

COMPACT PLAN

SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES AGRICULTURAL AND FORESTRY EXPERIMENT STATION 2006 – 2007

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The Morrill Act of 1862 created the land-grant system in the United States to bring public education to the general populous concentrating on agriculture and the mechanical arts including military tactics. This was at a time when the economy was agrarian, there was civil stress, the industrial period was beginning, and the general public was excluded from the 'elitist' academy though in need of higher education and information. Today, the economy of the United States is no longer agrarian and public education is widely available. Changes in the national economy, technology, and the world-presence of the U.S., begs the question 'are land-grants still relevant?' The answer, of course, is yes, and discussion centers on the definition of the word 'agriculture'.

Land grant institutions are facing a paradigm-shifting change in the definition of the word 'agriculture'. The new definition of agriculture includes multiple resources, communities, the environment, and people. Thus, the land-grants must address healthy people (nutrition, disease control, food safety), a healthy environment (energy, renewable resources, soil, water), and a healthy economy (sustainable growth, technology transfer, new products, knowledge). The tripartite activities of the land-grants can no longer be limited to rural regions but must encompass concerns common among metropolitan areas, rural areas, and the smallest and most remote villages and towns. To do this will require a multi-disciplinary approach that bridges research, education, and outreach.

INTRODUCTION

The University of Alaska Fairbanks is a land-grant university. The School of Natural Resources and Agricultural Sciences (established in 1975 as the School of Agriculture and Land Resources Management) and the Agricultural and Forestry Experiment Station (established in 1898 in Sitka as the Alaska Agricultural Experiment Station) are the core of its land-grant mission to bring public education to the general populous, provide research to support responsible management of Alaska's natural resources and proactive economic development, and outreach to bring this wealth of knowledge to the residents of the state and its circumpolar neighbors.

The School and the Experiment Station have combined the economic, social, biological, and physical aspects of natural resources to address management issues and provide solutions to management concerns. Our Strategic Plan 2004 (attached) provides our mission and vision and identifies five emphasis areas that allow us to work within broad guidelines of the USDA Roadmap for Agriculture (attached) and prepare our federally mandated Plant of Work and associated annual reports (2004-2005 attached) for the Agricultural and Forestry Experiment Station that reflect national guidelines and state needs. The Strategic Plan 2004 reflects the guidelines of the University of Alaska System Strategic Plan 2009 (attached), the University of Alaska Fairbanks Strategic Plan 2010 (attached) and Academic Development Plan (attached), and the University of

Alaska Fairbanks Campus Life Master Plan. Our “Report Card” was prepared using Strategic Plan 2004. Our annual goals and our progress in meeting these goals are a part of the non-static nature of the Plan. This approach allows us to embody the definition of the new agriculture that reflects the strength of the land-grant mission and to be proactive and responsive to change in state, national, and international needs in our education, research, and outreach programs.

Vision

Alaska is a special place. To obtain the benefit of Alaska’s abundant natural resources while keeping Alaska special, the School and the Experiment Station are committed to be proactive in research, education, and outreach programs that will lead to sustainable management of our natural resources to benefit Alaska’s people, environment and economy.

Mission

The mission of the School of Natural Resources and Agricultural Sciences and the Agricultural and Forestry Experiment Station is to generate and provide knowledge and train students for the successful long-term management of natural, renewable resources in Alaska and the circumpolar world, and to discover, describe, explain, and interpret the spatial characteristics of the northern regions of the Earth.

Emphasis Areas and the U.S. Science Roadmap for Agriculture

We have identified five emphasis areas in natural resources management topics, issues and challenges that unify and delineate the work of the School and the Experiment Station.

1. Geographic Information
2. High-Latitude Agriculture
3. High-Latitude Soils
4. Natural Resource Use and Allocation
5. Management of Ecosystems

These emphasis areas are also our ‘planned programs’ in the new Plan of Work we are developing for 2007-2011. The Plan of Work is mandated by the 1998 AREERA (Agricultural Research, Education, and Extension Reporting Act) for all agricultural experiment stations and cooperative extension services in the U.S. and its territories. For 2007-2011, the Plan of Work is being developed jointly by all agricultural experiment stations and cooperative extension services as directed by USDA Cooperative States Research, Education, and Extension Service.

The U.S. Science Roadmap for Agriculture provides seven steps that define the changing role of the United States in the world’s agricultural economy. These seven categories are the backbone of the Plan of Work and allow the states and territories latitude of application through their ‘planned programs’. Thus, they are directly related to our Strategic Plan 2004. The Roadmap calls for research, education, and outreach in the land-grant system that adds people and communities to the traditional emphasis on production and trade.

1. Be competitive in a global economy
2. Add value to our future harvests
3. Adjust agricultural practices to a changing climate
4. Be good stewards of the environment and natural resources
5. Make our agricultural enterprises profitable
6. Make our families and communities strong
7. Improve foods and processing for better health and safety

The emphasis areas in our Strategic Plan 2004 and the Agricultural and Forestry Experiment Station’s ‘planned programs’ in the Plan of Work and seven steps in the Science Roadmap for Agriculture are very well integrated. In the Plan of Work submitted by the Agricultural and Forestry Experiment Station and the Cooperative Extension Service of the University of Alaska Fairbanks, the areas of Family and Community and Health and Safety are addressed by the Cooperative Extension Service. Jointly, the two units will be exceptionally responsive to the land grant mission of the University of Alaska Fairbanks at the national and state level.

Table 1. Relationship of the five emphasis areas and seven national steps.

	Global Economy	Add Value	Climate Change	Good Stewards	Profitable Agriculture	Family & Community	Health & Safety
Geographic Information	X		X	X			
High Latitude Agriculture	X	X	X	X	X	X	X
High Latitude Soils		X	X	X	X		
Use & Allocation	X	X	X	X	X	X	
Management of Ecosystems		X	X	X	X		

REPORT CARD

Resource management professionals are a product of our baccalaureate and advanced degree programs in natural resources management and geography. Demand for professionals is increasing; retirements from municipal, state, and federal positions are a result of the aging of the baby boomer generation. Private corporations are increasingly being held accountable for environmentally conscious management and construction calling for more positions that will meet this demand. The metrics student credit hours, number of total graduates in high demand jobs, and number of graduate students reflect our efforts to meet these increasing demands. Geography is not included in the total graduates in high demand jobs.

The administration of the School is endeavoring to make outcomes assessment an integral part of our and our faculty's response to students and potential employers. Our enrollment management plan emphasizes communication with institutions, including the University of Alaska, that offer two-year degree programs. We are using articulation on a course-by-course basis rather than on a program basis. This will hopefully lead to an increase in enrollments in upper-division courses. We emphasize research opportunities for undergraduates with our required senior thesis in Natural Resources Management and our internship program. Outreach to K-12 will be important to us in the future to maintain a continuous flow of well-trained and enthusiastic students into our academic programs.

Partnerships and collaborators are a key to our fulfillment of the land-grant mission. This is a difficult metric to quantify, but one measure is the funding and funding opportunities partners bring to us in a variety of ways. Our partners include agencies, nonprofit organizations, and private industry. They provide not only enhancement of our capabilities in research and outreach, but also increase our ability to respond to state, national, and international needs in sustainable management of natural resources.

Table 2. Numerical metrics for Performance Based Budgeting.

	AY 06	AY 07	AY 09	AY 10
Student Credit Hours (SCH)	2839	3048	3360	3528
Number of Total Graduates in High Demand Jobs	25	26	29	30
Number of Programs with Outcomes Assessment	67%	100%	100%	100%
Number of Programs with Enrollment Management Plans	75%	100%	100%	100%
Number of Graduate Students	26	27	30	31
	FY 06	FY 07	FY 09	FY 10
Collaborators and Partners *				
USDA Agricultural Research Service	\$4,900	\$4,900	\$5,500	\$5,800
USDA Forest Service	\$1,200	\$1,300	\$1,500	\$1,600
Cooperative Ecosystems Study Unit	\$160	\$180	\$220	\$240
Cooperative Extension Service	\$525	\$535	\$555	\$575
Cold Climate Housing Research Center	0	\$100	\$150	\$150
Kawerak Reindeer Herders Association	0	\$15	\$25	\$30
Denali BioTechnologies L.L.C.	\$630	\$800	\$500	\$1,002
Total (\$ X 1,000)	\$7,415	\$7,830	\$8,185	\$8,325

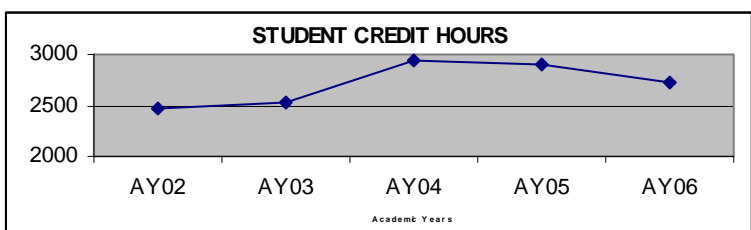
*Includes budgets for collaborative agreements and joint grants, and collaborator and partner budgets for facilities and personnel.

Student Credit Hours

We did not meet our anticipated 5% increase in student credit hours from AY 05 (2903 credit hours) to AY 06 (2839 credit hours). According to PAIR data, there was a drop of 2%. We consider this flat, and therefore, we did not change the base of a 5% annual increase for this metric. While student credit hours offered has fluctuated, there is an upward trend from AY 00 to the present. The University of Alaska Geography Program is in place. Unofficial indications are that student enrollments are increasing. There should also be additional enrollment in distance-delivered courses between UAF and UAA in geography as the University of Alaska Geography Program continues to develop.

UPDATE – December 2006

We may consider changing this metric after the AY 07 (fall 06, spring 07, summer 07) numbers are available. While there was an upward trend through AY 04, years following have seen a drop.



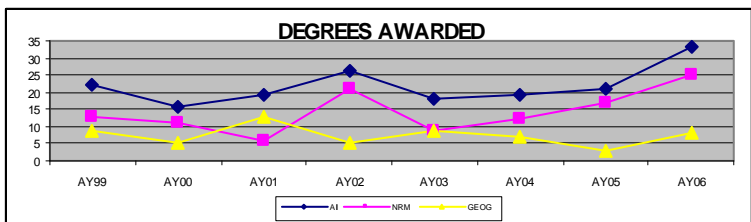
Number of Graduates in High Demand Jobs

The base of prediction for this metric is a 5% annual increase in graduates in high demand jobs. Geography is not included in this metric. The Natural Resources Management program exceeded this increase from FY 05 (15 graduates) to FY 06 (25 graduates) and may exceed our estimates for the number of graduates in high demand jobs in 2007. The course caps we prepared in May 2005 in our enrollment management plan that were provided in the Dean and Director’s annual report for 2005 (attached) should accommodate these increases through 2010 in the undergraduate and graduate programs.

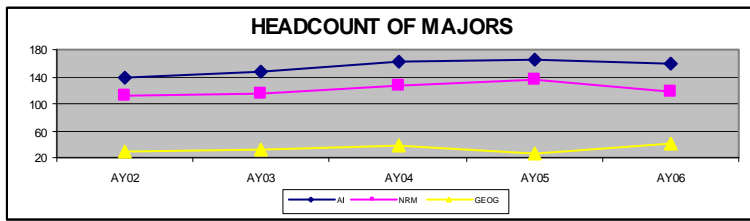
All Natural Resources Management programs are considered tracks toward high demand jobs by the University of Alaska statewide system. Geography has not been included on this list. The list should at least include graduates in the B.S. Geography/Environmental Science degree because of the strong emphasis on GIS technology and its science base. We suggest requesting the addition of geography to the high demand job list.

UPDATE – December 2006

Although we exceeded our metric projection in 2006, we anticipate no change in the 5% parameter. We reiterate the importance of including the Geography B.S. degree in the high demand jobs category.



We anticipate adding a metric that is an excellent measure of success for SNRAS. We do track the number of majors in our degree programs. Because the University of Alaska Geography Program is making important improvements in the geography program, the metric of majors in degree programs will help us to indicate the success of geography. There are early indications that the number of geography majors is increasing.



Programs with Outcomes Assessment

We recently revamped our outcomes assessment plans for the Natural Resources Management undergraduate and graduate programs. The results of our analyses are on file with the Graduate School (attached). The University of Alaska Geography Program is developing its outcomes assessment plan concurrent with ongoing curriculum development. Our metric projections are on track.

Programs with Enrollment Management Plans

We are working with Scott McCrae to improve our visibility in the new series of Viewbooks that are being developed for the schools and colleges at the University of Alaska Fairbanks. We are also working with the University of Alaska Fairbanks admissions outreach coordinator based in Anchorage. We continue to pursue communication with two-year colleges and articulation on a course-by-course basis. Our metric projections are on track.

We are taking another look at the facilities and course caps that were prepared in May, 2005 (attached) through our Program Review process. Facilities and faculty numbers continue to dictate enrollment management in academic programs in the School of Natural Resources and Agricultural Sciences. Faculty numbers will continue to limit the senior thesis requirement in Natural Resources Management unless we revamp the committee structure. Presently, a committee of three is required for each student. At this time, faculty opinion is that reducing the number of committee members would detract from the research experience. Distance delivery is pointed to as an important factor in enrollment management. Our offering of the Natural Resources Management, Plant, Animal, and Soil Science Option in the B.S. degree depends on distance delivered courses. Any expansion in Natural Resources Management and Geography undergraduate degrees outside of Anchorage in the Matanuska Valley will depend on the use of distance delivered courses. However, until we can upgrade our delivery infrastructure to assure reliability, it will be a limiting factor.

Number of Graduate Students

We had predicted a total of 35 students enrolled in our graduate programs in 2006. We had not accurately estimated the amount of space we would need to house these students. We have exhausted our space to house graduate students if we provide them with individual desks and a minimum of cubicle/office space. Without additional space, the number, 35, is not realistic. This is a problem for us. IGERT/RAP students that are based in the School of Natural Resources and Agricultural Sciences are provided space by IGERT/RAP. Our faculty is becoming more successful in the competitive grant arena. Our earmarks will extend at least through 2009 providing us with graduate student funding. If we have no space to offer them, or offer inferior space, we will begin to lose ground in recruiting high-quality students. The new compensation rates for graduate students will help but quality space and facilities are becoming more critical in the highly competitive graduate student recruitment atmosphere. IGERT/RAP has been very beneficial for us. We have also recruited a second student in the Peace Corps Masters International Program.

We have not changed the predictive index of a 5% annual increase in graduate student numbers; we will continue to work to solve the space problem. However, we did adjust our base FY 06 graduate student numbers to reflect the actual number and calculated our increases on that base.

UPDATE – December 2006

We adjusted our base for this metric last year based on the space we had available, keeping the predictive index of a 5% annual increase. Space is still a problem and our numbers are growing, but we

anticipate no change in this metric. Recent statistics from Banner indicate that we had an enrollment of 31 graduate students in the fall 2006 semester.

Collaborators and Partnerships

Formal collaborations and partnerships are a new direction for the School and the Experiment Station and include federal and state agencies, research units, and private industry. Through these partnerships, we will be able to increase our numbers of affiliate faculty who can participate in graduate and undergraduate research, partner with us in grants and collaborative agreements, provide us with opportunities for technology transfer and intellectual property agreements, increase space, laboratories and greenhouses available to us, and increase the breadth and depth of our research expertise in agriculture, forestry, and natural resource sciences. Collaborators and partners who are colocated with us also bring their own budgets to the state of Alaska, they hire staff and research technicians, and they and their families become members of the communities where they are located. The metric we have chosen is annual budgets for grants and cooperative agreements and budgets for collaborator and partner facilities and personnel.

We developed a formal partnership with Denali Biotechnologies L.L.C. in 2005 to enhance research on and marketing of Alaska berry products. We also renewed the formal partnership with the Kawerak Reindeer Herders Association in 2005. We do not have formal partnership agreements with the Cold Climate Housing Research Corporation and Chena Hot Springs Resort. We anticipate continuation of all collaborations and partnerships listed in Table 2 and plan to continue working with the Chancellor's Directors of Research and Economic Development to increase our industry partnerships.

UPDATE – December 2006

There is a continuing challenge finding space for the Agricultural Research Service (ARS) on the UAF campus. They are presently housed in the O'Neill Building and in three modular units on what is to be the site for the new BIOS building. They are also planning to build a greenhouse complex that will be located on the Fairbanks Experiment Farm. After spending an inordinate amount of time, it appears that greenhouse construction will go forward this spring. The next problem is relocation of the modular units to make way for site preparation of the proposed BIOS building. The ARS's Subarctic Research Unit would like them to remain on the West Ridge of the campus in near proximity to their offices in the O'Neill Building. This may not be possible. Therefore, the ARS is considering space off-campus. Collocation with scientists in SNRAS/AFES is critical to the partnership so this decision, if made, will not be positive.

TOP THREE GOALS FOR FY 06

The School of Natural Resources and Agricultural Sciences and the Agricultural and Forestry Experiment Station listed seven goals in our Annual Report to the Provost for July 1, 2004 through June 30, 2005. The top three goals for the year were:

1. Establish the University of Alaska Geography Program
2. Complete the Palmer Research and Extension Center/Matanuska Experiment Farm Strategic Plan
3. Write the USDA mandated Plan of Work jointly with the Cooperative Extension Service.

Descriptions of the goals and actions that are being taken to achieve the goals are provided in the sections following. We have provided annotated evidence in Attachment 13 and tabular evidence in Table 3 of the relationship of the three goals to the University of Alaska Strategic Plan 2009, the University of Alaska Fairbanks Strategic Plan 2010 and Academic Development Plan, and our Performance Based Budgeting Report Card.

Table 3. Relationship of top three goals for FY 06 to relevant plans

	Geography Program	Palmer Center	Plan of Work
<u>UA Strategic Plan 2009</u>			
• Student Success	○ a.b.	○ a.b.	
• Educational Quality	○ b.c.d.	○ b.c.d.	
• Research Excellence	○ b.c.	○ b.c.	○ a.b.c.d.e.f.
• Faculty & Staff Recognition	○ c.d.	○ c.d.	○ d.
• Responsive to State Needs	○ a.c.f.	○ a.e.f.	○ b.c.
• Technology and Facility Development	○ a.c.d.	○ a.b.c.d.	○ b.d.
• Diverse Sources of Revenue	○ a.b.	○ a.b.c.	○ a.d.
<u>UAF Strategic Plan 2010</u>			
• Teaching/Learning for Student Success	○ b.c.d.e.	○ c.d.e.f.	
• Research and Scholarship	○ a.b.d.	○ c.d.g.	○ a.c.f.
• Enrollment and Retention	○ g.	○ c.	
• Engagement/Economic Development	○ a.c.d.	○ a.c.d.	○ a.c.d.
• Advancement and Philanthropy	○ a.b.e.f.	○ a.b.e.f.	○ a.b.e.f.
• Faculty and Staff Development	○ d.	○ d.	○ d.
<u>UAF Academic Plan</u>			
• Programs of Distinction	○ Native peoples ○ Arctic Climate	○ Native peoples ○ Arctic Climate	○ Native peoples ○ Arctic Climate
• Economic and Workforce Development	○ High demand jobs ○ partnerships	○ partnerships	○ partnerships
• Environmental and Human Health			○ Food quality and food safety
• Natural Resources		○ Agriculture ○ Forestry	○ Agriculture ○ Forestry
<u>PBB Report Card</u>			
• Student Credit Hours	○ Statewide program	○ Palmer offering	
• High demand jobs	○ Statewide program	○ Palmer offering	
• Outcomes Assessment	○ Developing	○ In place	
• Enrollment Management	○ Developing	○ Developing	
• Graduate Students		○ New opprtunities	
• Partnerships	○ Agreements part of development plan		○ Part of national directives

University of Alaska Geography Program

The University of Alaska Geography Program was announced and approved at the June 2005 University of Alaska Board of Regents meeting. Dr. Michael Sfraga was named director and Assistant Professor of Geography in the Geography Department, School of Natural Resources and Agricultural Sciences.

Description of Goal

The UAGP will develop curricula in geography appropriate for delivery through the three major MAUs at the University of Alaska leading to B.A. and B.S. degree in geography granted through the University of Alaska Fairbanks in the School of Natural Resource and Agricultural Sciences with degree options through the University of Alaska Anchorage and the University of Alaska Fairbanks. The UAGP has received funding for three years beginning in FY 06.

Actions Taken to Achieve Goal

We provided benchmarks for each of our goals in our July 1, 2004 through June 30, 2005 report to the Provost. The actions we have taken to establish the University of Alaska Geography Program are in accordance with these benchmarks.

1. Emeritus faculty and administrative assistant UAGP in place by September 1, 2005.

Dr. Roger Pearson began service as Emeritus Professor of Geography in August 2005, in time for the start of the fall semester 2005. Ms. Katie Kennedy was hired as administrative assistant for the University of Alaska Geography Program in August 2005 as well.

2. Update Introduction to Geography, and Geography of Alaska to electronic delivery format by July 1, 2006.

The update of Geography of Alaska is nearing completion. Dr. Pearson is working with Jason Ohler, President's Professor at the University of Alaska Southeast. The Introduction of Geography update will begin after Program Review by the geography faculty from University of Alaska Fairbanks, Anchorage, and Southeast is completed.

3. Space secured by August 15, 2005.

We have been unsuccessful in securing permanent space for the Director of the University of Alaska Geography Program. He has a temporary office in a storage room in the West Ridge Resource Building. His resource materials and office furniture are in cold storage on the Fairbanks Experiment Farm. The materials he needs to do his job are partially in his temporary office and partially in his truck. An email was provided to Provost Reichardt in April, 2006, to assist him in enforcing the West Ridge Space Study completed in 2000-2001. The space issue was also presented to the Chancellor's Cabinet in April, 2006.

4. Outcomes Assessment and Program Review complete by May 15, 2006.

The geography faculty from the Fairbanks, Anchorage, and Southeast campuses met in Anchorage and made significant progress toward completion of their program review. They will meet on April 17, 2006 by video conference to finalize their plans. I anticipate this deadline will be met.

5. Offering and review of Geography Summit Seminar and decision whether to continue the seminar as a course offering complete by July 1, 2006.

The proposed Geography Summit Seminar was incorporated into the Senior Seminar in Geography, a 400-level capstone course offering in the core of the B.A. and B.S. geography degrees. The course was conducted by Director Sfraga in the spring 2006 semester. He used 'Collapse' by Jerad Diamond as a text. Dr. Diamond was a guest on the University of Alaska Anchorage and University of Alaska Fairbanks campuses and his lectures were the first in the IPY series coordinated by the University of Alaska Fairbanks. Dr. Sfraga will continue as instructor of the Senior Seminar in Geography and this course will be the Geography Summit Seminar that we had proposed. We will continue to sponsor lecturers in geography of the caliber of Dr. Diamond.

6. Negotiations with JIRP complete and conversion of data sets underway.

This benchmark was too specific. It is a component of the plans to establish "The Mountain Center", continue negotiations with Brad Washburn for a chair in geography, continue to work with the city of Nome as a 'Sustainable Community', and continue work with K-12 outreach through the Geography Alliance (now a part of the School of Natural Resources and Agricultural Sciences) including sponsoring the Alaska Geography Bee and sponsoring Helen Thayer, lecturer, mountaineer, and trekker, to visit Alaska and work with K-12 teachers. All of these activities are ongoing. The challenge is to focus on one of them. This focus is emerging: 1) Nome, 2) Helen Thayer, 3) JIRP, the "Mountain Center", and the geography chair. The Geography Alliance and the Alaska Geography Bee are in place. Work with the city of Nome and Helen Thayer is immediate priority.

Palmer Research and Extension Center Master Plan

The Palmer Research and Extension Center houses the Plant, Animal, and Soil Sciences option of the Natural Resources Management degree. Five faculty, two with joint appointments with the Cooperative

Extension Service, the Associate Director of the Agricultural and Forestry Experiment Station, and two administrative assistant. The administration building, shared with Cooperative Extension Service faculty, is in Palmer. The USDA Agricultural Research Service houses two research scientists in the building. The property also contains seven home rental units. The Matanuska Experiment Farm is located on 1,000 acres approximately one mile north of Palmer. The Palmer Research Laboratory is located on the property as are four rental properties. The USDA Agricultural Research Service has built a modern biotechnology laboratory, four greenhouses, and is completing a tissue-culture laboratory all located in or adjacent to the former dairy barn.

The Matanuska Experiment Farm is a two-faceted jewel in the University of Alaska land bank. On the one hand, the property has a very high real estate value as recent sales show and land sales could provide a significant immediate cash to the University of Alaska. On the other hand, the property has potential for a long-term investment in appropriate development and research, instruction, and outreach that are relevant to the changing mission of the land-grants and to the expanding urban community of the Anchorage bowl as well as agricultural interests in the area that are focusing on specialty horticultural crops and greenhouse/controlled environment production.

Description of Goal

The School of Agriculture and Natural Resources Management and the Agricultural and Forestry Experiment Station has been asked to provide a formal Master Plan for the Palmer Research and Extension Center. The Plan will provide an overview of present research, instruction, and outreach activities and projected activities for the short term (3-5 years) and the long term (5-10 years).

Actions Taken to Achieve Goal

University of Alaska Lands will provide \$160,000 to hire a consultant(s) to help complete the Master Plan. A draft of the Master Plan was completed according to suggestions for an outline provided by University of Alaska Facility Services. This plan has been submitted to Facility Services. A draft of an rfp for consulting services was also completed and reviewed by the University of Alaska. After discussions, we collectively made the decision to seek several consultants rather than one. This would better serve the interests of the School and Experiment Station and would range from assistance in assessment of the historical value of the buildings to options for sales or leases of properties that would be used to construct a new administration/office/classroom and teaching laboratory facility at the Matanuska Experiment Farm.

A change in personnel at the University of Alaska has delayed to some extent the progress on the Master Plan. We believe it is in our interest to begin talks with the new administration about the fate of funds from any sales or leases of property that is a part of the Palmer Research and Extension Center.

1. Hire consulting firm.

This benchmark was not completed, but progress was made in the decision to hire several consultants to complete a wide-ranging set of tasks. This will better serve our interests.

2. Complete the Master Plan.

A draft has been complete. This draft is now in the hands of University of Alaska Fairbanks and discussions continue on completion of the rfp for consultants.

3. Identify possible partners and potential lands/property to be sold and establish a market price.

The USDA Agricultural Research Service is currently our most important partner in expanding research and outreach facilities and scientists at the Palmer Research and Extension Center. We have had preliminary discussions with the Cold Climate Housing Research Center about possible development of lands on the Matanuska Experiment Farm for a planned housing development that would include a golf course, sports activities center, and formal, multi-purpose trails to connect to the extensive trail system on the Machetanz Lands and the Matanuska-Susitna Campus lands. We have identified the administration building and rental unit lands for possible sale. The University of Alaska is in the process of platting the housing unit lots. We have also identified a potential area for a planned housing complex on the Matanuska Experiment Farm that would be for sale or lease.

Plan of Work

The 1998 REEA (Research, Extension, and Education Act) mandated that all institutions receiving federal formula funds complete a Plan of Work; thus the experiment stations and cooperative extension services were included. The first Plan of Work was completed separately by the experiment stations and extension services and annual reports have subsequently been separate documents. In 2004, a decision was made by USDA Cooperative States Research, Education, and Extension Service (CSREES) that the experiment stations and extension services would write a joint Plan of Work. This plan is to be completed in June, 2006. Administrative decisions by CSREES to alter the distribution of formula, affecting the experiment stations and institutions receiving McIntire-Stennis formula funds for forestry research but not the extension services, has exacerbated these efforts nationwide.

1. Participated in an Agricultural and Forestry Experiment Station/Cooperative Extension Service joint review conducted by USDA/CSREES.

This did not occur. Rather the Experiment Station and Extension conducted a joint meeting to discuss and outline the plan. This was quite successful. Subsequently, Station and Extension business administration and grant personnel attended a western region addressing the Plan of Work preparation. Another joint meeting was held involving appropriate faculty and administration at the University of Alaska Fairbanks to finalize the outline for the Plan of Work and relevant areas of cooperation between the Experiment Station and Extension Service.

2. Identify leads in each unit.

This has occurred. The Associate Director for Cooperative Extension Service will lead their effort. The Associate Director of the Agricultural and Forestry Experiment Station assisted by the Grants Coordinator will lead the effort for the Station.

3. Complete the joint Plan of Work by April 1, 2006.

This deadline has been extended to June 1, 2006 at this point. We appear to be on schedule.

TOP THREE GOALS FOR FY 07

The School of Natural Resource and Agricultural Sciences and the Agricultural and Forestry Experiment Station are part of a national system of experiment stations and schools and colleges of agriculture, forestry, and natural resources. Experiment stations have depended on formula funds to support traditional research that is applicable in their states and typically not fundable through competitive sources and/or they have used formula funds to provide seed money for researchers to begin more basic research efforts that will bring them to a point where they can compete. Matching funds from the states allow school and college faculty to participate in this research. More recently, formula funds for research in agriculture (formula funds provided by the Hatch Act) have been made available for researchers who wish to join in projects that benefit multiple states and in some cases are directed toward national rather than state goals. In states fortunate to have influential congressional members, earmarks have supplemented the formula funds providing funding for very specific projects often including multiple states.

Nationally, changes are occurring. The USDA Cooperative States Research, Education and Extension Service proposed cutting both agricultural (Hatch) and forestry (McIntire-Stennis) research formula to 40% of their current level and directing these funds into a pool that would be available on a competitive basis to experiment stations and forestry schools and colleges for multi-state research. These cut-backs were scheduled to begin in 2007. It is unlikely this will occur. However, the Experiment Station Committee on Policy (ESCOMP), a part of the National Association of Experiment Station Directors, with USDA/CSREES, has written a white-paper suggesting how such a fund pool could operate using 'new' formula funds. Additionally, a new document to replace the National Roadmap for Agriculture is being written, CREATE-21 will include goals and objectives similar to the national roadmap but will suggest how these might be met using competitive funds including

funding outside USDA. Powers in the U.S. Congress shift and changes are coming for Alaska meaning earmarks will not be as easily obtained as they were in the past.

The School and the Experiment Station will have to be ready to compete in this changing national and state scenario. To do so, we will have to begin to look at changes in our own look, strategic directions in research and instruction, and the facilities, funding, and partners we will need to help us succeed in the future. We began to make these changes in 2000. To date we have, in the order stated:

- Changed our focus in Fairbanks and Palmer to diversified rather than traditional livestock
- Expanded our controlled environment horticultural crop production in Fairbanks
- Focused our horticultural program in Palmer on potatoes and field crops appropriate to producers located in the Matanuska Valley
- Revised our strategic plan to reflect the diversified ‘new’ agriculture and forestry we serve
- Changed the name of the School
- Written a preliminary master plan for the Fairbanks Experiment Farm to reflect the need for space
- Expanded and changed geography into a dynamic, interactive program
- Changed the ‘look’ of our earmarks to emphasize multistate and international interaction (Forest Products Project and New Crops, New Markets), encouraged and entered into partnerships that will yield revenue and depth in research and instruction (Alaska Berry Project and Controlled Environment Production – with Denali Biotechnologies and Chena Hot Springs Resort), both to move people off earmarks or to solidify the earmarks when changes do occur in Congress
- Drafted a master plan for the Palmer Research and Extension Center that will depend on access to funds from land sales
- Completed a joint Plan of Work with the Cooperative Extension Service to strengthen and expand our outreach program

Each year, the goals we choose are those that will change and modify programs and facilities or strengthen programs that will allow us to be successful in the highly competitive arena of national research. This includes a need to change and update our facilities and put in place curricula and degree programs that will train students for the workforce and bring them into undergraduate and graduate research programs.

Using the background above, the School of Natural Resources and Agricultural Sciences and the Agricultural and Forestry Experiment Station have identified the top three goals for the coming year:

1. Formalize the Master Plan for the Fairbanks Experiment Farm
2. Complete the Master Plan for the Palmer Research and Extension Center
3. Develop Curricula for;
 - University of Alaska Geography Program
 - Ph.D. in Natural Resources
 - Masters in Natural Resources Management

Descriptions of the goals and actions that will be taken to achieve the goals are provided in the sections following. We have provided annotated evidence in attachment 14 and tabular evidence in Table 4 of the relationship of the three goals to the University of Alaska Strategic Plan 2009, the University of Alaska Fairbanks Strategic Plan 2010 and Academic Development Plan, and our Performance Based Budgeting Report Card.

Table 4. Relationship of top three goals for FY 07 to relevant plans

	Fairbanks Experiment Farm	Palmer Center	Degree Programs
<u>UA Strategic Plan 2009</u>			
• Student Success	○ b.c.	○ b.c.	○ a.b.
• Educational Quality	○ a.	○ a.b.c.d.	○ b.c.d.
• Research Excellence	○ a.b.c.	○ a.b.c.d.	○ b.f.
• Faculty & Staff Recognition		○ d.	○ c.d.e.
• Responsive to State Needs	○ e.	○ a.b.e.	○ a.c.d.e.f.
• Technology and Facility Development	○ a.b.	○ a.b.c.d.	○ c.d.
• Diverse Sources of Revenue	○ a.b.c.	○ a.b.c.	
<u>UAF Strategic Plan 2010</u>			
• Teaching and Learning	○ e.f.	○ c.d.e.f.	○ b.c.d.e.
• Research and Scholarship	○ a.b.h.	○ a.c.d.f.	○ a.c.d.g.
• Enrollment and Retention		○ c.	○ c.
• Engagement/Development	○ a.c.d.	○ a.c.d.	○ a.c.d.
• Advancement/Philanthropy	○ a.b.c.f.	○ a.b.c.f.	○ a.b.c.d.f.
• Faculty/Staff Development		○ d.	
<u>UAF Academic Plan</u>			
• Programs of Distinction	○ Native Peoples ○ Arctic Climate	○ Native Peoples ○ Arctic Climate	○ Native Peoples ○ Arctic Climate
• Economic/Workforce	○ Partnerships	○ Partnerships	○ Partnerships
• Environment/Human Health	○ Reindeer Program ○ Botanical Garden ○ Organic agriculture ○ Controlled environments	○ Controlled environments ○ Potato research ○ Moose & caribou studies ○ Botanical archive	○ Environment/Geograp ○ Ph.D. Natural Resources ○ NRM Masters
• Natural Resources	○ Agriculture ○ Forestry	○ Agriculture ○ Forestry	○ Graduate education
<u>PBB Report Card</u>			
• Student Credit Hours		○ Palmer degree program	○ New degree programs
• High demand jobs		○ Palmer degree program	○ New degree programs
• Outcomes Assessment		○ In place	○ Will be developed
• Enrollment Management		○ Developing	○ Develop
• Graduate Students		○ Palmer degree program	○ New degree programs
• Partnerships	○ Agreements part of development plan	○ Agreements part of development plan	

Fairbanks Experiment Farm

We completed an informal master plan for the Fairbanks Experiment Farm in 2004. It included plans for a small building with a footprint of approximately 10,000 square feet that would serve as a visitor center with minimum space for offices. The idea was to use green construction to further the concept as the University of Alaska Fairbanks as a sustainable campus. This plan was presented to the University of Alaska Fairbanks Master Planning Committee in April 2006. We would not plan on depending on state or university resources to construct this building. Plans are on hold for a USDA/ARS facility at the University of Alaska Fairbanks until the FY 07 budget is determined. We could also share in this space.

Space has always been an issue for the School and the Experiment Station for some time. It is now becoming critical. With the addition of the University of Alaska Geography Program to the School, increasing interest and use by the community in the Fairbanks Experiment Farm and the Georgeson Botanical Garden, our expanding work in antioxidants and reindeer nutrition and meet quality, and an increasing number of tourists visiting the farm, it is time to determine how we will meet space demands.

We are cooperating in the planning of a ‘theme building’. Two themes have been suggested; water a bio-based products. The theme building will house interdisciplinary faculty that would focus on the ‘theme’. Either of the themes suggested would greatly enhance the space available to us in this new building.

Benchmarks

1. **Complete the draft Fairbanks Experiment Farm Master Plan by late fall 2006 for presentation to the University of Alaska Fairbanks Master Planning Committee.**
2. **Complete the Plan for presentation to the Board of Regents in summer 2007.**
3. **Discuss plans for philanthropic fund raising potential with the Associate Vice Chancellor for Development and continue discussions with the Department of Natural Resources for potential partnership in a building.**

UPDATE – December 2006

Our plans for completion of the draft of the Fairbanks Experiment Farm Master Plan were delayed and we should have the draft for the Master Planning Committee completed by March. This should not delay our plans for a summer presentation to the Board of Regents nor or discussions about funding.

There are no longer plans for a ‘theme building’ on the West Ridge at UAF. Rather, a Climate Change Consortium is under discussion. The first meeting was held November 2006.

The hay baler has been purchased and the pellet manufacturing equipment specifications are nearly complete for custom construction and a sole-source bid. Upgrades to the Controlled Environment Agriculture Laboratory are completed and the facility is now operational. The opening was held during the celebration of the 100th anniversary of the Fairbanks Experiment Farm. The greenhouse planned is on hold pending finalization of construction of the Agricultural Research Service greenhouse complex.

Resources

The following list of resources that we will spend at the Fairbanks Experiment Farm includes only new pieces of equipment we will purchase. They do not include upgrades to animal facilities or the Georgeson Botanical Garden or upgrades to our buildings, laboratories, and offices. They also do not include expenditures by the USDA Agricultural Research Service. For example, we have upgraded the dairy barn for animal handling at an estimated cost of \$40,000. The Georgeson Botanical Garden is completing the Babula Children’s Garden that is supported by donations for materials and volunteer labor in part – we provide professional labor through faculty salaries, technicians, and graduate and undergraduate students. The Agricultural Research Service will be constructing greenhouses in FY 06 that will be a \$1.5 million investment in the Fairbanks Experiment Farm.

	FY 06	FY 07 (unit)	FY 07 (incremental)	FY 08 and following
Personnel	0	0	0	0
Equipment	\$20,000*	\$60,000**	0	0
Commodities	0	0	0	0
Services	0	0	0	0
Space/Facilities	\$20,000+	\$35,000++	0	\$15.0M+++
Other	0	0	0	0

* Hay baler – SNRAS/AFES funds

** Pellet manufacturing equipment – earmark funds

+ Upgrades to the controlled environment facility – earmark funds

++ Funding for a new greenhouse facility – SNRAS/AFES

+++ Estimated capital cost of a new building – not to be included in capital request budget – not assumed by FY 08

Palmer Research and Extension Center Master Plan

The Palmer Research and Extension Center houses the Plant, Animal, and Soil Sciences option of the Natural Resources Management degree. Five faculty, two with joint appointments with the Cooperative Extension Service, the Associate Director of the Agricultural and Forestry Experiment Station, and two administrative assistants. The administration building, shared with Cooperative Extension Service faculty (who pay nothing for the use of the facility), is in Palmer. The USDA Agricultural Research Service houses two research scientists in the building. The property also contains seven home rental units. The Matanuska Experiment Farm is located on 1,000 acres approximately one mile north of Palmer. The Palmer Research

Laboratory is located on the property as are four rental properties. The USDA Agricultural Research Service has built a modern biotechnology laboratory, four greenhouses, and is completing a tissue-culture laboratory all located in or adjacent to the former dairy barn.

The Matanuska Experiment Farm is a two-faceted jewel in the University of Alaska land bank. On the one hand, the property has a very high real estate value as recent sales show. Land sales could provide a significant and immediate cash flow to the University of Alaska. On the other hand, the property has potential for a long-term investment in appropriate development and research, instruction, and outreach that are relevant to the changing mission of the land-grants and to SNRAS/AFES that I address in the introduction to this section. It is a key to providing research, outreach, and education that is relevant to the expanding urban community of the Anchorage bowl as well as agricultural interests in the area that are focusing on specialty horticultural crops and greenhouse/controlled environment production, and increasing interests in urban forestry and wildland/urban interfaces.

Benchmarks

1. *Hire a consulting firm on contract with UAF and complete consultant tasks by fall 2006.*
2. *Complete the Master Plan by spring 2007 for presentation to the Board of Regents .*
3. *Complete discussions of disposition of income from sale or lease of property with the University of Alaska by February 2007.*
4. *Identify possible partners and potential lands/property to be sold or leased, establish a market price by July 2007.*
5. *Finalize proposal for the Southcentral Alaska Natural Resources Management/Geography/Environmental Studies Baccalaureate Program (attached) by July 2007 and resubmit request for incremental funding for the program for FY 08.*

UPDATE – December 2006

We are on track with the Palmer Master Plan. A consultant has completed the first assignment, a facilities assessment. We are still hoping to bring forward an FY 08 proposal for expanding our baccalaureate studies in southcentral Alaska. The proposal will be adjusted; no longer asking for \$200,000 for the Center for Distance Education but rather looking toward the combined UA/UAF IT office for assistance. The hay baler has been purchased.

Resources

The resources listed below do not include the expenditures we make to maintain our facilities to enable us to deliver our instructional programs and maintain our research and outreach programs at the Palmer Research and Extension Center. They also do not include the funding the USDA Agricultural Research Service has spent to construct laboratories and greenhouses at the Matanuska Experiment Farm. They do not include the potential for USDA/ARS to construct their own facility at the Farm; on hold until the FY 07 budget is determined.

	FY 06	FY 07 (unit)	FY 07 (incremental)	FY 08 and following
Personnel	0	0	0	\$263,625*
Equipment	\$15,000**	0	0	\$200,000*
Commodities	0	0	0	0
Services	\$160,000***	0	0	0
Space/Facilities	0	0	0	\$5M - \$25M+
Other	0	0	0	0

* Submitted as an initiative request in early spring 2006 when there was speculation that there might be a legislative increment beyond the base funding provided to UA. The \$200,000 is for the Center for Distance Education to participate in expanding distance delivery capabilities and working with course development. It is on the wish list to show cost of the program.

** Hay baler – SNRAS/AFES funds

*** Funding from the University of Alaska for consultant

+ Estimated cost of moving the SNRAS/AFES operations out of the Palmer site to the Matanuska Experiment Farm. The range indicates use of existing buildings and possibly temporary units and construction of a new facility – funds from sales and leases

Curriculum Development

The University of Alaska Geography Program is moving forward in establishing itself as a statewide program that will deliver curricula to the three major MAUs at the University of Alaska using courses and faculty throughout the system.

The School of Natural Resources and Agricultural Sciences does not have a Ph.D. program, but rather uses the interdisciplinary program to students interested in a natural resources centered degree. We have been very successful in cooperating with IGERT/RAP and are one of the major contributors to delivering its courses. However, this program is not an appropriate home for a degree while it does provide an excellent home for the cohort of students interested in integrating other disciplines in their single discipline focus. A synergism is again developing between faculty in the School of Management and our School in resource economics and discussions are beginning on a degree centered in natural resource management. A very preliminary flow chart for the degree is included as attachment 15. We hope to complete the proposal by fall of 2006 and it will be distributed appropriately.

We are long overdue in finishing the professional Master's in Natural Resources Management. A key in this degree will be the ability to deliver a comprehensive program in the forest resources that will include a faculty in forest health (attached).

Benchmarks

1. **Complete the curricula for the geography B.A. and outcomes assessment by July 2006.**
2. **Complete the curricula for the geography B.S. and outcomes assessment by September 2006.**
3. **Distance Deliver one geography course in AY 06-07.**
4. **Develop 'Geography of Oceana' for international delivery by fall 06 and deliver a trial in spring 07.**
5. **Complete the proposal for a Ph.D. in Natural Resources Management by July 2007.**
6. **Complete the curriculum for the Master's in Natural Resources Management by December 2006.**

UPDATE – December 2006

The curricula for the geography degrees are in draft form including the outcomes assessment. This draft includes development of curricula for the three MAUs that highlight their specific areas of expertise. The Board of Regents was updated on progress at their late fall meeting. The Geography of Oceana syllabus will be presented at the Agricultural Development in the American Pacific meeting in early January. Delivery is still planned for spring 2007. Rather than distance delivery one geography course in AY 06-07, we were able to obtain the services of one visiting assistant professor and two new adjuncts on the Fairbanks campus that substantially upgraded our course offerings. We are now discussing with the UA/UAF OIT the possibilities of using their services to deliver our courses.

The proposal for a Ph.D. program located in SNRAS is well underway with a committee including SNRAS, School of Management faculty and the IGERT Director (also SNRAS faculty). The Program Review Committee (a standing committee in SNRAS) is drafting the Natural Resources Management Master's degree and is behind schedule.

Resources

	FY 06	FY 07 (unit)	FY 07 (incremental)	FY 08 and following
Personnel	0	0	0	\$400,000*
Equipment	0	0	0	0
Commodities	0	0	0	0
Services	0	0	0	0
Space/Facilities	0	0	0	0
Other	0	0	0	0

*Funding for faculty position in forest health and start-up costs - submitted as an initiative request in early spring 2006 when there was speculation that there might be a legislative increment beyond the base funding provided to UA.

COMPACT PLAN DEVELOPMENT PROCESS

The Compact Plan for the School of Natural Resources and Agricultural Sciences and the Agricultural and Forestry Experiment Station was developed by the management team of the School and Station, the Associate Dean, the Associate Director, and the Director of the University of Alaska Geography Program with the Department Chairs of Forest Sciences, Plant, Animal, and Soil Sciences, and Resources Management. The process was led by the Dean and Director.

1. The team was provided annual reports beginning in 2000 and the text for the speech the Dean and Director made in competition for the position.
2. The team developed three initiatives for the FY 08 University of Alaska initiative process with a view toward incorporation in the goals for FY 07 and following.
3. The team selected the top three goals for FY 06 and updated progress toward completion.
4. The team developed the top three goals for FY 07 incorporating the three initiatives.
5. The Dean and Director prepared the draft.
6. The draft will be reviewed by the team for comments and further input and provided to faculty.
7. The highlights of the Compact Plan will be presented to faculty and staff in the State of the School and Station speech delivered every fall and spring, this year on April 28, 2008 where they are invited to comment.
8. The draft, including comments by the team and faculty and staff will be provided to the School and Station's Board of Advisors for their comments and input.
9. Comments and input will be included in the Compact Plan and will be provided to the Provost before the final is prepared.

Annotated Relationship of top three goals for FY 06 to relevant plans

	Geography Program	Palmer Center	Plan of Work
<u>UA Strategic Plan 2009</u>			
• Student Success	<ul style="list-style-type: none"> ○ Recruitment program ○ High demand jobs ○ Employer partnerships 	<ul style="list-style-type: none"> ○ Recruitment program ○ High demand jobs ○ Employer partnerships 	
• Educational Quality	<ul style="list-style-type: none"> ○ Campus collaboration ○ Efficient allocation ○ New & relevant programs ○ Staff support ○ Distance delivery 	<ul style="list-style-type: none"> ○ Campus collaboration ○ Efficient allocation ○ Distance delivery 	
• Research Excellence	<ul style="list-style-type: none"> ○ Undergraduate & graduate research ○ Establish relationships with private sector & government agencies ○ Alaska specific opportunities ○ Locational advantage 	<ul style="list-style-type: none"> ○ Undergraduate & graduate research ○ Establish relationships with private sector & government agencies 	<ul style="list-style-type: none"> ○ Seed funds for competitive research opportunities ○ Undergraduate & graduate research ○ Establish relationships with private sector & government agencies ○ Alaska specific opportunities ○ Locational advantage ○ Intellectual property & technology ○ Peer external review
• Faculty & Staff Recognition	<ul style="list-style-type: none"> ○ High quality teaching ○ Integrated administrative practices 	<ul style="list-style-type: none"> ○ High quality teaching ○ Peer external review 	
• Responsive to State Needs	<ul style="list-style-type: none"> ○ Workforce needs ○ Cultural needs ○ Expand high demand job training 	<ul style="list-style-type: none"> ○ Workforce needs ○ Community engagement ○ Expand high demand job training 	<ul style="list-style-type: none"> ○ Rural Alaska focus ○ Cultural needs
• Technology and Facility Development	<ul style="list-style-type: none"> ○ Facility planning ○ Distance education 	<ul style="list-style-type: none"> ○ Facility planning ○ Distance education ○ Privatization & partnering 	<ul style="list-style-type: none"> ○ Appropriate technology ○ Privatization & partnering
• Diverse Sources of Revenue	<ul style="list-style-type: none"> ○ Diversify funding sources ○ Long term endowments 	<ul style="list-style-type: none"> ○ Diversify funding sources ○ Long term funding 	<ul style="list-style-type: none"> ○ Diversify funding sources ○ Utility of intellectual property
<u>UAF Strategic Plan 2010</u>			
• Teaching and Learning for Student Success	<ul style="list-style-type: none"> ○ Refine outcomes assessment plan ○ Increase experiential learning ○ Improve success in distance education courses ○ Enhance technology, support services and facilities 	<ul style="list-style-type: none"> ○ Increase experiential learning ○ Improve success in distance education courses ○ Enhance technology, support services and facilities ○ Construct a major teaching and research facility 	
• Research and Scholarship	<ul style="list-style-type: none"> ○ Research addressing the Arctic and indigenous people ○ Participate in IPY 	<ul style="list-style-type: none"> ○ Applied and collaborative research ventures ○ Increase students involved in research 	<ul style="list-style-type: none"> ○ Research addressing the Arctic and indigenous people ○ Applied and collaborative

- Increase students involved in research including minorities
 - Competitive stipends
 - research ventures
 - Increase students involved in research including minorities
- Complete outcomes assessment to include assessment of out-of-classroom experiences
 - Increase enrollment in high demand job area
- Comprehensive approach to community engagement
 - Useful and innovative applications of research
 - Strategic partnerships and collaborations
 - Comprehensive approach to community engagement
 - Useful and innovative applications of research
 - Strategic partnerships and collaborations
 - Comprehensive approach to community engagement
 - Useful and innovative applications of research
 - Strategic partnerships and collaborations
- Increase public and private support
 - Strengthen SNRAS/AFES marketing and support
 - Increase awareness of SNRAS/AFES contributions to the state
 - Educate key stakeholders
 - Increase public and private support
 - Strengthen SNRAS/AFES marketing and support
 - Increase awareness of SNRAS/AFES contributions to the state
 - Educate key stakeholders
 - Increase public and private support
 - Strengthen SNRAS/AFES/CES marketing and support
 - Increase awareness of SNRAS/AFES/CES contributions to the state
 - Educate key stakeholders
- Increase assistance to new faculty
 - Increase assistance to new faculty

UAF Academic Plan

- Cultural emphasis in the B.A. and Canadian and northern European studies
 - Enlarge the cadre of UA faculty and undergraduate and graduate students interested in geography
 - Remote sensing and GIS opportunities in Alaska's arctic and subarctic
 - Rural applications of sustainable economic opportunities in natural resources
 - Nutrition and health
- Geography included in high demand jobs
 - Partnerships with private industry, individual philanthropic interests, and agencies
 - Partnerships with private industry, individual philanthropic interests, and agencies
- Food quality and food safety
- See attached Plan of Work Annual Report for 2004-2005
 - See attached Plan of Work Annual Report for 2004-2005

PBB Report Card

- Statewide program
 - Plant, Animal and Soil Science option in NRM B.S. degree offered in Palmer
- Statewide program
 - Plant, Animal and Soil Science option in NRM B.S. degree offered in Palmer

- **Outcomes Assessment**
 - Developing concurrent with curriculum development
 - In place
- **Enrollment Management**
 - Developing concurrent with curriculum development
 - Developing concurrent with curriculum development
- **Graduate Students**
 - NRM M.S. degree offered in Palmer
- **Partnerships**
 - Agreements part of development plan
 - Formula funds provide seed funding for partnerships and collaborations

Annotated Relationship of top three goals for FY 07 to relevant plans

	Fairbanks Experiment Farm	Palmer Center	Degree Programs
<u>UA Strategic Plan 2009</u>			
• Student Success	○ Outdoor classroom and research opportunities on the Fairbanks campus	○ Recruitment program ○ High demand jobs ○ Employer partnerships	○ Recruitment program ○ High demand jobs Employer partnerships
○ Educational Quality	○ Additional classroom and laboratory space	○ Campus collaboration ○ Efficient allocation ○ Distance delivery	○ Campus collaboration ○ Efficient allocation ○ New & relevant programs ○ Staff support Distance delivery
• Research Excellence	○ Establish relationships with private sector & government agencies ○ Alaska specific opportunities ○ Locational advantage	○ Undergraduate & graduate research ○ Establish relationships with private sector & government agencies	○ Undergraduate & graduate research ○ Establish relationships with private sector & government agencies ○ Alaska specific opportunities ○ Locational advantage ○ Intellectual property & technology
• Faculty & Staff Recognition		○ High quality teaching ○ Peer external review	
• Responsive to State Needs		○ Workforce needs ○ Community engagement ○ Expand high demand job training	○ Workforce needs ○ Community engagement ○ Expand high demand job training
• Technology and Facility Development	○ Facility planning ○ Distance education	○ Facility planning ○ Distance education ○ Privatization & partnering	
• Diverse Sources of Revenue	○ Diversify funding sources ○ Long term endowments	○ Diversify funding sources ○ Long term funding	
<u>UAF Strategic Plan 2010</u>			
• Teaching and Learning for Student Success	○ support services and facilities	○ Increase experiential learning ○ Improve success in distance education courses ○ Enhance technology, support services and facilities ○ Construct a major teaching and research facility	○ Workforce needs ○ Community engagement ○ Expand high demand job training
• Research and Scholarship	○ Research addressing the Arctic and indigenous people ○ Participate in IPY ○ Increase students involved in research including minorities	○ Applied and collaborative research ventures ○ Increase students involved in research	○ Research addressing the Arctic and indigenous people ○ Applied and collaborative research ventures ○ Increase students involved in research including minorities

			○ Competitive stipends
• Enrollment and Retention		○ Increase enrollment in high demand job area	○ Increase enrollment in high demand job area
• Community Engagement and Economic Development	○ Comprehensive approach to community engagement ○ Useful and innovative applications of research ○ Strategic partnerships and collaborations	○ Comprehensive approach to community engagement ○ Useful and innovative applications of research ○ Strategic partnerships and collaborations	○ Comprehensive approach to community engagement ○ Useful and innovative applications of research ○ Strategic partnerships and collaborations
• Advancement and Philanthropy	○ Increase public and private support ○ Strengthen SNRAS/AFES marketing and support ○ Increase awareness of SNRAS/AFES contributions to the state ○ Educate key stakeholders	○ Increase public and private support ○ Strengthen SNRAS/AFES marketing and support ○ Increase awareness of SNRAS/AFES contributions to the state ○ Educate key stakeholders	○ Increase public and private support ○ Strengthen SNRAS/AFES marketing and support ○ Increase awareness of SNRAS/AFES contributions to the state ○ Educate key stakeholders
• Faculty and Staff Development		○ Increase assistance to new faculty	
<u>UAF Academic Plan</u>			
• Programs of Distinction - Native Peoples - Arctic Climate	○ Reindeer Research Program ○ Possible location of the “Arctic Mountain Center”	○ Remote sensing and GIS opportunities in Alaska’s arctic and subarctic	Rural applications of sustainable economic opportunities in natural resources
• Economic and Workforce Development		○ Partnerships with private industry, individual philanthropic interests, and agencies	○ Partnerships with private industry, individual philanthropic interests, and agencies
• Environmental and Human Health	○ Reindeer Research Program and meat quality ○ Georgeson Botanical Garden and vegetable variety work ○ Organic agricultural and controlled environment production		
• Natural Resources -Agriculture -Forestry	See attached Plan of Work Annual Report for 2004-2005	○ See attached Plan of Work Annual Report for 2004-2005	○ Expanded opportunities for graduate education
<u>PBB Report Card</u>			
• Student Credit Hours		○ Plant, Animal and Soil Science option in NRM B.S. degree offered in Palmer	○ New degree programs
• High demand jobs		○ Plant, Animal and Soil Science option in NRM B.S. degree offered in Palmer	○ New degree programs
• Outcomes Assessment		○ In place	○ Will be developed
• Enrollment		○ Developing concurrent with	Develop concurrent with

Management

curriculum development

curriculum development

- **Graduate Students**

- Plant, Animal and Soil Science option in NRM
- M.S. degree offered in Palmer

New degree programs will increase numbers

- **Partnerships**

- Demonstration programs and research opportunities

- Research, instruction, and outreach opportunities and opportunities to build facilities