UNIVERSITY *of* ALASKA SOUTHEAST

Year 6 Self Evaluation Report Policies, Regulations, and Finances Review (PRFR)

February 2025

Prepared for the Northwest Commission on Colleges and Universities

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Mission Fulfillment

Executive Summary

The University of Alaska Southeast (UAS) is a student-centered institution that lives its mission by providing quality academic programs and engaging learning opportunities that reflect the unique environments, cultures, and economies of Southeast Alaska. Guided by its vision to be a destination of choice for students, UAS offers a broad range of programs across its three campuses in Juneau, Ketchikan, and Sitka, from workforce certificates to undergraduate and graduate degrees.

Mission: The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

Development of the Current Mission Statement

The University of Alaska Southeast's current mission statement was developed through a comprehensive and collaborative process to ensure it accurately reflects the university's identity, values, and goals. Initiated in 2018 and finalized in February 2021, the revision process involved input from faculty, staff, and students through surveys, workshops, and governance feedback. The mission was updated to align with new NWCCU accreditation standards, emphasizing student success, equity, inclusion, and measurable goals. Approved by 85% of the UAS community and the Board of Regents, the new mission statement underscores UAS's commitment to serving Southeast Alaska through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

UAS's commitment to mission fulfillment is rooted in its core values: **Excellence**, **Diversity**, **Access**, **Collaboration**, **Sustainability**, and **Stewardship**. These values guide the university's approach to education, community engagement, and resource management. By fostering an inclusive and innovative learning environment, UAS provides students with exceptional opportunities to succeed in an ever-changing world.

In practice, UAS fulfills its mission through five core objectives. The core objective links provided below contain information about the metrics and institutional effectiveness in these areas.

1. Provide Access to Higher Education to all Students: UAS is dedicated to expanding access to higher education for diverse students in Southeast Alaska and beyond. Under the leadership of Chancellor Dr. Aparna Palmer, UAS aims for 3% enrollment growth by 2025. Key initiatives include removing restrictive admissions policies, expanding dual enrollment pathways, and employing data-driven strategies via the Strategic Enrollment Task Force. This task force,

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representing all campuses, academics, student services, and administration, aligns efforts with institutional priorities to improve recruitment, retention, and student success.

2. [Deliver Academic Excellence through Instruction, Scholarship, Research, and Creative Expression](): UAS delivers academic excellence by prioritizing high-quality instruction, innovative research, and creative expression that reflect the unique perspectives of Southeast Alaska and beyond. Faculty engage in research and scholarship across diverse disciplines, often funded by external grants and conducted in collaboration with colleagues from UAS, other universities, and global agencies. These efforts address critical regional and global issues while enriching the academic experience through cutting-edge discoveries and creative work. Faculty integrate their research and scholarship into the classroom, providing students with transformative learning opportunities that inspire critical thinking, creativity, and intellectual growth.

3. [Student Success:]() UAS's small size allows for personalized education, with active, engaged learning opportunities both on campus and online. Students benefit from close collaboration with faculty, hands-on experiences in Southeast Alaska's coastal environments, and robust support services designed to foster their success. UAS's programs are designed for all types of students – high school, transfer, technical/trade, degree-seeking, professional development, and lifelong learners – supporting their unique educational goals. UAS provides everything necessary for students to succeed: an environment conducive to learning, easy access to professors and resources, and opportunities to apply their knowledge in meaningful, real-world contexts.

4. [Be A Great Place to Work for all Employees](): UAS is committed to serving its employees to enhance their quality of life. The dedicated staff and faculty work hard every day to advance institutional goals to help students succeed academically and prepare them to make a difference in their communities.

5. [Maintain Relevance through Productive Relationships within Southeast Alaska](): UAS fosters workforce readiness through programs tailored to regional and state needs in fisheries, mariculture, education, and healthcare. The university promotes Southeast Alaska's economic and ecological sustainability through partnerships with industries, tribal governments, and community organizations.

Through strategic planning and data-informed decision-making, UAS has made significant progress in addressing challenges and seizing opportunities. With the recent stabilization of state funding and the leadership of Chancellor Dr. Aparna Palmer, we are implementing an ambitious Strategic Enrollment Plan aimed at reversing enrollment declines and achieving sustainable growth. Initiatives such as the Gardner Institute's Postsecondary Transformation cohort and innovative retention strategies have already shown measurable impacts, including a record retention rate of 71% for the fall 2022, and 76% in fall 2023 cohorts.

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This PRFR report highlights UAS's ongoing efforts to fulfill its mission, uphold NWCCU standards, and address opportunities for growth. UAS remains steadfast in its dedication to transforming lives through education, scholarship, and collaboration in one of the most extraordinary regions of the world.

Eligibility Requirements

Attestation

The University of Alaska Southeast attests to adherence with all NWCCU accreditation eligibility requirements. NWCCU Eligibility Requirements are intentionally addressed in the narrative sections 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.

Board. The [Constitution of the State of Alaska](#), Article VII (Health, Education, and Welfare), Section 2, (State University) established the University of Alaska (UA) as the state university, constituted it as a public corporation, and set forth certain principles of its management and governance. Section 3 (Board of Regents) of the same article establishes the Board of Regents as the governing body of UA. This section states:

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The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to the confirmation by a majority of the members of the legislature in a joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board.

Section 12 of the University of Alaska Board of Regents (UA BoR) Bylaws specifies that the Board of Regents appoints the president by a majority vote of the entire Board. It also states that "the Board may annually review the performance of the president," but clarifies that "failure to conduct a performance review is an internal matter and does not affect the validity of any action." UA BoR Policy 02.01 gives the president authority over UA regulation. UAS is one of three separately accredited institutions that are part of the University of Alaska, i.e., the UA System. As noted in 2.A.4, the president appoints the UAS Chancellor to be accountable for the operation of UAS.

Composition, conflict of interest. The University of Alaska is governed by the Board of Regents. The Board of Regents is composed of eleven members including one student representative with full voting rights. The Regents are appointed by the governor to serve an eight-year term, except for the student regent who serves a two-year term. Members of the board come from communities throughout the state and represent a variety of backgrounds and experiences. 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. The President of the University serves as an ex officio member of the board. Information on current regents is found on the Board of Regents Webpage.

Authority, roles, and responsibilities. The Board of Regents has been granted ultimate responsibility by the Alaska Constitution for the quality and integrity of the system and its respective units, including UAS. The board is responsible for evaluating the UA System president, establishing the mission, allocating funds appropriately and equitably, approving academic programs and degrees, approving major capital projects, auditing financial performance, submitting a unified higher education budget request to the governor, and developing policies. The UA and UAS mission statements are set out in UA BoR Policy. An example of a policy is UA BoR Policy 10.04, which provides that "all program additions, deletions, and major revisions" require approval by the board. The board has delegated approval authority of occupational endorsements and workforce credentials to the president. The Board of Regents has full authority (UA BoR Bylaw BL15) to adjust its policies, including its organization and operation.

The Bylaws of the Board govern the appointment, term of office, and duties of regents, as well as the election, duties, and powers of the board's officers.

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The board normally meets four times per year. Each meeting is held in a community that has a UA campus. These regular meetings are supplemented by an annual retreat, a summer audio conference briefing, and additional meetings or audio conferences as needed. Officers of the board are elected annually by the board as a whole. The UA BoR Bylaw BL03 states that "The board may annually review the performance of the board and set annual goals." The board generally does this at its annual retreat. At this meeting the board self-evaluates, sets goals, and discusses how to engage in continuous improvement.

The Board of Regents acts only as a committee of the whole. The board's bylaws describe the duties and responsibilities of the board and its committees. The bylaws also provide that "no business may be transacted at any meeting of the board unless at least six regents are present." No proxies are permitted, and the "official action of the Board requires the affirmative vote of the majority of the whole Board." Unless otherwise directed by action of the board, all committees of the board are advisory to the board as a whole.

The Board has divided itself into the following regular committee assignments:

- Academic and Student Affairs
- Audit and Finance
- Facilities and Land Management
- Governance

In addition to these committees, the board creates ad hoc committees as needed to meet various needs. In 2024, the Board of Regents made recruitment and retention a priority and formed the Ad Hoc Committee for Recruitment, Retention and Graduation which addresses compliance with Title IX obligations and student recruitment and retention efforts across the UA system. This ad hoc committee includes one chancellor (UA Southeast), one provost (UA Anchorage), and one vice chancellor (UA Fairbanks). Those members represent each of the 3 UA institutions along with a special subcommittee of the regents, and have hired EAB as their strategic consultants during 2024-2025 to focus on recruitment and retention.

The Legislative Committee is a board committee of the whole–volunteers are invited at the request of the president. The Alaska Commission on Public Education and the University of Alaska Foundation both provide reports to the board at each meeting. Regular meetings typically include a pre-meeting opportunity for public testimony, this includes students, faculty, staff, and community members the opportunity to voice opinions and share perspectives. The UA BoR Bylaws establish the organization and operating procedures of the UA system, including the scope of the board's authority and responsibility, as well as that of the officers of UA and its advisory councils. The bylaws also provide for appointing and evaluating the president.

Authority and responsibility between the system and the institution. The authority and responsibilities of the president, system administration, universities' administrations, faculty, staff, and students are articulated in the UA BoR Policies and Regulations. These policies identify the president as the chief executive officer of the university. The

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president has specific authority to appoint and terminate UA officers, including 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. The Board of Regents' policy guides the president to establish an organizational plan for the effective operation of the university system (as summarized in 2.A.2). The positions of chancellor, chief academic officer, and other executive officers have also been defined by the Board.

The Board of Regents affirms in UA BoR Policy 03.01 that "the opportunity for faculty, staff, and students to participate in the governance of the university is important to its effective operation" and the Board intends that "faculty, staff, and student participation in university governance be an integral part of the university community's culture." The policy directs the president to establish a system-wide governance structure. The president has created five constituent organizations: (1) Faculty Alliance, (2) Staff Alliance, (3) Coalition of Student Leaders, (4) the combined System Governance Council, and (5) alumni associations established at the three academic units and they participate ex-officio on the System Governance Council.

The Board of Regents' policy specifies that the governance organizations shall carry out their functions subject to the authority of the board, president, and chancellors. The purposes of the governance organizations are to:

- Provide an effective opportunity for university faculty, staff, and students to play a meaningful role in matters affecting their welfare.
- Represent the viewpoints of university faculty, staff, and students on regents' policy, university regulation, and other matters affecting the interests of the university.
- Address through legislative action other matters as described in their approved constitutions.
- Advise the president and chancellors in a timely fashion and a manner outlined in individual organizational constitutions.
- Communicate to faculty, staff, and students information that is of interest and concern to the university.

Evidence Documentation for Standard 2.A.1

Institutional Governance Policies and Procedures
  🐋 UA BoR Bylaws BL12. University President
  🐋 UA BoR Policy 10.04 Academic Programs
  🐋 UA BoR Policy 03.01 Faculty, Staff and Student Governance

System governance policies and procedures
  🐋 UA System Governance Overview
  🐋 System Governance Flowchart
  🐋 UA BoR Policy 02.01 Appointment and Authority of the President

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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.

UAS has an effective leadership structure consisting of the Chancellor's Executive Cabinet, and the broader Chancellor's Cabinet, which includes deans, campus directors, departmental leads, and governance representatives. The leadership of UAS is built on a collaborative model that includes top administrators from all three campuses as well as faculty, staff, and student leaders engaged in shared governance. Administrators are generally appointed through a national search and include the appropriate qualifications. The UAS chancellor is the chief executive officer who has full-time responsibilities for UAS. The job description for the chancellor position is found in UA BoR Policy 02.02.

UAS Executive Cabinet. The chancellor, provost, vice chancellor for Administrative Services, vice chancellor for Enrollment Management and Student Affairs, associate vice chancellor for Alaska Native Programs, executive director for Advancement, executive director for Community Relations and Strategic Partnerships, and chief of staff make up the Executive Cabinet at the university. The members of this team work collaboratively with one another to lead the institution in the fulfillment of its mission, vision, values, and goals so as to ensure that students have access to exceptional learning opportunities and both students and employees feel welcome, can thrive, and

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achieve success. In addition to providing leadership, they collectively manage the operations of the university so that it functions as a cohesive and connected organization that is guided by the UAS Strategic Plan. The leadership team meets weekly and utilizes a data-informed approach to discussion, analysis, decision-making, accountability, and evaluation. Each senior administrator on the team is responsible for the leadership and management of their individual units and have been chosen for their roles based on the experience, expertise, and education that they bring to the leadership team. See Table 1 for Executive Cabinet members.

Table 1: Executive Cabinet

Position	Name	Highest Degree Earned
Chancellor	Aparna Dileep-Nageswaran Palmer	PhD
Provost, Dean of Graduate Studies, and Dean of Research & Sponsored Programs (Interim)	Carin Silkaitis	MFA
Vice Chancellor of Administrative Service	Jon Lasinski	MBA
Vice Chancellor for Enrollment Management and Student Affairs	Lori Klein	MS
Associate Vice Chancellor for Alaska Native Programs, and Director of PITAAS	Ronalda Cadiente Brown	MA
Executive Director of Advancement	Chris Natynski	JD
Executive Director of Community Relationships and Strategic Partnerships	Elizabeth Cornejo	MSc
Chief of Staff	Abi Spofford	BA

UAS Chancellor's Cabinet. The Chancellor's Cabinet is a broader membership of top leaders from all three campuses that meets monthly with the chancellor and the Executive Cabinet leadership team. In addition to the Executive Cabinet, this group includes the Ketchikan and Sitka campus directors, dean of Arts and Sciences, dean of the School of Career Education, dean of the School of Education, and UAS Library

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dean, who oversees the Learning, Testing, and Writing Centers, and the Center for Excellence in Learning and Teaching (CELT). The membership also includes departmental leads such as the director of Facilities and faculty governance representation. This group is responsible for strategic planning and budgeting, enrollment management and student success. This group meets monthly on the second Monday of each month to ensure collaboration and support between the academic, administrative, and service units and works across institutional functions and units to fulfill the UAS mission. See Table 2 for Chancellor's Cabinet membership.

Table 2: Chancellor's Cabinet Membership Including Campus Directors, Academic Deans, Department Leads and Governance Representatives

Position	Name	Highest Degree Earned
Deans and Directors		
Sitka Campus Directors (Interim)	Math Trafton & Jill Hanson	PhD BLA
Ketchikan Campus Director	William Urquhart	PhD
Dean of Arts and Sciences (Interim)	Alison Staudinger	PhD
Dean of the School of Career Education (Interim)	Kristy Smith	PhD
Dean of Education	Carlee Simon	PhD
UAS Library Dean, including the Learning, Testing, & Writing Centers, & the Center for Excellence in Learning & Teaching (CELT)	Elise Tomlinson	MPA, MLIS
Departmental Leads and Governance		
Director of Admissions	Brenna Heintz	MSEd
Director Budget, Grants, and Contracts	Julie Vigil	BEd
Director of Business Services	Louisa Cryan	MPA
Creative Manager	Alison Krein	AAS
Director of Equity and Compliance/Title IX Coordinator/ADA and Section 504 Coordinator	Mitzi Anderson	JD, LLM
Director Facilities Services	Nathan Leigh	BS

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Position	Name	Highest Degree Earned
Financial Aid Director	Janelle Cook	BA
Health and Safety Officer	Evan Price	BA
Chief Information Officer	Scott Gilreath	MEd
Institutional Effectiveness Director	Kristen Handley	MS
Registrar	Trisha Lee	BLA
Director of Residence Life	Sean McCarthy	BFA
Dean of Students	Damien Medina	MS
Faculty Senate President, Professor of Mathematics	Brian Blitz	PhD
Staff Council Representative	Austin Cranford	BS

Academic Affairs. As leadership for Academic Affairs, the Provost's Office handles vital issues such as academic budget priorities and requests, academic programming initiatives, as well as faculty and staff concerns particularly related to recruitment, tenure and promotion. The provost works closely with the Faculty Senate and the Provost's Council on these issues. The Provost's Council is a central component of the UAS leadership structure, meeting monthly to bring together key academic leaders across the university. Members include the provost, academic deans, the library dean, extended campus directors, the vice chancellor for Administrative Service, the vice chancellor for Enrollment Management and Student Affairs, the registrar, the financial aid director, the institutional effectiveness director, and the faculty senate president. This council serves as a critical forum for strategic planning and cross-institutional coordination, supporting the provost in upholding the quality of all academic programs and services. It also fosters the integration of student services, enrollment management, and academic functions across UAS.

At UAS, the provost fulfills a multifaceted role, serving not only as the chief academic officer and accreditation liaison officer but also as the dean of research and sponsored programs and the dean of graduate studies. Additionally, the provost co-chairs the Strategic Enrollment Task Force with the vice chancellor for Enrollment Management and Student Affairs, driving initiatives that enhance student recruitment, retention, and overall academic success. The provost represents UAS on the UA System Academic Council, facilitating coordination and alignment of UAS's academic priorities within the broader University of Alaska system. Carin Silkaitis, Interim Provost, is serving while a nationwide search for the permanent position is underway.

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Executive Provost's Council. The Executive Provost's Council, a subset of the larger Provost's Council, meets biweekly with the provost to focus on academic matters. This group includes the three academic deans, library dean, and the directors of the two extended campuses. The Executive Provost's Council prioritizes collaboration across academic units, system improvement, and data-informed decision-making. Its goals also encompass assessment and accountability, budgeting, and resource planning and allocation among the academic departments.

Community Campus Directors. [UAS Ketchikan](#) and [UAS Sitka](#) campuses are led by full-time campus directors. The directors provide overall leadership for the campus and have administrative and academic oversight responsibilities. The directors report to the provost and work closely with deans and vice-chancellors. Each community campus has an assistant director of business operations who oversees the business functions in conjunction with the campus director. In addition, each community campus has a facility supervisor/manager to oversee the physical infrastructure. The Juneau campus provides services for the Ketchikan and Sitka campuses in grants management, admissions, and financial aid. Faculty leaders meet and work with the campus directors in matters related to instructional issues. The campus directors serve on numerous UAS-wide leadership committees, including the Chancellor's Cabinet and the Provost's Executive Council which acts to integrate the three campuses into one university. The Ketchikan and Sitka campus faculty, staff, and students participate in region-wide governance structures such as the Staff Council, Faculty Senate, regional department meetings, and Student Government.

Academic Deans. At UAS, deans serve as the chief academic and administrative officers of their respective schools and academic service areas, reporting directly to the provost. They provide strategic leadership in advancing the university's mission in teaching, research, and community engagement. Deans are responsible for promoting excellence in both undergraduate and graduate education, supporting faculty scholarship, and ensuring alignment with the university's strategic goals. Additionally, deans collaborate closely with campus directors and community partners to expand cooperative initiatives, strengthen workforce development programs, and enhance student success. They play an essential role in accreditation efforts, resource planning, and building partnerships across the state

The university operates with a collaborative and integrated leadership system designed to ensure institutional effectiveness, academic excellence, and student success. Leadership is structured to promote shared governance, cross-unit collaboration, and strategic alignment across academic, student support, and administrative functions.

The Chancellor's Cabinet and the Provost's Council serve as primary leadership forums where deans, directors, and senior administrators work collectively to guide the university's direction. These groups ensure that institutional planning, budgeting, and student success initiatives are coordinated across all three campuses. Academic deans and unit leaders work closely with faculty and staff to align programs with accreditation standards, workforce needs, and community partnerships. Administrative leaders

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provide essential support in areas such as enrollment management, financial operations, and research administration, ensuring that institutional resources are strategically leveraged to support UAS's mission.

Through this collaborative approach, UAS fosters an integrated leadership culture that supports informed decision-making, accountability, and continuous improvement. The expertise and qualifications of institutional leaders are reflected in their professional backgrounds, which guide their ability to advance UAS's commitment to high-quality education, research, and community engagement.

Evidence Documentation for Standard 2.A.2
Leadership and Organizational Charts 🐋UAS Organizational Chart 🐋UAS Academic Affairs Organizational Chart 🐋UAS Student Affairs Organizational Chart 🐋UAS Administrative Services Organizational Chart 🐋Campus Leadership Chancellor's Cabinet 🐋Provost's Council and Executive Provost's Council
Curriculum Vitae/Biographies of UAS Executive Leadership 🐋Chancellor: Aparna Dileep-Nageswaran Palmer (Bio, CV) 🐋Interim Provost and Dean of Research & Sponsored Programs, and Dean of Graduate Studies: Carin Silkaitis (Bio, CV) 🐋Vice Chancellor of Administrative Services: Jon Lasinski (Bio, CV) 🐋Vice Chancellor for Enrollment Management and Student Affairs: Lori Klein (Bio, CV) 🐋Associate Vice Chancellor for Alaska Native Programs, and Director of PITAAS: Ronalda Cadiente Brown (Bio, CV) 🐋Executive Director of Development: Chris Natynski (Bio, CV) 🐋Executive Director of Community Relationships and Strategic Partnerships: Elizabeth Cornejo (Bio, CV) 🐋Chief of Staff: Abi Spofford (Bio, CV)
Bios of Academic Deans and Campus Directors 🐋Interim Dean of Arts and Sciences: Alison Staudinger (Bio) 🐋Dean of Education: Carlee Simon (Bio) 🐋Interim Dean of Career Education: Kristy Smith (Bio) 🐋Library Dean: Elise Tomlinson (Bio) 🐋Ketchikan Campus Director: William Urquhart (Bio) 🐋Interim Sitka Campus Directors: Math Trafton (Bio), Jill Hanson (Bio)

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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.

The Board of Regents selects the president of the university system and delegates the responsibility to implement and administer policies to the president. The president of the UA System appoints the chancellors of the three universities in consultation with the Board (UA BoR Policy P02.02.015). The UAS chancellor is the chief executive officer, with primary responsibility for leading and overseeing all aspects of the university. The job description for the chancellor position is found in UA BoR Bylaw BL13.

Dr. Aparna Dileep-Nageswaran Palmer was appointed chancellor of UAS by the UA president in the summer of 2023, following a nationwide search initiated in 2022 after the announcement of former Chancellor Dr. Karen Carey's retirement. The search committee included administrators, faculty, staff, community members, and a former chancellor. She previously served as vice president of Front Range Community College and was the assistant vice president for Academic Affairs at Colorado Mesa University, where she held a faculty position in Biology for 22 years.

The chancellor serves as the chief executive officer of a university, providing visionary leadership to advance its mission, values, and strategic priorities. As the primary representative of the institution, the chancellor fosters relationships with key stakeholders, including faculty, staff, students, government entities, community organizations, and donors. They oversee academic, administrative, and financial operations, ensuring the university's long-term sustainability and success. A chancellor champions innovation and excellence, guiding the institution to respond effectively to emerging challenges and opportunities in higher education while upholding its commitment to serving its communities.

University of Alaska System President. The chancellors of the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast report to President Pat Pitney, the chief executive officer of the University of Alaska. Each chancellor is the administrative lead of each university and serves on the UA System president's Executive Council. The University of Alaska System leadership includes the president, Board of Regents executive officer, General Counsel, chief human resources officer, chief financial officer, chief information technology officer, vice president of University Relations & chief strategy, planning & budget officer, vice president of Academics, Students, and Research, and senior director of Alaska Native Success and Partnership.

Evidence Documentation for Standard 2.A.3

Curriculum Vitae of Executive Leadership
　　🐋 Chancellor Aparna Dileep-Nageswaran Palmer ([Bio](), [CV]())

Chancellors Job Description
　　🐋 [UA BoR Policy P02.02.015]()
　　🐋 [UA BoR Bylaw BL13]()

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.

The University of Alaska Southeast employs a collaborative and structured decision-making process that ensures transparency, inclusivity, and responsiveness to institutional and community needs. Decisions that impact multiple constituencies including faculty, staff, students, and external stakeholders, are made through an integrated governance system, which includes advisory councils, faculty and staff governance bodies, and leadership committees.

Faculty, staff, and student governance. UAS faculty, staff, and students participate in the governance of the institution through long-standing structures. All three bodies are advisory to the chancellor.

For faculty governance, these include [Faculty Alliance]() (a faculty voice in matters affecting the general welfare of the University of Alaska system and its educational programs) and the UAS [Faculty Senate]() and its standing committees (Undergraduate and Graduate [Curriculum Committees](), Faculty Evaluations Committee, Faculty Handbook Review Committee, [Research and Creative Activities Committee,]() and the [Sustainability Committee]()). Ad hoc senate committees are created as necessary. Faculty in the UA system are represented by United Academics AAUP/AFT Local 4996 (UNAC).

The UAS [Staff Council]() Association is the communications link between UAS non-represented staff, the university administration, the chancellor, and the specific university assemblies, councils, and/or committees. The association is represented by an elected body of officials composed of non-represented staff members from the Juneau, Ketchikan, and Sitka campuses.

Student Government. [Student Government - Juneau Campus](): The Student Government of UAS Juneau Campus (SGUAS-JC) provides leadership opportunities

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and supports a diverse range of activities and programs designed to enrich the educational, social, and cultural life of the campus. SGUAS-JC collaborates with students, staff, and faculty to develop initiatives that foster leadership, self-reliance, and personal growth while creating a vibrant and inclusive campus community. Student Government - Sitka Campus: The UAS Sitka Campus Student Government Association (SSGA) is a revitalized student leadership organization dedicated to enhancing the student experience for both in-person and online students. SSGA oversees student activities, clubs, and campus initiatives, fostering an inclusive campus culture while encouraging participation from all students enrolled in Sitka-based classes, regardless of their location. Student Government - Ketchikan Campus: The UAS Ketchikan Campus Student Government provides opportunities for students to engage in leadership roles, build connections, and contribute to a supportive campus community. Working collaboratively with students, staff, and faculty, the organization develops programs and activities that promote diversity, self-reliance, and personal growth. Leadership positions include president, vice president, and student representative, with activities funded by student fees.

Campus Advisory Councils. Each UAS campus—Juneau, Ketchikan, and Sitka—has a Campus Advisory Council composed of community leaders, elected officials, and employers who provide guidance, accountability, and a connection between UAS leadership and public constituencies. The chancellor and provost regularly attend meetings, with Juneau and Ketchikan councils meeting monthly and Sitka's council meeting once per semester. Councils have 7-15 members, appointed by the chancellor, representing local government, school districts, state and federal agencies, the military, chambers of commerce, and Native corporations. Their roles are outlined in UA BoR Policy 02.04., with membership lists published online and in the UAS Academic Catalog. UAS also maintains program-specific and community advisory committees to support academic offerings and community engagement.

Additional Advisory Committees. The chancellor also receives guidance through several key advisory groups, including the UAS Chancellor's Advisory Committee on Diversity, Equity, Inclusion, and Cultural Safety (DEICS) and the UAS Chancellor's Advisory Committee on Alaska Native Education (CACANE). DEICS advances the university's commitment to fostering a culture of belonging and empowerment for all members of the UAS community. The committee identifies institutional issues, recommends actionable changes to leadership, and promotes a welcoming, inclusive environment. CACANE was established to support the university's mission of promoting student learning enriched by the cultures and environment of Southeast Alaska. CACANE supports UAS in advancing Alaska Native student success, fostering partnerships with Native organizations, and promoting the recognition of Alaska Native heritage. The committee provides strategic guidance on academic programs, student services, and faculty and staff education while offering recommendations to UAS leadership to strengthen institutional commitment to Alaska Native education.

Academic program advisory committees support areas such as the School of Education, Business, and Health Sciences. A full list of these committees is available on

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the [UAS website](). Collectively, these committees ensure UAS leadership stays informed and responsive to the needs of students, faculty, staff, and the wider community.

Enhanced Coordination and Communication. In January 2025, UAS created a chief of staff position to streamline university communication, facilitate decision-making, and ensure effective follow-through on institutional initiatives. The chief of staff is leading efforts to improve information sharing across the university, including the development of an intranet hub that is currently in beta testing. This centralized platform will provide a structured way to document and track key decisions, ensuring accountability and accessibility for faculty, staff, and administrators.

Integrated Committees and Cross-Unit Collaboration. To improve institutional coordination and reduce siloed decision-making, UAS has restructured its major committees to promote broader participation and transparency. One key example is the Strategic Enrollment Task Force, which now includes members from multiple advisory committees, faculty governance, and student affairs, ensuring that enrollment and retention goals are understood across all units. This structure allows for shared input and the dissemination of key priorities back to individual departments and governance bodies. The task force is co-led by two members of the Executive Cabinet, ensuring direct communication between the chancellor's leadership team and committee members.

Example of Decision-Making in Action. The chancellor receives recommendations from various advisory committees, which are first reviewed at the Executive Cabinet level before being implemented. For example, in the 2023–2024 academic year, DEICS presented a formal memo outlining recommendations for campus signage, website accessibility, and visibility of resources. These recommendations were formally reviewed by the Executive Cabinet, approved, and are now in the process of full implementation. This structured process ensures that stakeholder input leads to meaningful institutional action.

By fostering cross-unit collaboration, streamlining communication through the chief of staff, and ensuring structured decision-making pathways, UAS maintains a transparent and effective governance system that is responsive to the needs of its diverse stakeholders.

Evidence Documentation for Standard 2.A.4

Institutional Governance Policies and Procedures
🐋 Faculty
- ○ [UAS Faculty Senate]()
- ○ [Faculty Governance Bylaws, Chapter 2b]()

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- Faculty Senate Constitution, Chapter 2a
- Faculty Senate Leadership
- Faculty Senate Committees
- Staff
  - Staff Council
  - Staff Council Constitution & Bylaws
- Students
  - Juneau Student Government
  - Juneau Student Government Policies and Bylaws
  - Sitka Student Government
  - Sitka Student Government Constitution
  - Ketchikan Student Government
- Advisory Councils
  - UAS Councils Policy
  - Advisory Councils
  - Academic Catalog UAS Campus Advisory Councils

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.

Academic freedom is a cornerstone of higher education, enabling faculty and students to explore ideas, conduct research, and engage in open dialogue without fear of censorship or reprisal. This freedom fosters critical thinking, innovation, and the inclusion of multiple perspectives, which are essential for preparing students to navigate and succeed in a dynamic, evolving workforce. By promoting academic freedom, institutions like UAS create an environment where inclusive dialogue and the exchange of ideas empower individuals to address complex challenges, contribute meaningfully to their communities, and thrive in their chosen professions. This commitment to academic freedom is embedded in the UA System and guided by the Board of Regents' policy on academic freedom. Freedom of speech is the first policy listed in the Board of Regents (BoR Policy P01.02.010 Freedom of Speech) and academic freedom is also addressed by the Board of Regents Policy (BoR Policy P4.04.010 Academic Freedom).

The Collective Bargaining Agreement 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" found in the UNAC collective bargaining agreement (Article 6) which speaks to faculty academic freedom.

Academic freedom is defined as a faculty right in the faculty handbook Chapter 2a Constitution for Faculty Governance. The UAS mission, values, and governance demonstrate a strong commitment to academic freedom for all who participate in the work of the university.

The dean of students outlines the mission, guiding principles, and vision for students at UAS. The rights and protections for students are further affirmed in the UAS Student Guide located in the Student Code of Conduct which indicates students will have a right "to free inquiry and expression, and an academic environment conducive to intellectual freedom." The Student Code of Conduct is also available in the UAS Academic Catalog, which affirms that students have a right to "fair and impartial academic evaluation and a means of recourse through orderly procedures to challenge action contrary to such standards, and to an academic environment conducive to intellectual freedom."

These rights are protected through grievance policies that are outlined in the union collective bargaining agreements and the UA BoR Policy P04.08 Dispute and Grievance Resolution for non-represented employees. UA BoR Policy P10.07.060 Misconduct in Research, Scholarly Work and Creative Activity in the University speaks to misconduct in research, scholarly work, and creative activity. UAS Student Guide Resolution of Disputes guides students through the dispute process.

Faculty are obligated to abide by the Code of Ethics of the Education Profession, a document that is published and periodically revised by the Professional Teaching Practices Commission of the Alaska Department of Education and Early Development under the Alaska Administrative Code. The Faculty Handbook Chapter 3 Ethics and Academic Freedom outlines the code of ethics and teaching standards. The handbook states "The code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in Alaska Statue (14.20.030)."

Evidence Documentation for Standard 2.B.1
Academic freedom policies and procedures

Academic freedom policies and procedures
- Board of Regents Academic Freedom
- Freedom of Speech Policy
- UNAC Collective Bargaining Agreement - Article 6: Academic Freedom and Responsibility (page 10)
- Research, Scholarship and Creative Activity Policy
- Faculty Handbook, Chapter 3: Ethics & Academic Freedom

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Evidence Documentation for Standard 2.B.1
🐳[Faculty Handbook, Chapter 5: Intellectual Property](#)

Student Academic Freedom
  🐳[UAS Student Guide](#)
  🐳[Student Code of Conduct](#)
  🐳[Student Rights and Responsibilities](#)

Dispute and Grievance Policies
  🐳[Board of Regents Dispute and Grievance Policy](#)
  🐳[Student Resolution of Disputes](#)

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, UAS has policies, agreements such as the [Collective Bargaining Agreements (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.

Faculty, students, and staff are afforded the freedom in research and the publication of results, limited only by the precepts of scholarship and performance of academic duties. Members of the faculty and staff are entitled to freedom in the classroom in the discussion of the subject matter. Individual staff, faculty, and students holding particular social, political, and religious views are entitled to be able to exercise their rights to speak and act as citizens of the United States and the state of Alaska.

Fulfillment of the teaching, learning, scholarship, and service missions of the university requires the preservation of academic freedom in teaching and scholarship. The obligation to search for truth is inherent in all teaching and research work. Thus, the strength of the university lies in the preservation of this basic tenet of the academy as contained in the [UNAC](#) and [UNAD](#) bargaining unit contracts, and [UA BoR Policy](#)

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[P4.04.010 Academic Freedom](#) and [UA BoR Policy P10.07.010 Role of Research, Scholarship, and Creative Activity](#).

The Board of Regents, UAS administration, faculty, and staff are all committed to the pursuit of knowledge and its subsequent communication to others. This commitment requires the freedom to examine data, question assumptions, be guided by evidence, and teach what one knows to be truthful. This freedom includes freedom from unwarranted harassment which interferes with the work of the university. For the protection of privacy and information, the [UA BoR Policy P02.07 - Information Resources](#) applies.

The values, policies, and procedures related to academic freedom and the promotion of faculty are covered in the Full Time Faculty Handbook [(2024-2025)](#) which is reviewed and updated annually by a committee of faculty senators, a union representative, and the Provost's Office. Chapter 1 covers the Academic Organization. Chapter 2a the Constitution for Faculty Governance. Chapter 2b the Bylaws for Faculty Governance. Chapter 3 covers Ethics and Academic Freedom. This includes the Alaska Administrative Code 20 AAC 10.020. Code of Ethics and Teaching Standards.

Faculty research, public service and creative activities are showcased at several regular events such as the [Faculty Excellence Awards](#) and the annual [Authors' celebration](#). Free expression and exchange are also promoted through a variety of on and off campus events, exhibits, debates, and related activities. For example, the School of Arts and Sciences hosts the [Evening at Egan Lecture Series](#), and the spring [URECA Annual Symposium](#) of undergraduate research, both hosted in Juneau but attended remotely by community campus faculty. Individual departments and programs regularly hold research presentations, offer pedagogical or other workshops, and otherwise disseminate their findings to colleagues and the public.

Evidence Documentation for Standard 2.B.2

Academic Freedom Policy and Procedures
- [Board of Regents Academic Freedom](#)
- [Faculty Handbook, Chapter 3: Ethics & Academic Freedom](#)
- [UNAC Faculty Bargaining Agreement](#)
- [UNAD Adjuncts Bargaining Agreement](#)

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2.C. Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

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.

UAS transfer credit policies are published in the Academic Catalog as well as on the website. Transfer credit policies are guided by the UA BoR Policy P10.04.060.

The transfer credit website provides comprehensive policies and procedures for students transferring from two-year or four-year institutions, out-of-state schools, and international institutions. Policies for graduate studies transfers are also outlined. The Transfer Credit Resource Site allows students to search the UAS database for previously evaluated courses from regionally accredited institutions, non-traditional sources, and universities across the United States and Canada.

UAS facilitates a high volume of transfer evaluations, reflecting its strong commitment to supporting transfer students. In fall 2024, 126 new degree-seeking transfer students enrolled at UAS, making up 43% of the incoming new degree-seeking students. Over the past three academic years (2021-2022 to 2023-2024), UAS has completed an average of 378 transfer credit evaluations per year. As of mid-year 2024-2025, 227 evaluations have already been completed, indicating an increase in activity. On average, evaluations are completed within 1–2 weeks after a student's admission, ensuring timely academic planning and registration.

All transfer credit evaluations are conducted in accordance with current policies and procedures at the time of the official review. Students at the Ketchikan and Sitka campuses follow the same transfer credit policies, with their transcripts reviewed by the Juneau campus office.

UAS evaluates transfer coursework on a course-by-course basis to support students' academic progress efficiently. When no equivalent UAS course exists, discipline-specific elective credits may be awarded. Students may petition for a review of their credits if the transfer evaluation does not align with their expectations.

Transfer students having earned an associate of arts degree, associate of science degree, or bachelor's degree from an institutionally accredited institution will be considered to have completed the equivalent of the UAS general education

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requirements (GERs) when officially accepted to any bachelors, associate of arts, or associate of science degree program at UAS.

Transfer of general education credit between the three accredited institutions within the UA System is guided by UA BoR Policy P10.04.062, 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 UAS table of GER substitutions in the UAS Academic Catalog.

UAS also maintains specific articulation agreements with multiple two-year and four-year institutions which, in accordance with the policies and procedures here, explain how transfer credits apply to specific UAS degree programs and as GERs, making it easier for students to transfer from these institutions.

UA BoR 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. UAS also awards credit with appropriate scores from the following:

- Advance Placement (AP) Credit through College Entrance Examination Board (CEEB)
- International Baccalaureate (IB)
- Placement only for ACT or SAT I (English only)
- College-Level Examination Program (CLEP)
- DANTES Subject Standardized Tests
- UAS Credit by Examination
- Military Experience (MOS) according to the American Council on Education (ACE)

There is no official limit to the number of transfer credits that students may apply towards an undergraduate degree. However, 15 resident credits are required to graduate with an associate degree, 30 resident credits are required to graduate with a baccalaureate degree with 12 resident credits in the major, and 30% of the program requirements for an Occupational Endorsement Certificate.

Evidence Documentation for Standard 2.C.1

Transfer of Credit Policies and Procedures

General Transfer Credit
  UA BoR Policy P10.04.060 Transfer of Credit
  Transfer Credit Policy

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- Undergraduate Transfer Policies and Procedures
- Transfer of Graduate Credit
- International Transfer Credit Procedures
- Transfer Credit Resource Site

UA System Transfer Credit
- UA General Education Transfer Guide
- UAS Table of GER Substitutions
- UA BoR Policy P10.04.062 General Education Coursework Transfer
- UAS Table of GER Substitutions

Non-Traditional Transfer Credit
- UA BoR Policy P10.04.070 Non-Traditional Learning
- Credit by Exam and Other Non-Traditional Credit Options

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.

The Division of Enrollment Management and Student Affairs (EMSA) works with students to ensure awareness of the policies and codes of conduct at the institution. Information on student rights and responsibilities as authorized by the UA Board of Regents, including the Student Code of Conduct, is provided to all students in a variety of ways including through new student orientation events each fall and spring semester, to e-orientation available to all students, the Academic Catalog, and the website.

In addition to the methods described above, UAS requires that every course section have an active course web site. The Center for Excellence in Learning and Teaching (CELT) provides a syllabus resource for faculty to use on their course websites. The syllabus resource links to the student handbook, the policy on academic dishonesty, Title IX information, and the UAS Disability Support web sites.

The UAS Student Code of Conduct is based on UA BoR Policy P09.02 and UA BOR Policy P09.03. UAS publishes student rights and responsibilities in two places: on the web and in the Academic Catalog. Through the UAS Student Guide on the website, and through the UAS dean of students resource page, extensive information is provided including student code of conduct policies and procedures including but not limited to:

1. **Academic Dishonesty.** Academic dishonesty applies to examinations, assignments, laboratory reports, fieldwork, practicums, creative projects, or other academic activities. Specific examples are outlined in the UAS Student Code of

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Conduct under "Cheating, Plagiarism, or Other Forms of Academic Dishonesty and in alignment with the UA BoR Policy P09.02.020, item 1.

2. **Conduct Procedures.** Conduct Procedures, including but not limited to rights afforded students in student conduct proceedings, rights afforded injured parties in student conduct proceedings, the student conduct review process (called an Administrative Review) and the rules and procedures for Administrative Reviews, and written findings and conclusions are outlined in the UAS Student Code of Conduct and in alignment with UA BoR Regulation R09.02.040 F-J.

3. **Appeals and Grievances.** At the outcome of an Administrative review, the conduct officer will review all evidence and prepare written findings and conclusions. Through that process, they determine whether or not to impose a minor sanction or a major sanction. Minor sanctions result in a warning, probationary status or other discretionary sanctions. Major sanctions include suspension, expulsion, revocation of a degree and/or other discretionary sanctions. The appeal and grievance process is different for the levels of sanctions imposed.

   Appeals for minor sanctions are outlined in the UAS student code of conduct procedures section as are the review procedures for major sanctions, and these are in alignment with UA BoR Regulation R09.02.040, L-M.

4. **Resolution of Academic Disputes.** UAS, in keeping with the UA BoR Policy 09.03 - Student Dispute Resolution recognizes academic disputes to include, but not limited to: assignment of final course grades, denial of admission to academic course programs, and academic dismissal. The policies and procedures for academic dispute resolutions are made available to students through the UAS Student Guide: Academic Policies, and through the UAS Academic Catalog. The provost has authority over the academic dispute resolution process.

The dean of students serves as the chief conduct officer and oversees student conduct matters. Violations occurring within residential communities are managed by designated student conduct officers in Residence Life, all of whom adhere to the UA Board of Regents student code of conduct in UA BoR Policy P09.02 - Student Rights and Responsibilities. The vice chancellor for Enrollment Management and Student Affairs acts as the appeal officer for both minor and major conduct violations, as appropriate. Additionally, the dean of students collaborates with faculty to provide conduct-related training, particularly on academic integrity and issues of academic dishonesty.

The dean of students leads the Care Team, which reviews reports related to student wellbeing and behavior. The team takes a coordinated, proactive, and compassionate approach, aiming to address concerns before they escalate into conduct violations.

The dean of students also oversees the Office of Disability Services, which ensures that students with disabilities receive appropriate accommodations to access educational

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resources. These services align with UA BoR Policy P09.06 - Services for Students with Disabilities and are offered in consultation with individual students. Support is available from pre-admission through graduation and includes disability counseling, faculty and staff training, advocacy, and accommodations that provide equal access to academic and campus life opportunities.

Disability Services are regionally administered by trained professional staff and available to both local and distance students. The disability services case manager, based on the Juneau campus, coordinates all accommodations and works closely with disability support offices across the University of Alaska system to ensure seamless service for UAS students.

In accordance with UA BoR Policy P09.06, specifically UA BoR Regulation R09.06.050, complaints regarding accommodations or allegations of disability-based discrimination follow a structured resolution process. If an issue cannot be resolved directly with the case manager, students may submit a formal written complaint to the vice chancellor for Enrollment Management and Student Affairs. The vice chancellor will then assign a qualified reviewer with expertise in ADA/Section 504 compliance or disability discrimination to assess and resolve the complaint, following UA BoR regulations.

Evidence Documentation for Standard 2.C.2

Academic Honesty
   UA BoR Policy 09.02 Student Rights and Responsibilities.
   Academic Integrity

Conduct
   UAS Student Code of Conduct
   Academic Catalog: Student Code of Conduct

Appeals, Grievances
   UA BoR Policy 09.03 Student Dispute Resolution
   Academic Catalog: Resolution of Student Disputes

Accommodations for persons with disabilities
   UA BoR Policy 09.06 Services for Students with Disabilities
   Office of Disability Services

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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.

UAS prioritizes access and outreach in its recruitment strategies, ensuring prospective students, especially those in rural areas, have pathways to higher education. A dedicated rural admissions counselor travels to villages across Alaska, working closely with high school counselors, teachers, and administrators to connect with K-12 students and discuss educational opportunities. In addition to engaging with students, the counselor meets with community leaders to promote UAS's distance programs, expanding access to higher education statewide.

To remove financial barriers, UAS offers application fee waivers upon request and actively encourages students to take advantage of this opportunity. Admissions counselors provide personalized, one-on-one guidance to students and their families, helping them navigate the application and enrollment process.

The admissions team includes two dedicated recruiters. In addition to rural outreach, UAS focuses on recruitment efforts in its campus communities, Juneau, Sitka, and Ketchikan, while collaborating with UA Anchorage and UA Fairbanks to strengthen recruitment in Alaska's urban centers. The primary competition for UAS comes from students choosing to attend college out of state or deciding not to pursue higher education. As resources allow, UAS recruiters also travel outside of Alaska to engage with prospective students.

The Academic Catalog specifies the admission requirements and placement policies for undergraduate, graduate, transfer, and international students as well as information for students returning to UAS after an absence as outlined in [UA BoR Policy P10.05 Admission and Graduation Requirements](#).

Admissions for all UAS programs and campuses are managed through the Admissions Office on the Juneau campus. The admissions website serves as a key resource, providing detailed information on admissions and placement policies, procedures, and the steps required for university enrollment.

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[Undergraduate Admissions and Placement](). UAS offers undergraduate degrees including certificates, associates, and bachelor's degrees. The university maintains an open admissions policy for certificate and associates programs to applicants who have graduated from high school, have earned their GED or passed a high school equivalency test recognized within the state in which the applicant resides, or who have provided a transcript documenting successful completion of 30 college semester credits or an associate degree.

Bachelor degree seeking applicants must have graduated from high school with a 2.5 GPA or successfully earned their GED or passed a high school equivalency test recognized within the state in which the applicant resides or successfully completed 60 credits. Certain bachelor's programs may have additional requirements.

Students who apply to a bachelor's degree but do not meet requirements will be placed in an associate degree and provided guidance regarding how to qualify for bachelor's degree placement. UAS offers three admissions deadlines annually and accepts applications on a rolling basis. Students are allowed to defer admissions for up to one year.

First time students take [placement exams]() to determine college readiness for writing/English (self directed placement) and math (ALEKS).

Students who do not meet the university admission requirements or have been academically disqualified at another UA campus may be denied admission for that semester. Denied students are encouraged to complete 12 credits with a cumulative GPA at or above a 2.0 (C), after which they can reapply for admission and may then be admitted on probation.

Students may petition a "Denied Admission" status by completing a petition form and submitting to the Registrar's Office which will be reviewed by the UAS Petition Committee.

Policies related to continuation in and termination from undergraduate programs, including appeal and readmissions policies. Students can be removed from their academic program in two ways: if they are admitted on probation and do not complete the conditions as outlined in their admissions letter or if they are in poor academic standing.

Students who do not meet the admission requirements or have been academically disqualified at another UA campus may be denied admission for that semester. Denied students are encouraged to complete 12.0 credits with a cumulative GPA at or above a 2.0 (C), after which they can reapply for admission and may then be admitted on probation.

If a student is admitted in good standing, program continuation is based on academic standing, assessed at the end of each semester, including summer. In order to remain in good standing, undergraduate and certificate students must earn a GPA of 2.0 at the

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end of each semester and maintain a cumulative GPA of 2.0 or higher. If a student does not meet these requirements, academic standing action may result in a warning, probation, or program removal. UAS assesses academic standing only for students admitted to a degree program. These policies are outlined in the academic regulation section of the UAS Academic Catalog.

Good Standing. Students are in academic good standing when they have a cumulative grade point average of 2.0 or higher (3.0 or higher for graduate students) and a recent semester grade point average of 2.0 or higher (3.0 or higher for graduate students). First-semester students are presumed to be in academic good standing during their initial semester unless the student has been admitted on probationary status. Please note that good standing is not the same as satisfactory academic progress for financial aid. See the policies regarding verification of academic progress for students receiving financial aid.

Academic Warning. Any time a student's semester GPA drops below a 2.0, he or she will be given an academic warning. A registration hold will be placed on the student account, requiring the student to meet with an academic advisor prior to registering for a subsequent semester.

Academic Probation. If a student's cumulative and/ or semester GPA drops below a 2.0, he or she will be placed on academic probation. A student can only be removed from probation status by raising his or her cumulative GPA to a 2.0 within one semester after being placed on academic probation. A registration hold will be placed on your student account, requiring the student to meet with an academic advisor prior to registering for a subsequent semester.

Academic Program Removal. Any student who remains on academic probation for two consecutive semesters of attendance or students admitted on probation not making a 2.0 will be removed from their degree program. Students can petition decisions for program removal through the petition process. Students can also seek readmission if they meet the conditions for admissions and/or bring their GPA back into good standing; an application fee for readmission will not be required.

If a student's cumulative GPA is less than a 2.0, but they earn a semester GPA above a 2.5, the University will recognize the student's attempt to reach academic good standing and the student will continue on probation until both the semester and cumulative GPAs are above a 2.0. A registration hold will be placed on the student account, requiring the student to meet with an academic advisor prior to registering for a subsequent semester.

Graduate Admissions and Placement. UAS offers graduate admissions on a rolling basis with three deadlines annually to coincide with the fall, spring, and summer semesters. Students must pay an admissions fee and arrange for their official transcripts from an accredited college or university indicating a baccalaureate degree and a GPA of 3.0 to be sent directly to UAS.

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Each graduate program may have additional requirements, selective admission criteria or limited space. Applicants who submit all required paperwork for admissions and meet admissions requirements will be admitted in good standing. Applicants who are unable to meet all of the requirements for admission prior may be admitted with department provisions for one year. Should the student not meet the requirements within one year, the application for admission will be inactivated, and the student must reapply. Applicants may also request to defer admissions for up to one year.

Policies related to continuation and termination from graduate programs, including appeal and readmissions policies. Should the student not meet the requirements within one year, the application for admission will be inactivated, and the student must reapply and pay the application fee. Students admitted with this status may not qualify for graduate level financial aid assistance.

Students admitted in good standing must maintain satisfactory academic progress to continue in their graduate program. Academic standing is evaluated at the end of each semester, including summer. If a graduate student's cumulative graduate program GPA falls below 3.0, they are placed on academic probation and, if applicable, removed from candidacy status.

A dean or program advisor determines the terms of probation, which may include specific conditions or credit limitations the student must meet in their next term at UAS. If the student fulfills these requirements and is removed from academic probation, they should contact their advisor to reapply for advancement to candidacy, if applicable. These policies are outlined in the academic regulation section of the Academic Catalog.

Students can petition decisions for program removal through the petition process. A student who has not been removed from academic probation within two consecutively enrolled semesters or two summer semesters in succession will be removed from the program. Should the suspended student wish to continue to pursue a degree, the student must submit a new application for admission (including supporting documents but not including the application fee).

Evidence Documentation for Standard 2.C.3

Policies and procedures for recruiting, admitting, and placing students
- Admissions Website
- Admissions Requirements for undergraduate, graduate, and international students, including students returning after an absence.
  - Undergraduate Admission
  - Graduate Admission
  - International Admission
- Placement Exams
- Academic Regulations

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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 Registrar's Office ensures that student records are protected and appropriately maintained. The university provides for the security of student records and maintains private, accurate, complete, and permanent student records, including transcripts. UAS uses the Banner Student Information System (SIS), which authenticates users with computerized student records. Individual staff members are granted access to Banner on a job-related, need-to-know basis, as requested and approved by their department head or director, and approved by the UA System Student Services Security Committee.

UAS assigns generated student identification numbers to all enrolled and new students, which improves record security and eliminates the use of social security numbers in the SIS.

In addition to Banner, UAS uses the OnBase platform for individual student records and to provide records back-up. Both Banner and OnBase are supported on the UA System level, whose web resources are partially supported by UA 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 UA BoR Policy P05.08.022 and the corresponding University Regulation (R05.08.022). UAS 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.

Records Back Up. The OnBase platform is securely hosted by the UA System Office of Information Technology (OIT) in the primary data center in Fairbanks, which is staffed 24/7 with strictly monitored and audited access controls. The system operates on an Oracle Database server and application servers, with Oracle Cloud Control overseeing performance and Oracle Recovery Manager (RMAN) handling backups. A combination

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of archive/redo logs and full backups ensures precise point-in-time recovery. Data, archive logs, and backups are securely stored on a primary enterprise storage array consisting of dual NetApp FAS8300s, with encrypted replication to a NetApp Cloud Volumes OnTAP instance in Amazon Web Services (AWS) for offsite disaster recovery. Full backups and offsite synchronizations occur weekly on Sundays, with automated monitoring and failure alerts. Application servers, running as virtual machines, are backed up daily at 6:15 p.m., retaining 14 days of backups. Restoration of application servers or individual files is efficiently managed through NetApp's SnapCenter plugin for VMware vCenter. UA OIT manages backups for on-site systems at its Fairbanks data center, with offsite storage primarily in AWS. Student data backups across OIT-managed systems vary by application and hardware. Newer infrastructure utilizes native snapshots and replication to AWS, while older physical servers depend on a combination of enterprise storage snapshots and onsite tape storage via Dell EMC's Networker, which is then backed up to AWS's virtual tape library. The backup approach differs by application, but the most critical student data resides on the NetApp storage system, where 26 daily snapshots are taken, supplemented by SnapMirror replication for added redundancy. Databases containing student data also receive this protection, alongside Oracle database-level backups. Restorations, whether for entire virtual machines or specific files, are facilitated through the SnapCenter plugin in vCenter. Additionally, backups are mirrored to NetApp Cloud Volumes ONTAP for further security.

Privacy. UAS complies with the Family Educational Rights and Privacy Act (FERPA). Confidentiality laws prohibit the university from releasing student-specific information to outside agencies or individuals, including parents and spouses. If students wish to release their information to another party, they may fill out and submit the Education Record Information Release-FERPA form to the Registrar's Office.

Students and the public are informed of policies related to privacy and security of records through the UAS Student Guide, UAS website, and the Academic Catalog. These policies are guided by the UA BoR Policy P09.04 Education Records. Staff members are informed on the job as part of their onboarding process. Those with access to student records are required to complete FERPA training prior to awarding the security and must re-take the training annually. FERPA training is available online via UAOnline.

Some academic 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.

UAS also requires that all employees complete mandatory cybersecurity training on an annual basis.

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Evidence Documentation for Standard 2.C.4

Policies/procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies)
- Alaska Statute 45.48 - The Alaska Personal Information Protection Act (APIPA)
- Banner and OnBase
- Retention and Disposition Schedule
- Office of Records and Information Management
- UA BoR Policy P05.08.022 Records and Information Retention and Disposition
- UA Policy on Creation, Retention and Storage of Title IX Records.
- Student Guide: FERPA
- Registrar Website: FERPA
- Academic Catalog: FERPA
- UA BoR Policy 09.04 Education Records
- UA System Office of Information Technology
- Education Record Information Release / FERPA form

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 Creative Agency Department within EMSA maintains institutional branding, photography, and social media guidelines and standards to ensure university information is clearly labeled and a consistent, accurate message is being shared with the community and the state.

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 Academic Catalog, rather than repeating policies. This ensures consistent, accurate, and current information across UAS's website. Vice chancellors provide additional guidance for the areas under their purview.

The Creative Agency Department is actively engaged in work to ensure even more consistency across UAS web pages. The UAS Web Strategy Committee, accountable to the Executive Cabinet, meets regularly to examine consistency, respond to requests,

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ensure best practices and make recommendations for web advancement. This work is collaborative across UAS with representatives from all three campuses and across departments.

Primary policy documents, such as the Academic Catalog and the UAS Student Guide, and websites, such as the Student Consumer Information website, are maintained and reviewed for accuracy and currency through established processes, as described below.

Communicating academic intentions, programs, and services. The UAS Academic Catalog serves as the university's primary resource for communicating its academic programs and institutional goals. It includes UAS's accreditation status with the Northwest Commission on Colleges and Universities (NWCCU) and explains the significance of institutional accreditation. It also discusses Program-specific accreditations, often referred to as specialized accreditations, such as those held in the School of Education or the Business program.

In addition to accreditation information, the Academic Catalog outlines the university's mission, institutional learning core competencies, academic policies, and procedures. It details undergraduate and graduate academic programs, including course descriptions with prerequisites. Program pages provide information on admission requirements, specialized accreditation or licensure, degree and program completion criteria, expected learning outcomes, and total credit requirements.

Each associate and baccalaureate degree program includes a sample plan, also known as a course sequencing document. These plans demonstrate how full-time students can complete associate degrees within two years and baccalaureate degrees within four years. Advisors customize these plans based on individual needs, such as course placement or part-time attendance, and upload them into DegreeWorks, the degree auditing tool. Most programs also have "program sheets" which detail degree requirements.

The UAS 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.

UAS's academic calendar is available on the Academic Calendar on the website, including 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 at the system level. UAS has authority to set the summer semester calendar, which is approved by the provost, in coordination with EMSA. Class schedules, current and most recent, are available through the UAOnline portal, used by all three universities in the UA System. In 2022-2023, the three universities implemented a change to the class schedule search, allowing students to search for courses by modality. This improvement meets the needs of UAS students, who often

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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 UAS Student Guide communicates student 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 student guide is updated annually, as supervised by the dean of student's office and approved by the vice chancellor for Enrollment Management and Student Affairs, and it links to the 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. UAS has established processes to regularly review its publications for accuracy and currency. The mission is published in UA BoR Policy P01.01.040 and only updated after approval by the board. Regular updates to courses, programs and academic policies are made in the Academic Catalog after a thorough, multi-level review, described in the faculty handbook.

Changes to courses, degrees, and certificates are initiated by faculty and progress through a structured approval process that includes the program chair, academic dean, Undergraduate or Graduate Curriculum Committees, Faculty Senate, and the provost. New programs require additional levels of approval, including review by the chancellor and the Board of Regents, as appropriate. As per NWCCU's Substantive Change Policy, new programs are not included in the catalog or advertised until NWCCU approval is received. Academic policies are approved through the Faculty Senate and the provost, and when applicable, the chancellor. Each stage of the review process ensures accuracy and currency, with a final review by the provost and follow-up by the Registrar's Office if needed.

To ensure students have access to the most up-to-date course information, courses that have not been offered in the past four academic years are placed on an inactivation list, as outlined in the Faculty Senate inactivation process detailed in the Curriculum Handbook (Section 2.5). These courses are then inactivated and removed from the next Academic Catalog unless an exception is granted through the regular curriculum process.

Non-academic catalog pages, such as those related to financial aid or admissions, undergo an annual review for accuracy and currency. This process begins with the responsible office (e.g., the Office of Financial Aid) and concludes with approval at the provost level. Updates to supplementary websites are made by the responsible offices to align with changes in policy or process, overseen by the appropriate vice chancellor. Similarly, EMSA conducts an annual review of the UAS Student Guide to ensure accuracy and relevance, with updates made by the appropriate offices and final approval by the vice chancellor.

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Websites are kept current on a regular basis. In particular, the student consumer information website undergoes an annual review, coordinated by Financial Aid.

The UAS guidelines for Academic Program Suspension of Admissions or Deletion are outlined in the UAS faculty handbook, which incorporates UA BoR Policy P10.04.020 and NWCCU regulations. These guidelines detail the required steps to accommodate students enrolled in a program where admissions have been suspended. Requests to suspend admissions must include a detailed teach-out plan and communication strategies before being submitted to the provost for approval. Following the provost's approval, notification to the Board of Regents is required, along with NWCCU approval, prior to admissions being officially suspended. Once admissions are suspended, this status is reflected in the Academic Catalog until all enrolled students have completed the program. At that point, a formal request to discontinue the program is submitted for final approval by the Board of Regents and NWCCU.

Evidence Documentation for Standard 2.D.1

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity
- Creative Agency: Marketing and Branding Standards
- UAS Web Policy
- UAS Web Strategy Committee
- UAS Website Content Guide
- UAS Writing Style Guide
- Student Consumer Information
- UAS Student Guide
- UAS Academic Catalog
- Academic calendar
- UAS Faculty Handbook
- UA BoR Policy P10.04.020

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.

UAS is committed to fair and equitable treatment of its students, employees, and constituents, upholding the highest ethical standards in its dealings with NWCCU and other external organizations. The University of Alaska UA BoR Policy P04.10 outlines

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prohibited behaviors regarding conflicts of interest and abuse of power. All UAS employees must also comply with Alaska State law, including the Alaska Executive Branch Ethics Act and Alaska Statute 39.52, which contain additional restrictions beyond the Board of Regents' policy.

The Financial Aid Office maintains the Student Consumer Information webpage, serving as a guide to sources of consumer information and disclosures as required under the Federal Higher Education Opportunity Act.

The UAS Office of Equity and Compliance provides resources on discrimination, harassment, and sexual misconduct policies, allowing reports to be made anonymously and through various channels. The Office of Research Integrity at UAF oversees the ethical standards for human and animal subjects research for UAS, ensuring compliance with federal guidelines. UAS also adheres to Board of Regents' policies and collective bargaining agreements that outline grievance and dispute resolution procedures for employees and students. The UAS Student Guide provides a direct link to academic policies, which includes academic dispute resolution procedures and external complaint processes.

The UA BoR Policy P09.03 ensures that student complaints are addressed in a fair and timely manner, with an annual report compiled for university leadership. The Equity and Compliance Office, reporting to the chancellor, ensures institutional adherence to federal mandates and oversees Title VII and Title IX compliance, fostering a safe campus environment. In line with UAS's commitment to integrity, all employees are required to complete annual UA Title IX training.

The UAS Office of Research Ethics and Regulatory Compliance works closely with UA Fairbank's Office of Research Integrity to ensure that research involving human and animal subjects adheres to the highest ethical standards, in accordance with federal guidelines. In addition, UAS follows UA BoR Policy 04.10 Ethics and Conduct, particularly in relation to outside activities, intellectual property, and the use of university resources. Employees are expected to disclose and obtain approval for outside activities, which are subject to regular review to prevent conflicts of interest and ensure alignment with university responsibilities.

Evidence Documentation for Standard 2.D.2

Policies/procedures for reviewing internal and external complaints and grievances
- Alaska Executive Branch Ethics Act
- UA BoR Policy 04.10 Ethics and Conduct
- Student Consumer Information
- UAS Office of Equity and Compliance
  - UAS Clery Act Compliance
  - Reporting Tool
- Title IX Information

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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 UA BoR Policy 04.10, which also applies to the regents. Employees are required to disclose any outside activities to their supervisor who will determine if a conflict of interest exists. Regents must regularly disclose conflicts of interest in board meetings. 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 general counsel ethics forms page.

In regards to conflicts of interest in research funded by grants, the UAS Office of Research and Sponsored Programs ensures compliance with policies outlined by the federal Department of Health and Human Services. The UAS Office of Research works closely with the UA Fairbanks Office of Research Integrity, which ensures that the competitive review of research proposals requires the disclosure of potential conflicts of interest for screening by the office.

Evidence Documentation for Standard 2.D.3

Policies/procedures prohibiting conflict of interests among employees and board members
🐋UA BoR Policy 04.10 Ethics and Conduct
    ○ UA BoR Policy P04.10.030 Conflict of Interest
        ■ *Note, Officer refers to regents as well
    ○ UA BoR Regulation R04.10.030 Conflict of Interest
🐋Alaska Executive Branch Ethics Act
🐋UA Fairbanks Office of Research Integrity

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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.

UAS has financial stability with sufficient cash flow management via monthly management reporting; financial reserves of more than 13.4% in each of the past three years; careful, realistic budget development; responsiveness to state general fund reductions via multiple pathways; and appropriate risk management to ensure solvency and financial sustainability. UAS follows all aspects of UA BoR Policy 05.01 including that which prohibits any deficit spending. As per UA BoR 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. The UA System consolidates annual audited financial statements for the entire University of Alaska System, published on the UA System's fund accounting website.

State general funds remain the single largest source of revenue, followed by tuition and fees. Alaska was in the midst of a financial crisis in 2019, and the UA system was experiencing a sustained period of financial contraction entering into financial exigency. The outcome led to a $70 million budget reduction compact deal with the Governor for UA over a three-year period (FY 2020: $25 million; FY 2021: $25 million; FY 2022: 20 million). Less than a year later, there was a global pandemic. In recognition of the negative financial impacts UA sustained as a result of the COVID-19 pandemic, the Legislature passed, and the Governor signed, an operating budget with a reduction of only $4.3 million for FY 2022. UAS's portion of the reductions over that period was $1.93 million in FY 2020, $1.90 million in FY 2021, and $327 thousand in FY 2022. UAS revenues have declined over the past five years, from $49.5 million in FY 2019 to $44.6 million in FY 2023. During that time, state revenues declined by 10.7% while tuition and fee revenues went down by 17.5%.

UAS has navigated fiscal challenges by consolidating administrative functions, streamlining operations, discontinuing select academic programs through formal program review, reducing debt obligations, and investing in cost-saving initiatives to lower ongoing fixed expenses.

Revenues exceeding expenditures in a given fiscal year may be carried forward as an unreserved fund balance (UFB) for use in the following year. Historically, UFB ranged between 3% and 5% of total revenue, but in response to increased financial uncertainty beginning in FY 2015, UAS has intentionally grown its reserves to mitigate risk. As a

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result, UFB reserves have increased to 13.4% in FY 2021, 14.7% in FY 2022, and 16.3% in FY 2023.

By strategically pooling and allocating these funds, UAS has been able to support one-time strategic initiatives, ensuring financial stability while advancing institutional priorities. In recent years, this approach has enabled UAS to:

- eliminate the outstanding debt service on the Administrative Services / Bookstore Building and the Natural Sciences Research Laboratory
- complete substantial renovations on the Whitehead building
- build reserves for future renewal and renovation projects in Juneau, Ketchikan and Sitka
- substantially augment enrollment, retention and marketing efforts
- support the funding of the new Auke Bay environmental sciences building: Áak'w Tá Hít

UAS'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. UAS 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 website, under Annual Audited Financial Reports. UAS'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 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 BoR Audit and Finance Committee. These reports are published on the UA System's fund accounting website (2024 federal single audit report). The external audit report for the previous fiscal year is presented and accepted by the Board of Regents at the November meeting (BOR November 2024 meeting minutes). 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. The external audit report for the year ending June 30, 2024 references two prior year findings specifically related to UAS. The first was the use of incorrect indirect cost rates in some grants, and the second was

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outdated Title IV checks that were not returned on time to the Department of Education. Both issues were corrected and therefore, were not repeat findings. The FY2023 Corrective Action Plan outlines the actions taken regarding those findings on page 2 and 3.

Evidence Documentation for Standard 2.E.1
Policies/procedures that articulate the oversight and management of financial resources 🐳UA BoR Policy 05.01 Budget Development and Maintenance 🐳UA BoR Policy 05.02 Accounting and Fiscal Reporting 🐳UA BoR Policy 05.03 Audit and Compliance Services 🐳UA BoR Audit and Finance Committee
Latest external financial audit including management letter 🐳UA Single Audit Report FY 2024 🐳UA Corrective Action Plan FY 2024 🐳UA Corrective Action Plan FY 2023
Cash flow balance sheets 🐳UA System Financial Statements FY 2024 & FY 2023 Statements of Cash Flows (page 22)
Audited financial statements 🐳UA System Financial Statements (With Independent Auditors' Report Thereon)   ○ FY2023-2024 | FY2022-2023 | FY2021-2022 | FY2020-2021
Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments 🐳UA System Financial Statement FY2024-2023 (page 45)
Significant contracts/grants 🐳UAS Sponsored Projects Report - Current Active Award Budget by Agency (2024)
Endowment and giving reports 🐳UA Foundation Annual Report (2023) (pages 22-24) 🐳UA Foundation Alaska Campaign Report 2024
Investment revenue 🐳UA System Financial Statements FY2024-2023

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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. The UA BoR Policy 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.

Legislative approval of a state budget followed by the governor's approval usually occurs 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 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), 2) the governor's proposed budget (governor's annual budget book), 3) the approved budget following legislative and gubernatorial approval (authorized operating and capital budget) and 4) the Regents' approved plan to distribute those funds (approved distribution plan).

The operating budget is the primary tool for allocating resources to support the university's mission and core activities. Each spring, the UAS Budget Office leads the development of the annual operating budget, ensuring strategic financial planning across departments and campuses.

As part of this process, annual budget workbooks are distributed to campuses, schools, and departments, providing a historical overview of each unit's base operating budget. Using these workbooks, units develop operating budget plans, which include forecasted

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expenditures and anticipated revenues from responsibility centers. These plans consider historical trends, tuition and fee projections, contractual salary adjustments, and expected state appropriations. Once finalized, budget plans are submitted to the Executive Cabinet, which evaluates requests for new general funds and determines adjustments to a unit's base budget, ensuring alignment with institutional priorities.

Fundraising is led by the UAS Office of Advancement. All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. UA BoR Policy 05.14 provides guidance for all fundraising. The UA Foundation (the entity identified by the Board of Regents to manage private gifts made to support all units of the university system) serves the three universities in the UA System, including UAS, and coordinates fundraising and development activities on all UAS 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 UAS development professionals work on a daily basis with the UA Foundation team to coordinate efforts to seek, secure, and steward donations from all sources.

The Grants and Contracts Office has region-wide authority. The UAS position of dean of research and sponsored programs, held by the provost, reviews all research and grant proposals. Grants are separately budgeted and accounted for in a fund unique to each project and are monitored by the Grants and Contract Office within the Office of Administrative Services. Departments with external funding are required to spend within the scope of work and meet all funding agency, University, federal, and state regulations that may apply. UAS has a clearly defined grants manual.

Department directors and academic deans are responsible for administering their annual budget in compliance with UA system and UAS policies. Budgets are monitored through the monthly management reporting process. The management report is a standard report that is updated with actual booked expenditures and revenues by the Budget Office and future projections by the school or department. This management report is used to assist executive leadership in resource allocation adjustments throughout the year. The UA Foundation provides quarterly fund balance statements to the departmental signature authority on all funds. The UAS office of Development and Alumni Relations provides current fund balances at the request of a department/campus on any given day during regular business hours.

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Evidence Documentation for Standard 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
- UA BoR Policy 05.01 - Budget Development and Maintenance
- UA BoR Policy P05.01.010 - Budget Policy
- UA BoR Policy 05.12 - Capital Planning and Facilities Management
- UA BoR Policy 05.05 - Investments
- UA BoR Policy 05.14 - Gifts
- UA BoR Policy P05.14.020 - Role of the University of Alaska Foundation
- UA BoR Regulation R05.14.110 - Major Fundraising Efforts
- UA BoR Policy P05.02.040 and UA BoR Regulation R05.02.040 - Management, Cash Flow, and Fiscal Reporting
- UA BoR Policy 05.04 - Debt and Credit
- UA BoR Policy 05.09 - Risk Services
- UAS Campus Master Plan 2022
- UAS Office of Advancement
- UAS Budget Office

Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders
- UA BoR 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
- UAS Campus Planning Website
- UAS Advisory Councils
- UAS Faculty Senate Bylaws
  - Faculty Senate Meeting Minutes

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.

The budget development process at UAS involves collaboration across all academic schools and departments. The Strategic Planning and Budgeting Advisory Committee (SPBAC), which included representatives from leadership positions, as well as staff,

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faculty, and student governance groups, was dissolved in 2020 during COVID-19 and following several budget cuts.

Since then, the budget development process has shifted to a model where deans and directors work directly with Executive Cabinet, the Chancellor's Cabinet, the vice chancellor for Administrative Services, and the director of Budget, Grants, and Contracts. This approach relied heavily on one-on-one Zoom meetings, resulting in less campus-wide budget awareness and transparency.

Under new leadership at UAS, a Budget Advisory Committee will be reestablished in the coming year. The committee will have a charge similar to that of the former SPBAC:

- Provide overall advice to UAS leadership about implementation of the UAS strategic plan, including mission, vision, and core objectives.
- Provide recommendations about continuous improvement and refinement of UAS's planning and budgeting processes in light of the strategic plan.
- Advise UAS leadership about budget principles, priorities, and allocation criteria that guide annual resource allocation decisions as well as allocation and utilization of facilities and technology-related resources.
- Review and present input to UAS leadership about annual operating and capital budget requests.
- Promote transparency and accountability in planning and budget processes, and assist with communication about those processes and outcomes to the broader university community.
- Promote meaningful participation by appropriate university governance groups in the UAS strategic planning and budgeting process.

Until the Budget Advisory Committee is reinstated, the Executive Cabinet oversees the university-level planning process by disseminating information and implementing overall UA guidelines once they are established.

Institutional and fixed costs are evaluated by the vice chancellor for Administrative Services, while academic needs are assessed by the Provost's Council. These needs are then reviewed and prioritized by the Executive Cabinet, which submits recommendations to the chancellor for potential inclusion in the UAS budget request.

The entire UA System shares a common financial system, Ellucian Banner, that allows accurate reporting and auditing of revenues and expenditures. UA has a clearly defined chart of accounts and UA BoR Policy 05.01 Finance and Business Management provide the framework for the classification of revenues and expenditures. The UA controller's Office has the primary responsibility of producing the annual financial statements and coordinating the annual independent audit. However, the UAS Budget Office is responsible for assuring the accurate recording of expenditures and revenues.

Each month the Budget Office reports operating expenses and revenues as recorded at that month-end through the management report process. Twice annually, the Budget

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Office provides the statewide Controller an accounting of expenditures and revenues by account and fund type.

Evidence Documentation for Standard 2.E.3
Description of internal financial controls 　🐋UAS Budget Office 　　　○　Budget Resources 　　　○　Budget Forms 　🐋UA Controller's Office
Board approved financial policies, state financial policies, or system financial policies 　🐋UA BoR Policy 05.02 - Accounting and Fiscal Reporting 　🐋UA System Accounting and Administrative Manual 　🐋State of Alaska Administrative Manual

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 UA BoR 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.

At the time of hire, all employees (non-represented staff, 6070 represented staff, UNAC represented faculty, adjunct faculty) are apprised of their conditions of employment, work assignments, and rights and responsibilities through letters of appointments. All UA supervisors are required to complete an annual written performance evaluation by June 30th of each year for staff. It is UA's goal that 100% of staff members receive an annual performance review. A variety of resources are available to assist supervisors with completing the annual performance review. Faculty annual evaluations follow the calendar and process outlined in the Faculty Handbook and CBA. Procedures for evaluation, retention, and termination are found in UA BoR Policy 04.07. Additional procedures for evaluation, retention, promotion, and termination for employees covered by collective bargaining agreements are found in the negotiated agreement with the

respective union (6070 staff; adjunct faculty, full-time faculty, graduate students). Employees represented by unions receive copies of their respective agreements. For non-represented employees, UA provides comprehensive resources through the UA System HR website, where they can access evaluation and retention guidelines, promotion processes, HR policies and procedures, and relevant Board of Regents' policies and UA regulations. These online resources ensure that non-represented employees have clear guidance on professional development, advancement opportunities, and institutional expectations.

Certain employee roles require additional onboarding due to the sensitive nature of their responsibilities and the level of access they may have to confidential information. This includes employees working directly with minors, those with access to student educational records, and IT staff. For these positions, UAS implements enhanced training protocols and formalized documentation processes to ensure compliance with institutional policies, legal requirements, and data security standards.

Evidence Documentation for Standard 2.F.1
Human resource policies / procedures 　🐋 UA BoR Policy 04.01 - Uniform Personnel System 　🐋 UA BoR Policy 04.02 - General Personnel Policies 　🐋 UA BoR Policy 04.03 - Recruitment and Staffing 　🐋 UA BoR Policy 04.04 - Faculty 　🐋 UA BoR Policy 04.05 - Salary Administration 　🐋 UA BoR Policy 04.06 - Benefits and Leave 　🐋 UA BoR Policy 04.07 - Employee Relations 　🐋 UA BoR Policy 04.08 - Dispute and Grievance Resolution 　🐋 UA BoR Policy 04.09 - Financial Exigency 　🐋 UA BoR Policy 04.10 - Ethics and Conduct 　🐋 UA BoR Policy 04.11 - Collective Bargaining
Policies/procedures related to teaching, scholarship, service, and artistic creation 　🐋 UAS Faculty Professional Development 　🐋 UAS Faculty Handbook 　🐋 UA Employee Engagement and Development Center 　🐋 UA Employee LinkedIn Learning 　🐋 Center for Excellence in Learning and Teaching (CELT)
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination 　🐋 UA BoR Policy 04.04 - Faculty, UAS Faculty Evaluation Policies and Procedures, and College and School Criteria and Guidelines 　　○ UA BoR Policy P04.04.050 - Evaluation of Faculty 　🐋 Collective Bargaining Agreements (CBA) 　　○ United Academics CBA

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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.

Convocation. UAS provides ongoing professional development opportunities for faculty, staff, administrators, and other employees, with [fall convocation](#) serving as a cornerstone event. Held annually in August in Juneau, this two-day gathering brings together full-time faculty from all three campuses, along with many staff members, for presentations, discussions, workshops, and meetings on academic and administrative topics. Convocation provides a platform for institutional leadership, including the chancellor, provost, and faculty senate president, to highlight strategic priorities, reinforce alignment with UAS's mission and core objectives, and explore new opportunities for the upcoming year. Faculty engage in curricular development, review student learning outcomes, and coordinate program and course offerings across UAS. Additionally, faculty leadership hosts a promotion and tenure workshop, ensuring faculty have the guidance needed for career advancement.

Beyond academic discussions, convocation offers training sessions on critical topics such as working with students with disabilities, supporting rural and Alaska Native students, Title IX compliance, data literacy, and recognizing student mental health concerns. These in-person discussions establish a foundation for ongoing collaboration throughout the academic year, supported by e-Learning technologies such as videoconferencing, web conferencing, and phone communication.

The Provost's Office. [The UAS Provost's Office](#) provides a wide range of faculty development opportunities.

- The UAS [Academic Innovation Fund](#) enables faculty and staff at all three UAS campuses to undertake projects and activities that enhance innovations in teaching and learning. Successful applicants can receive up to $2,300 for proposals when more conventional funding sources may not be available.

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- This office offers a new faculty orientation held during fall convocation and adjunct orientation at the start of each semester.

- Each year, funds for faculty professional development are allocated by the deans of the schools, and the directors of the Ketchikan and Sitka campuses. Depending on specific needs, deans and directors may also designate funding for staff professional development. Faculty presenting at conferences may receive up to $1,500 in support from the [Evelyn Rhoads Wilson endowment fund](#) to cover attendance costs. Faculty with externally funded research grants can typically cover at least one additional conference through grant support. Furthermore, UNAC faculty are eligible for travel awards as outlined in Article 5 of their [Collective Bargaining Agreement (CBA)](#), with an allocation of $2,500 per bargaining unit member for this academic year. Additional financial assistance is often available on a case-by-case basis, contingent on available funding.

The Center for Excellence in Learning and Teaching. Established in 2016, the [Center for Excellence in Learning and Teaching (CELT)](#) provides ongoing professional development for faculty and staff. Led by a dedicated instructional designer and supported by two part-time liaisons, an information literacy librarian, and a faculty representative, CELT tailors its programming to the evolving needs and interests of UAS faculty. The center delivers in-house workshops on innovative teaching technologies, pedagogy, equitable assessment, culturally responsive education, and course redesign. CELT fosters a peer-to-peer learning culture, ensuring faculty have access to collaborative learning opportunities and resource sharing even amid budget constraints following the 2019 funding cuts.

To enhance faculty development, CELT maintains institutional subscriptions to the [Online Learning Consortium](#) (OLC), [Magna's Monday Morning Mentor series](#), and [Quality Matters](#) (QM), providing access to high-quality training and best practices in online and hybrid education. CELT also facilitates learning communities and book groups, creating cross-disciplinary collaboration among faculty and staff. These initiatives promote shared understanding around key themes such as equity, inclusion, and effective teaching practices.

In 2022, UAS secured a $75,000 grant from [Sealaska Heritage Institute](#) (SHI), significantly expanding efforts to Indigenize education in Alaska. The grant, split between the School of Education and CELT, funds programming that integrates Alaska Native knowledge into curriculum development and pedagogy.

Faculty Learning Community. In 2024-2025, the School of Arts and Sciences is piloting a Faculty Learning Community (FLC) for faculty in their first three years at UAS. The "From Surviving to Thriving" FLC is a bi-monthly program designed for early career faculty at UAS, focusing on mutual support and navigating university policies and practices, as well as student-centered teaching and learning. It is open to full-time faculty in their first three years and includes special guests and mentors to help make the "hidden curriculum" of higher education more visible.

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UAS Alaska Native Success. The UA system's [Alaska Native Success Initiative](#) includes [university-specific action plans](#) to promote Alaska Native student and faculty success. As part of this initiative, the [Preparing Indigenous Teachers and Administrators for Alaska Schools](#) (PITAAS) program plays a key role in supporting faculty and staff professional development. PITAAS sponsors cultural learning opportunities designed to increase awareness of Alaska Native cultures and strengthen Indigenous perspectives in education. These events, open to both faculty and staff, are frequently organized in collaboration with community and tribal partners such as [Sealaska Heritage Institute](#), [Goldbelt](#), [Central Council of Tlingit and Haida Tribes of Alaska](#), and the [First Alaskans Institute](#). Most recently, PITAAS partnered to offer a two-day faculty and staff workshop on [Achieving the Dream](#), further advancing professional development opportunities under the Alaska Native Success Initiative.

Career Development. The [UA System Office of Human Resources (HR)](#) is committed to providing a broad range of resources focused on career development, leadership, and supervision through your [UA employee engagement and development center](#). One of many resources available is the [UA Employee LinkedIn Learning](#) platform featuring training presented by UA personnel, Industry-recognized experts, ComPsych, and many others. Staff can take control of their career and development by accessing thousands of high-quality professional development courses and videos.

Community Campuses. The Ketchikan and Sitka campuses also hold a series of professional development opportunities each year. At the Ketchikan and Sitka campuses training sessions have included such topics as Google Apps, leadership, improving work habits and effectiveness, as well as communication. The UAS Provost's Office developed the [Academic Innovation Fund](#) (AIF) to encourage faculty and staff collaboration across campuses to develop new ideas and initiatives to address UAS needs or challenges. Successful proposals work as a group, are highly collaborative, and must be completed in-person, workshop style, in Sitka or Ketchikan to encourage faculty to travel to the community campuses. This new (2024-2025) initiative was extremely successful/popular as it encouraged both innovation and exploration of a new campus environment and face-to-face interaction with campus colleagues across southeast Alaska.

Staff. UAS also places a priority on providing professional development opportunities for staff. The [UA System HR](#) provides numerous opportunities for staff leadership and supervision training and all staff are provided training when software is upgraded or changed. UAS regularly holds staff development day in May, sponsored by the [Staff Council](#) and the Chancellor's Office. Most staff members take advantage of this day-long event that consists of multiple workshops on both administrative and academic topics. UAS has also instituted an annual staff recognition award, which provides an opportunity to highlight the exceptional talents and dedication of the staff. Individual professional development is provided to staff on a regular basis and includes conferences, webinars, and coursework as determined to be best suited for the individual's professional goals. The Employee Services Dashboard through

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MyUA/PageUp People has a Learning Library with hundreds of professional development opportunities for live and archived online workshops.

Administrators. Deans and the provost have a variety of national organizations to choose from. Deans go to national conferences such as the Council of Colleges of Arts and Sciences (CCAS) and the American Conference of Academic Deans (ACAD) for professional development. The current interim provost is attending a CAO Cohort for Innovation through the Gardner Institute with provosts/chief academic officers from around the country. The UA system also sent the chancellor to Harvard University's Seminar for Presidential Leadership.

Evidence Documentation for Standard 2.F.2

Employee professional development policies/procedures
- UAS Faculty Professional Development
- Collective Bargaining Agreements (CBA)
- UA Employee Engagement and Development Center
- UA Employee LinkedIn Learning
- UAS Provosts Office
- Fall Convocation
- Center for Excellence in Learning and Teaching (CELT)
- UA System Office of Human Resources
- Seminar for Presidential Leadership
- Council of Colleges of Arts and Sciences
- American Conference of Academic Deans

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.

Core Objective 4: Be a Great Place to Work for All Employees tracks faculty and staff headcount and retention. Additionally, Core Objective 2: Academic Excellence tracks faculty by type. The UAS organizational chart also demonstrates the sufficiency of operational coverage by UAS personnel. Standards 2.A.10-2.A.11 provide greater detail on the sufficiency of qualified personnel.

Guided by its mission to serve Alaska's coastal communities through interdisciplinary education, workforce development, and scholarly activity, UAS employs a dedicated faculty, staff, and administration whose roles, numbers, and qualifications align with the institution's commitment to student-centered learning and community engagement.

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In the fall semester of 2024, UAS employed a total of 176 faculty members, teaching 2,040 students, with 44% holding tenure or tenure-track positions, 25% serving as term faculty, and 31% working as adjuncts. In addition to its core faculty, UAS engages experienced professionals and subject matter experts to teach specialized courses. These include co-sponsored courses, career education programs, and experiential learning opportunities such as outdoor and adventure studies, Indigenous arts and languages, technical skills, and marine environment studies. This approach allows UAS to offer a diverse array of courses that meet regional workforce needs, enrich academic programming, and provide students with unique, hands-on learning experiences.

Among full-time faculty, regular faculty makeup 59% of the total. Within this group, 68% are on tenure or tenure-track appointments. The highest degree held by regular faculty breaks down as follows: 54% hold a doctorate, 25% hold a master's, 12% hold a bachelor's, and the remaining faculty possess qualifications such as an associate degree, certificate, or licensure/endorsement. Given UAS's dual mission of serving university and technical/community college needs, faculty qualifications in some technical programs may be at the certificate or licensure level.

Recruitment procedures are outlined in UA BoR Policy 04.03 to ensure adherence to federal Equal Employment Opportunity (EEO) and Affirmative Action guidelines. Detailed job descriptions, developed in concert with UA System HR, are available for all positions related to the UA position classification. Trades and crafts support personnel are represented by the Alaska Higher Education Crafts and Trades Employees Union, Local 6070.

UAS's required recruitment procedure provides a systematic approach for employing qualified employees. Vacancy announcements of regular faculty and staff are posted on the UAS 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 at UAS, duties are defined through a position description that is reviewed and assigned to an appropriate position classification and job family by human resources. Each description outlines not only job duties but also the minimum qualifications required, including knowledge, skills, abilities, education, training, and experience. To ensure these descriptions accurately reflect current responsibilities, they are updated on an as-needed basis. It is recommended that position descriptions be reviewed annually in conjunction with performance evaluations. All job descriptions are

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stored in the UA System's PageUp software platform, providing centralized and accessible documentation.

All staff positions at UAS are non-represented. Executive and administrative leadership roles, as well as staff positions, are also addressed in Standards 2.A.9–2.A.11 (Leadership and Management) and related sections of Standard Two. Each position includes a clear job description detailing responsibilities and required qualifications. These descriptions are updated as necessary to accommodate changes in technology, university needs, or budget constraints. Additionally, UAS provides regular training and education for personnel to support the implementation of new policies, procedures, and software, ensuring staff can effectively adapt to evolving institutional priorities.

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 UAS Academic Catalog. Academic-related policies and procedures not included in the catalog are posted on the Academic Affairs website. 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.

Through the 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. UA BoR Policy P10.02.040 and the corresponding UA BoR 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.

Evidence Documentation for Standard 2.F.3

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate
- Collective Bargaining Agreements (CBA)
  - United Academics CBA - Article 13, Workload
  - United Academics - Adjuncts CBA - Article 11, Job Assignment
  - Alaska Graduate Workers Association CBA - Article 6, Appointments
  - Alaska Higher Education Crafts & Trades Employees CBA - Article 4, Work
- United Academics Faculty Workload Form
- UA System Human Resources: Classification & Compensation
  - Job Families
  - Position Classification & Reclassification

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Evidence Documentation for Standard 2.F.3
○   [Salary Schedules](#)
Personnel hiring policy/procedures 🐋[UA BOR Policy 04.01 - Uniform Personnel System](#) 🐋[UA BoR Policy 04.02 - General Personnel Policies](#) 🐋[UA BoR Policy 04.03 - Recruitment and Staffing](#) 🐋[UA BoR Policy 04.04 - Faculty](#) 🐋[UA BoR Policy 04.05 - Salary Administration](#) 🐋[UA BoR Policy 09.05 - Employment of Students](#)
Academic organizational chart 🐋[UA BoR Policy P10.02.040](#) 🐋[UA BoR Regulation R10.02.040](#) - Academic Unit Establishment, Major Revision, and Elimination 🐋[UAS Organizational Chart](#)
Administrator/staff /faculty evaluation policies/procedures 🐋[UA BoR Policy P04.04.050](#) - Evaluation of Faculty 🐋[UA BoR Policy P04.04.056](#) - Evaluation of Faculty for Promotion 🐋[United Academics CBA](#) - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination 🐋[United Academics - Adjuncts CBA](#) - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment, Section 9.2, Evaluation 🐋[Alaska Graduate Workers Association CBA](#) - Article 6, Appointments 🐋[UAS Faculty Handbook](#) - Chapter 10, United Academics 🐋[UA System Labor & Employee Relations Performance Center](#)

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. NONDISCRIMINATION, 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. The [UA BoR Policy](#)

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P04.01.020 on nondiscrimination 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 UA BoR Policy P04.04.050-.056. In addition, UAS maintains faculty evaluation policies and procedures that amplify and clarify the provisions contained in the applicable CBA's.

All regular faculty are evaluated annually under the terms of the collective bargaining agreement and UA BoR 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 (unless they undergo a consequential review such as for tenure and promotion, which serves in lieu of the 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 the Provost. In accordance with their CBA, 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 handbook. 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 (UA BOR Policy 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 the performance evaluation form that mirrors the one in the MyUA system. Reminders are sent out from UA System HR beginning in February, and a range of training opportunities and materials are available.

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UAS administrators and staff, including at Ketchikan and Sitka campuses, are evaluated annually by their immediate supervisors. The chancellor is evaluated by the president through UA System HR using a 360-degree model. This model is being extended to other executives as well. Other UAS executives are evaluated by the chancellor, vice chancellors, or provost. The UA System HR office has started a new online evaluation process through the "Page Up" software that UAS began to use in 2017; through PageUp the reviewer and the staff person can both provide input to the process.

As detailed in 2.F.4. and 2.F.7., UAS adheres to standard accounting and auditing practices, including an annual external audit. Additionally, the UA System Office of Audit and Consulting Services regularly audits UAS's financial status and systems, and submits findings to the Board of Regents for review and action, with findings and management letter recommendations being communicated to the Board's Audit Committee in a regular and timely fashion, following UA BoR Policy 05.03.

Evidence Documentation for Standard 2.F.4

Administrator/staff/faculty evaluation policies/procedures
- UA BoR Policy P04.04.050 - Evaluation of Faculty
- United Academics CBA - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination
- United Academics - Adjuncts CBA - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment, Section 9.2, Evaluation
- Alaska Graduate Workers Association CBA - Article 6, Appointments
- UAS Faculty Handbook - Chapter 10 Faculty Evaluation
- UA BoR Policy 04.04 - Faculty
- UA System Labor & Employee Relations Performance Center
- UA System Performance Review Reminder to Supervisors and Staff

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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 Southeast is committed to access, opportunity, and student success as part of its mission and vision. As a dual-mission institution, UAS combines community college functions with open access to education, ensuring broad opportunities for learners across its campuses. This commitment is reflected in its wide

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range of academic and career and technical education programs, including occupational endorsement certificates, associate degrees, and stackable credentials with clear pathways—a level of flexibility and accessibility uncommon in many comprehensive universities. As a federally designated Alaska Native-Serving Institution (ANNH), UAS works to remove barriers to student achievement and support the success of all learners. With Alaska Native and American Indian students comprising an average of 22% of enrollment, UAS takes a comprehensive, student-centered approach, aligning academic and student services to provide seamless support throughout each student's educational journey.

Programs and Services Supporting Student Learning & Success:

Student Resource Center. The Student Resource Center (SRC) at UAS serves as a central hub for student support, providing essential services that foster academic success, personal wellness, and lifelong learning. The SRC offers career services, counseling, disability accommodations, health services, and military and veteran support, ensuring students have the resources they need to thrive. It also connects students with exchange and study abroad opportunities and provides a welcoming space through the Native and Rural Student Center. By integrating these services, the SRC enhances student achievement and helps students navigate their educational journey with confidence. Students can call the SRC for appointments or assistance as needed. (*Individual offices mentioned here will be expanded upon below)

Career Services. In fall 2024, Career Services expanded its support for Sitka, Ketchikan, and distance students by launching a virtual career center, complementing its in-person services on the Juneau campus. This office helps students connect with internships and job opportunities, including through Handshake and Career Coach, and offers resources and classroom visits to enhance career readiness. The director of Career Services recently launched a classroom website specifically geared towards faculty engagement, knowing that early conversations about career readiness is an excellent retention tool. Recognizing the vital role of faculty in student success, the UAS faculty excellence award in faculty advising honors faculty members who demonstrate outstanding mentorship in career development. The Career Center also recognizes unique populations that may need additional support systems. For example: the LQBTQIA+ career page.

Counseling Services. Counseling Services at UAS provide drop in/crisis support, individual appointments, and group therapy, helping students navigate personal challenges, explore emotions, set goals, and strengthen relationships. To ensure accessibility for all students, UAS also offers virtual counseling services with TimelyCare, available to students regardless of location.

Disability Services. Disability Services empowers students who experience disabilities by partnering with the UAS community to provide equal access to all curricular and co-curricular programs, facilities, services, and activities. Providing equal opportunities for students who experience disabilities is a campus-wide responsibility, and the CELT has

focused on accessibility and universal design for learning in their programming over the past five years. In 2023-2024, the "one campus, one book" selection was *Disability Visibility: First-Person Stories from the Twenty-First Century* and accompanying programming included applications in the classroom.

Student Health Services. Health Services are varied across the three campuses. The Juneau campus has a health clinic supported by student fees where the Physician Assistant works closely with Juneau Public Health, who provides no/low cost services to students if the Juneau health clinic cannot provide a service. On the Ketchikan and Sitka campuses, staff refer students to local health resources.

Native and Rural Student Center. The Native and Rural Student Center (NRSC) seeks to create a student-centered inclusive environment that honors and celebrates cultural traditions and knowledge, and enhances learning experiences. The NRSC hosts the UAS Wooch.Een Student Club and sponsors a number of annual campus events including the annual student oratory showcase, "Relatives" luncheons for students, and our annual fall Community Feast. The NRSC is a designated SafeZone, providing a welcoming and environment for LGBTQIA2S+ students. In 2019, UAS was recognized as the most LGBT-friendly campus in Alaska by the Pride Index, reflecting the university's ongoing commitment to an atmosphere of belonging.

Exchange & Study Abroad Opportunities. To enhance the educational experience, UAS offers a variety of domestic and international study away experiences. In addition to participating in the National Student and International Student Exchange programs, UAS has developed partnerships with universities and third-party placement programs to offer additional study abroad experiences.

Military and Veteran Services. UAS is proud to assist active duty military, Veterans and their dependents to attend and complete their educational goals. In addition to assisting students with accessing their benefits, the Military and Veterans Services Office provides advising support, and serves as a home for Veterans Club activities and engagement opportunities.

Academic Services & Supports:

The Learning Center. UAS provides comprehensive tutoring services across its three campuses, with the Juneau learning center averaging 2,650 student visits annually—77% for math in 2023-2024. Services include faculty office hours, Math Club meetings, and tutoring in math, chemistry, and writing, along with proctoring. Support is available in-person, by email, phone, and Zoom, extending to Ketchikan and Sitka, and including free online tutoring through Live Homework Help. Juneau students benefit from dedicated Learning, Writing, and Testing Centers.

Supplemental Instruction and Accelerated Learning Programs (ALP's). UAS supports student success through targeted academic interventions for courses with high DFW rates or increased difficulty. Supplemental study sessions have been established

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in chemistry, Indigenous languages, and college writing, providing additional instructional support to enhance student comprehension and performance. The University of Alaska Southeast's Accelerated Learning Program (ALP) in the English department supports student success and retention by integrating developmental coursework with credit-bearing classes, enabling students to progress more quickly toward degree completion. Led by the UAS writing coordinator, the ALP reduces the credit burden by combining developmental writing support with writing 110 (six credits) or writing 111 (five credits), eliminating the need for standalone developmental courses. This streamlined approach provides targeted support while allowing students to earn degree credits. Early results have been outstanding, with all participants passing and excelling in their courses and retention rates significantly higher. To ensure accessibility and equity, the university has allocated dean's discretionary funds to cover the costs of developmental sections.

Orientation & First Year Experience. All newly admitted UAS program students are required to complete [UAS 101 e-orientation](#) which provides information on campus resources, academic expectations, time management, financial literacy, getting involved on campus and online, the student code of conduct, and [Title IX](#). All incoming students are encouraged to download the Campus Group App and log into [UAS Connect](#), where activities, events, club engagement, academic calendar reminders, and opportunities to engage in the Juneau community are posted.

In-person orientation happens on all three campuses. However, all three campuses also have individual orientation activities. In Juneau, Welcome Week begins with a two-day new student orientation, where peer-led sessions build community and address the "hidden curriculum" of college, followed by a week of events culminating in Campus Kickoff, connecting students with UAS and community organizations. The Sitka campus calls orientation "Sitka Start" and they offer personalized guidance, career networking, and academic advising to help students transition successfully. The Ketchikan campus provides in-person orientation each semester through its student resource center.

Undergraduate Research Opportunities. UAS students engage in high-caliber [research, scholarship, and creative activity](#), often funded externally through faculty grants and sponsored projects with funders such as NSF, NOAA, SHI, NIH, NEH and more. The [Undergraduate Research and Creative Activity (URECA)](#) program is an internal funding mechanism and presentation opportunity which encourages student engagement while supporting involvement across disciplines and campuses.

Initiatives Addressing Equity Gaps and Student Success:

Retention through Intervention. UAS launched a pilot in late 2019, inspired by the NWCCU's Persistence and Retention Academy and the Gardner Institute, to support student persistence in gateway courses. In spring 2020, 30 faculty across 48 courses implemented early alerts and midterm grade notifications, with support from the Provost's Office, advisors, and the registrar. Due to COVID, the pilot continued through fall 2023, and many faculty still use these interventions voluntarily.

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Transforming the Foundational Postsecondary Experience. In October 2022, UAS held a two-day professional development event on improving first-year and transfer student experiences and course redesign. This led to UAS joining the Gardner Institute's "Transforming the Foundational Postsecondary Experience" initiative in 2023. This five-year effort targets the first 60 credits, where attrition is highest, focusing on retention, persistence, and student success through data analysis, resource strengthening, and course redesign.

Early Alert. Early Alert through EAB Navigate helps identify and support students who may be at risk of academic difficulty. Faculty and staff use the system to track student performance indicators like low grades and absences. When concerns arise, alerts trigger timely interventions from support services, such as advising, tutoring, or counseling. This proactive approach enhances retention and success while fostering collaboration to address student needs holistically.

Alaska Native Success Initiative (ANSI). The ANSI originated from a UA Board of Regents climate study, which identified both barriers and opportunities for Alaska Native and Indigenous students, faculty, and staff. This study led to the implementation of ANSI across all UA campuses. At UAS, this commitment resulted in the creation of the Alaska Native retention specialist position and the expansion of Northwest Coast Arts and Alaska Native Language programs in partnership with Sealaska Heritage Institute, offering free, non-credit language courses worldwide. Systemwide, ANSI initiatives continue to grow, supporting Indigenous faculty hires, culturally responsive programs, and career development resources to enhance Alaska Native student success and representation.

Scholarship and Grant Support. UAS offers a variety of scholarships and grants to support student success by reducing financial barriers, promoting academic achievement, and expanding access to higher education. These funding opportunities provide direct financial assistance across disciplines, helping students persist in their studies, improve retention rates, and successfully complete their degrees. The Preparing Indigenous Teachers & Administrators for Alaska Schools (PITAAS) scholarship supports students who are members of federally recognized tribes in Alaska and who want to become teachers and administrators in Alaska's schools. The Selina Peratrovich Memorial Endowment for Native Arts provides financial assistance to students interested in learning traditional native art. The Kaayistaan Alaska Native Studies Scholarships provides financial assistance for tuition and other related educational expenses to degree-seeking students enrolled in Alaska Native Studies, and the Emma Marks Endowed Memorial for Alaska Native Language does the same for Alaska Native Languages, and the Alaska Native Arts Design and Carving Support scholarship for Northwest Coast Arts. The Flying University Program Support fund supports the Flying University program, which includes financial support for incarcerated and recently released students enrolled at the University of Alaska Southeast. In 2024, the associate vice chancellor for Alaska Native programs earned a Margaret A. Cargill Foundation Grant to boost college persistence for rural and Native American students. Faculty member Dr. Dave Tallmon also earned a large NSF grant (Increasing the

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Academic and Career Success of Alaska Native and Rural Students in Science and Math), which seeks to improve retention and graduation rates for low-income, academically talented STEM students by engaging students in high-impact practices such as internships, undergraduate research, and the development of individual development plans (IDPs) to foster career self-efficacy.

The Center for Excellence in Learning and Teaching (CELT). Provides professional development for instructors to help them provide students with accessible, meaningful, and tailored learning experiences. For example, in summer 2024, they co-hosted a student-focused learning and assessment cohort with the School of Arts and Sciences, focusing on making assessment practices more responsive to the academic needs, cultural backgrounds, and agency of students. CELT also offers programming on universal design and accessibility, engaging students, and getting the most out of Blackboard, UAS's learning management system.

Dual Enrollment Task Force. This collaborative group of faculty, staff, and leadership enhances dual enrollment for Southeast Alaska high school students. It expands access to college courses, aligns with UAS standards, and supports student transitions. By partnering with schools, tribes, and communities, it fosters equitable, sustainable programs while streamlining processes, improving support, and removing barriers to postsecondary success.

Sitka Student Barriers Task Force. At UAS Sitka, the Student Barriers Task Force meets monthly to identify and address challenges impacting student success. This cross-functional team includes faculty and staff from registration, advising, tutoring, and the Business Office, ensuring a collaborative approach to removing obstacles for students. With support from a Title III grant, Sitka launched a peer coach program in courses with high D, F, and W rates. These former students, familiar with both the course material and teaching style, provide tutoring and study support, helping current students navigate academic challenges. This initiative aligns with UAS's broader retention strategies through the Gardner Institute, which focuses on course redesign and strengthening student support in the first 60 credits. Sitka's peer coach model puts these principles into action, offering targeted assistance to improve academic outcomes and reduce attrition.

Strategic Enrollment Task Force (SETF). The Strategic Enrollment Task Force is aligned with UAS's commitment to collaboration and drive to help students gain access to postsecondary education and to complete their credentials successfully. The task force is charged with establishing 4-5 overarching goals to enhance student success, increase enrollment, and elevate the university's impact. Each goal will include strategies and actionable tactics aligned with the university's mission and vision. The task force emphasizes data-driven decision-making, realistic and measurable actions, and annual progress reporting to ensure consistent progress toward enrollment objectives.

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Financial Aid. UAS dedicates 4% of tuition revenue toward strategic institutional funding, supporting student access and degree completion. One key initiative is the stay on track grant, which provides up to $1,500 per academic year to eligible sophomores, juniors, and seniors who enroll in at least 15 credits per semester. This initiative encourages timely graduation by reducing financial barriers for full-time students. To qualify, students must be admitted to a UAS degree or certificate program, have completed at least 30 cumulative credits, enroll in a minimum of six UAS campus-based credits per semester, and maintain eligibility for financial aid under the UAS satisfactory academic progress policy. Additionally, UAS allocates institutional funds to each academic school for targeted strategic initiatives, further supporting student success and academic achievement.

Care Team. The Care Team works to promote a safe, caring and productive learning, living and working environment at UAS by connecting 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 to help students thrive. The Care Team manages an emergency support fund to support students through unexpected issues that might derail their education. Funds are administered to support student persistence and retention.

Conclusion: Holistic Approach to Student Success

UAS is deeply committed to integrating academic, emotional, and social support to ensure student success. By fostering a holistic approach, we aim to address all aspects of the student experience. Continuous assessment and improvement, informed by data-driven insights such as retention and persistence rates, are key to refining our services and meeting the evolving needs of our student body. The Office of Institutional Effectiveness consistently shares data on student success and encourages leaders to integrate this data into university decision-making. This commitment allows UAS to provide the resources necessary for students to thrive both inside and outside the classroom.

Evidence Documentation for Standard 2.G.1

Listing of programs and services supporting student learning needs
- UA BoR Policy P09.01.018 Expectations: Student Support Services
- UA BoR Policy P09.01.030 Responsibility and Scope of Student Services
- Academic Advising
- The Learning Center
- Disability Services
- Center for Excellence in Learning and Teaching (CELT)
- New Student Orientation
- Gardner Institute: Transforming the Foundational Postsecondary Experience
- Alaska Native Success Initiative (ANSI)
- Native and Rural Student Center (NRSC)

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Evidence Documentation for Standard 2.G.1

- Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS)
- Margaret A. Cargill Grant
- Military & Veteran Services
- LGBTQIA2S+ Career Services
- Career Services
- Career Coach
- Chancellor's Advisory Committee on Diversity, Equity, Inclusion, and Cultural Safety (DEICS)
- Chancellor's Advisory Committee on Alaska Native Education (CACANE)
- Undergraduate Research and Creative Activity (URECA)
- Exchange and Study Abroad
- Counseling Services
- Student Health Services
- UAS Financial Aid Office
- Health Clinic
- Juneau Student Recreation Center
- Care Team
- Student Housing
- Scholarships
- Institutional Effectiveness

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.

The university maintains an annually updated Academic Catalog to ensure the accuracy and relevance of its information. This catalog is available online, with options for download and printing as a hard copy. Key details from the catalog are also presented on the UAS website in a student-friendly format, offering easy access to essential information.

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The catalog provides students and stakeholders with comprehensive, up-to-date information, including the institutional mission; admission requirements and processes; grading policies; detailed descriptions of academic programs and courses, such as degree and program requirements, expected learning outcomes, course sequences, and timelines for completion based on typical student progress and course availability. Additionally, it includes details on administrators and full-time faculty, including their names, titles, degrees, and granting institutions. Policies and guidelines regarding student conduct, rights, and responsibilities; tuition, fees, and program costs; refund policies and withdrawal procedures; financial aid opportunities and requirements; and the academic calendar are also outlined in the catalog, ensuring transparency and accessibility.

Evidence Documentation for Standard 2.G.2
Institution Mission 🐋Catalog: Institution Mission

Admission requirements and procedure
🐋Catalog: Admissions
    ○ Undergraduate Admission
    ○ Graduate Admission
    ○ International Admission

Grading Policy 🐋Catalog: 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 🐋Catalog: Certificate and Degree Programs
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty 🐋Catalog: Administration 🐋Catalog: Staff 🐋Catalog: Faculty
Rules and regulations for conduct, rights, and responsibilities 🐋Catalog: Student Conduct
Tuition, fees, and other program costs 🐋Catalog: Tuition & Fees
Refund policies and procedures for students who withdraw from enrollment 🐋Catalog: Refund Policies
Opportunities and requirements for financial aid

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Evidence Documentation for Standard 2.G.2

[Catalog: Financial Aid](#)
    ○ [Cost of Attendance](#)
    ○ [Types of Available Aid](#)
    ○ [Eligibility](#)
    ○ [Deadlines](#)

The academic calendar [Catalog: Academic Calendar](#)

2.G.3 Publications 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.

UAS provides state and national licensing requirement information through program pages and departmental websites. Examples include programs that require licensure or certification, which are detailed in the program requirements.

The University of Alaska Southeast offers the following programs that lead to Professional Licensure or Certification:

- [Superintendent Endorsement](#)
- [K-8 Education Endorsement](#)
- [Certified Nurse Aide Training](#)
- [Elementary Education K-8 Graduate Certificate](#)
- [Special Education Graduate Certificate](#)
- [Secondary Education Graduate Certificate](#)
- [Reading Specialist Graduate Certificate](#)
- [Pathways to Teaching Minor](#)
- [B.A., Special Education](#)
- [B.A. Elementary Education](#)
- [M.A.T. in Special Education](#)
- [M.A.T. in Elementary Education](#)
- [M.A.T. in Secondary Education](#)
- [M.Ed. in Educational Leadership](#)
- [M.Ed. Reading Specialist](#)
- [M.Ed. in Special Education](#)

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In alignment with the U.S. Department of Education regulation 34 CFR 668.43(a)(5)(v), UAS ensures that students and prospective students are informed about how the curriculum for each program aligns with licensure requirements across different U.S. states and territories. Programs designed to meet state or national licensure, certification, or specialized employment requirements provide clear guidance through the UAS Academic Catalog and other relevant platforms. This includes the professional licensure and certifications webpage.

Programs leading to licensure direct student notification. All students who express an interest in UAS licensure programs are emailed a general disclosure about programs that lead to licensure or certification. The disclosure provides students the link to UAS's licensure and certification webpage, described above. When students are admitted to or change their major to a UAS 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 UAS through the formal change of location process. Out of state students are asked to sign an attestation expressing that they understand the UAS program requirements meet the state of Alaska requirements and they intend to seek employment in Alaska following degree completion.

UAS students also have access to the Career Coach website, a comprehensive tool hosted by the UA System, which allows them to explore career options, learn about specific career pathways and their requirements, and find relevant UAS academic programs. Faculty members in licensure-related programs are available to discuss these pathways with students who have further questions, ensuring they are well-informed about the steps needed to advance in their professions.

Evidence Documentation for Standard 2.G.3

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
  🐋 Professional Licensure & Certifications
  🐋 State Authorization Interactive Tool

Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials
  🐋 Undergraduate Example: BA Elementary Education
  🐋 Graduate Example: MAT Special Education

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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.

In support of the overall mission, the UAS Financial Aid Office works directly with students and their families to access the financial resources necessary to help them meet their educational goals. The office has region-wide responsibility, serving the Juneau, Ketchikan and Sitka campuses. The UAS financial aid website explains the differences between financial aid assistance categories, as does the Academic Catalog. Both prospective and current students are directed to the website in a number of documents issued to the student from the UAS Admissions Office and from the Financial Aid Office. These communications include letters, pamphlets, and emails, as well as through phone and one-on-one interactions.

The Free Application for Federal Student Aid (FAFSA) is increasingly required for many financial aid opportunities, and students are encouraged to complete the online form. For the 2023-2024 academic year, 2,245 FAFSAs were received.

The financial aid staff regularly holds informational workshops on campus and with local and regional high schools regarding money management and accessing all forms of financial aid. The financial aid team works closely with the academic advisors across UAS to support students in their applications for financial aid and in the processing of their aid.

All federal financial aid funding is awarded according to federal guidelines, which are reviewed annually by the financial aid director to ensure compliance. Changes to any federal aid program are brought to the attention of executive leadership for strategic analysis and for review regarding current and future objectives. State financial aid is handled in the same manner as federal funding.

The state of Alaska offers several financial aid programs to assist Alaska high school graduates in receiving their postsecondary 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 UAS 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 Grant can provide up to $4,000 per year to a student, as determined by their Student Aid Index.
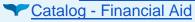
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Additional [scholarships](#) at UAS are governed by standard criteria and rubrics with the intent of applying these resources to the overall financial aid leveraging objectives established by the institution. Policies and forms are available on the financial aid website.

Evidence Documentation for Standard 2.G.4
Published financial aid policies/procedures including information about categories of financial assistance 　🐋[Financial Aid Website](#) 　　○ [Scholarship Information](#) 　　○ [Grant Information](#) 　　○ [Loan Information](#) 　　○ [Federal Work Study](#) 　　○ [Financial Aid Policies](#) 　🐋[Catalog - Financial Aid](#) 　　○ [Deadlines](#)
Information to students regarding repayment obligations 　🐋[Repayment Information](#)
Policies / procedures for monitoring student loan programs 　🐋[UA System Fund Accounting](#) 　　○ 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." 　　　■ [FY 2024](#) (pages 7 and 23) 　　　■ [FY 2023](#) (pages 7 and 26) 　　　■ [FY 2022](#) (pages 7 and 29) 　🐋[UA System Student Financial Aid Satisfactory Academic Progress Policy](#) 　🐋[Loan default rate](#) 　🐋[Student Consumer Information](#)

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.
The UAS Financial Aid Office meets all federal requirements for Direct Loan Entrance and Exit Counseling. The financial aid website also maintains [important information regarding repayment obligations](#)—most significantly, the need for students to work with

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the National Student Loan Data System (NSLDS) during repayment, and repayment related to withdrawals.

UAS actively works on delinquency reports from lenders in an effort to maintain or reduce its loan default rate. It is the financial aid director's responsibility to monitor the default rate via reports from NSLDS. Prior to pauses on student loan payments, the default rate for the 2017 to 2019 cohorts averaged 5%. The current default rate for the most recent three-year cohort is 0%. UAS anticipates the default rate will return to its pre-pause rate as student-loan payments resume.

UAS makes every effort to counsel and educate students and parents on borrowing student loans as well as repayment options, responsibilities, and obligations. Before processing and disbursing any loan funds, students must have completed Direct Loan Entrance Counseling. When students graduate or separate from the college, they are informed of the Direct Loan Exit Counseling requirement.

Financial aid distribution and repayment obligations are managed through the Juneau campus for all UAS students to ensure compliance to all appropriate regulations. The financial aid team works closely with academic advisors across UAS to provide a higher level of service for students to understand their financial need and aid options.

Evidence Documentation for Standard 2.G.5
Published financial aid policies/procedures including information about categories of financial assistance 　Financial Aid Website 　　○ Scholarship Information 　　○ Grant Information 　　○ Loan Information 　　○ Federal Work Study 　　○ Financial Aid Policies 　Catalog - Financial Aid 　　○ Deadlines
Information to students regarding repayment obligations 　Repayment Information
Policies / procedures for monitoring student loan programs 　UA System Fund Accounting 　　○ 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." 　　　■ FY 2024 (pages 7 and 23) 　　　■ FY 2023 (pages 7 and 26)

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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.

Advising Structure. The University of Alaska Southeast delivers [academic advising](#) through a team of professional staff located in multiple advising centers within each academic school, as well as across multiple campuses. Faculty advisors are also embedded within every academic program, ensuring that students have access to personalized support.

The mission of academic advising at UAS is to empower students to meet academic, life, and career goals through a personalized, collaborative, and reflective process. The advising partnership connects students with faculty, campus, and community resources, online and face-to-face. Academic advisors collaborate with students in identifying and pursuing their educational goals, while providing accurate and timely information. Academic advising at UAS promotes student responsibility and accountability for their academic success, ensuring that students are well-supported throughout their academic journey.

To foster collaboration and consistency, the institutional advising community convenes monthly through the Regional Advising Group, which is composed of advising professionals from across the institution. This council facilitates communication and alignment of best practices across campuses and advising units.

Advisors report to the leadership of their respective school or, in the case of the Sitka and Ketchikan campuses, to their campus director. Advising professionals have a broad understanding of institutional resources, helping students navigate university systems

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and degree requirements. They assist students in developing educational plans that align with their academic goals and ensure that students are well-prepared to meet their academic responsibilities.

Professional academic advisors guide prospective, new, transfer, returning, and continuing undergraduate students, both one-on-one and in group settings. Advising sessions cover a range of topics, with common reasons including course planning, academic support, form completion, career guidance, changes in major, new student advising, adding or dropping majors or minors, and graduation checks. Advisors offer expertise in degree requirements, engage in proactive outreach, and may also participate in recruitment events and special projects focused on enhancing student success.

All students at UAS have access to academic advising through the advising centers on each campus. Professional academic advisors conduct regular outreach and appointment campaigns to ensure students engage in academic advising each semester. Advising services are available in multiple formats, including in-person, virtual, phone, and walk-in options, to meet the diverse needs of students.

Academic advising is mandatory for all incoming first-year students, transfer students with fewer than 30 credits, and students admitted on probation. These students participate in dedicated advising sessions during new student orientation, which includes advisor-led registration. During these sessions, academic advisors help students build individualized schedules for their first semester and provide key resources, including an academic advising syllabus (outlining advising expectations) and the "15 to Finish" handout (promoting enrollment in 15 credits per semester for timely graduation). Advisors also present institutional curriculum requirements and graduation policies during orientation. In fall 2025, we will start tracking outcomes for students who attend these sessions.

Following orientation, academic advisors maintain proactive outreach to support students throughout their first year. Students are encouraged to meet with their advisor at least once per semester through various communication methods. Advisors maintain an active student resources page with everything students need to thrive academically and professionally. This website provides a comprehensive toolkit to help students navigate college, build essential skills, and plan for their future. From GPA calculators and academic checklists to career exploration tools and study resources, students have access to guides for first-year success, writing support, job preparation, and financial literacy.

UAS provides the "Find My Advisor" tool, which allows students to easily identify and connect with their assigned advisor. Students can also locate their assigned academic advisor through their DegreeWorks audit. Advising professionals are well-versed in admissions, financial aid processes, registration systems, university resources, and student confidentiality requirements (i.e., FERPA). Comprehensive academic advising

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information is readily available on the [UAS academic advising website](#) and in the [Academic Catalog](#).

To support consistency and quality, units like the School of Arts and Sciences have created detailed documents such as the [Arts and Sciences Academic Advising Planner](#), which outlines central expectations, practices, and the theoretical framework guiding academic advising at UAS.

Advisors also use EAB Navigate to manage student caseloads, schedule appointment campaigns, and document advising sessions, ensuring a seamless and data-driven approach to academic support.

Advising Assessment. Early data indicates that EAB Navigate may be contributing to improved student persistence, and UAS will continue to track its impact as part of retention efforts. Advisors also use EAB Navigate to send email and text campaigns, engaging students and providing reminders. Additional outreach targets specific groups, especially high-risk students, offering extra support such as tutoring, and emotional/social support resources

At UAS, academic advising aims to increase student success, retention and persistence through building meaningful relationships, appropriate and timely referrals to student support services/resources, and serving as advocates for students.

In spring 2023, UAS started a bi-annual [student engagement survey](#), which includes student views on services such as academic advising. UAS is beginning to systematically evaluate the quality and effectiveness of academic advising through multiple channels (including these surveys.) The goal is to gather feedback on student satisfaction in a number of different areas, including advising services, to provide critical insights for student services improvement. Based on recent survey feedback, UAS has made improvements to its advising practices, including the implementation of a more intentional handoff process between professional advisors and faculty advisors to ensure continuity and clarity in student support.

Advising Professional Development. UAS is committed to the ongoing training and professional development of its advisors. New academic advisors undergo comprehensive training at the university, school, or campus level, including exposure to the Appreciative Advising model, which emphasizes building meaningful advisor-student relationships. Advisors also receive a wealth of resources to develop their individual advising styles, ensuring alignment with institutional best practices.

Academic advisors participate regularly in Regional Advising Committee (RAC) meetings, which serve as a centralized space for advisors to network, share best practices, and receive updates from campus partners. These meetings are led by a team of experienced advisors and play a key role in fostering communication and collaboration across advising centers. Information shared during RAC meetings is then

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relayed to students during advising appointments, ensuring consistent, high-quality advising across all UAS campuses.

Professional development is further supported through opportunities for advisors to attend national conferences, such as those hosted by the National Academic Advising Association (NACADA) or the First-Year Experience (FYE) initiative. Schools and campuses often allocate budgets for professional development-related travel, and career advancement opportunities within academic advising are clearly communicated to all advisors, encouraging long-term growth within the profession.

Through these efforts, UAS ensures that its advisors remain well-trained, informed, and equipped to provide effective, student-centered support. The integration of systematic evaluation and continuous professional development underscores UAS's commitment to excellence in academic advising.

Evidence Documentation for Standard 2.G.6

Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas)
- Academic Advising Webpage
    - Advisors
    - Academic Advising Planner
    - Academic Success Resources
- Catalog - Advising

Systematic evaluation of advising
- UA Annual Performance Evaluation
- Student Engagement Survey

Professional development policies / procedures for advisors
- Advising Manual
- Arts and Science Advising Manual
- New Advisor Onboarding Plan
- Advising Retreat Agenda

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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. UA BoR Policy P09.01.080 requires each University of Alaska student to have a unique identification code. UAS students wishing to enroll in online classes do so by logging into a secure portal (UAOnline) using their UAS 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 (LMS), which serves as the online education delivery platform.

In the spring 2024, UAS implemented multi-factor authentication (MFA) for all students, requiring them to respond to an MFA prompt through an app, phone call, or a physical token issued by the Information Technology Services department whenever they log in to university services. This additional layer of verification enhances cybersecurity and ensures that the individual accessing coursework is the registered student. Additionally, to verify a student's identity during course enrollment, permission must be granted within the SIS (Banner), which currently requires successfully answering a series of personal knowledge questions within the Account Creation service (ELMO).

Identity verification process for distance education students protects student privacy. While the identity 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 UAS Academic Catalog and in an annual email. UAS'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 UAS's information resources." Privacy is further addressed in the Student Code of Conduct Policies, 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 aligns with the UA BoR Policy 02.07.

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

Evidence Documentation for Standard 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 🐋 UA BoR Policy P09.01.080 Student Identification 🐋 UA System OIT - Multi-factor Authentication (MFA)
Policies/procedures make it clear that these processes protect student privacy 🐋 Catalog - FERPA 🐋 UAS IT - Safety & Security
Notification to students at the time of registration of any additional charges associated with verification procedures 🐋 N/A
Academic policies/procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs 🐋 Regular and Substantive Interaction

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 William A. Egan Library on the Juneau campus provides regional library and information resources for UAS students, faculty, and staff as well as members of the local community. The Ketchikan Campus library primarily serves Ketchikan students, faculty, and community members. The Egan Library and Ketchikan Campus Library employ qualified personnel and provide access to library and information resources to support and sustain the university's mission, programs, and services. The Ketchikan Campus Library provides access to all of the online collections available through the Egan Library and also maintains current and relevant physical collections. Although the Sitka campus does not have a physical library on campus, its students are served by the Egan Library on the Juneau campus. Furthermore, the Sitka Public Library is a member of the Alaska Library Catalog (ALC) consortium allowing students in Sitka to place holds on the over three million items held by the consortium. The expansion of the ALC has been a substantial benefit to UAS students who now have easy access to

materials at a total of 85 academic (including UA Anchorage and UA Fairbanks), public, school, state, and special libraries covering more than 92% of Alaskans. E-Learners who do not live near an ALC member library place requests with Egan Library, and are mailed print materials from the Egan Library or through interlibrary loan collections when an electronic source is not available.

Egan Library reports staffing, expenditures, collections, and services statistics (including for the Ketchikan Campus Library) to IPEDS annually. These data are utilized to track progress toward meeting strategic goals and reinforces a culture of assessment and continuous improvement.

The Egan Library is open 68 hours per week during the fall and spring semesters and 45 hours per week during the summer semesters. The building is closed roughly 20 days each year. Library hours are extended during exam periods. Library visits averaged 1,350 during a typical week in fall 2023.

Qualified personnel. As of June 30, 2024, UAS libraries operated with 4 FTE librarians with MLIS degrees (all holding faculty appointments), 1.8 FTE professional staff, 5.3 FTE other paid staff, and 2.15 FTE student workers. The UAS library dean, who holds MLIS and MPA degrees, provides overall direction for UAS library services including the Juneau campus Learning and Testing Center, Writing Center, and CELT; for library FTE purposes, staff and student employees from those areas are not included.

Access to library information resources. Onsite, the library has more than 153,000 volumes, 3,453 serial titles, and 6,883 microform and media units. On behalf of all three UAS campuses, it licenses or provides access to 126 databases, 404,000 electronic books, 111,721 electronic journals, and 13,528 digital media titles that can be accessed via the internet or at the library. As a 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 13,129 times.

The library's discovery service, OneSearch, accesses the library catalog, e-journals, e-books, and other resources such as archival and research guides, music, newspapers, and streaming videos. OneSearch also offers the option of searching beyond the Egan Library's collections to access millions of additional 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, phone, and email. LibGuides (by topic or course) and tutorials are readily available online.

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In addition to the general collection, the library offers an Indigenous Knowledge Collection, a federal government documents depository, and a specialized collection of childrens' Alaskana, and a small physical archives collection, consisting of rare books and backup copies of Alaska-related and UAS-related materials.

UAS Egan 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 governing member of the Alaska Library Network, the Alaska Library Catalog (ALC) consortium, and the Alaska Digital Library. The statewide Alaska Library Catalog 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 are summarized on the Egan Library website. The Egan 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. Most importantly, the library has questions included in student course ratings.

Over the years, the library made strategic decisions based on library feedback provided on student course ratings within every single course taught at UAS. Some of these decisions include creating more areas for quiet study and group work, adding more seating and electrical outlets, licensing a discovery service to simplify comprehensive search of our collections, buying new scanners, updating wayfinding signage, providing space for writing and math tutors, and creating a new virtual tour of the library. This assessment information also is used to enhance library collections, especially in our Indigenous Knowledge collection, 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 cancellation of additional print journal subscriptions. Faculty are surveyed regularly by their departmental liaisons, who seek feedback on additions and reductions to library collections and services.

Affordable materials. Open UAS is a textbook affordability and Open Educational Resources (OER) initiative of the UAS Egan Library and CELT. The initiative advocates and promotes open educational practices on campus and provides faculty development and support in the discovery, creation and adoption of affordable or free course materials (including OER). Faculty use of affordable course materials signals an awareness of rising textbook prices and an effort to select course materials with student cost and student success in mind. In 2022 this library led initiative implemented the Zero Textbook Costs (ZTC) course section marking process so that students can identify course sections with zero textbook costs. Estimated student savings in ZTC sections will reach the $1M milestone during the 2024-25 Academic Year!

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Information Literacy Outcomes Assessment. The Information Literacy Outcomes Assessment contributes to the library's mission by providing expert instruction on finding, evaluating, and using information effectively and efficiently. Egan Library's Information Literacy Outcomes are based on the ACRL Framework for Information Literacy for Higher Education and cover the concepts (Frames) of: Authority is Constructed & Contextual; Information Creation as a Process; Research as Inquiry; Scholarship as Conversation; Information Has Value; Searching as Strategic Information

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 collaborate with faculty as departmental subject liaisons, providing research assistance, leading library instruction programs, and supporting collection development. Faculty members from all programs and departments are encouraged to submit recommendations for library materials to their library liaisons. Faculty members work directly with their library liaison to identify 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 a self-service digital checkout station and scanners. It provides desktop and laptop computers and calculators for in-building use and for short-term loans. The library delivers instruction in-person as well as online.

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 two credit courses (Library Science 101 and Library Science 220) and several special topics courses, as well as specialized instruction and professional development courses and workshops. Library faculty provide well-developed instruction in the use of information resources. In 2024 there were 629 reference/research transactions and 399 students participated in library instruction or research consultation sessions. In addition to offering regular lectures, workshops, and tours, the instruction and research librarians help identify valid materials, and provide instruction in how to locate and cite 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.

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Special Collections. The Egan Library houses the [Cyril George Indigenous Knowledge Collection](#), which includes over 4,000 titles on and/or by Indigenous peoples. Areas of strength include Indigenous Literatures, Alaska Native Languages, and Northwest Coast Arts. The collection is organized via an Indigenous-based system which prioritizes place and action-oriented topics, and allows for easy browsing and discovery.

The Egan Library also houses the Katy Spangler Children's Alaskana Collection. Much of this collection has been donated by School of Education Professor Emerita Katy Spangler. The collection aims to be a comprehensive collection of children's materials by Alaskan authors, and about topics of interest to Alaskans. In support of community events and students with children, the collection is located on the ground floor of the library, on short shelves for easy browsing by young people, and includes interactive materials for children in the library.

The Egan Library is a member of the [Federal Depository Library Program](#) (FDLP), and has been since Senatorial Designation in 1981. The library selects subjects relevant to the curriculum and to Alaska, and interfiles materials with the rest of the collection. Online resources are available in the ALC with links pointing directly to government information. Librarians are available to assist patrons with accessing the materials they need, and this collection is fully available to the public.

Evidence Documentation for Standard 2.H.1
Procedures for assessing adequacy of library collections   🐋 [Egan Library Assessment Procedures](#)

Library planning and collection development
    🐋 [Egan Library Collection Development Policy](#)
    🐋 [Egan Library Open Access of Scholarly Publications](#)
    🐋 [Collaborative collection development decisions based on budget reductions](#)

Library instruction plan; policies/procedures related to the use of library and information resources   🐋 [Egan Library Information Literacy Instruction Outcomes Assessment](#)

Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
    🐋 [Egan Library Subject Librarians](#)
    🐋 [Egan Library Services for Faculty](#)
    🐋 [Catalog - LS 101 Introduction to Academic Library Research](#)

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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.

Physical Facilities. The physical facilities at UAS are integral to providing a safe, inviting, and engaging environment where students can learn, live, and thrive. The university spans three campuses, Juneau, Sitka, and Ketchikan, encompassing a total of 68,058 gross square feet. The Juneau campus includes 32 buildings, the Sitka campus comprises one building, and the Ketchikan campus includes three buildings. According to the 2023 UA Facilities Inventory, UAS facilities represent less than one percent of the total UA System facilities portfolio.

UAS is committed to creating and maintaining working and learning environments that support and sustain its mission, academic programs, and services. The Facilities Services vision plays a vital role in this effort by ensuring that the physical campus complements the institution's vision of delivering excellent academic programs. Facilities such as classrooms, laboratories, study spaces, offices, housing, walkways, and landscaping are intentionally designed and maintained to foster an engaging and collaborative atmosphere. Recent examples of this strategic planning include the opening of Áak'w Tá Hít, the new environmental science building dedicated to scientific research and student learning, and the renovation of spaces in the Anderson Science Building to bring the environmental science and geography programs closer to biology and marine biology, enhancing interdisciplinary collaboration among students and faculty.

Facilities Management and Oversight. Facilities management at UAS is led by the facilities service's director, who oversees operations on the Juneau campus and directs Facilities Planning and Construction efforts across all three campuses. The Juneau team consists of 27 employees, while Sitka and Ketchikan each have two staff members who oversee operations at their respective campuses. Facilities Services works to ensure that campus spaces are well-maintained and optimized for student success

Engagement and Communication. Facilities Services prioritizes customer service by encouraging students, faculty, and staff to take an active role in the stewardship of campus facilities. An online work order system allows the campus community to report issues promptly, and repairs are completed efficiently. Communication is further supported through the *LEVEL* newsletter, which provides updates on construction

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projects, future planning initiatives, and collaborative efforts. This proactive approach fosters a sense of shared responsibility and keeps the UAS community informed about facilities management activities.

Maintenance. Proper maintenance of UAS's physical infrastructure is essential to ensuring the smooth operation of buildings and mechanical systems while avoiding costly breakdowns. UAS Facilities Services employs a Computerized Maintenance Management System (CMMS) to identify, record, and track maintenance tasks. The CMMS issues both preventive and reactive work orders to qualified and trained employees or contractors.

Building systems are continuously monitored by experienced facilities services personnel and undergo an annual assessment conducted by Gordian, an independent firm. Gordian provides a data-driven evaluation through its Return-on-Physical-Assets (ROPA) model, benchmarking UAS facilities against peers (FY 2023 Report). Despite these efforts, capital appropriations from the state of Alaska cover less than 10% of the annual investment recommended by national facility maintenance agencies, resulting in a significant backlog in Deferred Maintenance and Renovation Renewal (DMRR) across the UA System.

Accessibility. UAS is committed to accessibility and ensures that all facilities comply with Americans with Disabilities Act of 1990 (ADA) guidelines. The university provides wheelchair-accessible restrooms, elevators, Braille signage, and automatic door openers in high-traffic areas. Conveniently located disabled parking spaces offer easy access to accessible routes, and UAS housing includes designated accessible apartments.

Disability Services collaborates with students, faculty, and staff to address accessibility needs, fostering an inclusive and supportive campus environment.

To maintain ADA compliance, UAS incorporates accessibility standards into all new construction and renovation projects, working with licensed engineers and architects who ensure full adherence to ADA guidelines. Several members of the facilities planning & construction team have backgrounds in the Architectural & Engineering (A&E) consulting industry and are well-versed in accessibility standards. However, UAS recognizes that accessibility is not one-size-fits-all; accommodations that work for one individual may not be effective for another. The university strives to go beyond compliance, making additional building modifications when specific student or staff needs require enhancements beyond standard ADA guidelines.

The UAS disability services case manager and the UAS Care Team are typically the first points of contact when students require additional accessibility accommodations. They work directly with students to identify appropriate modifications and coordinate with Facilities Services to implement necessary adjustments.

Safety and Security. Safety and security are top priorities at UAS. The university employs a hierarchy of controls to mitigate hazards, including elimination, engineering and administrative controls, and personal protective equipment. Campuses are equipped with fire alarms featuring audible tones and strobe lights, sprinkler systems, and connections to local fire departments. Evacuation plans, regularly inspected by fire and police responders, ensure emergency preparedness. UAS Emergency Plans are continually being improved based on these inspections.

Campuses participate in the 911 Program, enabling emergency responders to arrive promptly. A 24-hour live operator service facilitates after-hours facility communication. Emergency equipment such as first aid kits, AEDs, and eyewash stations are strategically placed and regularly inspected, with CPR/AED training available for employees.

Security measures include well-lit pathways, snow and brush clearance for visibility, and electronic locks on most campus doors. CCTV cameras monitor key areas, with coverage expanding to Sitka and Ketchikan. Reliable cell and wireless internet coverage ensures access to emergency services, while shuttle buses provide safe transportation on the Juneau campus.

Clery Act Compliance. The director of equity and compliance oversees Clery Act reporting, with timely warnings and emergency notifications issued as needed. Clery reports are available on the equity and compliance webpage, and if/when needed the director or the risk & safety manager will issue emergency notifications and timely warnings.

Occupational Safety and Hazardous Waste Management. The health and safety officer leads safety operations at UAS, ensuring compliance with state and federal regulations. Safety plans, such as hazard communication and confined space programs, address workplace-specific risks. Job hazard analyses are conducted when necessary, and employees receive Occupational Health and Safety Administration (OSHA) training tailored to their job duties.

Hazardous Waste Disposal. Hazardous materials are managed under strict local, state, and federal guidelines. To help ensure proper hazardous material management, the health and safety officer monitors and coordinates all hazardous or potentially hazardous material requisitions. Employees receive training through OSHA and training specific to the hazardous materials used in the course of their job duties. UAS is classified as a Very Small Quantity Generator of hazardous waste, allowing for economical disposal through the municipality's hazardous waste facility. Efforts to minimize hazardous waste include procurement controls and incorporating waste transformation methods into standard operating procedures.

Sufficient in Quantity and Quality of Facilities. UAS evaluates the sufficiency and quality of its facilities through both programmatic reviews and building system assessments. Programmatic reviews are part of the Campus Master Plan process,

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which compares space needs to enrollment projections using nationally accepted standards.

The 2022 Campus Master Plan confirmed that UAS has adequate spaces of sufficient quality to support anticipated program growth while maintaining a healthy learning and working environment. UAS updates its master plan every 5-7 years, as required by UA BoR Policy P05.12.050.C, to address projected enrollment, program changes, technological advancements, and remote learning needs

Technology Infrastructure. UAS's Information Technology Services (ITS) department is responsible for UAS's telecommunications, network infrastructure, and academic technology support services. ITS is dedicated to increasing the meaningful and effective use of technology in teaching, learning, research and service in meeting the needs of the UAS communities served. ITS works closely with distributed IT staff located across UAS campuses, and coordinates with the UA System Office of Information Technology (OIT), as well as with the IT offices at the other two universities in the UA System.

Technology management and oversight. UAS ITS is led by the chief information officer (CIO) who reports directly to the vice chancellor for Administrative Services. ITS is organized into three core divisions: User Services, Information Systems, and Infrastructure Services.

- User Services serves as the primary customer service contact, overseeing the regional Helpdesk, Classroom Support Services, and Media Services.
- Information Systems manages information security, data center systems, and web and enterprise applications.
- Infrastructure Services is responsible for data and voice networking, field service response, and the university's virtual and non-virtual Microsoft Windows desktop environments.

In 2023, the vice chancellor of Administrative Services, who also served as the director of information technology, retired. This led to the appointment of an interim chief information officer while a national search was conducted for a permanent replacement. Following a successful search, in January 2025, UAS appointed its first dedicated chief information officer (CIO) with extensive experience in higher education IT leadership.

Information Technology Strategic Planning. The newly appointed CIO leads and advances the university's technology strategy. A primary goal for the new CIO is the development of a comprehensive informational technology strategic plan that aligns with the broader UAS strategic plan and meets the evolving needs of students, faculty, staff, and the university community.

The IT strategic planning process follows best practices from organizations such as Educause and Gartner, ensuring a structured, data-informed approach. The plan will be developed in multiple phases:

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1. Assessment & Governance (Phase 1 - Ongoing)
    ○ Conduct a full assessment of the current IT landscape, including infrastructure, applications, and services.
    ○ Establish governance structures and stakeholder engagement pathways for informed decision-making.
    ○ Develop a framework that prioritizes student success and institutional effectiveness.

2. Strategic Direction & Prioritization (Phase 2 - Late FY 2025)
    ○ Define guiding principles for IT initiatives.
    ○ Prioritize projects that align with student learning needs and institutional operations.
    ○ Engage faculty, staff, and students to ensure broad representation in decision-making.

3. Implementation & Resource Planning (Phase 3 - Early FY 2026)
    ○ Set measurable objectives and milestones for a three- to five-year implementation plan.
    ○ Assess budgetary needs and resource allocation to enhance UAS's data and technology capabilities.

4. Finalization & Continuous Improvement (Phase 4 - Q3 FY 2026 & Beyond)
    ○ Refine and adopt the IT strategic plan.
    ○ Establish an ongoing assessment and adaptation process to respond to evolving technological and institutional needs.

Recognizing the rapid pace of technological change, UAS is committed to maintaining the IT strategic plan as a living document, ensuring continued alignment with institutional goals, budget realities, and emerging innovations. Through this structured approach, UAS aims to strengthen IT infrastructure, improve data governance, and enhance digital learning environments, reinforcing its commitment to student success and institutional effectiveness

Technology planning. IT governance is critical to aligning technology strategy, direction, and spending with the needs of UAS's highly diverse academic and administrative needs. At UAS, IT governance and management processes are tightly coupled. As shown below, IT governance is focused on strategy, mission, and goals which define UAS's technology strategy and major direction. Information Technology at UAS and IT strategy throughout the UA system ensure alignment between UAS's community and technology strategy and direction. As UAS is a part of a larger statewide system, UAS is also able to take advantage of technologies which might otherwise be beyond the reach of a small regional university. The UA System OIT strategic plan presents a high-level view of initiatives that UAS ITS participates in with the other two universities in the UA System. The system CIO meets with UAS's CIO and UAS leadership on a regular basis to discover how OIT can assist UAS in its technology future planning.

In FY 2024, the functions previously managed by the UAS Regional Teaching, Learning, and Technology Roundtable (TLTR) were taken over by the Center for Excellence in Learning and Training (CELT). This consolidation aims to streamline efforts and support educational initiatives within UAS. CELT continues to serve an essential role in engaging faculty, staff, students and administration in technology planning and development, and has members drawn from all UAS campuses.

The UAS chancellor initiated an external review of ITS in 2016. The recommendations from this review resulted in a number of changes intended to strengthen stakeholder input and governance. These included the creation of a user services manager position within IT and the strong connection to CELT.

UAS ITS management is engaged in numerous campus governance and planning groups. Examples include:

- CIO involvement in biweekly UA wide CIO Management Team (CMT) meetings.
- User services manager involvement with CELT and Faculty Senate meetings.
- Information systems manager chairs the regional Blackboard Implementation Work Group.
- Infrastructure manager chairs the Regional Infrastructure Support Group.

Course evaluations include questions about technology to help IT assess the effectiveness of current systems. In addition to providing a numeric rating, students can submit comments and suggestions, which are forwarded to IT staff for ongoing planning and improvements. In addition to a numeric ranking, students are provided the opportunity to enter comments and suggestions. These comments are forwarded to all IT staff and are used for ongoing planning.

Accessibility. UAS Disability Services empowers, supports, and advocates for students who experience disabilities by partnering with the UAS community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities, regardless of an individual's physical or developmental abilities. UAS websites are expected to comply with ADA, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. UAS'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. Additionally, UAS's CELT Knowledge Base, was created specifically to guide instructors in the development and delivery of course materials online, and includes many accessibility articles. UAS's Website Accessibility Policy outlines how UAS ensures that all websites are accessible and as effective and useable for persons with disabilities as they are for persons without disabilities, and provides contact information for further assistance.

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Security. UAS and the UA System have taken significant steps over the past several years to strengthen the cyber environment. UA System 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 UA BoR Policy 02.07, which includes multiple policies and regulations. Examples around data protection include:

- UA BoR Policy P02.07.060 Protection and Enforcement
- UA BoR Policy P02.07.066 Mobile Device Security
- UA BoR Policy P02.07.070 Administrative Responsibilities
- UA BoR Regulation R02.07.020 Definitions G, H, and I
- UA BoR Regulation R02.07.030 Objectives for Management of Information Resources
- UA BoR Regulation R02.07.041 Access Authorization: General Statement
- UA BoR Regulation R02.07.044 Granting or Denial of Access
- UA BoR Regulation R02.07.048 Disciplinary Action for Unauthorized Access or Disclosure
- UA BoR Regulation R02.07.050 Standards for User Conduct

The UA System's CISO 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 Information Services team at UAS's Information Technology Services Department (ITS) implements security measures for UAS and its campuses. UAS ITS has its own set of safety and security policies designed to protect data and information, including addressing personally identifiable information, password and email security tips, and social engineering.

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. 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 CIO lends an opportunity to review and refine the policies, processes and practices related to technology at UAS. A concerted planning effort has already begun, with the ITS management team meeting weekly with the UAS vice chancellor for Administrative Services.

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On a regular basis, UAS ITS works with departments 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 in addition to student surveys. ITS will work with CELT, Faculty Senate, and student government on continuing this feedback to better focus resource investments into classroom spaces that meet the strategic needs of each campus.

ITS capabilities include a contingent of field services personnel that support physical computers and A/V technology across the university, a robust help desk 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 UAS campus has an on-site team of IT staff that serve their local needs. These local personnel rely on support from Juneau ITS staff for infrastructure, security, and datacenter needs. As such, the IT staff for each campus participate in regular UAS Regional Infrastructure Support Group and Blackboard Implementation Work Group meetings to ensure alignment with overall institutional IT practices.

Core Infrastructure. Over the past several years, UAS has increased both the capacity and reliability of the core network infrastructure. A summary of that infrastructure follows:

Voice:

- Enterprise grade (Cisco) redundant VOIP telephony solution across all UAS campuses.
- Toll-bypass and tail end hop-off throughout UA facilities in Alaska to reduce operating costs and improve voice quality.
- Every employee provided a dedicated audio conference number.
- Voice systems integrated with Emergency notification strategies.

Data Networks:

- Network connectivity between all three UAS campuses (100Mb), off campus UAS Juneau facilities (1Gb), UA interconnects (2Gb), and Internet access (4Gb).
- 10Gb single mode fiber ring at UAS Juneau campus.
- Centrally managed and enterprise grade (Cisco) wireless services throughout UAS Juneau and Sitka campuses (not Ketchikan).
- Enterprise grade redundant firewall (Palo Alto).
- Enterprise grade network monitoring (ExtraHop).
- Centrally managed & enterprise grade network monitoring and management tool (SolarWinds).

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Desktop Computing:

- Standardized virtual & non-virtual Windows operating system image for employees.
- Standardized virtual Windows operating system environment for students (Juneau campus).
- Over 140 virtualized student computers available throughout the Juneau campus.

Enterprise Server Environment:

- Redundant enterprise class server infrastructure to support virtual server environment (3 servers) and VDI environment (4 servers).
- Enterprise SAN infrastructure provides robust, high availability storage.
- Redundant host configuration provides high availability for services like the UAS website, UAS Online, and DHCP.
- Proxy load balancers provide high availability to web systems in the event of a system failure.
- Increased management of Sitka server environment.
- SolarWinds monitoring for early detection and internal notification of system outages and performance issues.
- Enterprise Juneau campus UPS with services to the datacenter and a majority of Juneau campus communications rooms.

Administrative Systems. UAS shares core administrative systems with the entire UA System. This includes the main finance, human resource, and student information systems (Ellucian Banner) as well as the constellation of smaller support systems which surround it, including document imaging, alumni relations, admissions customer relationship management, financial, and scholarship management.

UAS ITS also continues to provide IT leadership to the UA system as a whole. For example, while UAS ITS has, by far, the smallest team, it is responsible for providing the core computer account provisioning, directory, message routing, and web self-service technologies used by all universities in the UA system.

The UAS ITS Juneau campus list of service level agreements can be found on its website. Juneau campus ITS staff (including the regional Helpdesk) provide support to the IT and Facilities staff on the Ketchikan and Sitka campuses.

Academic Systems. UAS & UA Anchorage share a single Learning Management System (LMS) instance (Blackboard). This environment has been tailored to allow UAS to innovate and customize the services around the needs of the academic programs, while still enjoying the benefits of standardization and economies of scale that the single UA instance provides.

UAS regularly evaluates the instructional tools which are delivered through the LMS and ongoing customizations are informed by the Blackboard Implementation Workgroup,

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and [CELT](#). UAS continues to view the LMS as a strategic technology and has continued to pursue institutional policies to guide its use. LMS policies include:

- An active course site is created for every UAS course section as soon as the course schedule is published.
- While access to some content and activities may be restricted to class participants, the UAS course sites are visible to the public.
- Course sites are retained indefinitely.
- Design of the system should maximize student interactivity and program and faculty control.
- A course syllabus must be posted either by faculty or their department.
- Course sites are used to deliver formal student course ratings at the end of each semester.

The student rating process continues to collect student perceptions on the effectiveness of technology in UAS classes and student feedback is used to identify areas of improvement for both online as well as on-campus classroom-based technology resources. In addition to the student ratings data, classrooms are reviewed regularly during the academic year, and annually as a joint IT-Facilities Services planning exercise. During these reviews classroom technologies such as sound systems, cameras, and display technologies are assessed and estimations of refresh costs are built into the annual budget plans.

Support Systems. The regional [IT Helpdesk](#) continues to provide the front-line support to UAS technology users. In recent years, UAS has strengthened the Helpdesk by:

- Prominently locating it in a central IT space
- Creating a restructured user services manager position to oversee the area
- Establishing partnerships with the IT support desk at other UA locations so calls can be routed and answered even when the UAS IT Helpdesk is closed.

On the Juneau campus, UAS has further increased support by creating a separate "classroom support desk" located adjacent to the main classroom wing, just inside the Egan Library. This positioning allows the support desk to respond quickly to support needs in the main UAS classrooms as well as those of library patrons and residents of the nearby John R Pugh resident hall.

Both the Sitka and Ketchikan campuses have local IT staff that assist Juneau campus IT staff with ensuring that the technology in those locations is in good working order.

UAS has strengthened its instruction and support for faculty through the creation of [CELT](#). CELT serves and supports all UAS faculty by providing professional development opportunities and collegial learning spaces around teaching, learning, and instructional design.

All faculty are welcome to participate in workshops and events; staff are also included when relevant to their role. These workshops are categorized based on their focus on

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either Instructional Design or Scholarship of Teaching & Learning. Faculty seeking leadership opportunities are encouraged to submit proposals for one-time or a series of workshops/events around teaching and learning. Faculty facilitators may work with their dean/director to craft a proposal eligible for workload credit. A faculty liaison position was also developed to directly communicate the educational technology needs of faculty to IT Services.

In addition to regional CELT support, the Ketchikan and Sitka campuses each have a dedicated instructional designer to support faculty and staff in the effective use of technology. The recent budget reductions and associated staffing cuts have shifted the focus of the IT Helpdesk to providing online training resources for staff, students, and administrators. The IT Helpdesk website provides a wealth of information and both group and one-on-one training sessions are still available on request. A list of available training topics is published on the [Helpdesk website](#).

Replacement Processes. Academic computer refresh strategies are primarily funded using the student technology fees and network charge fees assessed on students. The "tech fee" was established in the mid-1990's and has been used to help fund classroom and lab computer replacement, classroom projectors, student use printers, checkout equipment, and one of the IT Helpdesk staff positions.

One of the challenges faced by all universities is managing the replacement schedule and waste-stream for the many student-use computers. The virtual desktop strategy adopted on the Juneau campus in 2013 has changed this dynamic. The virtual desktop strategy ensures that all student workstations perform at the same level regardless of the age of equipment. Consequently, physical hardware is only replaced when equipment is broken. In addition, UAS has been able to use this strategy to increase the number of student workstations by putting back into service equipment previously slated for retirement. An outcome of this strategy, UAS has been able to dramatically reduce the technology waste-stream. In addition, the hardware will now power-down when not in use, resulting in a significant decrease in power consumption.

Since 2013, UAS has phased out the centrally managed program for replacing employee computers in departments. In part, this was driven by budget pressure; however, the phase out was also necessary due to the increasing diversity of computer platforms. In an environment where employees may want to work on everything from a smartphone or tablet to a custom laptop to a traditional desktop computer, a standards-driven hardware replacement plan was no longer meeting the needs.

In place of the prior system, UAS expanded the virtual desktop strategy to staff computers. Staff who elect to move to a virtual computer are able to take advantage of the standard platform on any Microsoft Windows or macOS compatible computer. Additionally, departments who have outdated computers are now able to avoid hardware replacement.

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With the increased bandwidth available to the Sitka and Ketchikan campuses, UAS will be exploring the feasibility of supporting virtual computers across the region from a single pooled resource in Juneau.

Centralized Servers and Systems. UAS IT services maintains a multi-year replacement plan for centralized servers and core network infrastructure. The IT managers meet annually to review the plan and structure the annual budget around the replacement needs. Up until FY 2021 this had been successful; however declining budgets and increasing costs have impacted our ability to continue this sole funding strategy. A capital asset fund was therefore created at the end of FY 2021 to augment annual budget expenditures and provide a more sustainable solution while still leveraging the annual operating budget.

Recent Initiatives

- Campus wide rollout of Multifactor Authentication (MFA).
- Microsoft Disaster and Recovery Team engagement (DART).
- Security review and hardening of Microsoft Active Directory environment.
- Hardware refresh of VDI server cluster.
- Datacenter UPS replacement.
- Cisco VOIP phone system upgrade.
- Classroom Technology and Media Services restructuring.

Evidence Documentation for Standard 2.I.1
Facilities master plan   UAS Campus Master Plan 2022

Equipment replacement policies/procedures
       UAS Campus Master Plan 2022
       UA BOR Policy 05.06 - Procurement and Supply Management

Procedures for assessing sufficiency of physical facilities
       UAS Campus Master Plan 2022
       UAS Facilities and Campus Services

Policies and procedures for ensuring accessible, safe, and secure facilities
       Administration
       UAS Facilities and Campus Services
       UAS Disability Services
       UAS Care Team
       Operations and Maintenance
              ○ Emergency Procedures
       UAS Emergency Management
              ○ Emergency Operations Plan

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Evidence Documentation for Standard 2.I.1
🐋UAS Health & Safety

Policies/procedures for the use, storage, and disposal of hazardous waste
- 🐋Guidelines for Transporting Hazardous Materials
- 🐋Hazardous Materials Release & Oil Spill (page 80)
- 🐋Chemical Hygiene Plan

Technology master plan and planning processes
- 🐋UAS master technology plan is in process and will be completed in FY26 (*see narrative above - under **Technology Management and Oversight**)
- 🐋UAS Information Technology Services
  - ○ IT Helpdesk
- 🐋UA System Office of Information Technology (OIT)
  - ○ OIT Strategic Plan

Moving Forward

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

1. **The three campuses that make up UAS.** As we move forward, UAS will further clarify how structures, policies, and practices relate to all UAS campuses and how the campuses mutually support each other's work. While celebrating the unique strengths and cultural richness of the Juneau, Sitka, and Ketchikan campuses, UAS recognizes the importance of streamlining processes to enhance efficiency and collaboration.

2. **The UAS Website.** UAS is refining its website as part of a broader communication plan to better serve all stakeholders while keeping its student-centered focus. Originally designed with accessibility and usability in mind for current and prospective students, the website successfully provides critical information and resources for this audience. However, this approach has left gaps in addressing the needs of other stakeholders, including faculty, staff, new employees, and NWCCU accreditors, who require access to institutional information. To address these gaps, the refinement process, already underway, aims to streamline content, eliminate redundancies, and balance accessibility for students with institutional reporting and accreditation needs. For example, an internal employee hub is under development, and the beta version includes key resources such as policies and procedures, onboarding information, event and academic calendars, and press releases.

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3. **Financial Health.** UAS has identified a need to find alternative sources of funding beyond state funding in order to maintain fiscal sustainability into the future.

4. **Strategic Enrollment Task Force.** UAS believes the updated charge for this committee (discussed earlier in the PRFR) will re-energize the campus during the 2025-2026 academic year. The renewed focus takes a holistic approach, breaking down silos that previously caused frustration among faculty and staff. The goals established by this committee will guide and align with the work of other major campus committees, fostering a more cohesive strategic communication plan and ensuring that enrollment and retention remain central to our daily efforts at UAS.

5. **Updated Strategic Plan.** As UAS moves to the evaluation of institutional effectiveness, UAS will present a new strategic plan to NWCCU. UAS is embarking on a comprehensive strategic planning process to shape the institution's future from 2025 to 2030, and to replace our existing Strategic and Assessment Plan. The new plan outlines core objectives, actionable goals, and measurable metrics to ensure progress in expanding access to high-demand programs, growing a talented workforce, and contributing to the vitality of the region. This collaborative effort, developed with input from faculty, staff, students, and community members, reflects UAS's unwavering commitment to its mission and the communities it serves. This plan builds upon UAS's established core objectives while introducing bold new priorities in holistic student success, innovative teaching, and organizational health. It reflects UAS's commitment to aligning resources, policies, and practices with the institution's mission and vision to become a destination of choice for students seeking an education rooted in the natural and cultural richness of Southeast Alaska.

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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 Southeast
_____
(Name of Institution)

Aparna Palmer
_____
(Name of Chief Executive Officer)

Aparna Palmer
DocuSigned by:
74DA0733C2A742D...
_____
(Signature of Chief Executive Officer)

February 24, 2025
_____
(Date)