

UAA Office of Institutional Effectiveness, Engagement and Academic Support

1-Core Functions

The Office of Institutional Effectiveness, Engagement and Academic Support (IEEAS), led by the Senior Vice Provost, provides university performance reporting, leadership, oversight, and administrative support for seven operating units. In addition, the division office provides assistance on accreditation, strategic planning, and other university-wide projects. Below is a summary of the core functions of each of these units and programs.

ALASKA QUARTERLY REVIEW (AQR)

- Excellence in creative expression: developing, editing, publishing, and promoting this nationally and internationally acclaimed literary journal that connects Alaska to the rest of the United States and the global literary community (2 issues annually).
- Community engagement: developing and maintaining AQR website and companion website, LitSite Alaska, promoting a community of readers and writers and sharing history and culture of Alaska.

ACADEMIC INNOVATIONS & eLEARNING (AI&e)

- Student Support: eLearning Student Services provides orientation, communication, and support to students interested and/or enrolled in distance/eLearning courses, and administers and is operationally responsible for online test proctoring, and exam distribution.
- Faculty and Staff Support: provides professional development focused on technology-enhanced teaching and learning, including e-portfolio use, a High Impact Practice, instructional design, and media services.
- Academic Technology: administers technologies (Blackboard Learn and DigiCaption), and software tools; and maintains the Innovation Design Studio, a facility used for state-of-the-art technology testing and media creation.

CENTER FOR ADVANCING FACULTY EXCELLENCE (CAFE)

- Teaching and Learning: help faculty improve teaching and learning skills that value diversity, equity and inclusivity, and leverage resources to better serve UAA's diverse students.
- Faculty Support: work with new and all faculty to help them adopt evidence-based teaching practices, ensure diversity, equity, and inclusivity in the classroom, deepen and improve their scholarship of teaching, scholarly writing, leadership skills, and prepare for tenure and promotion review.
- University-wide teaching and learning initiatives: the Difficult Dialogues Initiative promotes civil discourse in the classroom, Indigenous ways of teaching and learning, and collegial departments; Books of the Year offers a common intellectual experience, (a High-Impact Practice); Team-based learning ensures cutting edge teaching.

CENTER FOR COMMUNITY ENGAGEMENT & LEARNING (CCEL)

- Faculty Support: develop and support faculty in the pedagogy of the High Impact Practice of community engagement and service learning.
- Student Support: involve students as Community Engaged Student Assistants, manage scholarships, and administer the Civic Engagement Undergraduate Certificate and Civic Engagement & Learning classes.
- Community Support: provide leadership for effective community engagement, outreach and partnerships at UAA that address community issues and engage the university in addressing local and state needs.
- University Support: assist in promotion and assessment of community engagement at UAA, including surveys and Partnership Portfolio (e-portfolio).

1-Core Functions - *continued*

CHUGIAK-EAGLE RIVER AND MILITARY PROGRAMS

- Instruction: offer post-secondary credit courses to meet the needs of Chugiak, Eagle River, and JBER community, and provide student support on Joint Base Elmendorf-Richardson under memoranda with the military, as well as support to students in the Chugiak-Eagle River community.

INSTITUTIONAL RESEARCH (IR)

- Information sharing: create and distribute reports from numerous sources and track key indicators.
- Data access: develop access portals to data through *IR-Reports* or data extracts.
- Analysis & Modeling: provide context, trends, and perspective for data to inform decisions by leadership.

WORKFORCE DEVELOPMENT

- Administer UAA's TVEP funding process, along with other external funding associated with workforce development and/or career and technical education.
- Provide demand analyses working with AKDOLWD, and EMSI database analysis and reports.
- Support key workforce development initiatives and planning efforts.

INTRODUCTION:

This review is structured by unit with the questions relevant to that unit answered together to provide clarity. Each unit will begin with the core functions from the summary page and information on the degree of Fund 1 support/reliance. Units are arranged in alphabetical order as on the Core functions page. At the end, answers to Question 7 are presented for the entire division.

ALASKA QUARTERLY REVIEW (AQR)

AQR was founded at UAA in 1980. General fund allocations provide stable and modest funding that has allowed AQR's small staff to focus on the creative mission. The Editor-in-Chief and founder is a professor in the English department, and is supported by a part-time editor and administrative assistant and numerous volunteers to produce and promote the twice-yearly publication. Annual subscriptions produce income though this does not cover all costs.

1-Core Functions

- Excellence in creative expression: developing, editing, publishing, and promoting this nationally and internationally acclaimed literary journal that connects Alaska to the rest of the United States and the global literary community (2 issues annually).
- Community engagement: developing and maintaining AQR website and companion website, LitSite Alaska, promoting a community of readers and writers and sharing history and culture of Alaska.

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2b: UAA mission: AQR and LitSite involve the community through readings and special events hosted in partnerships with community organizations such as the Anchorage Public Library, 49 Writers, and the Alaska Center for the Book. The Editor-in-Chief also founded the annual UAA/*Anchorage Daily News* Creative Writing Contest. Now in its 37th year, the contest continues to attract hundreds of submissions each year from writers of all ages across Alaska. This program would likely be lost with a funding cut to AQR.

2c. Impacts to UAA's reputation: Reducing or discontinuing funding for AQR would likely result in the loss of one of the most nationally and internationally recognized programs produced at UAA. Since 1980, this literary magazine has showcased Alaska and UAA as home to one of the most critically-acclaimed publications in the nation and a beacon of creative expression. In the U.S. Senate, Senator Lisa Murkowski said: *The impact of Alaska Quarterly Review extends far from its origin in my home State and is worthy of celebration by this body and all Americans who recognize the power of the literary arts to shape our thoughts, our ideals, and our country.* In addition to subscribers, this program receives external funds through private donors and local and national foundations in support of special projects.

3-Identify measures and targets used to monitor the impact of functions on each of the above

- Monitors press coverage, reviews, and annual national rankings for literary journals. Tracks followers on Facebook, and counts attendees at readings and special events.
- Tracks publication of AQR authors and work selected for inclusion in prestigious and competitive publications such as *The O. Henry Awards*, *The Best American Poetry*, *The Best American Short Stories*, *The Best American Essays*, *The Best American Mystery Stories*, *The Pushcart Prize: The Best of the Small Presses*.

4-What improvements have been achieved over the last five years?

- A grant from the Rasmuson Foundation enabled AQR to redesign its website as a more reader-friendly site with an easier system for subscribing.
- AQR consistently ranks among the very top of the approximately 5,000 literary magazines in the U.S. *EveryWriter* placed AQR at #40 on their most recent list of the top literary magazines. AQR also ranked among the top tiers in *2020 Literary Magazine Rankings* for Fiction, Poetry, and Nonfiction.
- Strengthened its outreach to the public with local publication launch events in partnership with local nonprofit organizations, such as the Alaska Center for the Book.

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- Tested and implemented Submittable, a cloud-based submission management that has both created significant efficiencies for managing an increasing office workload while generating additional revenue.

ACADEMIC INNOVATIONS & eLEARNING (AI&e)

Student fees generate the majority (80%) of the funding for this unit, with general fund providing the balance. AI&e has a strong record of obtaining external funding through grants. Currently the unit has 24 positions, of which five are supported in part or in full by grant funds, and five are vacant.

1-Core Functions

- **Student Support:** eLearning Student Services provides orientation, communication, and support to students interested and/or enrolled in distance/eLearning courses, and administers and is operationally responsible for online test proctoring, and exam distribution.
- **Faculty and Staff Support:** provides professional development focused on technology-enhanced teaching and learning, including e-portfolio use, a High Impact Practice, instructional design, and media services.
- **Academic Technology:** administers technologies (Blackboard Learn and Digication), and software tools; and maintains the Innovation Design Studio, a facility used for state-of-the-art technology testing and media creation.

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2a. More Students persisting and completing educational goals?

2b. Supporting overall student, faculty and staff success in meeting UAA's mission?

2c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?

2a: Persistence and completion: Reductions to AI&e staff who work with faculty to design and develop courses and provide professional development would compromise UAA's ability to create and maintain quality online courses and programs. These courses now account for one-third of all credit hours produced by UAA. Research indicates that student satisfaction, completion, and success in online courses would also likely diminish with a decline in quality and faculty preparation to teach online.

eLearning Student Services act as the first point of contact for students interested or enrolled in eLearning courses, answering questions and connecting them with resources. Staff is also responsible for coordination of exam distribution and test proctoring services for online courses, critical for upholding online course integrity. Reductions to staff or budget would negatively impact the ability to provide these vital functions in a consistent and efficient manner for students.

2b: Supporting UAA's mission: Reducing AI&e could limit the number of new online courses offered and prevent maintenance of UAA's current online course and program portfolio, reducing access. Online courses offer flexibility for working students or place-bound students to pursue their educational goals. As the home for online learning at UAA, AI&e provides leadership, participation in governance and online learning-related administrative activities.

Effective use of e-portfolios is recognized as a High Impact Practice (HIP), these practices directly support UAA's teaching and learning mission. Loss of funding would remove this HIP from UAA suite of efforts. Further, the e-portfolio system has been used to support UAA's faculty promotion and tenure efforts. Loss of funding for the e-portfolio would trigger a redesign of current promotion and tenure efforts.

AI&e leads or partners in efforts to produce fully accessible digital content following Web Content Accessibility Guidelines (WCAG) 2.1, an essential function that could be reduced if funds were restricted.

2c: UAA reputation: AI&e's work with Quality Matters, e-portfolios, and Open Educational Resources has earned UAA recognition as a leader in the state and in the nation.

ACADEMIC INNOVATIONS & eLEARNING (AI&e) - continued

2c: UAA reputation (continued): Reducing or eliminating UAA's contract for all five campuses with Quality Matters, a nationally recognized nonprofit that provides research-based standards grounded in best practices, could result in diminished student satisfaction, retention, and completion. It could also downgrade UAA's reputation for quality online courses, influencing UAA's ability to recruit and retain students.

Loss of experienced staff could also impact the unit's ability to attract external funding. The Title III Roll Grant supported UAA's efforts to expand high-quality, cost-effective online learning models and practices for course development. Reducing support for training and use of e-portfolios could mean fewer projects such as UAA's Native Student Services' Cultural Identity Portfolio, which earned an Innovation Award from Digication, recognition by the AACU, and a National Institute of Health grant.

A disruption in AI&e's work to promote use of Open Educational Resources (OER) would slow work toward adoption of these resources, which can lower the overall cost of education for students and erode the reputation UAA has gained as a leader in this movement.

3-Identify measures and targets used to monitor the impact of functions on each of the above

By the numbers:

- # of students enrolled in online courses, using online proctoring services, requesting and/or participating in Blackboard orientation/consultations, and eLearning call center volume.
- E-portfolio numbers (students, faculty and staff), including # of portfolios created, # of individual users, # of pages created, # of faculty support portfolios for promotion and tenure.
- # of faculty supported, topics addressed, and faculty participating in development events.
- # of courses and instructors certified by Quality Matters.

#Data and Surveys:

- ACDLITE faculty technology survey; and evaluations from faculty development events.
- Annual student survey conducted by eLearning Services in partnership with Title III grant.
- Student completion and success rates in courses developed through the Title III grant.

4-What improvements have been achieved over the last five years?

- In 2015, AI&e successfully launched the e-portfolio project. Over the last five years, it gained acceptance within the University (as evidenced by its use throughout the University and by the number of program level partnerships), received national recognition, and has expanded the scope of the work to include local community members such as the Anchorage School District.
- One of 36 institutions awarded a Dept. of Education Title III Strengthening Institutions Grant. The \$2.25 million disbursed over five years funded the project titled "Stabilizing College Funding through Development of a Centralized, Robust Online Learning Environment." The objective of the grant was to improve student retention and performance through development of robust online courses, support for online students, and create an administrative framework for distance education at UAA. Achievements include:
 - Created 20 online master courses. These templates, designed and developed by faculty teams with grant-funded instructional designers and support personnel, ensure consistent content delivery and accessibility, and that students acquire the necessary skills and knowledge. These templates also reduce course development time for faculty and build an online learning faculty community.
 - Created the Bridge to Success video series with Alaska Native Studies faculty, students and alumni as a welcome and aid to incoming new Alaska Native students.
 - Opened the Innovative Design Studio, a remodeled space with multimedia, e-portfolio, and innovative technology support for faculty and students.

ACADEMIC INNOVATIONS & eLEARNING (AI&e) - continued

Improvements achieved continued:

- Created a targeted bandwidth online course model for PSY A111, a course package of open educational resources and faculty materials, to run a robust online course in a limited bandwidth environment.
- Built six Trail Guide modules to lead faculty through the basics of online course design and accessibility.
- Launched the UAA Online Learning Advisory Council.
- Built a webpage devoted to students enrolled in online courses that provides step-by-step instructions on getting started, information about exams, and much more.
- In partnership with Disability Support Services and others, built an effective “toolkit” for faculty to review digital course content and revise it to meet accessibility requirements.
- Built an effective, cohesive instructional design team that is able to provide online course design and development, online program design and development, increase interactivity and engagement in online and hybrid courses, and has the skills and training to produce accessible digital course content.
- Significantly improved communications with the UAA community, faculty, and students, including routine communications and tutorials with students.
- Secured and successfully implemented online testing services (RPNow) as a vital service offering to distance/eLearning students and faculty.

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- Production of online master courses, improving faculty efficiency in developing/maintaining online courses.
- AI&e has partnered with the IT Call Center to provide portfolio support for UAA students, staff, and faculty. AI&e is also training IT Call Center staff on faculty technologies (e.g. GradeHub, CourseArc) and more.
- E-portfolio (eWolf) efforts have included:
 - Digation licensing costs have been *reduced* from the original contract while also providing services beyond the scope of the initial contract at no additional cost.
 - Portfolio support of promotion and tenure efforts has eliminated the need for UAA to purchase/license additional tools to support this work.
 - Use of the Innovation Design Studio and Writing Center for portfolio support eliminated the need for a separate e-portfolio student lab, and enabled drop-in support options.
- Increased the number of faculty who can be supported by any one instructional designer.
- Tech Fellows is moving from basic courses design and development to next-level topics related to online learning (e.g. this year is textbook affordability and next year will be inclusion and cultural responsiveness).
- Reduced printing and mailing costs by switching to an eNewsletter for eLearning student communication.
- Adopting online testing services made test proctoring more convenient for students and fulfilled the growing demand for test proctoring without additional staff and/or resources.
- Collaboration with UAF and UAS to offer Quality Matters professional development workshops statewide, reducing costs for all.

6-List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).

- ADA compliance for accessible digital course content.
- National Council for State Authorization Reciprocity Agreements (NC-SARA) data collection and reporting.
- Online test proctoring services is one tool to help meet NWCCU and C-RAC accreditation standards.

CENTER FOR ADVANCING FACULTY EXCELLENCE (CAFE)

The Center for Advancing Faculty Excellence (CAFE) uses a colleague-to-colleague model to promote excellence, innovation, and adoption of evidence-based practices in teaching and learning. CAFE accomplishes its mission with three staff members who serve more than 1,000 faculty on all five campuses, supported by a general fund allocation. Only one staff member has a 12-month appointment.

1-Core Functions

- Teaching and Learning: help faculty improve teaching and learning skills that value diversity, equity and inclusivity, and leverage resources to better serve UAA's diverse students.
- Faculty Support: work with new and continuing faculty to help them adopt evidence-based teaching practices, ensure diversity, equity, and inclusivity in the classroom, deepen and improve their scholarship of teaching, scholarly writing, leadership skills, and prepare for reviews related to tenure, promotion, retention.
- University-wide teaching and learning initiatives:
 - Adoption of evidence-based teaching and learning practices such as development of effective syllabi, implementation of active learning techniques, use of High Impact Practices, and increased understanding of systems that improve learning, particularly for adult learners.
 - Difficult Dialogues Initiative supports faculty in the strategic use of engagement and discussion of challenging topics in classes, as well as in the adoption and use of Alaska-based Indigenous pedagogies.
 - Collaborate, coordinate, and co-sponsor with entities across the institution to provide faculty with programming on a range of topics relevant to their interface with students.

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2a. More Students persisting and completing educational goals?

2b. Supporting overall student, faculty and staff success in meeting UAA's mission?

2c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?

2a: Persistence and completion: Excellence in college instruction has a direct impact on the student experience as well as retention, persistence, and graduation of students (ACE, 2017). CAFE supports the improvement of UAA's instructional programs, increasing student success through the professional development of strong instructional skills and building a caring faculty community. Discontinuing support for instructional improvements provided by CAFE would reduce instructional effectiveness and would likely lower student achievement, retention, persistence, and success, and erode faculty morale and dedication.

2b: Supporting UAA's mission: Effective teaching in an inclusive environment is at the core of UAA's mission and central to CAFE's work. Reduced funding would curtail CAFE's ability to provide programming that is demonstrated to help faculty become effective, culturally-aware teachers. Loss of funding could eliminate CAFE's ability to welcome staff to relevant offerings (e.g. *Overcoming Implicit Bias, Deep Listening, etc.*)

2c: UAA reputation: CAFE is a leader in faculty development both in and outside of Alaska. CAFE's groundbreaking partnership with Alaska Pacific University launched the Difficult Dialogues Initiative, with funds from two Ford Foundation grants. The project promotes civil discourse and the development of learning environments that are inclusive, safer places for the free exchange of ideas. This work placed UAA in the national spotlight with the publication of three books (*Start Talking, Stop Talking, and Toxic Friday*) that are now used on college campuses across the U.S. and internationally. Reducing CAFE's ability to share this exceptional work to advance effective teaching would hurt UAA's ability to retain students, attract and retain quality faculty, and secure external funding.

CENTER FOR ADVANCING FACULTY EXCELLENCE (CAFE) – continued

3-Identify measures and targets used to monitor the impact of functions on each of the above

- A wide array of ongoing quantitative and qualitative program and workshop evaluations, such as
 - pre- and post-assessment surveys for faculty development sessions and intensives,
 - UAA-wide faculty development surveys and focus groups to help set priorities.
- Assesses the impact of new and revised teaching approaches on student learning outcomes, by:
 - Drawing from national sessions to identify cutting-edge teaching and learning assessment options,
 - Field-testing an evaluation model to guide the creation of a comprehensive national faculty development evaluation plan, and
 - Working closely with larger assessment efforts at the institution (e.g. assignment charrettes on cross-cutting skills and capacities, General Education assessment efforts, the Information Literacy project).

4-What improvements have been achieved over the last five years?

- PROGRAMMING:
 - Added bi-annual teaching academies, based on faculty feedback, requests from other University entities, and best practices in faculty development.
 - More Faculty Associates are leading programming.
 - Expanded use of Faculty Learning Communities.
 - Opened programming to postdocs and graduate teaching assistants, and, where appropriate, staff, administrators, and student leaders.
 - Improved services and support for adjunct faculty by improving the online adjunct faculty gateway and offering adjunct-specific programming.
 - Revised faculty on-boarding programs and practices based on input from new and junior faculty.
 - Provided expanded resources for faculty on key topics (e.g. *Toxic Friday* book and video), a new Facebook page with programming updates, and monthly and weekly newsletters.
 - Conducted surveys to determine optimal number, length and format of faculty development offerings, and used that information in scheduling and planning.
 - Reviewed and included institutional data (e.g. student demographics, common issues, UAA's NSSE data, etc.) in the development of our programming and resources.
- COLLABORATION:
 - CAFE supported two faculty who certified as trainers in the internationally recognized Team-Based Learning Trainer program, cutting the cost of bringing in trainers from outside. These faculty have helped more faculty adopt this engaging, collaborative pedagogy, which improves student success.
 - Increased collaboration with AI&e and CCEL in offering faculty development workshops and Teaching Academies. Worked with Student Affairs, Academic Affairs, Student Success, ePortfolio, and our Faculty Associates to bring national leaders for programming on evidence-based practices and the use of high impact educational practices (HIPs).
 - Increased partnerships with community organizations to receive tens of thousands of dollars of in-kind guest speaker support for the Books of the Year program.
 - Added a faculty presence on the Care Team and faculty development components to reflect contemporary student care concerns.

CENTER FOR ADVANCING FACULTY EXCELLENCE (CAFE) – continued

Improvements achieved continued:

- LOGISTICS:
 - Expanded use of distance delivery to provide programming for more community campus participation.
 - Created central calendar for all faculty development sessions with AI&e and CCEL.
 - Worked with office of the provost to establish fall cooperative calendar to maximize the first two weeks of faculty contract work.

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- REDUCED COSTS BY:
 - Eliminated incentives, such as faculty mini-grants and travel support.
 - Reduced/eliminated catering at events.
 - Reduced and eliminated outside expert presenters paid for by CAFÉ.
 - Partnered with community organizations and other university units to host guest speakers.
 - Expanded distance options for delivering programs and developed faculty resource guides and other online resources for community campus faculty, thus eliminating travel costs.
 - Partnered with AI&e to use Constant Contact, sponsor a Faculty Associate on Culturally Responsive Online Teaching, and increase a few administrative efficiencies.
 - Reduced summer staffing in the Center; both the director and associate director have less-than-12 month contracts. While further reductions may be possible (associate director to 9.5 month contract, and director to a 10 month contract), these cuts could jeopardize fall programming, including New Faculty Orientation, the Fall Teaching Academy, and other new faculty support.
 - Took on Books of the Year administration, allowing IEEAS to eliminate a half-time position.
 - Director teaches one course per year, so 10% of contract is paid by another entity, reducing costs.
 - Expanding workloads and service reach at no additional cost, including providing Implicit Bias training to search committees; opening relevant workshops to staff, academic leaders, and student leaders.
- IMPACTS OF REDUCTIONS:
 - Faculty participation has declined somewhat due to cuts to mini-grants, catering, and increased workload. Incentives could include encouragement from deans, modest recognition on workload.
 - Expanded responsibilities of Center staff (e.g. involvement in University committees, working groups, staffing new-to-us programming like Books of the Year, etc.), reduces time for teaching and learning consultations with individual faculty and/or for academic department-based events. It also prevents or slows down development and implementation of programming that is gaining followers nationally.
 - More reliance on Faculty Associates for programming who are facing higher workloads has led to loss of some faculty associates and less overall programming.
 - Understaffing has resulted in overwhelmed staff who feel less efficient and effective.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING (CCEL)

The Carnegie Foundation for the Advancement of Teaching has recognized UAA as a “Community Engaged Institution” since 2006. A general fund allocation supports CCEL’s 2-person office to facilitate and promote student learning, faculty research and creative activity, and community engagement.

1-Core Functions

- Faculty Support: develop and support faculty in the pedagogy of the High Impact Practice of community engagement and service learning.
- Student Support: involve students as Community Engaged Student Assistants, manage scholarships, and administer the Civic Engagement Undergraduate Certificate and Civic Engagement & Learning classes.
- Community Support: provide leadership for effective community engagement, outreach and partnerships at UAA that address community issues and engage the university in addressing local and state needs.
- University Support: assist in promotion and assessment of community engagement at UAA, including surveys and Partnership Portfolio (e-portfolio).

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2a. More Students persisting and completing educational goals?

2b. Supporting overall student, faculty and staff success in meeting UAA’s mission?

2c. Impacts to UAA’s reputation, and ability to attract and retain students and/or external support?

2a: Persistence and completion: CCEL works closely with faculty, staff, students, and members of the community to build intentionality into the institution’s approach to civic engagement and service learning, a High Impact Practice.

Through writing groups, retreats and intensives, sessions at teaching academies, CCEL supports and promotes faculty in the use of community-engaged learning and research in their curriculum. The Community Engaged Student Assistant Program (CESA) provides selected students with tuition awards to assist faculty and community partners with community-engaged work that provides students with real-world experience, and a strong connection to faculty, and the community.

Reducing or eliminating CCEL would result in the loss of support and training to use community engagement and service learning in classrooms and decreased use of a High Impact Practice that has been proven to promote student success.

2b: Supporting UAA’s mission: Engagement is specifically mentioned in UAA’s Mission Statement. CCEL supports that mission by involving faculty and students in helping the community address local issues. In addition to professional development and the CESA program mentioned above, faculty are supported through mini-grants, the externally-funded Selkregg Award, and the Urban & Rural in Alaska: Community Engagement Conference, all designed to build connections between faculty and the community.

Faculty and students were essential in the development of Anchorage’s new Climate Action Plan. Students and faculty have provided much-needed research on issues of childcare, literacy, homelessness, obesity, the environment and education. Many students have continued to work on these issues after graduation.

Reduction or elimination of CCEL will negatively impact faculty’s ability to develop and complete community engaged research (a High Impact Practice), projects, and curriculum, which inhibits ability to meet the needs of community.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING (CCEL) – continued

2c: UAA reputation: In 2006, UAA became one of only 62 institutions to earn the Carnegie Foundation’s special classification as an Engaged University, and is the only institution in Alaska with that designation. Students who participate in service-learning and community-engaged projects appreciate the opportunities these projects present. These courses, projects, and programs connect students, provide real-world experiences that build confidence and resume content. Students who participate feel not only more connected to the larger community, they feel more connected to the university, their professors and their fellow students—a key factor in their decision to return and complete their educational goals.

Loss or reduction of CCEL would likely have a negative impact on UAA’s ability to retain the Carnegie Foundation designation, and would reduce UAA’s positive connection to the community through decreased participation in projects with community partners.

3-Identify measures and targets used to monitor the impact of functions on each of the above

- The number of faculty mini-grants funded.
- The number of projects (and students) supported through the CESA program and events presented.
- Documenting partnerships that are deep (high quality, reciprocal, critically reflective, impactful), pervasive (inclusive across departments and offices of the campus), and integrated (aligned with the full range of campus priorities) in a Partnership Portfolio that demonstrate that UAA is fulfilling its mission (an accreditation indicator).

4-What improvements have been achieved over the last five years?

- In 2015, UAA’s designation as an Engaged University by the Carnegie Foundation was renewed after an extensive application process.
- UAA received a commendation from NWCCU for its community engagement, which CCEL plays a role in supporting by increasing community engagement across campus.
- Expanded outreach into the community through the Urban & Rural in Alaska Conference, and the Think Tank series where local nonprofits come to UAA to present an issue to students, faculty, and staff who then brainstorm solutions.
- UAA added engagement criteria to guidelines for faculty promotion and tenure, becoming one of a few institutions in the nation to do so. This action strengthens UAA’s university-wide commitment to community engagement.
- Created designations for community engaged research and creative activity, and definitions for community engagement and service learning curriculum.
- Increased effort to serve as a resource to community campuses, including mini-grants and CESAs.
- Under President Obama, CCEL consistently was named to the President’s Higher Education Community Service Honor Roll, the only university in Alaska on the list.

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- Director also teaches in the certificate program.
- Use of Faculty Associates extended the reach of the program at a fraction of cost of adding staff.

CHUGIAK-EAGLE RIVER AND MILITARY PROGRAMS

This is a revenue-dependent, self-supporting unit, with no general fund support. After budget reductions forced the closure of the Eagle River Campus facility, classroom and office space are provided by the Anchorage School District and the military. Two staff members now serve three locations.

1-Core Functions

- Instruction: offer post-secondary credit courses to meet the needs of Chugiak, Eagle River, and JBER community, and provide student support on Joint Base Elmendorf-Richardson under memoranda with the military, as well as support to students in the Chugiak-Eagle River community.

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2a. More Students persisting and completing educational goals?

2b. Supporting overall student, faculty and staff success in meeting UAA's mission?

2c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?

2a: Persistence and completion and 2b Support UAA's mission: Offering courses in the evening in Eagle River and on the military bases serves traditional and nontraditional students, many who work and are in the military, by making accessible some of the courses needed to achieve students' educational goals.

The unit has already been reduced drastically. If course offerings were discontinued to these communities, student enrollment would likely decline further, with some students dropping or stopping out, turning to distance education offerings (either from a UA campus or an outside institution) or enrolling in another program or university. While some students might choose to commute/drive to attend face-to-face courses at the Anchorage or Mat-Su campuses, if their work schedules allow, there would still be a net enrollment loss.

2c. UAA's reputation and ability to attract and retain students: UAA traces its history back to offerings on Elmendorf Air Force Base in the 1950s, the first post-secondary classes provided by the University of Alaska in Southcentral Alaska. Classes have been offered at these establishments continuously since the beginning. For more than 10 years, UAA has been designated a Military Friendly School. Further reductions in UAA's military programs could result in program that is not sustainable, resulting in a cancellation of the memoranda that allows UAA to provide educational services on Joint Base Elmendorf-Richardson.

3-Identify measures and targets used to monitor the impact of functions on each of the above

- Enrollment and student credit hour production
- Course pass rates

4-What improvements have been achieved over the last five years?

- Expanded the Middle College School to include the Anchorage School District. (The Alaska Middle College School opened at Chugiak-Eagle River Campus in 2013 in an agreement with the Mat-Su Borough School District).
- Expanded student and faculty support services on the campus.

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- Cancelled lease for the Chugiak-Eagle River Campus and eliminated nine positions (2 FR/FN, 3 staff, and 4 term contract faculty). The closure returned \$510,991 in general funds to UAA. However, the closure resulted in a 61% decline in headcount from fall 2019 to fall 2020, and a projected \$1.2 million loss in revenue from FY19 to FY20, a 66% decline in revenue. As stated above, this program does not receive general funds, and operates as a self-sustaining unit. In addition, 20% of the tuition revenue it generates is taken as overhead by Administrative Services, helping cover other costs of running the university.

INSTITUTIONAL RESEARCH (IR)

UAA's Office of Institutional Research, led by one director with three research professionals and supported by a part-time administrative assistant, is dedicated to providing UAA accurate and timely data and analysis to promote informed decisions and promote institutional effectiveness. It is funded by the general fund.

1-Core Functions

- Information sharing: create and distribute reports from numerous sources and track key indicators.
- Data access: develop access portals to data through *IR-Reports* or data extracts.
- Analysis & Modeling: provide context, trends, and perspective for data to inform decisions by leadership.

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2a. More Students persisting and completing educational goals?

2b. Supporting overall student, faculty and staff success in meeting UAA's mission?

2c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?

2a: Persistence and completion: Reporting of student success, persistence and completion would no longer be available. Access to data for research on student persistence and completion would be limited.

2b. Supporting UAA's mission: Reducing or discontinuing IR would restrict or eliminate IR's ability to support, track, and develop key indicators and metrics for institutional improvement, grants, and accreditation. Required federal reporting for the institution would need to continue in order for the institution to receive Title IV funds but analysis of peer results would end. Participation in projects such as EAB-APS would be eliminated.

2c. UAA's reputation and ability to attract and retain students: Informational support of grant funding would no longer be available forcing faculty to take on this function themselves. Inconsistent data reports to external sources would increase providing an inaccurate or incomplete picture of the institution to the public, legislature, Board of Regents, and accreditors.

3-Identify measures and targets used to monitor the impact of functions on each of the above

- *IR Reports* unique user numbers: grew from 133 in 2017 to 706 as of December 2019.
- *IR Reports* page hits grew from 823 in 2017 to 1,588 as of December 2019.
- *IR Reports* support nearly 7,000 employees throughout the UA system (average annual employee headcount) who can access reports with their UA login information, though some personnel and student data reports require additional permissions.

4-What improvements have been achieved over the last five years?

- To automate routine reporting and provide the campus with more current and actionable data, the Office of Institutional Research created the IR Business Intelligence site, *IR-Reports*, in 2015. This site provides all employees of UA access to the data needed for making decisions. After a thorough review of programs capable of supporting this effort, IR opted to use Microsoft BI Suite over Tableau, a program that was currently in use by a number of departments. The switch to Microsoft BI Suite saved the university more than \$100,000 in initial expenditures, and a minimum annual savings of \$20,000 in maintenance costs.
- Developed training sessions for faculty and staff to encourage broader use of the data available.
- Increased reports for leadership, and support for initiatives such as program prioritization and review, institutional self-study, and student success measures through the partnership with EAB-APS, and more.

INSTITUTIONAL RESEARCH (IR) - continued

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- Collaborated with IT to hire a systems architect to serve the needs of both IT and IR. By pooling salary dollars, the institution was able to hire a quality individual with important skills that it would otherwise not have been able to afford.
- Eliminated one research professional position and cancelled planned recruitment in Institutional Research.
- Reduced the cost of the annual UAA Fact Book from nearly \$6,000 in FY15 to \$2,000 in FY19. Accomplished through reducing the number of pages printed as well as the number of copies printed.
- Reduced from a full-time administrative assistant position for IR to a shared position with IEEAS.

6-List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).

FEDERAL MANDATES, POLICIES AND LAWS:

- Integrated Post-Secondary Education Data System (IPEDS) reporting: required reporting for all institutions receiving Title IV funding. These annual reports cover student enrollments, retention and graduation rates, financial aid, finance, and human resources.
- Higher Education Opportunity Authorization Act (HEOAA) reporting: disclosures regarding retention and graduation rates for the institution on a number of student groups.
- Postsecondary Institution Rating System (PIRS): proposed federal regulations will require all institutions to report a variety of new variables used to rate the institutions and is tied to financial aid.

UNIVERSITY OF ALASKA SYSTEM REQUIREMENTS:

- State of Alaska Office of Management and Budget reporting.
- Various reports for the Board of Regents.

ACCREDITATION:

- Provide data identified by faculty and staff to measure student success and core competencies of the institution.
- Provide guidance and advice on measureable data to demonstrate mission fulfillment.

WORKFORCE DEVELOPMENT

IEEAS oversees a half-time staff person who works closely with Alaska Technical Vocational Education Program (TVEP) priorities and funding. The position is funded through the dedicated funds received for the program. This position worked to secure \$2.3 million in TVEP funding in FY19, \$2.5 million in FY20, and anticipates a further increase in funding for FY21.

1-Core Functions

- Administer UAA's TVEP funding process, along with other external funding associated with workforce development and/or career and technical education.
- Provide demand analysis working with AKDOLWD, and EMSI data-based analysis and reports.
- Support key workforce development initiatives and planning efforts.

2-If one or more of these functions was reduced or discontinued, what would be the impact on:

2a. More Students persisting and completing educational goals?

2b. Supporting overall student, faculty and staff success in meeting UAA's mission?

2c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?

2a: Persistence and completion: This position works closely with the Department of Labor and Workforce Development to analyze workforce demand and identify areas where UAA and Statewide can help address those needs through new programs, expanding existing programs (e.g. Nursing), and targeted recruitment.

2b. Supporting UAA's mission: This position facilitates and supports coordination of UAA-wide processes, such as apprenticeship and continuing education processes, that serve a broader range of students and constituents.

2c. Impacts to UAA's reputation: UAA's reputation benefits from its nationally recognized high return on student investment compared to other universities. This unit operates with a single half-time position. If reduced or discontinued, UAA would likely suffer an immediate and significant loss in TVEP funding, as well as the capacity to provide leadership with workforce data analysis and employment information.

3-Identify measures and targets used to monitor the impact of functions on each of the above

- Demand Analysis reports provide useful information for decisions related to program expansion or reduction. Examples of data provided include largest, fastest growing, and most competitive occupations by region or statewide; regional comparisons of demand linked to multiple programs across the system; analysis of educational requirements for Alaska jobs; review of projections based on anticipated growth in the State; and, economic impact of university graduates to Alaska.
- Through coordination of a central workforce position, UAA now has a universal apprenticeship process, and the decentralized continuing education delivery system has consistent protocols for developing and delivering non-credit and CEU offerings.
- UAA's TVEP priorities reflect programs that promote partnerships, increase access and number of completers in high demand fields of study, improve persistence, assist with student support activities (advising and placement), and collaborate across the UA system to leverage resources.

4-What improvements have been achieved over the last five years?

- This position has been central in refining and improving the TVEP funding process, along with establishing the first UAA-wide apprenticeship development guidelines, and consistent continuing education protocols.

5-What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- Beginning in FY20, TVEP funding largely supports this position.

UAA Office of Institutional Effectiveness, Engagement and Academic Support

7-POTENTIAL CUTS: Please describe any function reductions or eliminations that are feasible without significantly affecting UAA's mission fulfillment or its compliance mandates? Are any functions within your unit duplicated elsewhere at UAA? Is there an opportunity for efficiency to be created by partnering or combining functions? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result.

Over the past five years, the budget for this division has been cut almost \$1.4 million dollars (\$1,373,718).

FY15	\$40,654	AI&e \$21,407, CAFE \$3,893, CCEL \$3,057, IR \$5,401, SVP Office \$6,896
FY16	\$200,000	AI&e \$200,000
FY17	\$295,000	AI&e \$250,000, SVP Office \$45,000
FY20	\$27,073	1% Pullback – all units
FY20	\$810,991	Chugiak-Eagle River Campus \$510,991, IR \$112,000, AI&e \$48,000, SVP Office \$140,000
Total	\$1,373,718	

As a result of these budget reductions, the operating budgets of some units in the division are either primarily or entirely funded by the tuition or fee revenue they receive (Academic Innovations & eLearning and Chugiak-Eagle River & Military Programs). The single half-time employee in Workforce Development is TVEP funded. Other units, like the Center for Advancing Faculty Excellence, have stretched a small budget almost to its limit.

Functions within the division are not duplicated elsewhere at UAA.

If further significant reductions are required from this division, the university could consider:

- Consolidate the Center for Advancing Faculty Excellence, the Center for Community Engagement & Learning, and either all or a significant portion of Academic Innovations & eLearning into a single Teaching and Learning Center. Merging the three Centers under a single Director would reduce administrative and some associated costs. Merging specialists and support staff could realize another 1 to 2 FTE in costs.

Possible estimated savings: 2-3 FTE, \$250-300K.

- Eliminate the Senior Vice Provost position. The SVP Office has been reduced by almost \$200K over the past five years. In response to these reductions, the workload of support positions in the office is shared among other units in the division, a partnering arrangement that has produced cost savings.

Units currently reporting to the Senior Vice Provost could be reassigned to other areas. For example, Institutional Research at many universities reports to the Chancellor. A newly combined Teaching & Learning Center should report to the Provost. It is recommended that a thoughtful process be designed to determine the best possible home for the other units — placing them where they stand the greatest chance of continuing to be successful.

Possible estimated savings: 1 FTE plus office expenses, \$200K.