



**MEMORANDUM**

April 7, 2009

**TO:** UAA Planning and Budget Advisory Council

**FROM:** Mike Driscoll, Provost  
Academic Affairs

**RE: FY10 INCREMENTAL BUDGET REQUEST**

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Attached are the FY10 incremental increase requests for Academic Affairs. For the purpose of the FY10 PBAC process, the following units are located in the division:

Provost's Operations	Strategic Planning/Convergence Model
Faculty Services	University Honors College
Research and Graduate Studies	Undergraduate Research
Accreditation and Assessment	Alaska Quarterly Review
Workforce Development	Institutional Effectiveness, Engagement and Academic Support
Office of Institutional Research	Center for Community Engagement and Learning
CAFÉ	Office of Health Programs

Please note that while IT Services reports to the Office of Academic Affairs, due to the size of its organization, it will be providing separate documentation for PBAC's review.

As noted above, Academic Affairs umbrella includes a significant number of units, with a few minor changes to its organizational structure in FY09. After significant discussion and approval by Chancellor's Cabinet, Community Partnerships came to Academic Affairs with a new title of Institutional Effectiveness, Engagement, and Academic Support; the Office of International Affairs was created, and a new office of Health Programs was created in alignment with UAA 2017 as we make strategic efforts to meet Alaska's critical higher education needs in high priority areas and embody UAA's role as Alaska's Health University.

The current comprehensive organizational structure of Academic Affairs presents the challenge of having to prioritize many critical needs in a division that has seen numerous cuts and internal reallocations in recent years. In addition, there are significant units within Academic Affairs that have not seen strategic financial investment in well over ten years. Any further reductions to our current financial portfolio combined with minimal to no investment in strategically significant areas such as faculty development, will compromise core operations and obstruct the implementation of UAA 2017.

The FY10 and FY11 incremental requests within the attached documentation are prioritized in alignment with UAA 2017 as follows:

FY10 (Continuing Programs Only)

- 1) Accreditation
- 2) Health
- 3) International
- 4) Strategic Planning/Convergence Model
- 5) Research and Graduate Studies

FY11

- 1) University Honors College
- 2) Health
- 3) Faculty Services
- 4) Institutional Effectiveness
- 5) Faculty Services

Please note, FY10 includes continuing program needs only. Items not funded will be rolled into FY11; base requests could be funded with one-time funds to allow reconsideration in FY11.

Academic Affairs is requesting \$254.6K in base dollars and \$254.5K in one-time funds for FY10. Academic Affairs also currently requests \$634.2K for FY11 consideration next year.

Thank you for considering Academic Affairs FY10 incremental increase request. This year's economic climate challenges the FY10 budgeting process significantly and we certainly appreciate your efforts during this time.

## OVERVIEW OF CURRENT BASE OPERATING BUDGET

Please see Attachment IV. In addition, please note the declines in indirect and increases in costs have lead to a significant deficit in the Office of Research and Graduate Studies. The unpredictable nature of indirect returns results in uncertainty about whether the year-end closing will be positive or negative.

## RESTRICTED AND SOFT FUNDS

**The Health Programs Office** currently has several sources of external funding for use during the 2010 fiscal year, covering personnel costs and other expenses related to the funded projects. All of these grants are expected to be expended during 2010 or shortly thereafter and it is not known at this time whether additional external funding will be found for HPO activities during 2011.

These funds include:

- Rural Allied Health Training Project (Denali Commission) – Anticipated funding for all of FY2010. It will not be known until about March 2010 if there will be funds available from this source in 2011.
- Geriatric Education Planning Grant (Rasmuson Foundation) – Grant period concludes 12/3/09. No additional funds are anticipated from this source.
- Health Programs (HRSA earmark from Karen Perdue’s office) – Grant activities are expected to conclude by 7/31/10. No additional earmarks will be forthcoming.
- Expanded Access to Health Programs (HRSA earmark) – Grant activities are expected to conclude 7/31/10. This is also an earmark and will not continue beyond the grant period.

Personnel of the Expanded Access to Health Programs will not continue after the grant is completed. The three ongoing individuals in the Health Programs Office will continue to have an extensive workload after the grant-funded projects are completed.

## University Honors College – Foundation Funds

### *#20597 – Alaska Quarterly Review*

This fund provides support to AQR, including paying honoraria, equipment, travel, support services, publications costs and related items. Currently, this fund has a balance of approximately \$10,600, **which we are projecting to spend down to zero to fund AQR publication costs.** In the past two years, a supporter of AQR has given \$5000 per year to support the publication and other donors have occasionally given smaller amounts (<\$500 per year), but this level of support is not adequate to keep AQR going in future years given the deficits being reported.

### *#20674 – Williams Alaska Honors Program*

This fund provides support for the Honors College, including salaries, travel, contracts, commodities, and direct support to University Honors students. Currently, it has a balance of approximately \$57,900, with no new support coming in over the last few years. We have been projecting that we will spend approximately \$2,500 in FY09 to pay the Honors College Dean’s awards and pay some programmatic costs. There will be additional charges to this account in FY10. **Without new support to this fund, it will not be at a level to support Honors College supplements for new initiatives or to cover contingencies after FY10.**

*#20317 – Excellence in the Forty-Ninth State Fellows*

This fund provides support for the Honors College Forty-Ninth State Fellows Program, including representational and non-representational expenses, salaries, travel, contracts and commodities. This fund currently has a balance of approximately \$4000. This fund must be used for expenses for which the “Forty-Ninth State Fellows” grant from the Department of Education cannot be used, such as to pay for international travel, gifts, and other items that are not considered to be directly related to the grant. **Donations are coming into this fund, but not at the rate necessary to keep up with expenditures.**

*#20063 – Estelle J. Spatz Undergraduate Research*

This fund is the primary fund used to support the undergraduate research grants and awards programs, including the Undergraduate Research and Scholarship Grants, the Undergraduate Research in the Community Award, the Discovery Award, Discovery Grants, the Research Internship in Ecology and Physiological Ecology Award, the Global Change Student Research Grant, the Consortium Library Prize, the Student Conference on United States Affairs, the Policy Research Internship Awards, and the Discovery Grants. **This fund currently has a balance of approximately \$49,000, which without further significant donations, will not be sufficient to support the current program beyond the next year or so.**

*#20299 – Alaska Heart Institute Research Foundation*

This fund provides several annual awards to undergraduate students doing biomedical research to support the students’ research plus a stipend and a tuition allocation with some flexibility to fund joint student and faculty biomedical research in the future. With the latest commitment from the fund founder, we will have approximately \$170,000 to support student biomedical research for several years.

*#20261 – Dr. Alex Hills Award*

This fund provides an annual award to an undergraduate engineering student to support student’s research plus a stipend. The fund currently has a balance of approximately \$8500 which is adequate to support student research for several years, and is being actively supported by the fund founder.

*#20183 – Parasca Science Research Award*

This fund provides funding and a stipend to support student research projects in the sciences. **This fund currently has a balance of near zero.** The original donor has been approached about supporting this fund, but currently research being made in the name of this fund are being paid for through the Estelle J. Spatz Undergraduate Research Fund.

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title:** *Reaffirmation of Institutional Accreditation through the Northwest Commission on Colleges and Universities — Completion of the first cycle of the pilot accreditation process introduced by the Commission in the fall of 2009.*

**1. Request Description.** *(Provide a detailed narrative of the request. Include the purpose of the request and the market demand the request is intended to meet. If applicable, include the number of students affected and specific employer demand met. For research programs, include areas of state needs met and external funding source, i.e., National Science Foundation.)*

The accreditation increment recognizes the need for UAA to complete the accreditation process that began last year. Every aspect of our mission and operations is being evaluated in a pilot process that incorporates standards and procedures that are new to the NW Commission on Colleges and Universities (NWCCU). Many are being developed as we progress.

The requested increment will fund faculty involvement in the reaccreditation project, extraordinary support for the Office of Academic Affairs, and travel for the Commission evaluation visit in Fall 2009, and contractual expenses. The specifics of the request are presented in greater detail under *Item 5 (Operational Expense)*.

The reaccreditation effort supported by this increment has two areas of focus.

1. The university must have structure, resources, policies and procedures in place that allow us to meet the existing and emerging Commission standards. University processes should be well documented and running smoothly. Regular assessments should document accomplishments and needed adjustments, which should lead to continuous improvement.

A portion of this request will continue to support a part-time administrative position in OAA of the Associate Vice Provost for Curriculum and Assessment. His accreditation responsibilities include participation in all curriculum development, development of assessment and program review processes, guidelines for approval of doctoral level programs for UAA, helping to resolve policy and procedural conflicts, and recording policies. The assessment development is particularly critical because of the need to design and implement processes for general education and institutional learning outcomes, and for the incorporation of regular assessments into university operations outside of academic units.

2. The university must complete the pilot accreditation process that consists of extensive evaluation of performance, four reports, and two visits designed to evaluate the university's mission, goals, outcomes, resources, capacities, effectiveness and mission fulfillment. The NWCCU reviews all aspects of university operations and makes recommendations based on accomplishment and compliance with published standards.

A steering committee with members from across the institution, and a leadership team of faculty, staff and administration will continue to work with representatives from all units and campuses and with several of the governance organizations. The work of these committee members must be supported through contract extensions, administrative workload assignments and travel funding. Completion of Report #1 and an equal number of commendations and recommendations from the Commission illustrates both the accomplishments and the challenges facing these teams.

The committee continues to develop and guide an accreditation process that engages people from all units, that communicates as broadly as possible and that incorporates useful input into descriptions and reports that

are circulated to all corners of the institution. This should allow the accomplishment of the goal stated last year - not only to reaffirm our accreditation, but also reaffirm our mission and make informed adjustments to our operations and strategic plans.

The Office of Academic Affairs will manage the reaccreditation project under the guidance of the steering committee. The level of staff support will be significant for coordinating the dialog that must occur; reviewing, tracking and editing the documentation; arranging for appropriate review and approval of the steering committee and institutional leadership, communicating with the NW Commission, and making arrangements for productive visits.

**2. Strategic Purpose.** *(How does the request support UAA 2017? How does it strengthen our total instructional program? Reinforce and expand our research? Expand educational opportunity and increase student success<sup>1</sup> Strengthen the quality of campus life and the UAA community? Expand and enhance the Public Square?)*

This proposed activity supports all five priorities of the UAA 2017 Strategic Plan. Those priorities have become the five core themes by which we describe ourselves and evaluate our effectiveness for accreditation purposes. The core themes are clearly related to the UAA mission, and the underlying goals, outcomes, and indicators have been determined and reported to the Commission. Further reports and evaluation of our performance in these thematic areas will promote the quality of our activities and encourage the incorporation of strategic elements and assessments into all of the university's operations.

**3. Operational Focus.** *(Does the request fill a gap, remedy a problem, or respond to an external requirement (e.g. accreditation or professional standard)? Does it reinforce or accelerate institutional or program success? Does it invest in a new initiative?)*

This proposal will fund an ongoing activity that is essential for the continued success of the institution and our students. Institutional accreditation has more benefits to students than can be listed here in the areas of financial aid, credit transfer, recognition of programs, work readiness and professional advancement. Institutional accreditation by the NW Commission is mandated by Alaska statute.

**4. FY10 GF and NGF Request** *(What GF funds are requested? What NGF revenue is anticipated?)*

Since the Office of Academic Affairs is not a revenue-producing department, the entirety of the request (\$129.5K) is for general funds.

**5. Operational Expense** *(How will the funds be spent; i.e., personal services, travel, etc. Please provide a budget for the funds requested. Include the number of positions requested.)*

The majority of the increment will ensure the availability of senior faculty and experienced staff to direct and manage the reaccreditation effort and to build and direct the institutional processes that are essential for continued accreditation. Distribution is expected to occur approximately as follows:

**Priority 1:**

- **\$7.5K** for contractually required expenses associated with the Fall 2009 site visit.
- **\$27K** to colleges to free college personnel from regular workload obligations during the academic year, thereby making them available for meaningful participation in the reaccreditation effort.

- **\$70.5K** to a faculty member placed in a term half-time administrative assignment in Academic Affairs as Associate Vice Provost. Responsibilities include key participation in all curriculum development, development and evaluation of program and institutional assessment, reinstatement of a functional program review process, creation of guidelines for approval of doctoral level programs for UAA, resolution of policy and procedural conflicts, and recording policies. The assessment development is particularly critical because of the need to design and implement processes for general education and institutional learning outcomes, and for the incorporation of regular assessments into university operations outside of academic units.

**Priority 2:**

- **\$22.5K** in payments to 4 faculty leaders and the Associate Vice Provost for obligations beyond their normal contract periods.
- **\$2K** for community campus faculty lead travel to meetings in Anchorage.

It is expected that in FY11 the costs will be similar. After the completion of the compressed accreditation pilot in the Spring of 2011, costs should reduce. The needs for the Associate Vice Provost position and the additional capacity in institutional research will continue and should be considered for base allocations.

**Outcomes for FY 10:**

- Revise and resubmit Institutional Report #1 incorporating the Commission's recommendations received in March 2009 – due September 1, 2009. Refine and reaffirm the institutional core themes, goals, outcomes and indicators.
- Gather, compile and integrate information received from all major units regarding their resources and capacities. Incorporate into a coherent report to the Commission that meets the requirements of Report #2 – due September 1, 2009.
- Prepare and implement processes for assessment of performance of all major units. Refine indicators, identify data sources, collect and analyze data and report performance of UAA units in each core theme. Complete Report #3, complying with Standards 3 and 4 and guidance from the NWCCU – due March 1, 2010.
- Continue evidence collection and analysis for all core themes and all functional units. Develop rubrics and targets as needed. Make and support judgments about institutional performance and mission accomplishment. Draft report #4, establish process for review and refinement and prepare to finalize and submit to the Commission in September 2010. Prepare for evaluation visit in October 2010.

**6. Department/Program Investment.** *(What investment, if any, is the department/program prepared to make in this proposal in addition to the funds requested from outside the present budget? Will any funds be reallocated internally to support this effort?)*

The current OAA accreditation budget (\$3500) has funded travel to annual NWCCU conferences and hosting of NWCCU evaluators who have made focused visits to review progress on prior recommendations or review new programs at UAA. All such visits have resulted in reaffirmation of institutional accreditation. The participation of all staff and administration in the institutional accreditation efforts will continue.

**7. Collaboration.** *(Demonstrate how the program optimizes existing capacity and expertise throughout the system. Is the program developed collaboratively across campuses/MAUs in a manner that emphasizes appropriate roles, strengths, and missions?)*

The steering committee directing the reaccreditation efforts is composed of leaders from throughout the university. All units will be expected to contribute to provide information, perform assessments, and participate in hosting the evaluation team during the visits. The reaffirmed accreditation that results from this effort will apply to all components of UAA, including all community campuses and extended sites. Throughout this effort UAA will continue to cooperate directly with the NW Commission and to collaborate with the other three pilot

institutions. Together we are developing, refining and testing the standards and processes that will be used for all colleges and universities in the NW Region. It is difficult to overstate the value of that collaborative arrangement.

**8. UA SWS Performance Measures.** *(What is the anticipated impact on the seven PBB performance measures for the period FY10-FY14. Provide specific estimates.)*

This proposal is not expected to influence the system performance measures that exist. There is discussion of applying a greater number of common performance measures to all MAUs. This effort has great potential to influence that effort and to place UAA in a position to gather and report on all measures, for institutional, system and accreditation purposes, as part of a coordinated process.

**9. Other Output Measures.** *(Beyond the UA measures, how will the request affect the measureable output of teaching, research, engagement, and/or creative expression? Provide specific estimates.)*

The standards, performance expectations, and means of assessment of institutional performance are being developed for UAA through this accreditation process. These will lead to heightened recognition of each unit's contribution to the UAA Core Themes and Mission, and expanded awareness of the outcomes we are trying to achieve and the indicators we use to measure our performance. While no specific estimate is appropriate at this time, we can expect to see a greater focus on activities that are aligned with our strategic plan and whose performance is measured against accepted standards.

**10. Productivity and Efficiency.** *(What empirically demonstrable impact will this request have on program or institutional productivity and efficiency? Faculty to student ratios and cost per student are relevant examples. Provide specific estimates.)*

The impact on unit efficiency and productivity will be a valuable result of the reaffirmation effort. Academic and administrative units will complete assessments of their activities and produce recommended actions for improvement. Assessments will be shared with the steering committee and the wider university community and inform discussions on the institutional level. This creates the possibilities for enhanced mission-centric review, direction and support as a result of this effort.

**11. Effectiveness and Quality.** *(What empirically demonstrable program or institutional improvements in quality are expected from the implementation of this request? Identify specific outcomes.)*

Academic programs that have been assessing their student learning outcomes for several years have program adjustments ranging from subtle to substantial. Program faculty and staff have developed a better sense of direction and an enhanced purpose for achievement. The potential exists to realize similar advances in all functional areas of the institution.

**12. Sustainability.** *(What impact will this request have on institutional, programmatic or environmental sustainability?)*

Institutional and programmatic sustainability and the success of students graduating from our programs are strongly linked to the continued accreditation of UAA by the NWCCU.

**13. Priority Ranking.** *(In your major budget unit, what is the priority for this request? Explain why this request received this ranking.)*

Academic Affairs' Priority 1 for FY10

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title** *Health Programs Office 2010 Incremental Budget Request*

**1. Request Description.** In support of the mission of UAA as the health campus lead for the UA system, the Health Programs Office is responsible for facilitating collaborative planning and development of health programming at UAA and with campuses throughout the system, as well as with industry and community partners. The Office is staffed by three individuals, the Vice Provost for Health Programs, the Special Projects Director, and the Grants and Contracts Analyst/Project Assistant. Primarily grant-funded in FY2010, a small portion of personnel costs and office operating expenses are not adequately covered. This request is to provide for these uncovered costs.

**2. Strategic Purpose.** In the past several years, activities of health programs staff have catalyzed the expansion and development of health programs across the UA system, resulting in an overall increase of 68% in students pursuing health occupations and professions education at all levels, more than 4000 students per year. Health programs have been taken across the state through focused development and use of distance delivery methods. An important component has been establishment of a network of student success coordinators who link distance students with program faculty and local resources. This work has been done in close partnership with many community and industry partners. Fund-raising activities have resulted in millions of dollars of new and expanded programming to address the health workforce needs of Alaska.

**3. Operational Focus.** Development work continues in many critical areas of shortage, particularly in the health professions.

**4. FY10 GF and NGF Request.** GF Request \$55.1K      NGF \$9,515 (indirect cost recovery)

**5. Operational Expense.** The majority of the request this year will cover salary shortfalls and minimal operational costs.

- **\$55.1** to cover 28% of the remaining Vice Provost for Health FY10 salary and 26% of the remaining Grants and Contracts Analyst/Project Assistant FY10 salary not covered by grants.
- **\$9.5** to cover minimal operational costs.

**6. Department/Program Investment.** Indirect cost recovery from grants funding project activities will be dedicated to offsetting these operating costs.

**7. Collaboration.** Collaboration across all campuses of the UA system is the operating principle of this office. Considered planning and coordination of programs to minimize duplication, except where indicated, is a primary function of the office. Facilitation of cooperative partnerships in both instructional programs and health research is a focus.

**8. UA SWS Performance Measures.** Student credit hour production in high demand health careers will be impacted by the work of this office. It is expected that facilitation of collaborations in health research will also improve the university's ability to achieve external funding.

**9. Other Output Measures.** Developing broad and deep partnerships with industry and community partners will serve to strengthen opportunities for our students and faculty.

**10. Productivity and Efficiency.** Working in a coordinated manner to plan, develop and implement often expensive health programs will limit unnecessary expense and duplication of effort.

**11. Effectiveness and Quality.** Projects carried out by this office include evaluation of programs and delivery methods.

**12. Sustainability.** Because the health care industry remains strong even in the face of economic distress and the need for health workers continues to grow, continuing to support the development of health programs at UAA will result in continued demand for university courses in this area.

### **13. Priority Ranking**

Academic Affairs Priority 2 for FY10

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title:** Office of International Affairs

**1. Request Description.** *(Provide a detailed narrative of the request. Include the purpose of the request and the market demand the request is intended to meet. If applicable, include the number of students affected and specific employer demand met. For research programs, include areas of state needs met and external funding source, i.e., National Science Foundation.)*

Pursuant to section 3.c of Provost Driscoll and Vice Chancellor Spindle's joint memorandum of 23 March, this request represents an increased priority and significant alteration of a proposal initially submitted last year. The provision of section D.3 in the joint memorandum of 16 February notwithstanding, this proposal requests 15% of the non-resident tuition surcharge paid by international students under F-1 and J-1 visas, as a revenue stream to partially support the International Affairs Office in its service to such students and UAA's greater internationalization, including further development of Study Abroad opportunities and enhanced opportunities for faculty to teach and research abroad. Surveys previously conducted confirm UAA students' interest in a greater international component to their education, as well as potential employers' desire for employees better equipped to deal with a globalized 21<sup>st</sup> century environment. Additional funding streams and possibilities will be developed from new fees to be paid by international students, service fees applied to students studying abroad, a funding request to the UA Foundation International Trade Account, shared position(s) with the externally funded Confucius Institute, and some residual GF funds supporting part of the Director's salary and benefits.

Substantial growth in the number of international students at UAA and in both the opportunities for UAA students to study abroad, especially in short (<3 weeks) programs, and in students taking advantage of such opportunities are expected. Funding and further development of the International Affairs Office will both respond to and facilitate such growth. The most recent figures available show 325 international students at UAA (Anchorage campus only, Institutional Research estimate, AY '09) and 73 UAA students studying abroad (fall, 2008, spring, 2009) for a total of 398 students directly affected, using 2008-2009 as a base period. The study abroad number is a woefully small percentage of UAA students, compared to the percentage of such students at peer institutions. It must be grown significantly if our students are to have the educational background they need to meet employer demand and function in the 21<sup>st</sup> century.

**2. Strategic Purpose.** *(How does the request support UAA 2017? How does it strengthen our total instructional program? Reinforce and expand our research? Expand educational opportunity and increase student success? Strengthen the quality of campus life and the UAA community? Expand and enhance the Public Square?)*

This proposal directly supports and accomplishes UAA 2017 Priority A.6, "*organization and expansion of our internationalization and inter-cultural programs* [ . . . ] *to prepare our students to think, work, and serve in a world being transformed by integration and globalization.*" It also strengthens the instructional program through further development of Study Abroad opportunities and collaboration with faculty and departments in internationalizing the curriculum, thereby also expanding educational opportunity and student success in better equipping students to live and work in the 21<sup>st</sup> century. Bringing more international students to UAA will strengthen the quality of campus life and show other students who their global competition is. Facilitation of international collaborations will expand faculty research opportunities. Recruitment of more international faculty to UAA and provision of more international experiences for UAA faculty will facilitate a further internationalization of the UAA curriculum.

**3. Operational Focus.** *(Does the request fill a gap, remedy a problem, or respond to an external requirement (e.g. accreditation or professional standard)? Does it reinforce or accelerate institutional or program success? Does it invest in a new initiative?)*

This request responds to all of the mentioned operational foci. It both fills a gap and remedies a problem in better addressing UAA's relatively (compared to institutional peers) sparse international support infrastructure. In consideration of the specification of internationalization as a priority in UAA 2017 (see item 2, above) this activity becomes an accreditation-mandated requirement. In accomplishing these things it reinforces and accelerates institutional success. The development and growth of an Office of International Affairs also represents a new initiative.

**4. FY10 GF and NGF Request** *(What GF funds are requested? What NGF revenue is anticipated?)*

**OPTION A:** **The GF request is \$91, 460. Additionally, the following NGF revenue is anticipated:**

325 international students (fall '08) @\$50/student x 2 semesters=\$32,500	
50/50 split with International Student Services	\$16,250
Study Abroad fee @\$100 per instance for 73 students (fall'08)	7,300
Joint funding proposal (with World Trade Center) to UA Foundation	75,000
<i>(note: a joint proposal with the WTC is being drafted as this Document is prepared. Any finding is speculative.)</i>	
<b>Total anticipated NGF revenue</b>	<b><u>\$98,550</u></b>
<b>GF Funding request</b>	<b><u>\$91,460</u></b>
<b>TOTAL ANTICIPATED REVENUE W/GF FUNDING</b>	<b><u>\$190,010</u></b>

**OPTION B:** *Alternative option to GF funding request:*

*Based on preliminary FY 2009 data provided by UAA's Office of Institutional Research, Anchorage campus non-resident-tuition-paying students are generating \$875,278 in the non-residence surcharge this fiscal year. OIR estimates further indicate 325 Anchorage campus international (F-1, J-1 visa) students in FY '09. Even assuming flat enrollments through FY '10, and assuming the 4% tuition increase approved for 2010 is applied to the current \$314/SCH non-resident tuition surcharge, \$910,289 in such charges would be generated in FY '10. Ten percent (10%) of those surcharges and all such surcharges generated in the future is alternatively requested on an annual, on-going basis (with the preceding assumptions, this would be \$91,029 in FY '10), with carry forward to cover future enrollment fluctuations. This more flexible funding alternative will allow funding to rise and fall as international enrollments rise and fall, and will provide a stream, presuming growth, to sustain the activities that create that stream and support growth without an addition GF funding request in the future. Additionally, the Study Abroad fee will be increase progressively to \$300 to fund growth and commensurate costs.*

<i>10% of international student non-resident surcharge:</i>	\$91,209
<i>Anticipated NGF revenue from above</i>	98,550
<b>TOTAL ANTICIPATED REVENUE W/ALTERNATIVE FUNDING</b>	<b><u>\$189,759</u></b>

**5. Operational Expense** (*How will the funds be spent; i.e., personal services, travel, etc. Please provide a budget for the funds requested. Include the number of positions requested.*)

Cost/Expenditures (not inflation adjusted):

Personnel:

International Affairs Coordinator (78 step 10), salary and benefits	\$88,990
.5 student assistant at 20 hrs./week at \$10 (incl. benefits) for 52 weeks	10,000
.25 FTE budget technician (% of existing position?, range 78, step 4)	19,200
Director of Intl Affairs (\$6,403 biweekly incl. benefits @26 pay periods @ 75% of 9 months+ 100% summer)	135,264
Total personnel:	253,454
Less existing base allocation for 75% 9 months, Director	(93,644)
Net total Personnel	<u>159,810</u>

Contractual/Commodities:

UAA faculty travel, support	15,000
Director, Staff Travel:	5,000
International visitor/partner hospitality, misc. costs	5,000
Phone:	1,200
Copying:	250
Stationery:	250
Marketing/publicity/printing:	2,000
Memberships:	1,500

Total Contractual/commodities: \$30,200

GRAND TOTAL ANNUAL EXPENSE \$190,010

(DIFFERENCE, NGF REVENUE FROM ITEM 4/EXPENSE) (\$91,460)  
GF requested \$91,460

BALANCE 0

**6. Department/Program Investment.** (*What investment, if any, is the department/program prepared to make in this proposal in addition to the funds requested from outside the present budget? Will any funds be reallocated internally to support this effort?*)

The Office of Academic Affairs has invested or committed approximately \$200,000 in the start-up of the International Affairs Office for FY09 and will continue to invest funds sufficient to cover any shortfall (difference) in revenue relative to expenses following PBAC recommendations and eventual favorable action for requested funding. However OAA subsidization at current levels is not sustainable. See FY09 detail in Attachment IV.

**7. Collaboration.** *(Demonstrate how the program optimizes existing capacity and expertise throughout the system. Is the program developed collaboratively across campuses/MAUs in a manner that emphasizes appropriate roles, strengths, and missions?)*

This program is not essentially a collaborative program, though it entails significant collaborations. The Office of International Affairs collaborates and coordinates and/or will do so with Statewide Academic Affairs, UAF Office of International Programs, World Trade Center Alaska, the Confucius Institute, UAA Human Resource Services, Research and Graduate Studies, International Student Services, Residence Halls, Student Life, AHAINA Student Programs, International Studies Program, CAFE, Center for Community Engagement and Learning, and the Honors College.

**8. UA SWS Performance Measures.** *(What is the anticipated impact on the seven PBB performance measures for the period FY10-FY14. Provide specific estimates.)*

The Office of International Affairs will impact favorably on and/or reflects (1) Undergraduate Retention, (2) Student Credit Hours, (3) University-Generated Revenue, and (4) Strategic Enrollment Management Planning. Developing increased study abroad opportunities and student participation will enhance student satisfaction with programs and promote greater student retention. As more students are retained, student credit hours will increase, an increase compounded by the growth in international students at UAA. The various fees charged will increase University-generated revenue, as will recruitment of additional international students for spring residence hall occupancy. A strategic approach will be taken to recruitment of international students, with an emphasis on those *not* eligible for resident tuition, reflecting enrollment management planning and maximization of revenue. To the extent that these effects are measurable as they apply exclusively or can be attributed to International Affairs, noticeable increases or improvements in all 4 will result in the FY10-FY14 period.

**9. Other Output Measures.** *(Beyond the UA measures, how will the request affect the measureable output of teaching, research, engagement, and/or creative expression? Provide specific estimates.)*

Activities and accomplishments to date:

- Development of deans' recommendations following January Statewide China trip, organization of related meetings
- Intense renegotiation and redrafting of international agreements with Russian and Korean partner institutions
- Facilitation of developing relationships with Chinese partner institutions, visiting scholars
- Travel to Beijing to explore and further develop international institutional partnerships
- Sponsorship of faculty member attendance at meeting of Association of Regional Centers of the East-West Center
- Coordination of development of joint international Service Learning experiences with Scandinavian partners
- Attendance at International Studies Association annual meeting, annual NCSA meeting
- Attendance at Northwest Academic Forum 2008 Annual Meeting, "Local to Global: Partnerships and Strategies for Improvement"
- Coordination and facilitation of SW General Counsel review of draft MOU's for several international relationships
- Refinement of catalogue of UAA international MOU/MOA's, establishment of listing on Academic Affairs website
- Extensive consultation and facilitation with key individuals, units associated with internationalization (International Student Advisor, Chancellor's office, Office of Academic Affairs, Human Resource Services, Confucius Institute, Statewide Academic Affairs)

- Development of protocols and review process for creation of faculty-led Study Abroad short courses; facilitation and promotion of such courses
- Extensive inventory and categorization of all UAA international activities
- Assistance with development of UAA's Confucius Institute

The following are performance outcomes expected from the proposed program over time:

- Establish process, standards for international MOU's and MOA's
- Increase student participation in international educational opportunities, including opportunities responsive to the needs of both traditional and nontraditional students and greater NCSA participation
- Increase international partnerships and international students enrolling at UAA
- Better publicize and market existing study abroad opportunities (orientation, application procedures, etc.)
- Support and promote greater faculty participation in international teaching, such as in the NCSA program
- Support and promote greater use of Fulbright opportunities
- Work with departments and faculty to identify and help promote international education and research activities abroad that complement and/or integrate into on-campus work and support program objectives
- Assist with fundraising for student scholarships to facilitate education opportunities abroad
- Create guidelines for developing new Study Abroad programs or adding new providers
- Inventory, review and maintain archive of all international MOU's/MOA's
- Develop unified International web site linking to multiple existing websites
- Work with other units such as CAFE to suggest and promote the scheduling of internationally oriented public square events

**10. Productivity and Efficiency.** *(What empirically demonstrable impact will this request have on program or institutional productivity and efficiency? Faculty to student ratios and cost per student are relevant examples. Provide specific estimates.)*

Other than generating revenue through fees in support of related services provided, an inherent improvement in productivity and efficiency, this is not an efficiency initiative. It is, rather, an effectiveness and quality initiative.

**11. Effectiveness and Quality.** *(What empirically demonstrable program or institutional improvements in quality are expected from the implementation of this request? Identify specific outcomes.)*

With the financial support requested in this proposal International Affairs will play a key role in improving the quality and attractiveness of UAA's academic programs through the mission-driven greater internationalization of the institution.

**12. Sustainability.** *(What impact will this request have on institutional, programmatic or environmental sustainability?)*

This program has no specific relationship to sustainability issues, other than making provision of needed services more financially self-sufficient through fees and directing a portion of tuition revenue generated to support activities that generate them.

**13. Priority Ranking.** *(In your major budget unit, what is the priority for this request? Explain why this request received this ranking.)*

Academic Affairs' Priority 3 for FY10

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title: Office of the Vice Provost: Graduate Dean, Vivarium Package, Vivarium Start-Up, Graduate School Coordinator, Compliance Chairs**

#### 1. Request Description

**Graduate Dean:** Appoint half-time position to lead the grad school with implementation of Professional Doctoral program and graduate school implications for EPSCoR (NSF), INBRE (NIH), and COBRE (NIH)- all involving joint PhD students (~50), as well as the expanding MA, MS, MED, MPA, MPH, MO, MBA, MCE, MAT, MSW and MFA (>850 students) programs

**Vivarium Package:** Appoint supervising compliance-research Veterinarian, vivarium manager and operational startup costs for vivarium. Vivarium is essential for INBRE (NIH) supported faculty and probably for new hires in the biomedical and WWAMI program. PhD, MS and MD students are potential student users of the vivarium.

**Vivarium Start-Up:** If the successful applicant for the veterinarian is recruited into a faculty line, then it will be necessary to include start-up funds in the employment offer.

**Graduate School Coordinator:** Appoint full-time coordinator in the Grad School to assist in expanding roles for both the joint PhD and MS/MA programs.

**Compliance Chairs:** Support for 1 mo salary for the chairs of IRB/IACUC, currently funded through salary savings. These chairs are committed to support of the compliance requirements of all federal and state agencies and foundation funds that involve human or animal subjects.

#### 2. Strategic Purpose

**Graduate Dean:** Priority B; #2 Research capacity; #4 Build research-centered grad programs

**Vivarium Package:** Priority B; #1 Build research infrastructure; #2 Increase capacity for sponsored research; # 4 Support research-centered grad programs; Expand educational opportunity and increase student success (enables undergraduate students to work in active learning environment)

**Vivarium Start-Up:** Priority B; #1 Build research infrastructure; #2 Increase capacity for sponsored research; # 4 Support research-centered grad programs; Expand educational opportunity and increase student success (enables undergraduate students to work in active learning environment)

**Graduate School Coordinator:** # 3 Assist in publications by grad students; #4 Build research centered grad programs

**Compliance Chairs:** #1 Support, basic and applied research

#### 3. Operational Focus

**Graduate Dean:** Appointment accelerates grad program success. Dean will have more time to invest in new initiatives for the grad program.

**Vivarium Package:** These appointments and support fill a vacancy. The vivarium cannot open without this package, it fills a gap, remedies a problem, and responds to an external professional requirement. It reinforces and accelerates both institutional and programmatic success (see subsequent justification in Items 8 and 9).

**Vivarium Start-Up:** Provides programmatic funding necessary to fund a new hire should the successful veterinarian candidate seek a split administrative/ faculty appointment.

**Graduate School Coordinator:** This appointment fills a gap and will reinforce the success of the grad program.

**Compliance Chairs:** The request satisfies an unfunded mandate required by federal and state law.

#### 4. FY 10 GF and NGR Request

**Graduate Dean:** \$84,430 (includes base salary of \$63,914 and benefits of \$20,516; 50/50 \$42.2K GF/\$42.2K NGF)

**Vivarium Package:** \$210,000 (includes ISB Veterinarian for \$120,000; \$126K GF/\$74K NGF) phasing to 30/70 as research effort increases and projects cover vivarium costs

**Vivarium Start-Up:** \$100,000 for capital and equipment purchases

**Graduate School Coordinator:** \$74,886 (includes base salary of \$45,999 and benefits of \$28,887); \$74.9K GF

**Compliance Chairs:** Three UAA faculty members receive overload assignments to chair mandatory IACUC and IRB committees. Expenses totals \$25,156 (includes base salaries of \$19,800 and benefits of \$6,356).

5. **Operational Expense** See Item 4 above.

6. **Department/Program Investment** There is no excess budget available in the Office of the Vice Provost to meet these needs.

#### 7. Collaboration

**Graduate Dean:** Will work with College/School deans and department heads for their grad programs. Collaborates with UAF Grad School Dean to facilitate the joint PhD [program

**Vivarium Package:** Personnel provide essential components to all animal related research functions.

**Vivarium Start-Up:** Involvement as a faculty member expands to academic student interaction.

**Graduate School Coordinator:** Will assist the Grad School Director and Dean coordinate the important cross campus activities of the grad school.

**Compliance Chairs:** These faculty provide the required oversight of all research associated with human and animal subjects.

#### 8. UA SWS Performance Measures

**Graduate Dean:** A proactive graduate dean impacts many areas by providing a professional academic environment for faculty involved in student education. Not all benefits of a quality Graduate School, focused leadership, and faculty support can be calculated, but the impacts include:

Positively impact high demand job areas: Increasing numbers of individuals are returning to higher education to improve their employability. High demand positions in health care, the sciences, and other areas are seeking higher levels of education and the benefits brought to the workplace.

Undergraduate retention: Education occurs not only in the classrooms and laboratories, but through mentorship. Faculty conducting active research labs regularly request their graduate students to mentor undergraduates in the laboratory settings.

University-generated revenue: Many grants include undergraduate and graduate research opportunities. Having a healthy graduate environment and attracting quality students increases the volume of grant dollars secured, which in turn, increases indirect recovery for the University. The benefit of these additional dollars is spread throughout the university. This can be calculated but the research staff in this office are currently assisting departments with budgetary concerns.

Student credit hours: Over 900 graduate and doctoral students currently attend UAA and contribute significantly to the University's credit hour production. Providing leadership support to faculty who teach graduate courses is essential to improving programs.

UA Grant Funded Research Expenditures: This can be calculated for grants that currently support graduate students, but the research staff in this office are currently assisting departments with budgetary concerns.

**Vivarium Package:** The vivarium directly supports biological and biomedical research, which are a high demand job areas. It also positively impacts undergraduate retention by providing them with a more thorough and satisfying hands-on educational experience by enabling them to actively become involved in the learning process. University-generated revenue is greatly enhanced; it is expected that one of our research/teaching faculty will generate \$960,000.00 in indirect recovery over the next three years. The vivarium will be shared by several successful faculty who are actively involved in both teaching and research so the amount of recovery will be even greater. Student credit hours will increase as students not only enroll in courses that are directly related to vivarium activity, but also begin enrolling in undergraduate research and independent study projects to engage in more specific topics related to a particular area of interest in biomedical or biological research. Grant funded research expenditures will increase as we will now be able to attract and retain high quality research/teaching faculty who've declined job offers because of the lack of a functional, Anchorage-based vivarium (some of whom had track records in the multi-million dollar grant range). Exact financial impact is not available as grant staff are currently assisting departments with budgetary concerns.

**Vivarium Start-Up:** Benefits student retention as lab equipment and capital items purchased would then be available for student instructional purposes; expands revenue generation and research expenditures as capabilities will enable position to actively pursue grant funding. Increases ability of other faculty involved in biomedical and biological animal research to competitively apply for other grants.

**Graduate School Coordinator:** Unable to calculate benefit.

**Compliance Chairs:** IACUC and IRB chairs are directly related to the Performance Based Budgeting criteria as both areas are involved in curricular and research matters ensuring compliance in high demand job areas, undergraduate retention, revenue and research expenditures, and non-credit instructional productivity (dependent on course content).

## 9. Other Output Measures

**Graduate Dean:** The dean will promote the UAA Graduate School in Alaskan communities and at out of state graduate school functions. This will serve as a valuable recruiting vehicle for the UAA.

**Vivarium Package:** There will be no biomedical animal research on this campus without a vivarium. The lack of this facility is proving to be a major constraint in our ability to conduct recruit and retain faculty, and significantly reduces the quality of instruction we can provide for our undergraduate students (current educational research finds that an increasing number of students are retained and the learning experience is much more successful if students are taught by faculty who are actively applying science, not simply reiterating information from textbooks). In addition, it will result in the loss of recently awarded grants and hinders the ability to acquire future grant support. With this loss comes a decrease in indirect research dollars, which negatively impacts all of campus. One faculty member requiring the vivarium for his research recently received two grants: one is \$400,000/year for two years, the second is \$800,000/year for three years. The University would lose a total of \$960,000 in indirect costs if these two grants are returned due to the lack of the vivarium. This particular faculty member currently has 120 animals in his care but must travel to and house them UAF to conduct his research. This is not an ideal situation for any faculty member.

**Vivarium Start-Up:** Greatly expands research capabilities with NIH and NSF for this faculty member as well as others on campus who are engaged in biomedical and biological animal research. Unable to provide estimates as knowledgeable faculty member is currently out of town.

**Graduate School Coordinator:** This position will interact with potential students enquiring about graduate education at UAA and with personnel from other grad schools.

**Compliance Chairs:** The Compliance Chairs currently provide an absolutely essential function on campus. Impacts of their service vary from approving the content of human surveys and experiments in undergraduate instruction to ensuring that laboratory research animals are housed, fed and cared for in accordance with the highest of animal care standards.

## 10. Productivity and Efficiency

**Graduate Dean:** Has not been determined. Guess: massive.

**Vivarium Package:** One UAA faculty member currently houses 120 animals at UAF due to UAA's lack of a vivarium. It is an understatement to say this creates a major inconvenience in his teaching and research and hinders his productivity.

**Vivarium Start-Up:** Not currently measured, but the collaboration with and impact on other faculty engaged research funded by NIH, NSF, Alaska Department of Fish and Game and the U.S. Fish and Wildlife on UAA's campus is significant. Significantly enhances the opportunity for student research.

**Graduate School Coordinator:** Not measured.

**Compliance Chairs:** Not measured.

## 11. Effectiveness and Quality

**Graduate Dean:** Coordinated promotion of the graduate programs.

**Vivarium Package:** Allows the animal research enterprise to continue.

**Vivarium Start-Up:** Greatly enhances faculty and student research opportunities.

**Graduate School Coordinator:** Increased coordination and communication of grad school activities.

**Compliance Chairs:** Will allow solid funding of faculty carrying out these mandated activities.

## 12. Sustainability

**Graduate Dean:** Hiring a Graduate Dean for the Graduate School is essential to provide programmatic growth, coordination and professional guidance to the Graduate School. Filling this position will provide administrative relief for the Vice Provost, allowing the Vice Provost to focus on pressing faculty and research issues. The Graduate Dean will positively impact institutional and programmatic sustainability.

**Vivarium Package:** Providing the funds for the vivarium package is of utmost importance as it impacts institutional, programmatic and environmental sustainability. Delay will negatively impact millions of dollars worth of current research. Stoppage of this research reduces the overhead amount available to the University, negatively impacts the ability of faculty to submit future proposals, significantly decreases educational opportunities for undergraduate and graduate students, etc. Funding this package will ensure that proper animal care occurs on campus.

**Vivarium Start-Up:** Providing the necessary support greatly enhances the sustainability and future development of a. student research opportunities, and b. grant-funding opportunities by a number of faculty on UAA's campus.

**Graduate School Coordinator:** Hiring a Graduate School Coordinator will ease the workload currently experienced by the Graduate School Director, improving the service currently offered to faculty and current/potential graduate students.

**Compliance Chairs:** Providing reliable funding for UAA's IRB and IACUC faculty chairs ensures that these faculty will be paid for their service. Should the Vice Provost's Office not incur sufficient salary savings to fund these positions, then their absence will negatively impact undergraduate, graduate and faculty research and course content across campus. The University could face serious consequences should it fall out of compliance in a number of issues.

## 13. Priority Ranking. The priority for these requests follows:

- A. Graduate Dean, one-half time position – Academic Affairs Priority 4 for FY10
- B. Vivarium Package – Academic Affairs Priority 5 for FY10 and remainder of request is Priority 6 for FY11 (As of Spring 2009 and subject to change)
- C. Vivarium Start-Up – Academic Affairs Priority 5 for FY10
- D. Graduate School Coordinator
- E. Compliance Chairs

**ATTACHMENT V**

**Incremental Request Form  
PBAC Spring 09**

**TITLE:** Faculty Intensive for Student Success (Submitted by CAFÉ)

**Description:**

This proposal would fund one week-long faculty development intensive workshop in May 2010, similar to those conducted in May 2006, 2007, and 2008. Like the earlier intensives, this one will be designed and delivered by the Center for Advancing Faculty Excellence (CAFÉ). Funds will be used to

- support the design and delivery of a curriculum for the intensive;
- supply materials and meals for the week; and
- compensate participants and presenters for their time.

The focus of this faculty intensive is first-year student success. Research has shown that new UAA students who do not complete their courses by Thanksgiving of their first year will drop out, especially at-risk populations such as Alaska Native and minority students. This faculty training will address this problem comprehensively, including developing curriculum, culturally responsive teaching, and advising. The training will also focus on first year GER courses with traditionally high student attrition rates. Trish Grega and the Student Success Task Force have already been working with Lauren Bruce on the content for the intensive.

Because the intensive will occur when faculty are off contract, participants will be compensated for their time. This model has proved effective in the past, particularly with the Technology Fellows program and with *Encountering Controversy* intensives. The kind of deep learning that is possible in a week-long intensive is not possible in shorter doses throughout the academic year, when faculty members' teaching and research commitments are at their peak. Providing meals is another way of encouraging informal conversations and building collegiality among participants.

**Strategic Purpose:**

This request directly addresses student success and retention.

**Operational Focus**

This training will address a recurring problem at UA – the large attrition rate among first-year students.

**FY10 Funding Request**

This is a request for one time FY10 GF funds.

**Operational Expense:**

	<b>PBAC Funds</b>	<b>Match</b>
Faculty Associate for curriculum development	\$ 3,600	
12 faculty stipends x \$1000	\$12,000	
12 faculty x \$400 benefits	\$ 4,800	
8 faculty presenter stipends @ \$250	\$ 2,000	
Catering for 1 week	\$ 2,000	
Materials/books	\$ 600	
Facilitation (CAFE)		In kind
Staff support (CAFÉ and OCP)		In-kind
Room rental		<u>N/A</u>
<hr/>		
TOTAL	\$25,000	

**Collaboration**

The inspiration for this PBAC request is drawn from the Student Success Task Force made up of faculty from across the MAU. The faculty intensive model is deliberately multi-disciplinary. Participants will include individuals from many different disciplines across UAA.

**Priority**

Academic Affairs Priority 6 for FY10 and Priority 7 for FY11

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title:** *FY11 Health Programs Office Incremental Budget Request*

\*Note: The Health Programs Office incremental budget request for FY11 assumes its FY10 budget request was funded. It assumes no new grants have been awarded and all prior grant-funded projects have been closed out.

- 1. Request Description.** In support of the mission of UAA as the health campus lead for the UA system, the Health Programs Office is responsible for facilitating collaborative planning and development of health programming at UAA and with campuses throughout the system, as well as with industry and community partners. The office is staffed by three individuals, the Vice Provost for Health Programs, the Special Projects Director, and the Grants and Contracts Analyst/Project Assistant. In the past the office was funded primarily by external grants, all of current existing grants will end during 2010. While additional grant funding may be obtained in the interim, the work of the office in fulfilling UAA's health mission will need to continue in any case. This request would fund the basic operations of the Health Programs Office in 2011.
- 2. Strategic Purpose.** In the past several years, activities of health programs staff have catalyzed the expansion and development of health programs across the UA system, resulting in an overall increase of 68% in students pursuing health occupations and professions education at all levels, more than 4000 students and 1200 program completions per year. Health programs have been taken across the state through focused development and use of distance delivery methods. An important component has been establishment of a network of student success coordinators who link distance students with program faculty and local resources. This work has been done in close partnership with many community and industry partners. Fund-raising activities have resulted in millions of dollars of new and expanded programming to address the health workforce needs of Alaska.
- 3. Operational Focus.** Development work continues in many critical areas of shortage, particularly in the health professions.
- 4. FY11 GF and NGF Request.** GF Request \$184,542
- 5. Operational Expense.** Budget is attached.
- 6. Department/Program Investment.** Indirect cost recovery from grants funding project activities will be dedicated to offsetting these operating costs.
- 7. Collaboration.** Collaboration across all campuses of the UA system is the operating principle of this office. Considered planning and coordination of programs to minimize duplication, except where indicated, is a primary function of the office. Facilitation of cooperative partnerships in both instructional programs and health research is a focus.

**8. UA SWS Performance Measures.** Student credit hour production in high demand health careers will be impacted by the work of this office. It is expected that facilitation of collaborations in health research will also improve the university's ability to achieve external funding.

**9. Other Output Measures.** Developing broad and deep partnerships with industry and community partners will serve to strengthen opportunities for our students and faculty.

**10. Productivity and Efficiency.** Working in a coordinated manner to plan, develop and implement often expensive health programs will limit unnecessary expense and duplication of effort.

**11. Effectiveness and Quality.** Projects carried out by this office include evaluation of programs and delivery methods.

**12. Sustainability.** Because the health care industry remains strong even in the face of economic distress and the need for health workers continues to grow, continuing to support the development of health programs at UAA will result in continued demand for university courses in this area.

#### **14. Priority Ranking**

Academic Affairs' Priority 2 for FY11 (As of Spring 2009 and subject to change)

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title:** *FY11 Faculty Development Grants and Research Travel Grants*

#### Faculty Development Grants:

The Faculty Development Fund exists to aid the growth and development of individual faculty members at this institution. Project proposals may involve creative activity, research, writing, training and study, and program development. Projects are ranked and funded on the basis of their merit.

#### Research Travel Grants:

*Category 1* -- Funds for travel to meetings for the purpose of presenting papers or actively participating in workshops, etc., for the PRESENTATION of research and/or creative activities.

*Category 1* -- Funds for travel to meetings for the purpose of presenting papers or actively participating in workshops, etc., for the PRESENTATION of research and/or creative activities.

*Category 2* -- Funds for travel for the acquisition and/or processing of quantitative or qualitative data or samples (i.e., college samples, computer facilities, electron microscope, collection of socio-cultural information, etc.), and funds for travel for the purpose of developing proposals for creative activities and/or research.

A. Currently the maximum limit of award for the faculty development grant is \$4,500.00 which can be split between personal services, travel, contractual services and commodities. On an average 20-25 faculty apply for this grant asking for the entire \$4,500.00. The total award amount for each of two rounds per academic year is \$43,500.00 which only allows the Faculty Grants and Leaves Committee to award 9-10 faculty per round, usually which is less than half of the applicants. Several of the faculty involve students in their research and use these grants as funding for the students that lead to publications of faculty including several joint publications with students. For Research Travel Grants the maximum award is \$750.00 and this is pro-rated depending on the number of applicants. The average proposal requests the entire \$750.00 and 28-32 faculty apply each round for \$6,916.00 amounting in about 40% funding for their travel.

B. Several of the strategic plan priorities and goals support this grant. Priority A.8. increase the active participation of our students, both undergraduate and graduate, in professional or craft practice, academic research, creative expression, and service learning to enrich their learning experience, increase their opportunities for academic distinction, and sustain the growth of engagement with our communities; Priority B. 3. significantly increase the quantity and quality of scholarly presentations and peer-reviewed publications by our faculty; Priority D. 4. recruit, develop, and retain the highest quality faculty and staff to support our continuing drive for excellence in all dimensions of our mission; Goal 3. B. Increase opportunities for undergraduate and graduate student participation in research. Goal 4. A. Invest in faculty and staff development

C. Currently any carry forward funds from Faculty Services are applied to Round 1 to allow for additional awards to faculty in both faculty development and research travel grants.

D. Currently we have 547 faculty eligible to apply for these grants including the extended campuses. Although the percentage of applicants is small the current funds available do not begin to fund the worthy proposals that come forward. In concurrence with the Faculty Grants and Leaves Co-Chairs we are requesting \$30K for faculty development to be able to increase the amount of the award making it possible to fund a larger portion of the grant

but not increase the number of awards. For the research travel grants we request \$15K to allow for a larger percentage of funding as the cost of travel continues to increase.

E. Academic Affairs' Priority 3 for FY11 (As of Spring 2009 and subject to change)

## ATTACHMENT V

### Incremental Request Form PBAC Spring 09

**Title:** *FY11 Distance Delivery Coordinator and Technician for Community Campus Faculty Development*

- A. Program Description** (*Provide a detailed narrative of the request. Include the purpose of the program and the market demand the program meets. If applicable, include the number of students affected and specific employer demand met. For research programs, include areas of state needs met and external funding source, i.e., National Science Foundation.*) **(X-REF: Attachment I, Part I.A.1.)**

One of the most persistent challenges CAFÉ has faced over its eight year existence is how to deliver high quality faculty development opportunities to faculty on all five of UAA's campuses. Although CAFE offers a wide range of workshops, discussion forums, lectures and other faculty development events throughout the academic year, most community campus faculty members are unable to attend due to distance limitations. CAFE has attempted to address such needs by:

- a) sending presenters to campuses wherever funding is available;
- b) creating online modules and making them available on the CAFÉ website;
- c) recording events wherever possible and making them available via videotape or DVD;
- d) Videoconferencing, audioconferencing, videostreaming and/or podcasting events where possible; and
- e) Using other distance delivery mechanisms, such as e-live and illuminate to include community campuses.

Community campus faculties remain at a great disadvantage when it comes to faculty development opportunities. In an attempt to serve them, we have, variously, hired a Faculty Associate and/or dedicated significant staff time to building communications with community campuses and providing distance delivery of faculty development events, with modest success. Given CAFE's limited budget and the drastically reduced technical staff at UAA, most of these options have proven either prohibitively expensive or impossible to provide.

In a continuing effort to address the needs of all campuses, CAFE is proposing to hire a Distance Delivery Technician and Coordinator tasked with:

- Establishing and institutionalizing contacts on all community campuses for distance delivery of faculty development events;
- Coordinating the recording/broadcasting/webcasting of events from the Anchorage campus to Community Campuses;
- Archiving and making available online as many events as possible;
- Creating and sustaining a link between community campuses and CAFE;
- Providing additional ways for community campus faculty and staff to give input to CAFE;
- Promoting CAFE resources and events;
- Sharing staff/faculty development opportunities and practices among all UAA campuses;
- Traveling to community campuses to build and maintain strong connection with CAFE.

- B. Strategic Priority** (*Which strategic priority does the program support? (X-REF: Attachment I, Part III, A-C.)*)

The program will support Priority A: Strengthen and Develop Total Instructional Program.

- C. Performance Measures** (*Quantify the anticipated numerical impact on each of the seven PBB performance measures for the period FY09-FY13. If the request does NOT address any of the seven performance measures, please describe the purpose and value of the request relative to meeting UAA*

2017 priorities, taking care to identify expected performance outcomes.) (X-REF: Attachment I, Part II.)

Because CAFE offers such a wide variety of programs and services in support of faculty teaching and research, the program will support several priorities under the general category of strengthening and developing total instructional program. By providing faculty on all of UAA's campuses with cutting-edge knowledge and skills in terms of best practices for teaching and research, the program will support the priorities of "building depth and reinforcing success in programs that support student success, general education, workforce development and preparation for high-demand careers" as well as "increasing the active participation of our students in professional or craft practice, academic research, creative expression and service learning." In addition, because CAFE offers a series of workshops and seminars on culturally responsive teaching, the Book of the Year, Engaging Controversy and more, the program will support the priority aimed at the "expansion of our inter-cultural programs."

There are a large number of regular and adjunct faculty teaching at our Community Campuses. We expect additional faculty from the Community Campuses to have access to and to make use of otherwise unavailable faculty development workshops, forums, and learning modules each year. The positive effect of increasing the teaching skills and knowledge of faculty is exponential in terms of student impact.

**D. Demonstrate how the program optimizes existing capacity and expertise throughout the system.** (*Is the program developed collaboratively across campuses/MAUs in a manner that emphasizes the unique and appropriate roles, strengths, and mission?*) (X-REF: Attachment I, Part I.B.)

The Coordinator will collaborate not only with community campus staff, faculty, and administrators to identify which faculty development events will be delivered and by what means, but also work closely with presenters on all campuses to create the best educational products and practices possible. Hiring a staff person dedicated to the task of establishing and institutionalizing methods and structures for distance delivery to community campus faculty will optimize existing capacity and expertise currently available only to faculty on the Anchorage campus, and make it available to faculty system-wide.

**E. Demonstrate quantifiably the impact this program will have on efficiency and productivity ratios within the department, campus and MAU.** (*For example, faculty to student ratios and cost per student.*)

The program will increase the efficiency and productivity of faculty members teaching at community campuses by exposing them to best practices in the key areas of teaching, research and service.

**F. What investment, if any, is the department prepared to make in this initiative in addition to the funds requested from outside the present department budget?** (*Will any funds be reallocated internally to support this effort?*)

CAFE will continue to dedicate 1/4 of its Program Coordinator's salary and staff time for the next academic year to working with the Distance Delivery Coordinator in order to ensure that the new Coordinator is working at maximum capacity as soon as possible.

**G. FY09 GF and NGF Request** (*Identify the amount of general funds requested and non-general funds which will be generated; i.e., tuition and/or fees*)

General funds requested: \$87.5K

No funds will be generated.

**H. Priority Ranking** (*Identify the requested items in priority order for your major budget unit.*)

Academic Affairs Priority 4 for FY11 (As of Spring 2009 and subject to change)

**I. Operating Expense** (*How will the funds be spent; i.e., personal services, travel, etc. Please provide a budget for the funds requested. Include the number of positions requested.*)

The funds will be spent on salary for the new position plus media related expenses.

## ATTACHMENT V

### University of Alaska Anchorage FY11 Incremental Request Form

#### Narrative

**Title:** *FY11 - IDEA – Individual Development and Educational Assessment*

#### **A. Program Description**

IDEA is the Faculty Senate adopted tool for student evaluation of faculty in the classroom. It is administered from the Office of Academic Affairs/Faculty Services. It is an electronic tool from Kansas State University in Manhattan, Kansas. All results are electronically submitted to Manhattan for tabulation and reports are sent back to UAA.

Additional funds of \$40K are requested to properly fund this evaluation tool and to use it to its full potential.

#### **B. Strategic Priority**

Several strategic plan priorities and goals support this evaluation process:

1. UA 2009
  - a. Goal 4.a. “Invest in faculty and staff development.”
  - b. Goal 6.d. “Expand access through appropriate technologies to as many university programs and services as possible.”
2. UAA 2017
  - a. Priority A. “. . .to build a university of first choice distinguished for excellence in teaching and learning. . .”
  - b. Priority D.4. “Recruit, develop, and retain the highest quality faculty and staff . . .”

#### **C. Performance Measures**

Faculty evaluation is required at UAA. Currently anyone who teaches a course is directed to complete a Faculty Information Form through the Blackboard shell for each class. Once the surveys are open, students access their questions through Blackboard responding to the questions for each class that they are enrolled in.

#### **D. Demonstrate how the program optimizes existing capacity and expertise throughout the system.**

All of our faculty are required to participate in the evaluation process. IDEA is a key component in the evaluation of teaching.

#### **E. Demonstrate quantifiably the impact this program will have on efficiency and productivity ratios within the department, campus and MAU.**

Electronic evaluation gives faculty and students the opportunity to complete their portion of the process wherever there is a computer with web access 24/7. This process eliminates paper and saves time with processing.

#### **F. What investment, if any, is the department prepared to make in this initiative in addition to the funds requested from outside the present department budget?**

Currently all costs for faculty evaluation of been covered by the Faculty Services budget. IDEA is proving to be more costly than the old SDIS paper process, as it is based on number of responses plus the number of classes. Fall 2007 saw participation of ranging from 30.4% to 52.42% across the different colleges, schools and campuses. As our number of classes increase and the numbers that participate increase so will the cost of this tool. Spring 2008 already looks to show higher participation of valid surveys. The Faculty Services budget as it currently stands cannot support the Faculty Senate initiated evaluation tool.

#### **G. FY11 GF and NGF Request**

An FY11 GF increase of \$40K is requested for the Faculty Services budget to provide support the IDEA faculty student evaluation tool.

#### **H. Priority Ranking**

This is a high priority since faculty/student evaluation is mandatory and we are using the tool voted and approved by Faculty Senate.

Academic Affairs Priority 5 for FY11 (As of Spring 2009 and subject to change)

#### **I. Operating Expense**

These funds are spent 100% on contractual services to support the IDEA process.

## **ATTACHMENT VI**

### **Project/Initiative Evaluation PBAC SPRING 09**

Beyond funding the salary and benefits of the new Provost in FY2007, three strategic initiatives are represented by the funding. The first is ensuring that the Center for Advancing Faculty Excellence (CAFE) could continue to provide excellent faculty development support. CAFE has and will continue to support training for promotion and tenure, in the use of technology, for the Difficult Dialogues project, the NCBI, and other key UAA initiatives. CAFE's activities are directed by an advisory board of faculty. The second is to further our work in strategic planning, assessment, and accountability. Thanks to the work of the Senior Vice Provost and her staff we continue to provide significant analyses of our work, productivity, best practices, and lessons learned, drawing strong positive reviews from President Hamilton, UA System Staff, the Board of Regents, and external partners. This work is also a significant component of our current accreditation efforts. Finally, the contingency funds allocated provided support to fund a CHSW Associate Dean as we transitioned then Associate Dean Harris and the soft funds for her position to a central position as Vice Provost for Health. CHSW has hired an Associate Dean who is and will continue to be a productive member of the CHSW leadership team.

It should be noted that the net impact of reductions and additions to Academic Affairs' budget was a base reallocation of most of Academic Affairs' contingency funds to specific initiatives such as the University Honors College. Year-to-year carryforward and other contingency funds have supported efforts in the areas of workforce development, international, health, additional faculty development and travel grants, and research and graduate studies. Several of these initiatives will no longer be supportable without additional investment.

## ATTACHMENT VI

### Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: *FY08 Reaffirmation of Institutional Accreditation through the NWCCU – Preparation for Full-scale Visit in the Fall of 2010 (Report split into two separate fiscal years)*

Contact: *Tom Miller, Vice Provost for Accreditation and Undergraduate Programs*

E-mail: *aftpm@uaa.alaska.edu*

Org #: *14474*

This document is intended to provide basic assessment information for each special project or initiative program funded in FY07 - FY09. This includes priority program funding from the Legislature, base funding through the UAA internal reallocation process, strategic opportunity fund awards, Chancellor's Research awards, and one-time SB137 workforce development funds. This evaluation will be used to assess the effectiveness of funded projects and programs and as part of the internal scan for the upcoming accreditation process.

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

**1. What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

In FY08, PBAC allocated \$60K for this initiative. These funds were intended to support personnel and travel costs associated with the preliminary work of the accreditation efforts. During this time, OAA would work with the Accreditation Steering Committee to plan the accreditation efforts in preparation for the September 2010 full scale study deadline. This would involve researching the organization, operations, and programs of the university in the context of the standards and conducting a gap analysis; engaging the university community in the preparations; and establishing institutional outcomes and assessment processes to align with the strategic and academic plans. The funds were intended to support approximately \$45K of personal services for additional leadership in the process, and contractual and travel expenses associated with visits from and conferences with the NWCCU.

**2. What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

In Spring 2008, faculty leads for the accreditation process were established. Those leads, along with three UAA administrators, attended a workshop on preparing a full scale self study. Following this workshop, the NWCCU announced that they were piloting a revised accreditation process, with new standards. UAA was selected as one of four pilots, which will provide opportunities to contribute to the process to ensure that it fits our institution. Becoming a pilot also significantly shifted the focus and timeline of the project from the original plan.

Approximately \$10K of the allocation was devoted to travel (including the self study workshop and travel by the community campus lead). The remaining \$50K provided support to the colleges for faculty leading the accreditation efforts, and to non-credit extensions in Summer 2008 for those same faculty.

Outcomes of the FY08 PBAC accreditation funding include: (1) identification of leads and steering committee for accreditation, (2) ongoing communication and coordination with the NWCCU liaison regarding the new process and standards, (3) review of current processes and procedures against existing NWCCU standards, (4) developing the first steps for the Year One requirements, including the environmental scan, description of students, mission statement, goals and objectives, key indicators, methodology of evidence collection, and examples of evidence, and (5) planning for the accreditation efforts during 2008-2009.

**3. What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*

As a result of this allocation, UAA has been fortunate to contribute significantly to the development of the revised accreditation standards and process. UAA's ability to achieve the requirements of the pilot during the compressed timeline was supported substantially by the time the faculty leads were able to devote to the project during summer 2008.

**4. What are the expected future outcomes of this initiative?** *(Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)*

As this initiative continues through FY09 and into future years, the institution has developed outcomes and indicators for the priorities of the Strategic Plan 2017. As a result of the shift in standards, UAA has also begun efforts to converge the reporting and planning efforts for internal and external purposes. When it is fully implemented, this convergence model will provide more valuable data for planning, and substantially reduce the reporting efforts required of the units. Although this initiative does not have a direct impact on UA Performance Measures, it is expected to provide more data to inform our planning and management decisions, and to make the reporting process for Performance Measures reports more efficient.

**5. To what extent, if any, was this initiative allocation to your unit offset by reductions?**

In FY08, all of the orgs that rolled up to the Provost were reduced by 3% to fund other PBAC initiatives. This reduction amounted to a total of \$10K for the Vice Provost for Accreditation and Undergraduate Programs.

## ATTACHMENT VI

### Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: *FY09 Reaffirmation of Institutional Accreditation through the NWCCU – Preparation for Full-scale Visit in the Fall of 2010 (Split report into two separate fiscal years)*

Contact: *Tom Miller, Vice Provost for Accreditation and Undergraduate Programs*

E-mail: *afipm@uaa.alaska.edu*

Org #: *14474*

This document is intended to provide basic assessment information for each special project or initiative program funded in FY07 - FY09. This includes priority program funding from the Legislature, base funding through the UAA internal reallocation process, strategic opportunity fund awards, Chancellor's Research awards, and one-time SB137 workforce development funds. This evaluation will be used to assess the effectiveness of funded projects and programs and as part of the internal scan for the upcoming accreditation process.

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

**1. What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

In FY09, \$265K was allocated for this initiative (\$65K base, \$200K one-time). This was intended to support personnel and travel costs associated with continuing accreditation efforts, and set up costs for two new positions in OAA.

During this time, the Accreditation Leadership Team (consisting of 3 faculty members and 2 OAA staff member) would work with the larger Accreditation Steering Committee to plan the accreditation efforts in preparation for the September 2010 full scale study deadline. To offset the increased ongoing workload associated with the new accreditation model, as well as the compressed timeline of the pilot, plans were made to hire additional personnel in OAA.

Plans for the AY09 accreditation activities included developing the documents required for the Year 1 report (environmental scan, description of students, mission statement, goals and objectives, key indicators, methodology of evidence collection, and examples of evidence), engaging the university community in the preparations, and actively participating in the development of the new process and standards.

**2. What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

The first half of FY09 was spent preparing the documents for the Year 1 report, including the environmental scan, description of students, and Institutional Learning Outcomes, with significant input from governance and administrative leadership groups. Additional input was sought on those drafts from the university community and the community campuses.

Following a shift in the direction of the pilot by the NWCCU, some of these projects were tabled, and new tasks were established. December through February was spent addressing the new areas of the requirements for the first report, due March 1, 2009. This required establishing core themes within the university's mission, along with goals, outcomes, and indicators of achievement within each of these core themes. This work was done in collaboration with core theme working groups, which were created with representation from stakeholder groups (such as administrative units, governance groups, and standing committees).

Work since March has focused on planning for the data collection and preparation of Report 2 (evaluating the resources and capacity at UAA, due 9/1/09) and Report 3 (describing how UAA integrates its mission and core themes into planning and implementation, and how it uses the outcomes assessment data to evaluate effectiveness and improve the university, due 3/1/09). Templates and data sets will be created, responses will be compiled and integrated, and a plan for organizing the data collection, analysis, and synthesis of the core theme indicators will be designed. There have been ongoing efforts to meet with governance and administrative groups, as well as visits to community campuses and an open forum for faculty and staff. These efforts to engage the university community in the process will continue.

**3. What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*

UAA has contributed significantly to the development of the revised accreditation standards and process. UAA's ability to achieve the requirements of the pilot during the compressed timeline has been supported substantially by the faculty involved in the process. In addition, OAA has been able to maintain progress and launch new initiatives (such as the assessment of GERs and Institutional Learning Outcomes, and the development of an assessment handbook and doctoral program criteria) as a result of the leadership provided by the new Associate Vice Provost. Normal activities in the office, such as curriculum and assessment, could not have continued without the work done by the Associate Vice Provost and administrative assistant, both hired mid-way through the fiscal year. These contributions are expected to be even more significant in FY10, when they are filled for the full fiscal year.

UAA's participation in the accreditation pilot process has raised the stature of the university within the region. Numerous institutions have contacted UAA requesting consultation and insights into the new process. It is likely that requests for advice from other institutions will increase when the commission's pilot portal goes live. We have also learned a tremendous amount from the other institutions participating in the pilot.

**4. What are the expected future outcomes of this initiative?** *(Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)*

As this initiative continues through FY09 and into future years, the institution has developed outcomes and indicators for the priorities of the Strategic Plan 2017. As a result of the shift in standards, UAA has also begun efforts to converge the reporting and planning efforts for internal and external purposes. When it is fully implemented, this convergence model is expected to provide more valuable data for planning, and to substantially reduce the reporting efforts required of the units. Although this initiative does not have a direct impact on UA Performance Measures, it is expected to provide more data to inform our planning and management decisions, and to make the reporting process for Performance Measures reports more efficient.

**5. To what extent, if any, was this initiative allocation to your unit offset by reductions?**

In FY09, 8% of carry forward from the previous year was held back for statewide to address budget shortfalls caused by the economic downturn. This amounted to \$6,700 from the Vice Provost's orgs, due to a number of large projects in summer 2008 that fell after the fiscal year end.

## ATTACHMENT VI

### Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: **Undergraduate Seed Funding, Office of Under Research – FY07**

Contact: Ronald Spatz

E-mail: afrms1

Org #: 12271, 14476

This document is intended to provide basic assessment information for each special project or initiative program funded in FY07 - FY09. This includes priority program funding from the Legislature, base funding through the UAA internal reallocation process, strategic opportunity fund awards, Chancellor's Research awards, and one-time SB137 workforce development funds. This evaluation will be used to assess the effectiveness of funded projects and programs and as part of the internal scan for the upcoming accreditation process.

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

**6. What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

This money provided additional needed funding for Honors and Undergraduate Research staffing, teaching and initiatives. We also increased awareness of Undergraduate Research at UAA and encouraged more faculty and students to participate in Undergraduate Research.

**7. What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

- The funds paid for a portion of the salary and benefits for the Student Support Coordinator position as well an overload for the Faculty Associate for Undergraduate Research.
- Major expansions of the Undergraduate Research and University Honors websites.
- Annual Undergraduate Research and Discovery Symposium with 2007 keynote Arthur I. Miller, Ph.D.
- Second Annual Alaska Premed Summit 2007 (in collaboration with WWAMI)
- Campus-wide Undergraduate Research and Major Scholarships Workshops
- Coordinated Washington Center program opportunities
- Developed new curriculum: Natural and Complex Systems – a curricular program option in University Honors; Undergraduate Research Modules—a curriculum concept initiative funded by a grant from the Strategic Opportunities Fund.
- Developed a Major Scholarship Initiative and published a handbook for students and faculty
- Encouraged departments to develop departmental honors options
- Connected more students with opportunities to apply for and win major scholarships, obtain research funding, and present their work at conferences

**8. What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*

In FY07, the University College's Undergraduate Research & Scholarship Division (OURS) added four new awards programs (Undergraduate Research in the Community Awards with OPC, Public Policy Internship Awards with ISER, Alaska Heart Institute Biomedical Research Fellowships and the Dr. Alex Hills Engineering Research Awards) bringing the total number to 10 award programs. In addition, OURS provided administrative support and guidance for the Diverse Voices Project funded by a grant from the Strategic Opportunities Fund. Overall, student proposals were increased by 45% (involving an estimated 100 students). The corresponding increase in faculty mentors across the schools and colleges include approximately 100 faculty members supporting undergraduate research either as mentors or as facilitators. All of the OURS administered awards programs are funded by donations from faculty, staff and the general public and \$135,000 dollars were raised.

The new Undergraduate Research curriculum was approved by the Honors Curriculum Board but was not approved by the Undergraduate Academic Board. However, the major expansion of the Undergraduate Research website and the expansion of awards programs greatly increased the visibility of undergraduate research on the campus.

This furthers the strategic objectives of UAA 2017 by increasing student participation in research, creative expression, and service learning (priority A), reinforced UAA's research mission (priority B), increases the number of students who obtain the highest academic distinction (priority C), and helps to recruit, retain and develop faculty (priority D).

**9. What are the expected future outcomes of this initiative? (Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)**

The increasing awareness of the Honors College and of Undergraduate Research at UAA amongst student, faculty and the public will continue into the future, and will help to increase overall student recruitment, retention, and student success.

**10. To what extent, if any, was this initiative allocation to your unit offset by reductions?**

None.

## ATTACHMENT VI

### Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: **Honors Support – FY08**  
Contact: Ronald Spatz  
E-mail: afrms1  
Org #: 11291

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

**1. What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

This money supplement base funding for Honors and Undergraduate Research staffing, teaching and initiatives. Promoting student success through increased opportunities for research, scholarship, leadership, internships and community involvement; increasing the number of opportunities for UAA students to achieve academic distinction and departmental and university honors; reinforcing UAA's research mission by promoting active learning through undergraduate research, public engagement and service; and responding to the needs of the state and the community to keep excellent students here in Alaska.

**2. What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

- The funds paid for a portion of the salary and benefits for the Student Support Coordinator position as well an overload for the Faculty Associate for Undergraduate Research.
- Major expansions of the Undergraduate Research and University Honors websites have greatly increased student and faculty access to essential information and high quality online resources.
- Developed new curriculum in Participatory Action Research (PAR) – HNRS A209
- Refreshed and reprinted Major Scholarship Handbook
- Developed and printed Faculty Mentoring Manual and associated web materials
- Encourage departments to develop departmental honors options
- Increasing University Honors student recruitment and retention
- Connecting students with opportunities to apply for and win major scholarships, obtain research funding, and present their work at conferences.
- Third Annual Freshman Convocation with 2007 keynote by Dr. Donald Johanson.
- 4th Annual Undergraduate Research and Discovery Symposium with 2008 keynote speaker Michael Honey, with additional support through the Diversity Action Council and UAA Office of Student Affairs
- Third Annual Alaska Premed Summit 2008 (in collaboration with WWAMI)
- Campus-wide Undergraduate Research and Major Scholarships Workshops
- Coordinated Washington Center program opportunities in Washington D.C.
- Created a new Honors Internship to aid students in all disciplines wishing to receive credit for academic internships

**3. What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*

The University College's Undergraduate Research & Scholarship Division (OURS) oversees 10 different award programs including Undergraduate Research in the Community Awards with OPC, Public Policy Internship Awards with ISER, Alaska Heart Institute Biomedical Research Fellowships and the Dr. Alex Hills Engineering Research Awards, as well as Undergraduate Research Grants available to students in Arts, Humanities and all other disciplines. This spring, an 11<sup>th</sup> program supporting the UAA REU has also been added. Overall, we estimate that student proposals have increased by 15% to 20% with a corresponding increase in faculty mentors and facilitators. All of the OURS administered awards programs are funded by donations from faculty, staff and the general public.

University Honors College has consistently increased HNRS tuition and indirect cost recovery. Students recruited to UAA by University Honors generate tuition and cost recovery across the schools and colleges. Recent donations to UAA in support of undergraduate research has been significant and include AHI \$100,000 for Bio-medical research, \$10,000 for engineering research (Dr. Alex Hills Award), \$15,000 for science research (Parasca Science Award), and many smaller donations (approximately \$8000 in the first half FY06) towards the Undergraduate Research Awards, Library Prize, Discovery Grants, and annual Discovery Award.

This furthers the strategic objectives of UAA 2017 by increasing student participation in research, creative expression, and service learning (priority A), reinforced UAA's research mission (priority B), increases the number of students who obtain the highest academic distinction (priority C), and helps to recruit, retain and develop faculty (priority D).

- 4. What are the expected future outcomes of this initiative?** *(Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)*

The increasing awareness of the Honors College and of Undergraduate Research at UAA amongst student, faculty and the public will continue into the future, and will help to increase overall student recruitment, retention, and student success.

Programs such as the undergraduate research awards, Undergraduate Research and Discovery Symposium, the major scholarship program, Freshman Convocation, and the successes of junior and senior honors students provide vision and goals to which new freshmen can aspire.

- 5. To what extent, if any, was this initiative allocation to your unit offset by reductions?**

None

## ATTACHMENT VI

### Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: **Honors Support – FY09**

Contact: Ronald Spatz

E-mail: afrms1

Org #: 11291

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

**1. What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

This money supplemented base funding for Honors and Undergraduate Research staffing, teaching and initiatives. Promoting student success through increased opportunities for research, scholarship, leadership, internships and community involvement; increasing the number of opportunities for UAA students to achieve academic distinction and departmental and university honors; reinforcing UAA's research mission by promoting active learning through undergraduate research, public engagement and service; and responding to the needs of the state and the community to keep excellent students here in Alaska.

**2. What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

- The funds paid for a portion of the salary and benefits for the Student Support Coordinator position as well an overload for the Faculty Associate for Undergraduate Research.
- Continuing expansions of the Undergraduate Research and University Honors websites have greatly increased student and faculty access to essential information and high quality online resources.
- Offered one section of the Participatory Action Research (PAR) course (HNRS A209) in Spring 2009, with plans to offer additional sections in 2009-10.
- Continued to distribute the Major Scholarship Handbook and the Faculty Mentoring Manual and develop associated web materials.
- Continue to encourage departments to develop departmental honors options
- Continue to connect students with opportunities to apply for and win major scholarships, obtain research funding, and present their work at conferences.
- Fourth Annual Freshman Convocation with 2008 keynote by Dr. Neil DeGrasse Tyson.
- Presenting the 5th Annual Undergraduate Research and Discovery Symposium with 2008 keynote speaker Dr. Tyrone Hayes, with additional support through the School of Engineering and the Alaska Community Action on Toxics
- Fourth Annual Alaska Premed Summit 2008 (in collaboration with WWAMI)
- Campus-wide Undergraduate Research and Major Scholarships Workshops
- Coordinated Washington Center program opportunities in Washington D.C.
- Offered a series of faculty workshops on mentoring undergraduates in research through CAFÉ

- 3. What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*

More students and faculty are becoming aware of the opportunities and benefits of undergraduate research and scholarship. UAA has had four Truman Scholars in consecutive years. All have been University Honors students and all have participated in undergraduate research. A UAA Honors College student became the first UAA student to be named a Marshall Scholar. Again, that student also participated in undergraduate research. The increasing awareness of the Honors College and of Undergraduate Research at UAA amongst all UAA student, faculty and the public will continue into the future, and will help to increase overall student recruitment, retention, and student success.

This furthers the strategic objectives of UAA 2017 by increasing student participation in research, creative expression, and service learning (priority A), reinforced UAA's research mission (priority B), increases the number of students who obtain the highest academic distinction (priority C), and helps to recruit, retain and develop faculty (priority D).

- 4. What are the expected future outcomes of this initiative?** *(Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)*

Programs such as the undergraduate research awards, Undergraduate Research and Discovery Symposium, the major scholarship program, Freshman Convocation, and the successes of junior and senior honors students provide vision and goals to which new freshmen can aspire.

- 5. To what extent, if any, was this initiative allocation to your unit offset by reductions?**

None

**University of Alaska Anchorage  
Current Base Operating Budget Status  
As Of 2/28/09**

Attachment IV

**Major Budget Unit: Provost**

	<b>Expenditures:</b>	<b>Adjusted Budget</b>	<b>Year to Date Activity</b>	<b>Projected Exp to Year End</b>	<b>Total YTD and Projections</b>	<b>Budget Variance</b>
1000	Salaries/Ben	3,366,310	1,762,450	1,567,019	3,329,469	36,841
2000	Travel	122,993	89,260	61,172	150,432	(27,439)
3000	Contr Svcs	252,479	258,097	146,812	404,909	(152,430)
4000	Commdty	486,819	39,089	200,622	239,711	247,108
4500	Resale				-	-
5000	Equipment				-	-
6000	Fin Aid	(10,776)	45,779	52,792	98,571	(109,347)
7000	Overhead				-	-
8000	Misc	(21,772)	2,051	4,388	6,439	(28,211)
	<b>Total Expenditures</b>	<b>4,196,053</b>	<b>2,196,726</b>	<b>2,032,805</b>	<b>4,229,531</b>	<b>(33,478)</b>

	<b>Revenues:</b>	<b>Adjusted Budget</b>	<b>Year to Date Activity</b>	<b>Projected Exp to Year End</b>	<b>Total YTD and Projections</b>	<b>Budget Variance</b>
9100	Tuition	249,224	298,519		298,519	(49,295)
9150	Lab Fees				-	-
9210	Gen Fund	2,859,862	2,895,287	(35,425)	2,859,862	-
9700	Aux Receipts				-	-
9801	Interest Income				-	-
9802	Overhead	730,500	114,314	592,536	706,850	23,650
9900	Intra Agency Rcpt	79,604	39,604	40,000	79,604	-
9960	CIP Receipts				-	-
	Other 93/94/95/98	279,863	278,097	94,665	372,762	(92,899)
	<b>Total Revenues</b>	<b>4,199,053</b>	<b>3,625,821</b>	<b>691,776</b>	<b>4,317,597</b>	<b>(118,544)</b>

<b>Net Surplus/(Deficit)</b>						<b>85,066</b>
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**University of Alaska Anchorage  
Current Base Operating Budget Status  
As Of 2/28/09**

Attachment IV

**Major Budget Unit: Institutional Effectiveness, Engagement**

	<b>Expenditures:</b>	<b>Adjusted Budget</b>	<b>Year to Date Activity</b>	<b>Projected Exp to Year End</b>	<b>Total YTD and Projections</b>	<b>Budget Variance</b>
1000	Salaries/Ben	991,037	494,320	439,382	933,702	57,335
2000	Travel	9,000	4,195	6,889	11,084	(2,084)
3000	Contr Svcs	30,130	16,690	67,280	83,970	(53,840)
4000	Commdty	200,805	9,602	45,593	55,195	145,610
4500	Resale				-	-
5000	Equipment				-	-
6000	Fin Aid				-	-
7000	Overhead				-	-
8000	Misc		110		110	(110)
	<b>Total Expenditures</b>	<b>1,230,972</b>	<b>524,917</b>	<b>559,144</b>	<b>1,084,061</b>	<b>146,911</b>

	<b>Revenues:</b>	<b>Adjusted Budget</b>	<b>Year to Date Activity</b>	<b>Projected Exp to Year End</b>	<b>Total YTD and Projections</b>	<b>Budget Variance</b>
9100	Tuition	25,000	25,000		25,000	-
9150	Lab Fees				-	-
9210	Gen Fund	1,019,034	1,019,034		1,019,034	-
9700	Aux Receipts				-	-
9801	Interest Income				-	-
9802	Overhead		36	3,482	3,518	(3,518)
9900	Intra Agency Rcpt				-	-
9960	CIP Receipts				-	-
	Other 93/94/95/98	186,938	186,625	(98,341)	88,284	98,654
	<b>Total Revenues</b>	<b>1,230,972</b>	<b>1,230,695</b>	<b>(94,859)</b>	<b>1,135,836</b>	<b>95,136</b>

<b>Net Surplus/(Deficit)</b>						<b>51,775</b>
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**ACADEMIC AFFAIRS  
FY10 PBAC REQUEST**

**Continuing Programs Only in Priority Order**

(Items not funded will be rolled into FY11; Base requests could be funded with one-time to allow reconsideration in FY11)

PRIORITY	UNIT	ITEM	ONE TIME	BASE	SOFT FUNDS	TOTAL REQUEST
1	Accreditation	Priority 1 and 2	129.5			
2	Health	Vice Provost and Grants and Contracts made whole for this fiscal year and operational costs		55.1		
3	International	Personnel and operations shortfall			91.5	
4	Research and Graduate Studies	Half-time Dean of the Graduate School		84.5		
5	Research and Graduate Studies	VIVARIUM - Half-time veterinarian (\$60K), half-time facilities manager (\$35K), Operational Budget (\$20K), and start-up funds (\$100K) - PHASE I	100	115		
6	Faculty Development (Institutional Effectiveness)	Faculty Intensive Session	25			
		<b>TOTALS</b>	254.5	254.6	91.5	600.6

Requests from FY09 that have rolled forward

**ACADEMIC AFFAIRS  
FY11 PBAC REQUEST**

PRIORITY	UNIT	ITEM	ONE TIME	BASE	TOTAL REQUEST
1	University Honors College	FY10 Redbook Request		150	
2	Health	Personnel and Operational Costs		184.5	
3	Faculty Services	Faculty Development and Travel Grants		45	
4	Institutional Effectiveness	CAFÉ - One full-time position - Technician/Distance Coordinator for Faculty Development to Campuses and Office Support at \$87.5 and New Faculty Orientation Support at \$7.2		94.7	
5	Faculty Services	IDEA		40	
6	Research and Graduate Studies	VIVARIUM - Remaining (from FY10) half-time of veterinarian (\$60K), remaining half-time of facility manager (\$35K) - PHASE 2		95	
7	Faculty Development (Institutional Effectiveness)	Faculty Intensive		25	
		<b>TOTALS</b>	<b>0</b>	<b>634.2</b>	<b>634.2</b>

Requests from FY09 that have rolled forward

**INTERNATIONAL AFFAIRS  
FY10**

**CURRENT EXPENSES**

Expense Item	Priority 1	Priority 2	TOTAL
International Affairs Coordinator (Grade 78 Step 10), Salary and Benefits	89		
Two months summer salary for International Affairs Director	41.6		
Half of Contractual/Commodities Costs	15		
Student Employee		10	
Financial Technician		19.2	
Half of Contractual/Commodities Costs		15	
International Affairs Director - 75% salary	124.9		
International Affairs Director currently covered by OAA	(124.90)		
<b>TOTALS</b>	<b>145.6</b>	<b>44.2</b>	<b>189.8</b>

**REVENUE**

Revenue Stream	Amount
Fees and grants	98.6
10% of non-resident surcharge	91
<b>TOTAL</b>	<b>189.6</b>

**NOTE:** Over \$200K one-time funds have already been invested in International by OAA (Confirmed one-time expenditures with Joan. Includes \$65K one-time allocation to Ted's salary in FY08.)