty Senate committee, the Faculty Senate Budget, Planning and Facilities Advisory Committee (BPFA), which advises the chancellor on resource matters directly affecting faculty, such as administrative appointments, computing, physical facilities, safety, parking, offices, space, and classrooms.

In addition to the above opportunities for ongoing input from stakeholders, the vice chancellor for Administrative Services meets regularly with the co-chairs of the Faculty Senate Budget, Planning and Facilities Advisory Committee and provides written and oral reports to the Faculty Senate as a whole, inviting input and feedback on budget and planning.

Budget development process. At UAA, the process of building the operating and capital budget begins one year prior to the effective year. The annual budget planning process begins with the issuance of budget guidance from the Board of Regents at their May meeting. See slides 11-13 in the [Board of Regents FY2024-2025 & FY2025-2026 Budget Discussion]. The UAA Executive Council follows this by reviewing the board guidance and the university's priorities relative to the strategic plan *UAA 2027,* to which UAA's definition of mission fulfillment for accreditation is aligned. Activities in the coming year may be an extension of current activities, new projects to meet demands in the community, implementation of strategic plans, or initiatives to develop UAA capacities. The vice chancellors, deans, and community campus directors are expected to locally reallocate resources as informed by ongoing evaluation processes, such as Program Student Learning Outcomes Assessment and Academic Program Review. Requests for new funding, when there is new funding, respond to guidance sent out from the Campus Planning Advisory Board (CPAB), which integrates priorities from the university's strategic plan *UAA 2027* and prioritizes student learning, student achievement, and the closing of achievement gaps. The most recent request for proposals and evaluation criteria were for FY2022025-2026 proposals and can be found on the [Budget Request Process] page of the CPAB website. CPAB reviews the requests for new funding in late spring semester, and puts forward recommendations to the UAA Executive Council.

The UAA Executive Council considers the Board of Regents' priorities, the State of Alaska Office of Management and Budget forecast of state revenue, the internal and external information described above, the Board of Regents annual decision on tuition, and recommendations from the Campus Planning Advisory Board (CPAB) for new funding in developing UAA's draft budget, which is submitted to the UA president in August. The UA president works with the System Executive Council (composed of the system vice presidents and chancellors from the three accredited institutions in the system) to prioritize and synthesize the operating and capital budget requests from the three universities and the UA system office. A unified UA General Fund appropriation request is submitted to the Board of Regents for review in August/September ([FY2024-2025 Program Proposals Summary] and [FY2024-2025 Deferred Maintenance Request]) and for approval in November ([Proposed FY2024-2025 Operating Budget]), after which the president submits the Regents' budget request to the State of Alaska Office of Management and Budget (the governor's budget office).

The governor may revise this request, and it becomes part of the governor's budget submitted to the State of Alaska Legislature by December 15 for consideration. The university community actively monitors funding deliberations during the legislative session, and develops plans to

adapt to unanticipated changes in expense or revenue projections. Expense estimates include annual compensation increases, fixed cost needs (including utility and facilities maintenance), and increments for high priority strategic needs. Revenue changes may include new projections for enrollments and tuition revenue, and anticipated changes in state or federal funding levels. The UAA Executive Council monitors legislative activity, and when necessary fiscal staff are asked to prepare budget scenarios to prepare for any adjustments needed in the university's budget planning.

Legislative approval of a state budget followed by the governor's approval usually occur approximately one month before the beginning of the new fiscal year on July 1. When the legislative budget process is complete, the Board of Regents formally accepts the budget and approves a distribution plan to be implemented by the UA System president. This distribution plan makes the final system-level general fund appropriation distribution to the three universities and the UA system office. The UAA Executive Council in turn distributes UAA's general fund allocation to the major budget units, and verifies the likeliest scenario for expenses and revenue for the year.

The UA System outlines the complete process on the [Budget Planning](#) website, with dropdowns as the request progresses. 1) The Regents' budget request ("Operating and Capital Budget Requests," see [FY25 Operating and Capital Budget Requests](#)), 2) the governor's proposed budget ("Governor's Annual Budget Book," see [FY25 Governor's Proposed Operating and Capital Budget](#)), 3) the approved budget following legislative and gubernatorial approval ("Authorized Operating and Capital Budget," see [FY24 Authorized Operating and Capital Budget](#)), and 4) the Regents' approved plan to distribute those funds ("Approved Distribution Plan," see [FY25 Operating Budget Distribution Plan](#)). (Since the Authorized Operating and Capital Budget is typically posted in September, the FY24 document is linked in this report.)

Capital budgets, plans, and debt for capital outlay. UAA develops its own project priorities to meet the mission, aspirations, and strategic goals, and is an active participant in the UA System capital budgeting process. The three universities in the system work with the Office of the UA president to develop a systemwide priority list and 6-year Capital Improvement Plan (CIP), built upon Board of Regents' priorities and each university's master plan. This list is separated into new construction; renewal and renovation; academic equipment renewal; and land acquisition. The Board of Regents approves all capital construction projects and requests prior to their submission to the State of Alaska for consideration. The most recent CIP was approved as part of the UA System [FY2021-2022 Capital Budget](#) request to the state (see page 8).

Each UAA campus develops a master plan, which is reviewed every 5-7 years. The most recent [UAA Campus Master Plan 2022](#) integrates the full set of master plans into one document, and its values and priorities align with mission fulfillment and with the strategic plan *UAA 2027*. These are used to build the institution's annual capital budget. The capital budget request includes funding for the design, construction, furnishings, and equipment for the project, and estimates the annual operating costs for inclusion in future operating budgets. Prior to approval, capital projects must show mission and academic alignment. The most recent UAA capital request was part of the [UA System FY2024-2025 Operating and Capital Budget Requests](#) (see pages 19-41).

In accordance with Board of Regents' Policy Chapter 05.04, the UA System uses debt judiciously to finance capital projects, and only after an analysis of the risks imposed by this mechanism. The UA System Office of Finance/Administration controls all aspects of debt and requires that proposals be well-justified, with a review of current debt and assurances of adequate resources available to pay back any outstanding debt.

Auxiliary services. Auxiliary services at UAA includes Student Housing, Dining and Conference Services, the Student Health and Counseling Center, Bookstore, Parking Services, the Alaska Airlines Center, and the Wendy Williamson Auditorium. Policy and Regulation governing auxiliary operations are found in Board of Regents' Policy Chapter 05.15 and the University of Alaska Accounting and Administrative Manual, Section 100: No. B-02 (Auxiliary Funds).

The university clearly delineates general fund operations from auxiliary enterprises by using a different fund type and by different fund/organization numbers. As per Board of Regents' Policy P05.15.020 Authorization, new auxiliary enterprises must be approved by the UA System chief financial officer. Auxiliaries are not supported by general operations funding except in highly unusual and infrequent circumstances. UAA's general operations do not rely on income from the auxiliaries to balance the university budget. All Anchorage campus auxiliaries are charged an administrative surcharge by UAA central administration to recover indirect costs, and are charged directly for other fixed costs such as utilities or facilities maintenance.

Fundraising. All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. Board of Regents' Policy Chapter 05.14 provides guidance for all fundraising. The UA Foundation serves the three universities in the UA System, including UAA, and coordinates fundraising and development activities on all UAA campuses. The Foundation operates according to its Articles of Incorporation and a set of Bylaws which outline the roles and responsibilities related to securing and stewarding all private funds contributed to benefit university students, faculty, staff and programs.

All of the institution's actions to raise private funds from corporations, local and national foundations, and individuals including alumni, are guided by the standards and policies set by the Association of Fundraising Professionals (AFP) as well as the Council for Advancement and Support of Education (CASE). Activities are monitored and results are measured at the UA Foundation as well. These local and national standards, and UA Foundation policies and procedures, are complementary, as the UAA development professionals work on a daily basis with the UA Foundation team to coordinate efforts to seek, secure, and steward donations from all sources.

Fundraising at UAA is coordinated in a central/decentralized model through the Office of University Development. All development staff report to this department but are located in various units—the colleges, Athletics, etc. The executive director for University Advancement and the deans of each college coordinate their strategic fundraising plans annually, and set goals based on the potential donor prospect's affinity, financial ability, and interest in the unit and project. These goals are coordinated with the UAA Executive Council to ensure they strategically fit with the mission, strategic plan, and master plan.

Comprehensive risk management. The above processes constitute a rigorous system of enterprise risk management that conforms to the UA System of Audit and Compliance Services [Institutional Compliance Framework](). This is monitored through the ongoing system of internal audits conducted by the Office of Audit and Compliance Services.

Required Evidence for 2.E.2:
Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds [Regents' Policy Chapter 05.01 - Budget Development and Maintenance]() [Regents' Policy P05.01.010 - Budget Policy]() - Includes fiscal limits, responsibility and accountability within fiscal bounds of budget, transfers of receipt and expenditure authority, periodic review of receipts and expenditures [Regents' Policy Chapter 05.12 - Capital Planning and Facilities Management]() [Regents' Policy Chapter 05.05 - Investments]() [Regents' Policy Chapter 05.14 - Gifts]() [Regents' Policy P05.14.020 - Role of the University of Alaska Foundation]() [University Regulation R05.14.110 - Major Fundraising Efforts]() [Regents' Policy P05.02.040]() and [University Regulation R05.02.040]() - Management, Cash Flow, and Fiscal Reporting [Regents' Policy Chapter 05.04 - Debt and Credit]() [Regents' Policy Chapter 05.09 - Risk Services]() [UAA Campus Master Plan 2022]() **Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders** [Board of Regents' Audit and Finance Committee Charter]() Board of Regents' Audit and Finance Committee Agendas - [February 22, 2024](); [November 9, 2023](); [August 30, 2023](); [May 25, 2023](); [February 23, 2023]() [UAA Campus Planning Advisory Board]() (CPAB) - Website - Includes agendas and summaries as well as links to new Services Review process, the Budget Request Process and the last Administrative Management Review UAA Campus Planning Advisory Board (CPAB) Agendas - [April 8, 2024](); [February 26, 2024](); [January 8, 2024](); [October 9, 2023](); [September 11, 2023](); [June 27, 2023](); [June 12, 2023](); [March 10, 2023](); [February 13, 2023]() UAA Campus Planning Advisory Board (CPAB) - [FY25 Request for Proposal Narrative Template]() - Example, [FY25 Request for Proposal Budget Template]() - Example, includes evaluation criteria in second tab [UAA Faculty Senate Bylaws - Budget, Planning, and Facilities Advisory Committee]() - Sections 3.I.-3.J., Composition, Functions and Responsibilities (pages 7-8)

Additional Evidence for 2.E.2:
[UA System Office of Finance/Administration](#) - Website [UA System Office of Audit and Compliance Services](#) - Website - Features Institutional Compliance Framework [UAA Budget Office](#) - Website [UAA Administrative Services - Budget/Financial Services Policies](#) - Website [UA Foundation](#) - Website [UA Foundation Articles of Incorporation](#) [UA Foundation Bylaws](#)

2.E.3 Financial Resource Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, 19. FINANCIAL RESOURCES AND PLANNING, and 20. FINANCIAL ACCOUNTABILITY.

UAA complies with Board of Regents' Policies related to the management and oversight of financial resources. These policies are stated in [Board of Regents' Policy Part V - Finance and Business Management](#) and ensure that university resources are properly utilized, safeguarded, and reported in accordance with general accounting and governmental reporting standards. They also require the university to comply with all state and federal governmental accounting and reporting requirements.

UAA financial management and accounting activities align with procedures established by the UA System [Fund Accounting Department](#) to ensure compliance with federal, state, Board of Regents, and industry standards, as published in the UA System [Accounting and Administrative Manual](#). The UA System [Office of Audit and Compliance Services](#) ensures compliance with all policies and regulations by employing [an annual audit and compliance plan](#) developed by the chief audit executive (CAE) who reports administratively to the UA System chief financial officer, and functionally to the Board of Regents' Audit and Finance Committee.

UAA Administrative Services publishes university-level [budget and financial services policies and procedures](#) that align with and clarify or expand on BOR Policy, University Regulation, or UA System guidance.

UAA financial staff regularly monitor and employ best practices from professional organizations, such as the [National Association of College and University Business Officers](#)

(NACUBO), the [Western Association of College and University Business Officers (WACUBO)](#), and [EAB](#). This includes participating in workshops and conferences to improve professional practice.

UAA is subject to a range of federal requirements that relate to financial resources. Of particular note are compliance and reporting requirements in order to be able to disburse Title IV Funds. As for grants and contacts, pre- and post-award oversight are centralized through the UAA [Office of Sponsored Programs](#) (OSP) to ensure compliance with Office of Management and Budget circulars and other federal agency rules. OSP holds regular townhall meetings to discuss any changing rules or processes, provide training, and generally engage UAA's research community.

Required Evidence for 2.E.3:
Description of internal financial controls [UAA Budget and Finance Policies](#) - Website **Board approved financial policies, state financial policies, or system financial policies** [Regents' Policy Chapter 05.02 - Accounting and Fiscal Reporting](#) [UA System Accounting and Administrative Manual - Accounting and Finance](#) - Website [State of Alaska Administrative Manual](#) - Website

2.F. Human Resources

2.F.1 Conditions of Employment

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

This section provides evidence of compliance with Eligibility Requirements 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

All employees are subject to the [Board of Regents' Policy Part IV Human Resources](#), which provides detailed information about employees' rights and responsibilities. There are chapters covering the [Uniform Personnel System](#), [General Personnel Policies](#), [Recruitment and Staffing](#), [Faculty](#), [Salary Administration](#), [Benefits and Leave](#), [Employee Relations](#), [Dispute and Grievance Resolution](#), [Financial Exigency](#), [Ethics and Conduct](#), and [Collective Bargaining](#).

On the implementation level, the university uses standardized appointment letters to inform all new hires of the significant terms of their employment. Appointment letters for term and temporary employees are reviewed for renewal annually. Procedures for evaluation, retention, promotion, and termination are contained in collective bargaining agreements for represented employees. Procedures for non-represented staff and administrative employees are

implemented under guidelines established in [Board of Regents' Policy P04.07.030](), which stipulates that employees are evaluated annually. [Board of Regents' Policy Chapter 09.05]() guides the employment of student workers.

Changes to human resources policies and practices. Employees are kept apprised of changes to human resources policies and practices in multiple ways. Any changes to high-level policy are reviewed and approved by the Board of Regents at public meetings and posted on the [Regents' Policy & University Regulation]() website. The UA System website features a [UA News Center](), which includes [UA System News](), [Human Resources News](), and [Benefits News](), among other featured categories of news. In addition, all UAA employees receive a twice-monthly Benefits News email from the UA System. The Benefits News email includes a range of information, such as upcoming changes to policy or practice, deadline reminders, general information on topics such as health and wellness or retirement, information about upcoming webinars, and access to resources. These emails are archived on the Benefits News site, referred to above. Significant changes tend to also be announced in emails from the UA System president, updating all employees about items of general interest, such as the budget, union negotiations, and new hires.

Required Evidence for 2.F.1:
Human resource policies/procedures   [Regents' Policy Chapter 04.01 - Uniform Personnel System]()   [Regents' Policy Chapter 04.02 - General Personnel Policies]()   [Regents' Policy Chapter 04.03 - Recruitment and Staffing]()   [Regents' Policy Chapter 04.04 - Faculty]()   [Regents' Policy Chapter 04.05 - Salary Administration]()   [Regents' Policy Chapter 04.06 - Benefits and Leave]()   [Regents' Policy Chapter 04.07 - Employee Relations]()   [Regents' Policy Chapter 04.08 - Dispute and Grievance Resolution]()   [Regents' Policy Chapter 04.09 - Financial Exigency]()   [Regents' Policy Chapter 04.10 - Ethics and Conduct]()   [Regents' Policy Chapter 04.11 - Collective Bargaining]()   **Policies/procedures related to teaching, scholarship, service, and artistic creation**   [Regents' Policy P04.04.050 - Evaluation of Faculty]()   [United Academics Collective Bargaining Agreement]() - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination; Article 13 - 13.2 Definitions - 13.2.3 a. Teaching; b. Research/Creative Activity; c. Service (pages 20-36, 48-49)   [United Academics - Adjuncts Collective Bargaining Agreement]() - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment (pages 18-20)   [Alaska Graduate Workers Association Collective Bargaining Agreement]() - Article 6, Appointments (page 10)

Required Evidence for 2.F.1:
UAA Faculty Services - Website (UAA Faculty Evaluation Policies and Procedures; College Faculty Evaluation Guidelines are listed by year and college because faculty have entered the university in different years. Past guidelines must be posted until there are no longer faculty whose review falls under those guidelines.)   **Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination**   Regents' Policy Chapter 04.01 - Uniform Personnel System - Nondiscrimination, Types of Employment, Termination   Regents' Policy Chapter 04.02 - General Personnel - Equal Employment Opportunity and Affirmative Action, Reasonable Accommodation   Regents' Policy Chapter 04.03 - Recruitment and Staffing   Regents' Policy Chapter 04.04 - Faculty - Appointment, Tenure, Termination, Evaluation   Regents' Policy Chapter 04.05 - Salary Administration   Regents' Policy Chapter 04.06 - Benefits and Leave   Regents' Policy Chapter 04.07 - Employee Relations - Orientation, Probationary Status, Performance Evaluation, Termination, Resignation   Regents' Policy Chapter 04.08 - Dispute and Grievance Resolution   Regents' Policy Chapter 04.09 - Financial Exigency   Regents' Policy Chapter 04.10 - Ethics and Conduct   Regents' Policy Chapter 04.11 - Collective Bargaining   United Academics Collective Bargaining Agreement   United Academics - Adjuncts Collective Bargaining Agreement   Alaska Graduate Workers Association Collective Bargaining Agreement   Alaska Higher Education Crafts and Trades Employees Collective Bargaining Agreement
Additional Evidence for 2.F.1:
Sample Appointment Letter - Regular Staff   Sample Appointment Letter - Tenure Track Faculty

2.F.2 Professional Growth and Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

This section provides evidence of compliance with Eligibility Requirements 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

UAA's strategic aspiration of continuous improvement guides a renewed focus on how the institution is structured to provide opportunities and support for professional growth and development for all its employees. This value can be seen, for example, in the recent

restructuring of advising, which prioritized the development of clear pathways to career advancement. The commitment to opportunities for professional growth and development also underlies new opportunities for leadership development. For example, with the support of Academic Impressions, the College of Arts and Sciences and the College of Health both hosted leadership academies, designed to grow the next generation of institutional leaders. UAA has also built the capacity to pivot its local professional development resources as needed. An example of this is the extensive support offered by the Center for Advancing Faculty Excellence to provide Regular and Substantive Interaction training to instructors teaching asynchronous online courses. Finally, the creation of a new UAA office dedicated to employee success and connectedness, as described below, underscores UAA's overall efforts to provide opportunities for professional growth, development, and connectedness to all its employees.

Faculty. Professional growth and development are integral to faculty success and an expectation in the faculty evaluation process, as per Board of Regents' Policy (P04.04.050.B). UAA is fully committed to faculty development as fundamental to UAA's educational mission and has intentionally prioritized local opportunities, sustaining them even through periods of fiscal challenge. The vice provost for Faculty Success oversees Faculty Development and Instructional Support, the centerpiece of which is the Center for Advancing Faculty Excellence (CAFE). CAFE provides opportunities for faculty development from the moment of entry, with New Faculty Orientation and the year-long Headwaters program. Fall and Winter Teaching Academies kick start the semester for all faculty. The vice provost ensures these activities align and build toward institutional goals in support of mission fulfillment, as well as meet individual disciplinary and faculty needs.

Faculty are supported in securing external funding for their research, program development, and public service through the Office of Research. Through the Office of Academic Affairs, faculty have recurring access to development funding sources through the Faculty Development Funds and the Research Travel Grants. Eligible faculty can also apply for sabbatical leave using established procedures, and as authorized in Board of Regents' Policy P04.04.060.

All UAA employees. Recognizing the need to better support all UAA employees, in 2022, UAA established the Employee Experience department, which provides support and engagement opportunities through programs related to onboarding, community building, and personal and professional development. As examples of the ongoing effort, the Employee Experience department offers two full-day, conference-style, annual events focused on personal and professional development: a Professional Excellence and Knowledge Summit (PEAKS) in November for all employees, and a Staff Appreciation Day in May for staff.

All regular employees are eligible to use the University of Alaska Employee Education Benefits, which provides a waiver for tuition costs for credit and certain non-credit courses offered by the university. The UA System's online UA Employee Engagement & Development Center provides information about required trainings, such as for Title IX, additional education and

development resources, and a calendar of virtual trainings and information sessions specific to employees' duties and responsibilities, as well as general skills and knowledge. In addition, the UA System provides LinkedIn training opportunities through the UA Employee LinkedIn Learning Center.

Staff. Non-represented staff are eligible for the UA System's Educational Attainment Incentive Program, which rewards employees who enhance their professional skills through attainment of a certificate program or a qualified degree. Per University Regulation R04.05.035.G, staff may work with their supervisor to develop a Career Development Plan (CDP) to provide an avenue for advancement for an employee within an administrative job family. Additionally, when vacancies occur, supervisors can choose to recruit for the position from current employees, thus creating promotional opportunities.

Administrators. The university supports faculty and staff in exploring administrative roles. Examples include the use of faculty fellows to plan and implement an initiative of significance to the college, campus, or institution as a whole. These opportunities allow faculty to engage regularly with administration, develop their leadership style, and explore whether an administrative role is a pathway of interest for them. For example, the College of Arts and Sciences currently has faculty fellows for Community Lecture Series/Friends of the Arts, Curriculum to Career/Internships, Interdisciplinary Opportunities, and Mentoring/Space. The college has also supported faculty participation in external leadership programs, such as the WICHE Academy for Leaders in the Humanities and AAC&U's Project Kaleidoscope (PKAL). As mentioned above, at least two colleges have offered their own leadership series, in conjunction with external leadership development organizations such as Academic Impressions. UAA also supports current administrators in their own development, for example the KPC campus director who was recently selected for the 2024 Western Academic Leadership Academy, or opportunities provided by the American Association of Colleges and Universities (AAC&U) or Academic Impressions.

Required Evidence for 2.F.2:
Employee professional development policies/procedures   UA Human Resources - Employee Engagement & Development Center - Website - Required Trainings; Education and Development Resources   UAA Employee Experience - Website   Regents' Policy P04.06.010 and University Regulation R04.06.010 - Employee Education Benefits   Regents' Policy P04.04.050 - Evaluation of Faculty - B.2 Evidence that professional growth and development are part of the regular evaluation of faculty   Regents' Policy P04.04.060 - Sabbatical Leave

2.F.3 Sufficient and Qualified Faculty, Staff, and Administrators

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

This section provides evidence of compliance with Eligibility Requirements 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

Guided by the mission to transform lives and to meet the specific needs of UAA's students, communities, and the state of Alaska, UAA employs faculty, staff, and administrators sufficient in role, number, and qualifications. Through the [UAA Executive Council](#) and the [organizational structure](#) it rests upon, the vice chancellors collectively respond to changing needs, ensuring high-level alignment between programming and capacity. Vice chancellors oversee the key areas of Academic Affairs, Administrative Services, Student Affairs, and Research, providing the organizational structure to facilitate appropriate staffing levels in support of UAA's mission to transform lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. In each of their areas, the vice chancellors carefully review relevant data to determine whether or not a new position is needed, a vacancy should be refilled, or resources should be shifted in alignment with UAA's mission. Regular evaluation processes, such as cyclical [Academic Program Review](#) and the new [Services Review](#), play a role in these determinations as well. The alignment between mission, planning, and staffing is replicated within the units that report to each vice chancellor.

Long-term strategic planning *([UAA 2027](#))* combined with shorter-term annual budgeting processes and the ongoing evaluation of programs and services enable UAA to respond to changing environments and meet state needs while remaining focused on achieving UAA's mission.

Sufficient in role, number, and qualifications. In fall semester 2023, UAA faculty supported students at a Faculty-to-Student Ratio of 1:14. UAA employed a total of 890 faculty across all of its campuses. Of those, 42% were adjunct faculty. Of the regular faculty, not including faculty administrators, 82% were tenure/tenure track, and the breakdown of their highest degree held was: 56% with a doctorate, 32% with a master's, 8% with a bachelor's and the remaining known records including either as associate, certificate or licensure/endorsement. Given UAA's dual mission, qualifications for faculty in some of the technical programs can be at the certificate or licensure level.

UAA reviews the adequacy of staffing in programs and services as part of UAA's regular processes, such as [Academic Program Review](#) and the new [Services Review](#). In addition, over sixty UAA academic programs hold [specialized accreditations](#) or other external recognitions. In order to maintain these specialized accreditations, the programs must demonstrate how they meet the accreditors' standards for adequacy of faculty and staff.

UAA's required recruitment procedure provides a systematic approach for employing qualified employees. Vacancy announcements of regular faculty and staff are posted on the [UAA section](#) of the UA System job website, with supplemental advertising conducted depending on the position. Each vacancy announcement contains a job description outlining the duties of the position.

For faculty positions, the duties are determined either by the faculty, with approval by the hiring manager, or by the hiring manager, typically a dean or director, with input from the faculty, and are consistent with academic program needs and the CBA. As part of the decision-making process to approve hires, the provost uses productivity and efficiency metrics such as program enrollment, course enrollment, and average class size, as well as any research needs or specialized accreditation concerns.

For staff positions, the duties come from a position description that has been reviewed and allocated to an appropriate [Position Classification and Job Family](#) by Human Resources. In addition to job duties, minimum qualifications of knowledge, skills, abilities, education, training, and experience are also defined.

To reflect accurately the current job duties and responsibilities, job descriptions are revised and updated on an ongoing as-needed basis. It is recommended that position descriptions be reviewed annually in conjunction with performance evaluation. The descriptions are maintained on the PageUp software system, managed by the UA System, for easy access.

Sufficient to establish and oversee academic policies. UAA's organizational structure combined with its strong commitment to shared governance ensures that UAA has the structures and processes in place to establish, review, update, and oversee UAA's academic policies. As per the Faculty Senate's [Constitution](#), [Bylaws](#), and [Curriculum Handbook](#), academic policies are reviewed and approved through the appropriate boards of the Faculty Senate, and are voted on by the Senate as a whole. They are then reviewed and approved by the provost and, as

appropriate, the chancellor. Most academic policies are published in the UAA Academic Catalog. Academic-related policies and procedures not included in the catalog are posted on the Academic Affairs Academic and Related Policies and Procedures website. When these are updated or renewed, they are posted for a period of one month to receive guidance and input from the university community.

Academic Affairs provides interpretations of academic policy, and the Registrar's Office implements policy on a day-to-day basis. The Registrar's Office includes staff who manage the publication of the catalog and class schedule; oversee the production of academic transcripts; and are responsible for degree auditing, awarding, and verification, among other responsibilities.

Sufficient to ensure the integrity and continuity of its academic programs. Through the UAA Faculty Senate and well-defined structures and processes, the faculty exercise a major role in the design, approval, implementation, and revision of programs and policies to ensure the integrity of academic programming. Board of Regents' Policy P10.02.040 and the corresponding University Regulation R10.02.040 ensure an appropriate academic administrative structure to support and manage the ongoing work. Together these structures and processes ensure the integrity and continuity of academic programming.

Required Evidence for 2.F.3:
Documentation about engagement and responsibilities specified for faculty and staff, as appropriate
United Academics Collective Bargaining Agreement - Article 13, Workload (pages 48-51)
United Academics Faculty Workload Form
United Academics - Adjuncts Collective Bargaining Agreement - Article 11, Job Assignment (pages 22-23)
Alaska Graduate Workers Association Collective Bargaining Agreement - Article 6, Appointments (page 10)
Alaska Higher Education Crafts and Trades Employees Collective Bargaining Agreement - Article 4, Work (pages 18-27)
UA Human Resources - Position Classification and Compensation Job Families - Website
Personnel hiring policy/procedures
Regents' Policy Chapter 04.01 - Uniform Personnel System
Regents' Policy Chapter 04.02 - General Personnel Policies
Regents' Policy Chapter 04.03 - Recruitment and Staffing
Regents' Policy Chapter 04.04 - Faculty
Regents' Policy Chapter 09.05 - Employment of Students
Academic organizational chart
Regents' Policy P10.02.040 and University Regulation R10.02.040 - Academic Unit Establishment, Major Revision, and Elimination

> **Required Evidence for 2.F.3:**
>
> UAA Academic Affairs Organizational Chart
> **Administrator/staff/faculty evaluation policies/procedures**
> Regents' Policy P04.07.030 and University Regulation R04.07.030 - Performance Evaluation (All Employees)
> Regents' Policy P04.04.050 - Evaluation of Faculty
> Regents' Policy P04.04.056 - Evaluation of Faculty for Promotion
> United Academics Collective Bargaining Agreement - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination (pages 20-36)
> United Academics - Adjuncts Collective Bargaining Agreement - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment, Section 9.2, Evaluation (page 18)
> UAA Faculty Senate Bylaws - University-wide Faculty Evaluation Committee - Composition, Functions and Responsibilities, Sections 3.O.-3.P. (pages 8-9)
> UAA Faculty Evaluation Policies and Procedures - Posted on the UAA Faculty Services website
> UAA Faculty Services - Website - Includes links to the UNAC Collective Bargaining Agreement, Board of Regents' Policy Chapter 04.04 - Faculty, UAA Faculty Evaluation Policies and Procedures, and College and School Criteria and Guidelines
> UA System Labor & Employee Relations Performance Center - Website - For annual review of staff
> UA System Performance Review Reminder to Supervisors and Staff
> UAA Faculty Senate Bylaws - Senior Administrators Review Committee - Sections 3.S-3.T. (page 10)
> Faculty Senate Senior Administrator Review Committee Survey Spring 2024

2.F.4 Evaluation of Faculty, Staff, and Administrators

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

This section provides evidence of compliance with Eligibility Requirements 7. NON-DISCRIMINATION, 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

The university has policies and practices in place for the regular and systematic evaluation of faculty, staff, and administrators. These processes, while different for the different employee types, all incorporate feedback and encouragement for improvement. All employees are evaluated on an annual basis. Board of Regents' Policy on nondiscrimination (P04.01.020) ensures that decisions affecting an individual's employment will be based on the individual's qualifications abilities and performance.

Faculty. Procedures and regulations for the evaluation of faculty are established on a UA System basis by [Board of Regents' Policy P04.04.050-.056](). In addition, UAA maintains [Faculty Evaluation Policies and Procedures]() that amplify and clarify the provisions contained in the applicable collective bargaining agreement (CBA).

All regular faculty are evaluated annually under the terms of the collective bargaining agreement and [Board of Regents' Policy P04.04.050](). All faculty annually report their activities and accomplishments in teaching, research, and service, as appropriate, in their required [Annual Activity Report](). They submit the report along with a self-evaluation, and the dean provides feedback. The review, including the dean's feedback, is stored in the faculty member's academic file in the Office of Academic Affairs. In accordance with their [Collective Bargaining Agreement](), adjunct faculty are evaluated according to the established processes in their college or campus.

For those seeking tenure or promotion, faculty members are annually, progressively and systematically evaluated according to the [Faculty Evaluation Policies and Procedures](), and on criteria established by their peers and their college dean. The College and School Criteria and Guidelines are published on the Faculty Services [Faculty Evaluation]() website. Because faculty have entered the university in different years, past guidelines must be posted, until there are no longer faculty whose review falls under those guidelines. [Annual Activity Reports]() and [Workload Agreements]() are included in the promotion file. After approval at the college-level peer review, the dean, a university-level peer review, and on a recommendation by the provost, the chancellor makes the final decisions on promotion and/or tenure. Tenured faculty continue to be evaluated periodically by their dean, their peers, and when applicable, their campus directors. They may be subject to further evaluation by college peer review and the provost. A tenured faculty member who has areas identified for improvement will produce a professional development plan, approved by their dean and/or campus director, which identifies specific objectives and outcomes to be met. Term faculty may apply for promotion to associate professor and then full professor, if they believe their file warrants. They are held to the same regular standards and processes as tenure track faculty.

Staff. The policy of the UA System is that employees will be evaluated annually in writing ([P04.07.030]()), with the employee having an opportunity to respond in writing to the supervisor's review. Guidance and training are provided through the UA System Labor & Employee Relations [Performance Center](). The evaluation process is to be completed by the end of the fiscal year. Performance evaluations are to be sufficiently specific to inform and guide the employee toward achieving major goals and objectives for the employee's position. On an implementation level, departments may choose to use the comprehensive online human resources and performance management tool MyUA, or an approved standard evaluation form, such as this [Performance Evaluation Form]() that mirrors the one in the MyUA system. [Reminders]() are sent out from the UA System HR office beginning in February, and a range of training opportunities and materials are available.

Administrators. All administrators are evaluated annually relative to the basic functions of their positions, as well as their annual goals, set in consultation with their supervisor.

Senior academic administrators. In addition, the Faculty Senate Senior Administrators Review Committee oversees the regular review of deans and community campus directors, and has a long-standing commitment to providing formative feedback to those leaders. The UAA Faculty Senate recently updated this process, using a [Qualtrics survey](#) sent to faculty in the respective colleges and campuses. The survey uses questions framed by [UAA's core competencies](#) and strategic goals. Institutional Research implemented the survey in spring semester 2024. The results of the survey are shared with the relevant dean and the provost only, or the relevant community campus director and the chancellor only, and are used for growth and development of professional competencies, goal-setting, and in some cases, providing additional development opportunities or other support as needed.

Required Evidence for 2.F.4:
Administrator/staff/faculty evaluation policies/procedures [Regents' Policy P04.07.030](#) and [University Regulation R04.07.030](#) - Performance Evaluation (All Employees) [Regents' Policy P04.04.050 - Evaluation of Faculty](#) [Regents' Policy P04.04.056 - Evaluation of Faculty for Promotion](#) [United Academics Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination (pages 20-36) [United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment, Section 9.2, Evaluation (page 18) [UAA Faculty Senate Bylaws - University-wide Faculty Evaluation Committee](#) - Composition, Functions and Responsibilities, Sections 3.O.-3.P. (pages 8-9) [UAA Faculty Evaluation Policies and Procedures](#) - Posted on the UAA Faculty Services website [UAA Faculty Services](#) - Website - Includes links to the UNAC Collective Bargaining Agreement, Board of Regents' Policy Chapter 04.04 - Faculty, UAA Faculty Evaluation Policies and Procedures, and College and School Criteria and Guidelines [UA System Labor & Employee Relations Performance Center](#) - Website - For annual review of staff [UA System Performance Review Reminder to Supervisors and Staff](#) [UAA Faculty Senate Bylaws - Senior Administrators Review Committee](#) - Sections 3.S-3.T. (page 10) [Faculty Senate Senior Administrator Review Committee Survey Spring 2024](#)

2.G. Student Support Resources

2.G.1 Effective Learning Environments and Support Programs and Services

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and

maintains effective learning environments with appropriate programs and services to support student learning and success.

This section provides evidence of compliance with Eligibility Requirement 13. EDUCATION PROGRAMS.

The University of Alaska Anchorage highlights and honors its role as a dual mission institution, offering a breadth of programs and pathways, ranging from short-term credentials through graduate programming. UAA intentionally nurtures and integrates the community college mission across all colleges and campuses, with many more certificates and associate degrees, including stacked credentials and articulated pathways, than one might expect to see in a more traditional four-year institution.

Consistent with an open access, dual mission institution, UAA creates effective learning environments for its diverse students and designs support programming with a particular focus on student success and on closing achievement gaps. These programs and services are designed to support the whole student, guiding and supporting students from their very first experience of UAA through graduation and beyond. [Board of Regents' Policy P09.01.018](#) sets forth expectations for student support services, [P09.01.030](#) summarizes the responsibility and scope of student services, and [P09.01.040](#) assigns to the chancellor the responsibility of ensuring appropriate structures and leadership are put in place for the implementation of these services.

These services are designed to meet the needs of students present on the Anchorage campus, as well as attending from a distance, with some services further along than others in meeting the needs of distance students. Each community campus also has a suite of services designed to meet their local students' needs. Links to those services are provided in the Required Evidence table at the end of this section.

[**First-Year Experience**](#) (FYE) is focused on empowering students with institutional fluency and the skills they need to achieve their goals. The FYE office is dedicated to working with campus partners to eliminate institutional barriers and build systems that are set up for every student to succeed. FYE includes [New Student Orientation](#), communication, and marketing for first-year students. FYE hosts several programs throughout the year including: Howl Days (new student orientation programming), Seawolf Ready in the local high schools, welcome events with students from marginalized identities in collaboration with Multicultural Student Services, Seawolves Connect appointments (peer-to-peer assistance), Placement Labs, and International Student On-Boarding. New programs, initiatives, and communications are continually added to assist students in a successful transition to college and beyond.

[**The University Honors College**](#), founded as an Honors Program in 1998 and restructured as an Honors College in 2008, relaunched in spring semester 2022 with a new structure and program emphasizing co-curricular and extracurricular experiences. It is presided over by the dean of Honors/vice provost for Student Success and maintains a faculty board that determines curricular and policy changes and updates and whose members serve as track mentors. The UAA Honors College consists of four tracks: community engagement; global and multicultural studies; leadership; and research and creative activity. Its new design was imagined with the

idea of making it more feasible for students who come from one of UAA's community campuses, have changed majors, transferred to UAA from another school, or first acquired an associate degree to enter into the Honors College. It is open to bachelor-degree-seekers and associate-degree seekers. The Honors College offers special sections of GER courses, has a student learning outcome respective to each track, and provides intensive faculty mentorship to Honors College students, who also receive benefits such as a housing discount and priority registration. In addition to completing the required units of their track plan, students must complete and present an ePortfolio about their Honors experience.

The Learning Commons intentionally promotes and supports peer-to-peer mentoring and learning. Per national best practice, the Learning Commons serves as a collaborative community of peers that provides tutoring, coaching, and one-on-one support for academic, creative, and professional success. Programming includes specific tutoring in writing, math, communication and presentation, language learning, science, engineering, and nursing. Many of these services are also available remotely, and students attending community campuses have access to similar services through their tutoring centers as well. The Learning Commons website also directs students to additional and after-hours online tutoring through the Statewide Library Doorway (SLED) through Tutor.com.

The Learning Commons is overseen by the vice provost for Student Success. Additional federally-funded programs in this area include a Title III grant providing peer learning assistants and mentors, and a TRIO CAMP grant providing direct support for students transitioning from secondary Migrant Education Programs. These programs, designed to promote general student success and to close achievement gaps, are intentionally co-located in the Learning Commons.

Through the recent reallocation of resources to reimagine the Learning Commons and to relocate it in a remodeled space in the Consortium Library, UAA leveraged the library's existing academic services and resources, and enhanced those with the above student supports specifically aimed to close achievement gaps.

Native Student Services (NSS) provides a safe, affirming space on campus for Alaska Native, Native American, and Indigenous students. It is a gathering place where incoming and current students can find academic, advising, and cultural support; access resources; study with classmates; attend culturally empowering events, connect with community representatives; and interact with people who share similar experiences as Indigenous peoples.

Other units at UAA also provide programming in support of Alaska Native students. The Alaska Native Science and Engineering Program (ANSEP), the Recruitment and Retention of Alaska Natives into Nursing (RRANN), the Alaska Native Community Advancement in Psychology (ANCAP), the Alaska Native, Indigenous & Rural Outreach Program (ANIROP), the Della Keats Program, and the Alaska Traditional Kitchen are specialized support programs to assist in Alaska Native student success, generally and in specialized fields of importance to the state. They all use culturally relevant pedagogy and learning community models.

Military and Veteran Student Services (MVSS) supports service members, veterans and their families in their academic goals. In particular, MVSS assists students with accessing their

Veteran Education Benefits and Military Tuition Assistance. UAA also has two Military and Veteran Academic Success Centers (MVASC) on the local military bases. These centers aim to remove barriers and support the transition from military to college life by connecting students with resources both on and off campus. The centers offer some in-person courses, as well as a testing center at one of the sites.

Multicultural Student Services (MSS) includes a dedicated space and programs that foster culturally diverse community engagement. MSS celebrates the cultural assets of students with marginalized identities and works to transform societal norms to build a campus community where all students can thrive as their full authentic selves. This is a safe and brave space for all members of the UAA community to explore racial and cultural identity in a non-judgmental atmosphere. MSS is committed to uplifting students with marginalized identities through fostering a sense of community and belonging and co-creating meaningful engagement for holistic student development. MSS specifically works to center and uplift students who identify as Black, African American, Indigenous, Native American, Hispanic, Latine/x/a/o, Asian, Pacific Islander, Middle Eastern and North African, multiracial, or mixed heritage; students who practice marginalized religions; and international students.

Pride Center seeks to affirm, uplift, and engage those who identify as LGBTQIA2S+ through fostering a sense of community and belonging, co-creating meaningful engagement for holistic student development, and transforming the cultural roots of systemic inequities. The center provides programs and support services for lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and two-spirit members of the UAA community and their allies. This is a safe and brave space for all members of the UAA community to explore gender identity and sexual orientation in a non-judgmental atmosphere.

Student Health and Counseling Center (SHCC) promotes optimal health for the university community through access to high quality and affordable health care, preventative health care, individual counseling, consulting, outreach and health education. The SHCC is committed to fostering a welcoming, supportive environment where all students are valued. The team works together to provide evidence-based, comprehensive, and compassionate health care and education to UAA students seeking services regardless of sexual orientation, gender identity, ethnicity, religion, or other diverse experiences or identities that contribute to an individual.

Disability Support Services (DSS) empowers, supports, and advocates for students who experience disabilities by partnering with the university community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities. DSS coordinates support services for UAA students who experience disabilities, and provides resources for the university and community. Providing equal opportunities for students who experience disabilities is a campuswide responsibility and commitment.

Care Team. The Care Team is a multidisciplinary group that works to promote a safe, caring and productive learning, living and working environment at UAA. The Care Team works with students whose behavior has raised concerns about their or others' well-being. The Care Team develops collaborative and holistic plans to assist students, coordinating services and resources so that students are successful in navigating college life.

Student Life and Leadership (SLL), under Student Engagement and Inclusion, cultivates an engaged campus community. SLL believes that engagement enriches the student experience and does this through welcoming and inclusive environments, involvement opportunities, and leadership development. SLL focuses on social, educational, and UAA Traditions programming through the use of the Student Activities Fee. SLL provides oversight and advisement of Student Governance organizations, such as Union of Students of the University of Alaska Anchorage (USUAA), Green Fee Board, Concert Board, The Northern Light (student newspaper), and KRUA (student radio station). There are over 60 student organizations on campus, including two sororities and two fraternities.

Residence Life is responsible for intentionally developing a living learning environment within the residence halls and apartments at UAA built upon the pillars of inclusion, academic success and a strong sense of community. The team in Residence Life works 24 hours a day and 365 days a year to ensure the experience of living on campus is safe, affordable and comfortable for the students at UAA who choose to call campus their home. Campus housing is available to students at least 16 years of age enrolled in a minimum number of credits.

Career Services offers career advising, job and internship opportunities, professional development resources, and networking events to help students and alumni explore their options and prepare them for what comes next.

McNair Scholars Program prepares high-achieving first generation income eligible students for graduate studies. Funded by a TRIO grant from the US Department of Education, the program aims to increase the attainment of PhD and graduate degrees by students from underrepresented segments of society. Benefits include stipends for research/scholarly activities, travel to conferences and graduate school fairs, mentoring to guide research and scholarly activities, support with the admissions process, networking opportunities and access to an inspiring community of scholars.

Graduate Student Professional Development is offered throughout each academic year to current graduate students in support of success in their graduate education. With the whole student in mind, sessions address academic and personal topics including enhancing reading comprehension, fostering critical and creative thinking, strengthening scholarly writing skills, identifying funding sources, establishing a work-school-life balance, and navigating family and friends who may be unsupportive of the student's graduate school journey. These sessions are also open to undergraduate students seeking information about pursuit of graduate education.

Graduate Assistantships provide students the opportunity to enhance and extend their knowledge and skills through research, teaching, and service. The Graduate Research Assistant gains first-hand experience honing their research skills working alongside faculty. A Graduate Teaching Assistant acquires expertise teaching at the university level in their disciplinary field of study while the Graduate Service Assistant develops professional skills related to management and administrative support within a university context. Graduate Assistantships offer paid full-time tuition and university fees, health care with optional dependent coverage, and compensation wages.

<table>
<tr><td>Required Evidence for 2.G.1:</td></tr>
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Listing of programs and services supporting student learning needs
[Regents' Policy P09.01.018 Expectations: Student Support Services](#)
[Regents' Policy P09.01.030 Responsibility and Scope of Student Services](#)
[UAA Office of Student Affairs](#) - Website - Admissions, Career Services, Dean of Students, Disability Support Services, First Year Experience, Military and Veteran Student Services, Multicultural Student Services, Native Student Services, Office of Financial Aid, Office of the Registrar, Office of Student Engagement and Inclusion, Recreation Sports & Seawolf Sports Complex, Residence Life, Student Health and Counseling Center, Student Life and Leadership
[UAA Office of Student Success](#) - Website - Advising, Course Placement, EAB Navigate, Learning Commons, Textbook Affordability
[UAA Graduate School](#) - Website - [McNair Scholars Program](#), [Graduate Assistantships](#), [Graduate School Professional Development](#)
Kenai Peninsula College - Website - [Academic Advising](#), [Admissions and Aid](#), [Bookstore](#), [Career Services](#), [Disability Support Services](#), [Learning Center](#), [Rural and Native Student Services](#), [Student Health Center](#), [Veterans Services](#)
Kodiak College - Website - [Academic Advising](#), [Admissions](#), [Bookstore](#), [Career Exploration](#), [Disability Support Services](#), [Financial Aid](#), [Learning Center](#), [Student Coaching](#), [Student Success Programs](#), [Test Center](#)
Matanuska-Susitna College - Website - [Academic Advising](#), [Admissions](#), [Bookstore/Campus Cache](#), [Career Development](#), [Counseling Services](#), [Disability Support Services](#), [Financial Aid](#), [Learning Resource Center](#), [Veterans/Military](#)
Prince William Sound College - Website - [Advising](#), [Admissions](#), [Bookstore](#), [Disability Support Services](#), [Financial Aid](#), [Health and Fitness Center](#), [Residence Life](#), [Student Life](#), [Testing and Proctoring Services](#)

2.G.2 Catalog

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

This section provides evidence of compliance with Eligibility Requirements 13. EDUCATIONAL PROGRAMS, 17. ADMISSIONS, and 18. PUBLIC INFORMATION.

UAA publishes the required information in the Academic Catalog, which is reviewed annually for currency and accuracy. Public-facing websites reinforce the information in a student-oriented format.

Required Evidence for 2.G.2:

Required Information	UAA Academic Catalog Page(s)
Institutional Mission	About UAA
Admission requirements and procedures	Admissions • General Interest/Non-Degree-Seeking • Secondary Student o Secondary Student Enrollment Policy • Undergraduate • Post-Baccalaureate • Graduate
Grading policy	Grading
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion	This information is found on specific program pages. All programs include degree and program completion requirements and expected learning outcomes. Associate and baccalaureate programs will include Sample Plans, also known as course sequencing documents, to guide students and project timelines to completion. As of the AY2024-2025 UAA Academic Catalog, 39 of 87 Sample Plans are published. • Listing of undergraduate programs with links to the specific pages • Sample Plan Example - Bachelor of Human Services • Listing of graduate programs with links to the specific pages
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	Faculty and Academic Administrators UAA Executive Council Bios
Rules and regulations for conduct, rights, and responsibilities	Student Freedoms, Rights, and Responsibilities • Student Code of Conduct and Student Conduct Review Procedures • Student Dispute/Complaint Resolution Process
Tuition, fees, and other program costs	Tuition and Fees • Fees

Required Information	UAA Academic Catalog Page(s)
Refund policies and procedures for students who withdraw from enrollment	Financial Obligations and Payment
Opportunities and requirements for financial aid	Financial Aid
Academic calendar	The Academic Calendar is posted on the provost's website. The Registrar's Dates and Deadlines website expands the Academic Calendar to include more specific dates and deadlines for students. The Academic Catalog links to the Registrar's Dates and Deadlines from the Registration section, and the Financial Obligations and Payment section.

2.G.3 Licensure, Entry into Occupation, and Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

The UAA Academic Catalog provides basic information about the kinds of employment for which each degree or certificate prepares students. All UAA students also have access to the Career Coach website hosted by the UA System. This robust database provides students with opportunities to explore career interests, find out more about specific careers and their unique requirements for entry and advancement, and access relevant UAA academic programs. Over the past year, the institution also has built the system to provide students with the information required by the US Department of Education regulation 34 CFR 668.43(a)(5)(v) around programs leading to licensure. The below outlines UAA's approach to providing that information to students.

Programs leading to licensure indirect student notification. The UAA Academic Catalog includes information about licensure and/or certification for programs that are intentionally designed to provide the educational requirements for licensure and/or certification required for employment in the state of Alaska and for which the State of Alaska issues the license or certificate. There are currently thirty-two such programs. The catalog entry, for example for the

[Associate of Applied Science (AAS) in Speech-Language Pathology Assistant](#), provides basic information about the kinds of employment the program prepares students for, and, under the subheading Licensure and/or Certification, links students to the new [Licensure and Certification website](#), which, under each state, lists all relevant UAA programs. The listing for each program links directly to the program page in the UAA Academic Catalog, indicates whether or not the program meets or does not meet the educational requirements for licensure or certification in that particular state, and provides a link to that state's licensing board for the particular field. Faculty in the programs have researched this information, and are available to discuss it with students who have questions. The UAA admissions [Academic Programs website](#) also indicates when a program leads to licensure or certification and links to Licensure and Certification website, so prospective students have this information when making their college choice.

Programs leading to licensure direct student notification. All students who express an interest in UAA are emailed a general disclosure about programs that lead to licensure or certification. The disclosure provides students the link to UAA's [Licensure and Certification website](#), described above. When students are admitted to or change their major to a UAA program that leads to licensure or certification required for employment in the State of Alaska, they are emailed a disclosure that is specific to that program and whether or not the program meets the educational requirements for licensure or certification in the state where the student is located. Students in one of these programs who relocate to a different state are sent a disclosure within fourteen days of informing UAA through the formal change of location process.

UAA is currently in the process of updating all relevant college and program pages for any program that leads to licensure or certification as required by the State of Alaska.

To address expanding external compliance requirements, such as compliance as a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) or compliance with new US Department of Education regulations around programs that lead to licensure, UAA created an academic compliance specialist position. This individual works collaboratively with offices across the campus. To keep apprised of the regulatory landscape, UAA also maintains membership in groups such as the [WICHE Cooperative for Educational Technologies](#) (WCET) and the [State Authorization Network](#) (SAN).

Required Evidence for 2.G.3:
Samples of publications and other written materials that describe: **Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered**   [Licensure and Certification](#) - Website   [Admissions Academic Programs Listing](#) - Website   [UAA Academic Catalog - AAS Speech-Language Pathology Assistant](#) - Example

Required Evidence for 2.G.3:
Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials College of Health Program Page - Speech-Language Pathology - Website - Example
Additional Evidence for 2.G.3:
UA System Career Coach - Website - Students can inventory their interests; obtain information about careers, wages, and job openings; and search related academic programs at the university

2.G.4 Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 23. INSTITUTIONAL CAPACITY.

UAA provides an effective and accountable program of financial aid consistent with an open access, dual mission institution, the specific needs of its students, and the institution's resources. Because UAA students typically are less likely than their peers to take out loans, the institution strives to provide a range of financial assistance, so students may attend.

The Financial Aid page in the UAA Academic Catalog includes information about financial aid options, eligibility, Satisfactory Academic Progress (SAP), appeals, return of federal financial aid, and information specific to military and veteran students. Additional information is available on the Office of Financial Aid website, including about cost of attendance, the types of aid, how to apply, eligibility, SAP status and appeals process, and more.

Students can receive assistance with financial aid and scholarship-related questions by calling, emailing, making an online appointment, or visiting the UAA Financial Aid office. Students can use the Cost of Attendance website to estimate cost of tuition, fees, books, and housing based on the number of credits enrolled in a particular semester. The Savvy Seawolf financial literacy program offers video tutorials and workshops, as well as access to financial literacy content through third party providers, such as Student Connections through their WhichWay program, and Inceptia's KWOWL courses.

To meet the needs of UAA students and to move the needle on persistence, retention, and graduation rates, UAA has developed several scholarship programs. The 49th Finishers Scholarship tuition assistance program helps returning and transfer students get to the finish line of graduation. The UAA Seawolf Start and Seawolf Persist scholarships support first-time freshmen, who can receive a $500 Seawolf Start scholarship and up to $7,000 for continuous

fall/spring semester enrollment through Seawolf Persist scholarships. The State of Alaska offers several financial aid programs to assist Alaska high school graduates in receiving their post-secondary education in the state. Students attending Alaska high schools who complete a more rigorous curriculum, earn a certain level of GPA, and score well on college placement exams can receive up to $4,755 per year to attend UAA through an Alaska Performance Scholarship. Alaska high school graduates ranked in the top 10 percent of their junior class are eligible for a $15,000 scholarship to attend UA system universities through the UA Scholars program, created by the UA System. The needs-based Alaska Education Grants can provide up to $4,000 per year to a student, as determined by their Student Aid Index.

Affordability and introducing students to the different types of financial aid is a priority in communications with incoming students. Students are encouraged through several print and email communications to learn more about the cost of attendance and paying for college and are invited to visit the Office of Financial Aid website. New and continuing students receive communications and prompts to complete their FAFSA. The UAA Office of Financial Aid partners with the Alaska Commission on Postsecondary Education to offer one-on-one appointments as well as FAFSA training videos. The Office of Financial Aid also offers scholarship workshops. New students are introduced to scholarships throughout the admissions communications cycle and are made eligible for awards based on their admissions application. Continuing students can apply for UA Foundation scholarships yearly between October 1 and February 15 through the University of Alaska Foundation scholarship platform. Twice yearly continuing students receive newsletters with information about Satisfactory Academic Progress, important dates and deadlines, eligibility requirements, etc.

Required Evidence for 2.G.4:

Published financial aid policies/procedures including information about categories of financial assistance
UAA Academic Catalog - Financial Aid - Includes types of aid
UAA Office of Financial Aid - Website - Types of Aid, Grants, Scholarships, Loans
Information to students regarding repayment obligations
UAA Academic Catalog - Financial Aid - See Return of Financial Aid Policy
UAA Office of Financial Aid - Return of Title IV Funds - Website
UAA Office of Financial Aid - Loans - Website - Includes statement that loans are a type of financial aid that must be paid back and that accrue interest
UAA Office of Financial Aid - Frequently Asked Questions & Glossary - Website - FAQ includes a General FAQ with information on forms of aid that must be repaid, with link to Loans page. Glossary defines borrower terms for each type of direct federal loan.

Required Evidence for 2.G.4:
Policies/procedures for monitoring student loan programs
[UA System Fund Accounting](#) - Website - Federal Single Audit Reports, listed by fiscal year. See "Schedule of Expenditures of Federal Awards, Student Financial Assistance Cluster" and "Notes to the Schedule of Expenditures of Federal Awards #4." [FY2022-2023](#) (pages 7 and 26); [FY2021-2022](#) (pages 7 and 29); [FY2020-2021](#) (pages 6 and 25); [FY2019-2020](#) (pages 6 and 25); [FY2018-2019](#) (pages 6 and 25); [FY2017-2018](#) (pages 6 and 25) [UA System Student Financial Aid Satisfactory Academic Progress Policy](#) [UAA Office of Financial Aid - Satisfactory Academic Progress](#) - Website - Includes requirements, definitions, evaluation timeline and notifications, appeal process, and FAQs [UAA Office of Financial Aid - Loans](#) - Website - Cohort Default Rate is at the end of the Federal Loan Programs section [UAA Student Consumer Information](#) - Website - Cohort Default Rate is the first item under Student Financial Assistance, Tuition and Fees
Additional Evidence for 2.G.4:
[UAA Office of Financial Aid - Cost of Attendance](#) - Website [UAA Office of Financial Aid - Financial Aid Dates and Deadlines](#) - Website [UAA Office of Financial Aid - Complete the FAFSA](#) - Website [UAA Office of Financial Aid - Savvy Seawolf Resources](#) - Website [UAA Office of Financial Aid - Newsletter to Students](#) - SAP, Dates and Deadlines, Eligibility Requirements [UAA Admissions Email Regarding Seawolf Start and Seawolf Persist Scholarships](#)

2.G.5 Financial Aid Repayment Obligations

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 23. INSTITUTIONAL CAPACITY.

Students are informed of repayment obligations. UAA has a multi-faceted approach to counseling for loan repayment. First-time students who are sent award offers are also sent an Award and Eligibility Conditions Newsletter, which includes information on how students will receive notifications from the Office of Financial Aid and Admissions, other eligibility criteria for different types of aid, disbursement and refund information, and right to cancel information for those students who choose to borrow from federal, state and private loan programs. Students who choose to accept loan offers at UAA are notified monthly via tracking emails from the Banner student information system of the requirement by Federal Student Aid to complete [Loan Entrance Counseling and to sign a Master Promissory Note](#); the repayment obligations are made clear in those federal documents, and no loans will be paid to a student account without

both being completed. If a student requests an alternative, private student loan, the office suggests that they complete a FAFSA and use federal loans first, unless the student demonstrates the alternate loan has better repayment options and interest rates.

The Office of Financial Aid has contracted with a third party, Student Connections, to provide annual loan letters that notify borrowers of their aggregate federal loan indebtedness, estimate future loan payments, and provide additional counseling to students who are nearing their lifetime loan limits. Among other information about financial aid, the UAA Academic Catalog publishes information about ongoing eligibility. If the student drops below half-time or leaves the institution, the Office of Financial Aid sends Loan Exit Counseling information. Links to the federal government's Loan Entrance and Exit Counseling sites are also located on the Student Consumer Information website.

Students are notified of loan repayment obligations on the Office of Financial Aid website. Prior to entering repayment status, the Office of Financial Aid notifies students of their federal exit-counseling requirement and offers in-person exit counseling assistance with their online booking tool. These counseling sessions provide students with resources, including information on repayment options, why and how to stay in touch with their loan servicer, and what to do if they need assistance.

UAA monitors its student loan programs and publicizes the loan default rate on its website. UAA receives the Cohort Default Rate from the Department of Education annually, and financial aid staff monitor this closely. UAA partners with Student Connections to work with UAA students who have borrowed federal loans and have dropped below half-time or have left the institution. Student Connections helps the student navigate the federal loan repayment and servicing landscape, assisting students in repayment options, rehabilitating and providing a vital service to ensure UAA's loan default rates remain low. The most recent loan default rate for 2022 is 0.00%, published on the Financial Aid Loans webpage under the Cohort Default Rate, as well as the Student Consumer Information website under Student Financial Assistance, Tuition, and Fees.

UAA is audited annually per Federal Student Aid (FSA) program requirements to ensure compliance with all Title IV federal grant and loan program requirements. This is completed internally by the UA System Audit office and by the external auditors hired by the UA System, Clifton Larson Allen.

Required Evidence for 2.G.5:
Published financial aid policies/procedures including information about categories of financial assistance UAA Academic Catalog - Financial Aid - Includes types of aid UAA Office of Financial Aid - Website - Types of Aid, Grants, Scholarships, Loans **Information to students regarding repayment obligations** UAA Academic Catalog - Financial Aid - See Return of Federal Financial Aid Policy UAA Office of Financial Aid - Return of Title IV Funds - Website

Required Evidence for 2.G.5:
[UAA Office of Financial Aid - Loans](#) - Website - Includes statement that loans are a type of financial aid that must be paid back and that accrue interest   [UAA Office of Financial Aid - Frequently Asked Questions & Glossary](#) - Website - FAQ includes a General FAQ with information on forms of aid that must be repaid, with link to Loans page. Glossary defines borrower terms for each type of direct federal loan.   **Policies/procedures for monitoring student loan programs**   [UA System Fund Accounting](#) - Website - Federal Single Audit Reports, listed by fiscal year. See "Schedule of Expenditures of Federal Awards, Student Financial Assistance Cluster" and "Notes to the Schedule of Expenditures of Federal Awards #4." [FY2022-2023](#) (pages 7 and 26); [FY2021-2022](#) (pages 7 and 29); [FY2020-2021](#) (pages 6 and 25); [FY2019-2020](#) (pages 6 and 25); [FY2018-2019](#) (pages 6 and 25); [FY2017-2018](#) (pages 6 and 25)   [UA System Student Financial Aid Satisfactory Academic Progress Policy](#)   [UAA Office of Financial Aid - Satisfactory Academic Progress](#) - Website - Includes requirements, definitions, evaluation timeline and notifications, appeal process, and FAQs   **Loan default rate published on website**   [UAA Office of Financial Aid - Loans](#) - Website - Cohort Default Rate is at the end of the Federal Loan Programs section   [UAA Student Consumer Information](#) - Website - Cohort Default Rate is the first item under Student Financial Assistance, Tuition and Fees
Additional Evidence for 2.G.5:
[UAA Office of Financial Aid - Cost of Attendance](#) - Website   [UAA Office of Financial Aid - Financial Aid Dates and Deadlines](#) - Website   [UAA Office of Financial Aid - Complete the FAFSA](#) - Website   [UAA Office of Financial Aid - Savvy Seawolf Resources](#) - Website   [UAA Office of Financial Aid - Newsletter to Students](#) - SAP, Dates and Deadlines, Eligibility Requirements

2.G.6 Academic Advisement

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 23. INSTITUTIONAL CAPACITY.

UAA recognizes the significant role academic advising plays in overall student success. Over the past several years UAA has shifted from a decentralized model to a centralized model. This began in AY2018-2019 when the vice provost for Student Success established an academic

advising steering committee. At that time, academic advising was distributed across First Year Advising, the academic colleges, and the academic programs, and the committee was designed to enhance communication among all professional advisors and to begin to develop common practices.

Building on this, and to ensure advising consistently supports development and success for all students, in April 2022, Chancellor Parnell issued a student-first academic advising charge. Provost Runge assembled an advising working group, composed of academic advising representatives across Anchorage and the community campuses, to generate recommendations for a plan to achieve this goal. As a result, the new UAA Student Advising unit launched in January 2023 following a comprehensive reorganization of the Anchorage campus' previously decentralized college professional academic advising teams under the long-range strategic direction of the vice provost for Student Success and dean of the Honors College through an interim executive director of student advising. The advising organizational chart demonstrates dotted reporting lines to the college deans, strong collaborative relationships with the community campuses in order to maintain essential cross-divisional connections, and standardized position descriptions. (For example: academic advisor, senior academic advisor, director of academic advising.) This revised program of academic advising provides systematic opportunities to evaluate advising effectiveness, provide consistent employee training and professional development, and streamline communications to students.

In support of student development and success, the UAA Student Advising program adopted NACADA: The Global Community for Academic Advising's advising core competencies; informational, conceptual, and relational; to inform and assess accurate university knowledge, effective advising practice and interpersonal skills. Professional academic advisors now maintain equitable caseloads (approximately 400 active-status students/advisor), receive equitable compensation, and each academic advising director oversees the same number of senior and standard academic advisor positions. All advisors now consistently utilize EAB Navigate to conduct student appointment campaign outreach, manage their student caseloads, and report on academic advising appointments. Early evidence suggests that the use of EAB Navigate is contributing to higher persistence, and UAA will continue to monitor this as part of its Strategic Enrollment Management efforts.

A new set of standard onboarding procedures ensures that professional advisors are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Annual NACADA memberships and mandatory, monthly all-unit meetings of the Professional Advising Council (PAC), provide continual professional development in these areas, as well as opportunities for advisors to meaningfully contribute to unit objectives through subcommittees. A newly developed Blackboard course shell provides ongoing access to comprehensive onboarding, training, and professional development modules. In May 2023, the unit established an annual May Professional Development series and is currently planning the May 2024 series which will include sessions related to diversity and inclusion for academic advising. At the end of FY2022-2023, all personnel within the organization completed UA Performance Reviews with their supervisors and will continue to do so annually. Starting in January 2023, the program is piloting

an additional [annual advisor proficiency evaluation](#) designed to assess effectiveness in accordance with NACADA's academic advising core competencies.

The [Advising and Academic Support](#) page in the UAA Academic Catalog provides a general overview of the role of advising and links students to the [Academic Advising](#) website. Students can identify their advisor and schedule direct appointments with that advisor through the EAB Navigate scheduling tool. Both the catalog and the website provide links to the appropriate advising information at the community campuses. Planned enhancements to the website include a student-facing academic advising syllabus, the mission and values of the academic advising program, and information on the training and evaluation of academic advising personnel.

Anecdotal evidence as well as informal internal assessments and reports suggest the shift to the new advising model is working. The annual advisor proficiency evaluation, noted above, is one way to measure advisors' preparation to work effectively with their students. To fully understand the impact of the new model, UAA is scheduling academic advising for the new cyclical Services Review in AY2024-2025. This assessment will inform the next steps and any needed resource (re)allocations. In addition, UAA is examining four student-success initiatives as part of its mission-fulfillment reporting for NWCCU. The new advising model is one of those four initiatives. Finally, advising is developing an assessment plan, similar to an academic program assessment plan, for ongoing assessment and improvement.

Required Evidence for 2.G.6:
Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas) [UAA Academic Catalog - Advising and Academic Support](#) [Anchorage Campus Academic Advising](#) - Website - Includes links to the community campus advising websites at the bottom of the page [Kenai Peninsula College Academic Advising](#) - Website [Kodiak College Academic Advising](#) - Website [Matanuska-Susitna College Academic Advising](#) - Website [Prince William Sound College Academic Advising](#) - Website **Systematic evaluation of advising** [UAA Services Review](#) [UA Annual Performance Evaluation Form (HR)](#) [UAA Annual Advisor Proficiency Evaluation Form](#) **Professional development policies/procedures for advisors** [UAA Student Advising Onboarding Procedures](#) [UAA Student Advising Handbook](#) [UAA Student Advising Professional Advising Council Meeting Calendar](#) [UAA Student Advising May 2023 Professional Development](#)

Required Evidence for 2.G.6:
UAA Student Advising Subcommittee Charge Letters: [Professional Development](#); [Onboarding and Training](#); [Process Improvements](#); [Social and Team Building](#)

Additional Evidence for 2.G.6:
[Internal Memorandum, Student-First Advising Charge](#)   [UAA Student Advising Organizational Chart](#)   [Position Description - Academic Advising Specialist](#)   [Position Description - Academic Advisor](#)   [Position Description - Assistant Director of Retention and Completion](#)   [Position Description - Director of Academic Advising](#)   [Position Description - Executive Director of Student Advising](#)   [Position Description - Program Exploration Advisor](#)   [Position Description - Senior Academic Advisor](#)   [Position Description - Academic Advising Student Assistant](#)

2.G.7 Identity Verification for Students

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

This section provides evidence of compliance with Eligibility Requirements 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE, and 18. PUBLIC INFORMATION.

Effective identity verification process. [Board of Regents' Policy P09.01.080](#) requires each University of Alaska student to have a unique identification code. UAA students wishing to enroll in online classes do so by logging into a secure portal (UAOnline) using their UAA credentials (username and password). Students can select one of the three security levels for their account. The same credentials are used to access Blackboard, the official Learning Management System, which serves as the online education delivery platform.

In the spring semester of 2024, UAA implemented [multi-factor authentication (MFA) for all students](#). Whenever a student attempts to log-in to university services, they must respond to an MFA prompt through either an app, phone call, or using a physical token issued by the Information Technology Services department. By adding this additional layer of verification, UAA is better able to ensure the person logged in for coursework is indeed the registered student while also strengthening its cybersecurity environment.

Identity verification process for distance education students protects student privacy. While the identify verification process itself is designed to protect privacy, as well as to ensure a student accessing electronic platforms and records is the same student whose achievements are evaluated and credentialed, there are multiple other policies designed to protect that student's privacy. FERPA rights are protected and enforced for students regardless of attendance method. Students taking distance education courses and/or programs are informed of their FERPA rights and regulations against identity falsification through the UAA Academic Catalog and in an annual email. Section VII Information Accuracy and Security of UAA's Blackboard Use Policy clarifies that the default settings in Blackboard present only student directory information to other students and instructors in a course, protecting student privacy. Section II Use of Information Resources of UAA's Acceptable Use Policy requires users to agree that they will not "access or attempt to access any other user's account/information without permission, or misrepresent or attempt to misrepresent their identity while using UAA's information resources." These two policies, UAA's Blackboard Use Policy and Acceptable Use Policy, are posted on the UAA Information Technology Services website. The UAA Academic Catalog also links to these policies from the Annual Notifications and Disclosures page, see the Computer Use and Software Copyright Policy section. Privacy is further addressed by the Student Code of Conduct, which includes a section on Forgery, Falsification, Alteration, or Misuse of Documents, Funds, Property, or Electronic Records, disallowing unauthorized access to resources such as through identity falsification. The above align with Board of Regents' Policy Chapter 02.07 Information Resources and the UA System-level Acceptable Use of Online Resources.

Students are informed of charges. There are no separate charges at UAA associated with the identity verification process.

> ### *Required Evidence for 2.G.7:*
>
> **Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit**
> Regents' Policy P9.01.080 - Student Identification
> UA System Office of Information Technology - Multi-factor Authentication (MFA) - Website
> **Policies/procedures make it clear that these processes protect student privacy**
> UAA Academic Catalog - Annual Notifications & Disclosures, Family Educational Rights and Privacy Act (FERPA)
> UAA Institutional Technology - Acceptable Use Policy (II. Use of Information Resources) - Website
> UAA Blackboard Use Policy - Website - Section VII. Information Accuracy and Security
> **Notification to students at the time of registration of any additional charges associated with verification procedures**
> N/A

Required Evidence for 2.G.7:
Academic policies/procedures for instructors to implement requirements for *regular and substantive interaction* in distance education courses/programs UAA Regular and Substantive Interaction Policy UAA Teaching Online Policy

Additional Evidence for 2.G.7 Addressing NWCCU's Distance Education Policy Items 4, 5, 25-28.

4. The institution has established appropriate academic policies and procedures for its instructors to implement the requirements for regular and substantive interaction (see definitions below) in all courses/programs delivered via distance education.

The UAA Teaching Online policy ensures instructors assigned to teach online courses are qualified to teach in the course modality, with renewal of that eligibility at least once every five years. The UAA Regular and Substantive Interaction policy requires faculty teaching asynchronously delivered courses to include a syllabus statement that details how regular and substantive interaction will occur.

5. The institution has established a system for monitoring or periodically evaluating its online programs to ensure that its instructors continue to observe such policies for regular and substantive interaction.

The UAA Teaching Online policy ensures instructors assigned to teach online courses are qualified to teach in the course modality, with renewal of that eligibility at least once every five years. The UAA Regular and Substantive Interaction policy requires faculty to include a syllabus statement that details how regular and substantive interaction will occur. It also requires the collection of syllabi every semester and random sampling for RSI. Reports of noncompliance, regardless of the source, are to be addressed by the dean or community campus director. Faculty who do not meet the requirements or who do not maintain eligibility are not scheduled to teach online courses.

25. The institution's distance education programs are consistent with the mission and educational objectives of the institution.

Distance education programs are held to the same standards and go through the same review, approval, and evaluation processes as in-person programs. These processes ensure alignment with UAA's mission and educational objectives. See the Curriculum Handbook.

26. The design and assessment of distance education programs are overseen by an academic team, including significant involvement of the institution's faculty.

Distance education programs are designed and assessed using the same processes and procedures as in-person programs. Faculty design and propose the curriculum for new programs, including the Program Student Learning Outcomes and the assessment of student learning relative to those outcomes. Curriculum is approved, as per the [Curriculum Handbook](#), and faculty develop a plan to assess the student learning within the program according to guidance within the [Academic Assessment Handbook](#). UAA shifted to a biennial Program Student Learning Outcomes Assessment cycle as described on the [Assessment Plans and Reports webpage](#), and in AY2024-2025 the Academic Assessment Handbook will be updated to reflect that change. Current plans and reports are posted for all programs on that site. All programs, including distance education programs, also undergo the Board of Regents-mandated [Academic Program Review](#) on a seven-year cycle. Faculty complete an evaluation of the program in response to specific questions, using a common data set, and submit their review to the dean and then the provost. Programs receive commendations and recommendations for improvement, and are expected to respond to the recommendations in the next cycle, providing evidence that the recommendations have been addressed.

27. Publications and advertising for distance education programs are accurate and contain necessary information such as the program's goals, requirements, academic calendar, and faculty.

The UAA [Academic Catalog](#) includes information for all academic programs, regardless of modality. The Catalog includes the program goals, requirements, and student learning outcomes. The names, titles, degrees held, and conferring institutions for full-time faculty are also published in the Catalog. Distance education programs follow the same academic calendar as all other programs. The [academic calendar](#) is published on the provost's site.

28. Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution maintains direct and sole responsibility for the academic quality of all aspects of distance education programs. Where the institution has entered into contractual relationships involving credits and degrees, it has obtained NWCCU approval for the substantive change.

N/A

2.H. Library and Information Resources

2.H.1 Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

This section provides evidence of compliance with Eligibility Requirement 14. LIBRARY AND INFORMATION RESOURCES.

The UAA/APU Consortium Library opened in 1973 to serve the students, faculty, and staff of the University of Alaska Anchorage and Alaska Pacific University, as well as members of the local community. The Consortium Library employs qualified personnel and provides access to library and information resources to support and sustain the university's mission, programs, and services. The Consortium Library is open 100 hours per week during the fall and spring semesters and 66 hours per week during the summer semesters. The building is only closed about 20 days each year. Library hours are extended during exam periods until 2:00 a.m. Library visits averaged 5,450 during a typical week in the fall 2023 semester.

As of June 30, 2023, the library operated with a staff of 22 FTE librarians and 5 archivists all holding faculty appointments, 21 FTE staff, and 10 FTE student workers. Onsite, the library has more than 850,000 volumes, 16,100 serial titles, and 499,500 microform and media units. It licenses on behalf of the UAA campuses, 148 databases, 508,092 electronic books, 143,425 electronic journals, and 88,532 digital media titles that can be accessed via the internet or at the library. As a founder and contributor to [ScholarWorks@UA](#) the library routinely adds research publications to this open access institutional repository. Use of ScholarWorks@UA exceeded 370,000 searches last year while the library's digital collections had more than 179,000 COUNTER compliant uses. Items from the onsite collections were checked out 18,593 times.

The library's discovery service, [QuickSearch](#), can access the library catalog, ejournals, ebooks, and other resources such as archival and research guides, music, newspapers, and videos. QuickSearch also offers the option of searching beyond the Consortium Library's collections to access more than 752 million records, representing more than 70 different content formats all retrieved from a unified index. New sources are added every week and content is updated daily.

Students enrolled in distance classes have equivalent resources available to them through online services. Library instruction and research consultation are delivered in the library, in classrooms and offices across the campuses, and via Zoom, chat, text, and email. [LibGuides](#) (by topic or course) and [tutorials](#) are readily available online.

In addition to the general collection, the library offers an Alaskana collection, state and federal government documents, archival collections of photographs and personal papers on Alaska and the Arctic, and a specialized collection of health and medical resources and publications. The

Consortium Library is a member of OCLC, an international cooperative network that provides access to resources from other university, professional, and community libraries. The library is a founding and governing member of the [Alaska Library Network](#), [Alaska Resources Library and Information Services (ARLIS)](#), the [Alaska Library Catalog](#), the [Alaska Digital Library](#) and [Alaska's Digital Archives](#). The Consortium Library manages the statewide Alaska Library Catalog which includes more than 85 public, academic, special, and K-12 libraries serving 92% of the populated areas of Alaska. The shared catalog has more than 181,800 registered borrowers recording more than 2.8 million checkouts last year.

Policies and procedures for access and use of building, equipment, and information resources of the Consortium Library are summarized on the [Consortium Library website](#).

Assessing the adequacy of the library collections. The UAA/APU Consortium Library uses a variety of methods to evaluate regularly and systematically the quality, adequacy, utilization, and security of its collections and services. In addition to regular periodic academic program accreditation reviews, performance indicators include building and collection usage statistics, facility audits, and assessment surveys. The library's online tutoring service, [Live Homework Help](#), incorporates a questionnaire at the end of each session to gauge the success of the tutoring. Most importantly, the library performs assessment surveys on a regular basis. Every three years from November 2008 to 2017 the library used the [LibQUAL](#) survey for soliciting, tracking, and understanding library users' opinions of the services and collections. The LibQUAL survey scheduled for November 2020 was canceled because of COVID-19. In 2022, in order to reduce costs and to find a more responsive survey, the library switched to a triennial survey based on a model used at the University of Washington. In February 2022, the library employed the new survey for the first time. The Library Assessment Team partnered with the library's Distance Library Services Assessment Committee in designing the survey. Overall, the [results](#) of the survey were favorable.

Over the years, the library made strategic decisions based on the survey results received from faculty, staff, and students. The most visible example of acting on this feedback was opening the north entrance to the library. Other examples include creating more areas for quiet study and group work, adding more seating and electrical outlets, licensing a discovery service from Serials Solutions, buying new scanners, adding signs, providing space for writing and math tutors, and creating new virtual tours of the library. This assessment information also is used to enhance library collections, specifically in the health, education, and psychology fields, and with streaming video and films. Based on the assessment surveys and stated user preferences, the library made deliberate decisions to move more aggressively from physical to virtual resources. Recent budget reductions have accelerated this trend with the cancelation of additional print journal subscriptions. By removing little-used physical materials from the building, the library has freed space for high impact student use such as individual research and group study areas and for the new tutoring center, the [Learning Commons](#), which opened in January 2024.

Planning and collection development. The Faculty Senate UAA/APU Library Advisory Committee (LAC) with faculty representatives from UAA and Alaska Pacific University is charged with advising and assisting the library dean and staff on issues and concerns to better meet the evolving needs of the UAA, APU and greater Anchorage community. LAC promotes the

Consortium Library and its mission to support and enhance academic excellence and the committee encourages the development and expansion of the library and information services to all users. The Library Advisory Committee also helps implement and analyze the assessment surveys and assists with promoting the use of Open Educational Research (OER) and Open Access materials. Finally, proposals for new academic programs must address the adequacy of existing library and information resources and faculty within the program work with the library to ensure the collection continues to meet programmatic needs.

Affordable materials. To help reduce the student cost of education, the Consortium Library is an advocate for the use of Open Educational Resources (OER), promotes Open Access to scholarly materials, and supports the use of affordable course materials. As a partner in this initiative, the UAA/APU Library Advisory Committee has taken on the role of managing the Affordable Course Materials Award which is sponsored by the library. The committee solicits nominations and recognizes faculty members who made sustainable cost reductions for students. The purpose is to encourage university faculty to reduce the cost of materials as close to zero as possible. In addition to the financial benefits for students, affordable content can provide a better educational experience in which all students have access to materials on the first day of class, regardless of their financial circumstances. Some affordable alternatives, namely OER, also increase retention, improve GPA, and ease the pathway to graduation (Colvard, et al.). The use of OER also increases opportunities for creative pedagogical approaches by instructors.

Library instruction plan. The Information Literacy Instruction Plan contributes to the library's mission by providing expert instruction on finding, evaluating, and using information effectively and efficiently. The library's instruction program supports the university mission, core themes and general education requirements.

Faculty librarians use a variety of instructional methods to empower people to meet their academic, personal, and professional information needs. Individual student research consultations with a subject liaison can be scheduled as well as course specific instruction. The library's instruction program is more vital than ever in a rapidly changing and overwhelming information environment.

Library staffing and faculty partnership. Librarians regularly interact with faculty by serving as departmental subject liaisons to coordinate research assistance, library instruction programs, and collection development. Faculty members from all programs and departments are encouraged to submit recommendations for library materials to their library liaisons. Each library liaison has a funding allocation for the purchase of new materials. The library also has a New Faculty program for allocating funding for each newly hired faculty member. The new faculty member works directly with the library liaison in identifying collection areas that need strengthening in support of the faculty member's research and teaching interests.

The library provides the principal learning environment outside of the classroom with highly competent and visible staff. In an attractive and welcoming facility, the library offers spaces for collaboration and areas for quiet study. The library has wireless and high-speed internet connections and several self-service digital scanners. It provides desktop and laptop computers

and calculators for in-building use and for short-term loans. The library delivers instruction onsite as well as online and regularly updates its instructional facilities. The new Learning Commons opened in January 2024 on the first floor.

Faculty incorporate activities into their courses that require the use of library resources and develop student abilities to access information, judge its authenticity, and use it effectively in the analysis of issues or the support of arguments. To develop competencies, the library collaborates with faculty to embed information literacy concepts into specific and general education requirement courses. The library also offers a credit course (LS A101), specialized instruction, and professional development courses and workshops. Members of the library faculty provide well-developed instruction in the use of information resources. In FY2022-2023 there were 5,275 reference/research transactions and 1,541 students participated in library instruction sessions. In addition to offering regular lectures, workshops, and tours, the instruction and research librarians help identify valid materials, and give instruction in how to locate and cite electronic and print scholarly resources. They provide guidance in formulating research strategies and in finding and evaluating information, offer basic technical assistance, and assist with the use of other library services. A faculty and staff guide on the library's website lists the services available.

The library also coordinates Live Homework Help, an online tutoring program, for introductory college courses as part of the Statewide Electronic Doorway (SLED) Program. The library uses LibGuides, which is a versatile web tool for organizing and maintaining subject guides, course specific guides, and research information. With LibGuides, the library can collaborate with university faculty, communicate with students, and support library instruction in supporting UAA's core competencies.

Required Evidence for 2.H.1:
Procedures for assessing adequacy of library collections   UAA/APU Consortium Library Assessment Procedures - Website   **Library planning committee and procedures for planning and collection development**   UAA Faculty Senate Bylaws - Library Advisory Committee - Sections 3.M.-3.N., Composition, Functions and Responsibilities (page 8)   UAA/APU Consortium Library Collection Development Policy   UAA/APU Consortium Library Collection Development - Website   UAA/APU Consortium Library Open Access of Scholarly Publications - Website   **Library instruction plan; policies/procedures related to the use of library and information resources**   UAA/APU Consortium Library Information Literacy Instruction Plan - Website   UAA/APU Consortium Library Information and Research Services Policy - Website   **Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process**   UAA/APU Consortium Library and the UAA Core Competencies - Website

Required Evidence for 2.H.1:
[UAA/APU Consortium Library Subject Librarians](#) - Website [UAA/APU Consortium Library Services for Faculty and Staff](#) - Website [UAA Academic Catalog - LS A101 Introduction to Academic Library Research](#)
Additional Evidence for 2.H.1:
[Library's Impact on Students: Spring Semester 2024 Report](#) [Consortium Library Affordable Course Materials Award](#) - Website

2.I. Physical and Technology Infrastructure

2.I.1 Physical and Technology Infrastructure

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

This section provides evidence of compliance with Eligibility Requirement 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE.

UAA prioritizes creating working and learning environments that support and sustain the institution's mission, academic programs, and services. Recent examples of this intentional planning include the repurposing of Sally Monserud Hall to expand experiential learning opportunities in the clinical health science programs through high-fidelity simulation rooms, and the intentional renovation of space to house the Learning Commons in the Consortium Library.

PHYSICAL FACILITIES

UAA facilities are located across six campuses in the following communities: Anchorage, Kenai, Homer, Mat-Su, Kodiak, and Valdez totaling 3.3M gross square feet. Sixty-eight buildings are on the 354-acre Anchorage campus, with 33 buildings on the four community campuses. Together, these buildings are valued at $2 billion and encompass approximately 36.8 percent of the adjusted value of the facilities portfolio in the UA System, according to the [2023 *UA Facilities Inventory*](#). Over the past several years, the university has focused on reducing its Anchorage off-campus activities and consolidating on campus to reduce its operational footprint.

Facilities management and oversight. The associate vice chancellor for Facilities and Campus Services oversees UAA's facilities and infrastructure services. The department's mission is to provide safe, sustainable, vibrant, and welcoming campus environments which support the academic, research, and community goals of the university through: Facilities Business Operations; General Support Services; Facilities Planning and Construction; and Facilities Maintenance and Operations. The department also provides leadership on sustainable

practices, in collaboration with student sustainability efforts. The director of Planning and Construction provides direct oversight of capital and space planning, construction, and master planning for all projects at UAA. The director of Maintenance and Operations provides direct oversight of preventative maintenance, reactive maintenance, grounds maintenance, and building system operation at the Anchorage campus. The director of Business Operations ensures timely responsiveness to customer requests. The director of General Support Services provides services for the Copy Print Center, Campus Receiving, Campus Recycling, Surplus and Relocation Services. The director supports the maintenance leads at each of the community campuses; however, responsibility for the maintenance of each campus is delegated to the relevant campus director. Together these directors support the associate vice chancellor in meeting the larger mission of the department.

To maintain quality, the department leverages industry best practices to inform a standard level of care, for example best practices as informed by APPA (formerly Association of Physical Plant Administration), an organization dedicated to the administration of education spaces. To go further in support of quality, the Anchorage campus has a building manager program that incorporates an annual audit of each building with subject matter experts including risk management, safety, HVAC, electrical, custodial, building maintenance, information technology, and grounds review. The audit ensures operational readiness and forecasts any failures or equipment that require replacement. Additionally, personnel conduct monthly walk-throughs of each building looking for irregularities and code violations. Laboratory audits are performed quarterly. Employees may submit maintenance requests as needed using a webform accessed from the Maintenance and Operations website.

The Anchorage campus is supported by several maintenance shops including fleet, grounds, custodial, mechanical, electrical, general building maintenance, and preventative maintenance. An integrated work management system is used to track and assign the reactive work, preventative maintenance, and daily service. Other campuses use a combination of methods to track and record maintenance activities. In total, all campuses have approximately 45 maintenance and trades employees supported by several specialty trade contract employees. Contracted work examples include custodial, snow operations, building controls, fire suppression, fire monitoring systems, and elevator maintenance.

Facilities planning. The UAA Campus Master Plan 2022 ensures that the long- and short-term planning of the physical campus environment aligns with the strategic plan *UAA 2027* and its five aspirations. UAA established the Facilities, Space, and Planning Committee (FSPC), which implements shared governance regarding facilities planning by providing input to the chancellor and members of the UAA Executive Council on matters pertaining to campus space and includes developing guiding principles, policies, and resources which impact students, employees and/or community members. This process works in alignment with the UAA Campus Master Plan which guides the planning for renovation and construction of places and spaces across UAA's campuses. Furthermore, as outlined in the master plan, it is critical that UAA's physical spaces work in support of and be responsive to UAA's shared goals and institutional guiding documents.

[Board of Regents' Policy Chapter 05.12 Capital Planning and Facilities Management](#) establishes clear planning guidelines for the university that promote excellent stewardship for buildings infrastructure and other facilities, set expectations for achieving sustained funding, and require planning processes that provide accurate data for decision making and effective management. The policy ensures that the university's mission drives the capital planning and project development processes ([P05.12.040](#)).

Annually Facilities works with internal stakeholders to establish a prioritized list of capital priorities, referred to as the capital improvement plan (CIP), inclusive of both investments in existing space/reduction in deferred liability and projects that support programmatic growth and student success initiatives. These project priorities are reviewed and approved by the UAA Executive Council, and sent through the UA System president to the University of Alaska Board of Regents as part of the capital and operating budget submission process. Upon approval, the capital budget request is sent to both the Governor's Office and the Legislature for further consideration as part of the State of Alaska's capital and operating budget process. Board policy requires that an annual maintenance plan be developed by the university and submitted to the UA System office ([P05.12.080.B](#)). These projects consisting primarily of repair and renewal maintenance work are approved by the board as an annual program of projects ([P05.12.061](#)).

On all campuses, in accordance with the approved campus master plan, investments are prioritized to improve the student and community experience. A goal of the master plan is to increase vibrancy and cohesiveness through 6 tenets with key strategies supporting each tenet. The tenets are: improve density; identity is important; outward facing student support is effective; public and community access is vital; a well-kept home shows attention and strength; and community engagement and collaborative experiences are critical.

Accessible. UAA's facilities department is responsible for assessment and maintenance of building signage, accessible doors, bathrooms, ramps and other areas, as guided by applicable Americans with Disabilities Act (ADA) standards. Where practical, UAA employs universal design standards in campus planning as part of project development per the design standards listed in the campus master plan. Americans with Disability Act accommodations for classes and on-campus events are managed through UAA's Disability Support Services (DSS). The DSS office coordinates with all campuses and ensures an accessible campus experience for patrons. When upgrading A/V technology, Information Technology Services (ITS) select equipment that can provide the resolution and equitable viewing clarity for all in-room participants. Additionally, UAA's Office of Equity and Compliance in concert with the Environmental Health & Safety and Risk Management Support office is responsible for working with supervisors and employees at all campuses regarding ergonomic evaluations and needs for temporary or permanent reasonable accommodation.

Safe and secure. The safety and security of students, employees, visitors, and university property are top priorities for UAA across all locations, including off-campus sites. This commitment is reinforced through the effective use of campus resources. The [Building Access Policy](#) regulates general access to Anchorage buildings and balances the need for access with the need for safety and security. Additional policies regulate access and activities in spaces that require a higher level of safety and security, as per the below. Community campuses follow

local protocols that align with general practice at the Anchorage campus as per their safety procedures, and regularly consult with central compliance departments in Anchorage.

Emergency Operations. Environmental Health & Safety and Risk Management Support oversees UAA's emergency preparedness broadly defined. See the UAA Emergency Preparedness page. The responsibility for implementing the university's Emergency Operations Plan lies with the director of Environmental Health & Safety and Risk Management Support. This comprehensive plan outlines the roles and responsibilities of UAA leadership before, during, and after emergencies. It also delineates the university's capabilities when an emergency occurs, encompassing the activation of the campus Emergency Operations Center (page 21), Crisis Call Centers (pages 47-48), Family Assistance Centers (pages 45-46), and the Campus-Community Emergency Response Team (page 52). Regular testing of these capabilities aligns with Clery requirements and best practices in emergency management. UAA holds annual exercises, ranging from table-tops to full exercises in coordination with partner agencies. These exercises range from active aggressors to natural disasters.

In the event of an emergency, UAA communicates through the emergency messaging application (RAVE), a Notification System enabling subscribers to receive emergency alerts via phone, email, or text. The university diligently follows all required Clery procedures for timely warnings.

University Police. The University Police Department (UPD) employs a mix of sworn police officers, dispatch personnel, and non-sworn, unarmed security officers. UPD is the primary emergency responder for the Anchorage campus, and provides security services to the Mat-Su campus and consultation to UAA's other campuses as needed. UPD coordinates regularly with local, state, and federal law enforcement agencies, as well as the security departments at the nearby Providence Alaska Medical Center and the Alaska Native Medical Campus.

Clery Act Compliance. UPD works closely with the Dean of Students Office on Clery Act Compliance. The Dean of Students Office takes the lead on developing the Annual Security and Fire Safety Report, and other Clery-related reporting requirements. UPD issues emergency notifications and Timely Warnings, as needed.

Occupational Safety and Health. Safety operations are overseen by the Environmental Health & Safety and Risk Management Support department. Employees and students can report safety issues and concerns through Origami, a web-based application administered by UA System Risk.

UAA employs a behavior-based safety approach in implementing the policies and procedures necessary to execute operations in a safe manner, and to comply with both Alaska state and federal safety regulations. Supplemental safety plans, programs, and policies address occupational hazards that are specific to the workplace. When needed, a job hazard analysis is conducted to determine the type of supplemental accident prevention program needed. The Hazard Communication Program and the Confined Space Program are examples of supplemental programs that exist at the University of Alaska Anchorage campuses. The current versions of UAA safety policies and programs are available on the Environmental Health & Safety and Risk Management Support website.

Hazardous Waste Disposal. Policies/procedures for the use, storage, and disposal of hazardous materials and waste adhere to all applicable local, state, and federal laws and regulations concerning the acquisition, use, storage, labeling, and disposal of hazardous materials. To help ensure proper hazardous material management, the Environmental Health & Safety and Risk Management Support (EHSRMS) department monitors and coordinates all hazardous or potentially hazardous material requisitions. Employees receive training per OSHA 1910.1200, and training specific to the hazardous materials used in the course of their job duties. Employees using materials with individual OSHA regulations are provided with training for the specific chemicals they will be using. Safety data sheets are maintained in binders at the point of use and electronically, with all employees and students having access with a single sign on.

UAA is a Very Small Quantity Generator of hazardous waste, permitting adherence to the least restrictive EPA regulations and allowing for economical disposal at the municipality's hazardous waste facility. Hazardous waste is minimized through procurement and inventory control, interdepartmental exchange of surplus materials, and incorporating approved methods of transforming waste to a less hazardous state into standard operating procedures and experimental design.

Sufficient in quantity and quality. Through UAA's master planning process in 2022, UAA established the sufficiency of its spaces and provided standards that inform quality. The Campus Master Plan indicates there is sufficient quantity and quality of space across the campuses to support a healthy learning and working environment. The UA Facilities Inventory provides for a complete listing of each building, use classification, location, size, age, valuation, and amount of deferred maintenance.

For the ongoing assessment of space sufficiency UAA leverages data in accordance with Board of Regents' Policy P05.12.050.C, ensuring the consideration of projected enrollment, retention and completion rates, degree completion, program needs and other factors, such as remote learning, that affect the need for facilities and infrastructure.

To help assess quality, UAA uses a third party, Gordian Group, to evaluate the adequacy of campus spaces, facilities, and grounds, annually. The Gordian Group evaluates campus density, facility condition index, and quality of spaces against reinvestment strategies.

In addition to this operational review, UAA uses Gordian on a 5-year cycle to assess building equipment and infrastructure life-cycles. This assessment provides an update on the university's deferred maintenance, as well as provides a look 10 years out for building systems that have upcoming life-cycle replacement needs. This assessment recognizes the robust preventative maintenance program of the university's maintenance team, and adjusts the replacement dates based on the knowledge and experience of crafts and trades personnel and data within the workorder system. The data is updated by UAA staff between the 5-year cycles of Gordian's involvement.

TECHNOLOGY INFRASTRUCTURE

UAA's Information Technology Services (IT Services) department is responsible for UAA's telecommunications, network infrastructure, and academic technology support services. IT

Services is dedicated to increasing the meaningful and effective use of technology in teaching, learning, research and service in meeting the needs of the UAA communities served. IT Services works closely with distributed IT staff located across UAA campuses, and coordinates with the UA System Office of Information Technology, as well as with the IT offices at the other two universities in the UA System.

Technology management and oversight. UAA IT Services is led by a chief information officer (CIO) who reports directly to the vice chancellor for Administrative Services. IT Services is organized into two major functional divisions: the IT Service Center and Infrastructure Services. The IT Service Center has primary responsibility for customer service contact and field service response, and is comprised of three units: Audio Visual Services, Field Services, and the Technical Support Center. Infrastructure Services is responsible for data and voice networking, information security, datacenter systems, and web development and enterprise applications support and is comprised of two units: Infrastructure & Cloud Engineering and Enterprise & Web Applications.

In 2022 UAA's then-chief information officer was selected through a national search to serve as the UA System's chief information technology officer. UAA appointed an interim CIO while a national search for a permanent CIO was conducted. After a successful national search, UAA's new CIO started in March 2024. The new CIO brings extensive higher education experience with a focus on identity and access management, and has helped implement an Incident Command Systems approach to handling IT incidents.

Technology planning. IT governance is critical to aligning technology strategy, direction and spending with the needs of UAA's highly diverse academic and administrative needs. At UAA, IT governance and management processes are tightly coupled. As shown below, IT governance is focused on strategy, mission and goals which define UAA's technology strategy and major direction. IT Governance Groups at UAA and throughout the UA system ensure alignment between UAA's community and technology strategy and direction.

Accessible. UAA's Accessibility Policy establishes accessibility standards to ensure access to the university's web and online content, regardless of an individual's physical or developmental abilities. UAA websites are expected to comply with the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. UAA's goal is for all websites, regardless of how or where published, to meet the Web Content Accessibility Guidelines (WCAG) established by the World Wide Web Consortium (W3C). The criteria used is WCAG 2.1, Conformance Level AA. These internationally recognized guidelines establish standards of accessibility for information in a web page or web application, including information such as text, images, and sounds, as well as code or markup that defines architecture and presentation of web and online content. UAA's Blackboard Use Policy, created specifically to guide instructors in the development and delivery of course materials online, includes an accessibility section. UAA's Accessibility of Instructional Materials Policy outlines how UAA, including all of its campuses and sites, ensures that all electronic instructional materials, optional and required, are accessible and as effective and useable for persons with disabilities as they are for persons without disabilities.

Secure. UAA and the University of Alaska System have taken significant steps over the past several years to strengthen the cyber environment. The UA System [Office of Information Technology](#) (OIT) houses the system's chief information security officer (CISO) and their associated staff. System-level [IT Policies and Security Standards](#) are posted on the OIT website and include a range of policies to protect data privacy. See in particular [Acceptable Use of Online Resources](#), and the list of Security Policies, which includes the [Information Security Incident & Breach Handling Procedure](#). These conform with [Regents' Policy Chapter 02.07 Information Resources](#), which includes multiple policies, for example, [P02.07.060 Protection and Enforcement](#), [P02.07.066 Mobile Device Security](#), [P02.07.070 Administrative Responsibilities](#), and regulations, for example [R02.07.020 Definitions G. H. and I.](#), [R02.07.030 Objectives for Management of Information Resources](#), [R02.07.041 Access Authorization: General Statement](#), [R02.07.044 Granting or Denial of Access](#), [R02.07.048 Disciplinary Action for Unauthorized Access or Disclosure](#), and [R02.07.050 Standards for User Conduct](#), around data protection.

The UA System's chief information security officer works with the relevant personnel at each university's IT department to ensure security and response activities are coordinated, and strengthening measures are cognizant of academic impacts. The Infrastructure Services team at UAA's Information Technology Services department (ITS) implements security measures for UAA and its campuses. UAA ITS has its own set of policies designed to protect data and information, such as UAA's [Acceptable Use Policy](#), [Blackboard Use Policy](#), and the [Electronic Mail Policy](#).

A recent and significant effort has been the [implementation of multi-factor authentication](#) (MFA) for all employees and students in an effort to help strengthen the university's cyber-security environment. This effort was conducted in partnership with the other universities within the UA System. Of particular note, ITS personnel worked closely with academic advisors and Student Affairs personnel when [implementing MFA for students](#), ensuring regular communication and sufficient support was in place to mitigate impacts.

Finally, the [UA Security Matters Program](#) is a UA System and cross-university effort to provide information and guidance to the broader UA System community. It includes information regarding security training, recent threats, safe computing practices, and navigating security and compliance policies. The group has developed [Security Guides](#) to help students, staff and faculty to protect their important data. Several resources and training opportunities are available, including [outreach efforts](#), such as inviting members of the group to present at meetings or events.

Sufficient in quantity and quality. The recent hire of the new chief information officer lends an opportunity to review and refine the policies, processes and practices related to technology at UAA. A concerted planning effort has already begun, as documented in the draft [UAA Information Technology Services Project and Initiative Management Process](#).

On a regular basis, UAA IT Services works with colleges and units on technology needs, whether they are physical or software requirements. For instance, when determining A/V replacements for classrooms, feedback from faculty that use the classroom is considered. Recently all

centrally-scheduled classrooms were moved to college scheduling. IT Services will work with the Office of Academic Affairs and the Deans' Council on continuing this faculty feedback to better focus resource investments into classroom spaces that meet the strategic needs of each college.

IT Services capabilities include a contingent of field services personnel that support physical computers and A/V technology across the university, a robust technical services center (call center) that supports employees and students, applications management personnel supporting academic and administrative software needs, and network and infrastructure experts that ensure the integrity and functionality of the university's wired and wireless network and data center equipment.

Each community campus has an on-site team of IT professionals that serve their local needs. These local personnel rely on support from Anchorage for infrastructure and security needs. As such, the leads for each campus participate in UAA ITS meetings to ensure alignment with overall institutional IT practices.

Required Evidence for 2.I.1:
Facilities master plan, including:
UAA Campus Master Plan 2022
Equipment replacement policies/procedures
UAA Campus Master Plan 2022 - Section 8 Implementation and Section 9 Design Guidelines (pages 102-108)
UAA Facility Design Standards and Procedures
UAA Administrative Services Manual - Maintenance and Operations Services
Regents' Policy Chapter 05.06 - Procurement and Supply Management
Procedures for assessing sufficiency of physical facilities
UAA Campus Master Plan 2022 - Section 8 Implementation and Section 9 Design Guidelines (pages 102-108)
UAA Facilities Planning and Construction Policies and Procedures Manual - Section 4, Project Identification and Planning (pages 21-24)
UAA Building Manager Program - Building Manager Handbook, Building Blitz Manual
Policies and procedures for ensuring accessible, safe, and secure facilities
UAA Building Access and Hours Policy
UAA Administrative Services Manual - Maintenance and Operations Services
UAA Controlled-Space Access Plan
Policies/procedures for the use, storage, and disposal of hazardous waste
UAA Hazardous Material Management Policy
UAA Chemical Hygiene Plan
Technology master plan and planning processes
UAA Information Technology Services Project and Initiative Management Process

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Additional Evidence for 2.I.1:

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UAA Facilities and Campus Services - Website
UAA Environmental Health & Safety and Risk Management Support - Website
UAA Environmental Health & Safety and Risk Management Support Policies and Programs -
Website
Kenai Peninsula College Campus Safety - Website
Kodiak College Campus Safety Report - Website
Matanuska-Susitna College Clery Act and Campus Safety - Website
Prince William Sound College Campus Safety - Website
UA System Office of Information Technology - Website
UAA Information Technology Services - Website
UAA Emergency Management Tabletop Exercise Example

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MOVING FORWARD

Through the collective act of gathering evidence to write this Policies, Regulations, and Finances Review (PRFR) report, UAA has identified the following areas for additional or renewed focus:

1) **The new Services Review process.** This new process complements existing assessment and improvements processes, helping us better meet our own strategic aspiration of continuous improvement. It provides another opportunity to review the sufficiency of staffing levels, as well as how well each service meets the needs of all UAA students, whether they are attending in person or from a distance.

2) **The Campuses.** We will further clarify how structures, policies, and practices relate to all UAA campuses, and how the campuses mutually support each other's work.

3) **The UAA Website, Broadly Defined**. As a first step in a larger communication plan, we will refine the website. This work is already underway, starting with some basic principles that will streamline information for students and reduce redundancy across types of pages.

4) **The Dual Mission.** As part of our year of reflection, celebrating achievements and identifying improvements, we will also engage in a discussion about where we want to be, particularly as it relates to our role as a dual mission institution. What should being a dual mission institution look like at UAA moving forward? We are commencing this and other discussions at our Accreditation Kick Off this September, with the help of Jillian Kinzie, the Associate Director of the National Survey of Student Engagement at the Center for Postsecondary Research at Indiana University.

We are looking forward to our year of reflection, as we prepare for our Year Seven Evaluation of Institutional Effectiveness (EIE) Self Evaluation Report and Fall 2025 site visit.

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

Institutional Report Certification Form

On behalf of the Institution, I certify that:

[X] There was broad participation/review by the campus community in the preparation of this report.

[X] The Institution remains in compliance with NWCCU Eligibility Requirements.

[X] The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

University of Alaska Anchorage
_____
(Name of Institution)

Sean Parnell
_____
(Name of Chief Executive Officer)

Sean Parnell
_____
(Signature of Chief Executive Officer)

August 16, 2024
_____
(Date)