University of Alaska Fairbanks
Comprehensive Self-Evaluation Report
Appendix

Prepared for the Northwest Commission on Colleges and Universities
August 2011

UAF is an affirmative action/equal opportunity employer and educational institution. Front cover: UAF photo by Todd Paris.
# Table of Contents

Appendix 1: UAF Strategic Plan 2010.................................................................................................................. 1  

Appendix 2A: Administrative Unit Profiles

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services</td>
<td>5</td>
</tr>
<tr>
<td>Center for Research Services (CRS)</td>
<td>17</td>
</tr>
<tr>
<td>Chancellor’s Office</td>
<td>27</td>
</tr>
<tr>
<td>Division of Student Services</td>
<td>31</td>
</tr>
<tr>
<td>Office of Information Technology (OIT)</td>
<td>41</td>
</tr>
<tr>
<td>Provost’s Office</td>
<td>47</td>
</tr>
<tr>
<td>University Advancement</td>
<td>55</td>
</tr>
</tbody>
</table>

Appendix 2B: Academic and Research Unit Profiles

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic Region Supercomputing Center (ARSC)</td>
<td>63</td>
</tr>
<tr>
<td>College of Engineering and Mines (CEM)</td>
<td>71</td>
</tr>
<tr>
<td>Cooperative Extension Service</td>
<td>85</td>
</tr>
<tr>
<td>College of Liberal Arts (CLA)</td>
<td>95</td>
</tr>
<tr>
<td>College of Natural Science and Mathematics (CNSM)</td>
<td>113</td>
</tr>
<tr>
<td>College of Rural and Community Development (CRCD)</td>
<td>125</td>
</tr>
<tr>
<td>Division of General Studies (DGS)</td>
<td>145</td>
</tr>
<tr>
<td>Elmer E. Rasmuson and Biosciences Libraries (LIB)</td>
<td>153</td>
</tr>
<tr>
<td>Geophysical Institute (GI)</td>
<td>163</td>
</tr>
<tr>
<td>Institute of Arctic Biology (IAB)</td>
<td>171</td>
</tr>
<tr>
<td>International Arctic Research Center (IARC)</td>
<td>183</td>
</tr>
<tr>
<td>Museum of the North, University of Alaska</td>
<td>195</td>
</tr>
<tr>
<td>School of Education (SOE)</td>
<td>203</td>
</tr>
<tr>
<td>School of Fisheries and Ocean Sciences (SFOS)</td>
<td>211</td>
</tr>
<tr>
<td>School of Management (SOM)</td>
<td>223</td>
</tr>
<tr>
<td>School of Natural Resources and Agricultural Sciences (SNRAS)</td>
<td>235</td>
</tr>
</tbody>
</table>
Appendix 1: UAF Strategic Plan 2010

April 2006

Preamble

The University of Alaska Fairbanks operates in three clearly distinguishable areas:

- The Land, Sea and Space Grant institution, a Carnegie-classified, research-intensive university, comprised of colleges, schools and major research institutes based in Fairbanks
- The Tanana Valley Campus (now the UAF Community and Technical College), a community college that principally serves the Fairbanks North Star Borough
- Five community campuses located throughout the state, which focus on serving the lifelong educational needs of rural Alaskans

These three areas are in some ways independent, in other ways interdependent, and in many ways fully integrated. UAF offers certificates and associate, baccalaureate, master’s and doctoral degrees, as well as a wide range of non-credit courses. No other single university in the country is as multi-dimensional as UAF.

Strategic Plan 2010 prescribes UAF’s pathways and goals for the next five years using a broad-brush approach. The strategic plan, in turn, focuses the compact plans. Each college, school, institute and administrative unit’s compact plan provides the details and measurable implementations that will enable UAF to collectively reach its strategic destinations. The compact plans are reviewed and revised annually.

Mission Statement

The University of Alaska regents approved UAF’s latest mission statement at its June 8, 2006 meeting. The following statement is now contained in the Regents’ Policy 10.01.03:

The University of Alaska Fairbanks, the nation’s northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF – America’s arctic university – promotes academic excellence, student success and lifelong learning.

Vision Statement

The University of Alaska Fairbanks will:

- Be the university of choice for Alaska scholars
- Offer distinctive opportunities in undergraduate and graduate education that take advantage of our location in the Far North
- Provide excellent educational services at the point of need for Alaska Native and rural populations
- Spearhead integrated research, emphasizing our complex high latitude physical, biological and social systems
- Link research discoveries with teaching, service and community engagement
- Create innovative collaborations with communities, businesses and governments that meet state, national and global needs
- Demonstrate ways in which gender, racial and cultural diversity strengthen the university and society
Core Values

As the nation’s arctic university, UAF is defined by its location in the circumpolar North, Alaska’s diverse cultures, rich history, unique geography and environment. The students, faculty, staff and alumni, in honoring the public trust, commit themselves to the pursuit of excellence and work of the highest possible quality. We hold the following values to be the cornerstone of our identity as an academic community:

- Student success
- Vitality and creativity of new discoveries and scholarship
- Access to comprehensive higher education and lifelong learning
- Sharing assets and resources with Alaska communities through active engagement
- Independence of thought and action in the pursuit of knowledge
- Diversity of our students and employees
- Accountable for and efficient use of university resources
- Promoting sustainable living in the North

Strategic Pathways and Goals

The University of Alaska Fairbanks has identified six strategic pathways to guide the university toward its vision: teaching and learning for student success, research and scholarship, enrollment and retention, community engagement and economic development, advancement and philanthropy, and faculty and staff development. Each pathway is augmented by specific goals.

1. Teaching and Learning for Student Success
2. Research and Scholarship
3. Enrollment and Retention
4. Community Engagement and Economic Development
5. Advancement and Philanthropy
6. Faculty and Staff Development

1. Teaching and Learning for Student Success

Student success in higher education depends on both the quality of teaching in the classroom and the commitment of the student to the learning process. The university strives to provide excellence in teaching in the classroom through hiring quality faculty. In addition, faculty will be expected to provide in-classroom and out-of-classroom experiences, which will enhance the student learning experience.

Goals

- Enforce faculty qualification standards for each college and school
- Refine measurable learning standards and competencies for all degree and certificate programs
- Increase student participation in and opportunities for experiential learning
- Improve student success in distance education courses
- Enhance technology, support services and facilities for instruction and learning
- Construct an additional, major teaching and research facility
2. Research and Scholarship

As a research-intensive university, UAF seeks to maintain international prominence in research and scholarship with emphasis on the circumpolar North. The schools, colleges and research institutes headquartered on the Fairbanks campus focus on baccalaureate and graduate programs, basic and applied research, and research outreach. These programs derive much of their strength from the extensive research and scholarship conducted by the faculty.

Goals

- Increase research programs that address the Arctic and its indigenous people
- Focus on participation and outcomes associated with the International Polar Year
- Expand and improve both applied and collaborative research ventures
- Increase the proportion of students and faculty engaged in research and scholarly activities
- Document and disseminate indigenous knowledge
- Increase, promote and monitor undergraduate research opportunities, activities and accomplishments
- Provide competitive stipends for graduate assistantships and increase the number of graduate assistantships and post-doctoral fellowships
- Increase revitalized research space in existing facilities on West Ridge

3. Enrollment and Retention

Enrollment and retention practices are directly related to our students’ academic and out-of-classroom successes. The university will focus on recruiting students committed to achieving academic success and providing the support students need to move toward completing their academic goals in a timely manner.

Goals

- Increase the university-wide freshman baccalaureate-seeking retention rate to at least 75 percent
- Increase the university-wide full-time baccalaureate six-year graduation rate by at least 40 percent
- Increase enrollment with an emphasis in selected areas such as programs of distinction and high demand job areas
- Identify and implement new methods of measuring student success
- Raise baccalaureate admissions standards by fall 2008
- Enroll the majority of UA Scholars choosing the UA system
- Assess the impact of the out-of-classroom experience on student success
- Expand the Wood Center student union facilities
- Increase Alaska Native enrollment in graduate programs by 50 percent

4. Community Engagement and Economic Development

To realize its mission, it is critical that the university strengthen its community engagement practices. This must be accomplished through comprehensive outreach efforts that encourage public participation, community partnerships and new ways of responding to the needs of a changing society.

Goals

- Implement a more comprehensive approach to community engagement
- Focus appropriate UAF resources on economic development activities in Alaska
• Generate innovative and useful applications of research that benefit the state of Alaska
• Grow strategic partnerships with public and private stakeholders, and collaborations with public and private employers in workforce preparation and development programs that are responsive to Alaska’s specific needs

5. Advancement and Philanthropy

It is imperative for the university to gain and expand the public’s excitement about, confidence in and support of the university. A strong philanthropic effort will provide the university with a margin of excellence through additional funds from private and corporate giving.

Goals
• Increase public and private support for UAF through sustained advancement activities
• Strengthen UAF marketing and communication efforts
• Increase alumni support and involvement
• Seek private and corporate support of student scholarships and fellowships
• Increase awareness of the university’s contributions to the state
• Educate key stakeholders about our critical need for new, expanded and well-maintained facilities for research and teaching

6. Faculty and Staff Development

The university is dedicated to recruiting, developing, retaining and recognition of a diverse faculty and staff that will carry out our mission of excellence in teaching, research and service.

Goals
• Increase the representation and retention of women and minorities in staff and faculty positions
• Improve measures for evaluating faculty and staff performance
• Increase recognition of staff and faculty excellence
• Increase staff development activities
• Increase assistance to new faculty in areas such as establishing research programs and pedagogy
Appendix 2A: Administrative Unit Profiles

Administrative Services

Pat Pitney,
Vice Chancellor

http://www.uaf.edu/adminsvc
Appendix 2A: Administrative Unit Profiles

Mission
The Division of Administrative Services comprises eight departments that collaborate to provide safe and effective services for students, faculty, staff, and other constituents to fulfill the mission of the University of Alaska Fairbanks. Each department has a distinct mission, which can be found at its respective website: Facilities Services and Facilities Services Publications and Plans; Office of Grants and Contracts Administration; Financial Services; Procurement and Contract Services; Environmental, Health, Safety, and Risk Management; Police Department; University Fire Department; and Human Resources.

Contribution to UAF’s Mission

Facilities Services – Facilities Services manages and maintains UAF’s facilities throughout Alaska in a manner that ensures that those facilities are adequate for the university’s institutional mission of teaching, research, and service.

Office of Grants and Contracts Administration – OGCA manages and monitors all post award activities for the University of Alaska Fairbanks’ sponsored projects (annually averaging $145 million). OGCA assures compliance with applicable sponsor and University Regulation and requirements for expenditures on those restricted funds. Other responsibilities include, but are not limited to, negotiation and acceptance of new awards or modifications to existing awards, the set up of new discrete accounts, budget revisions, the preparation of bills, and collections of amounts due from funding agencies. Compliance reviews, conducted at random, ensure allowability, allocability and reasonableness of sponsored fund use. OGCA also provides reports on cash flow, doubtful accounts, and revenue streams to support UAF financial stability.

Financial Services - Financial Services provides core financial and administrative support to UAF. The Business Office manages student accounts and processes departmental deposits; Accounts Payable processes all UAF vendor, student, and employee payments; Travel supports all UAF travel; Budget and Cost Records manages the UAF budget process, management reports, account reconciliations, and merchant IDs; and Auxiliary and Business Services manages the student dining program, vending contracts, bookstore contract, printing and copying services, and staff/student ID card operation.

Procurement and Contract Services - P&CS provides essential services for the educational and research missions of UAF. In addition to procuring goods and services for classroom use and research, P&CS establishes and monitors collaborative sub-awards with educational institutions, state and local governments, private and quasi-private research institutes, and private industry. In FY10, P&CS issued purchase orders and contracts in the amount of $175 million on behalf of UAF and the UA Statewide system. This amount includes the majority of the enterprise hardware and software systems acquired on behalf of all University of Alaska campuses. In addition, P&CS is providing contracting support during the construction of the R/V Sikuliaq, a 261-foot ice-capable research vessel under construction for UAF’s School of Fisheries and Ocean Sciences, funded by a $148,070,000 ARRA (American Recovery and Reinvestment Act) award from the National Science Foundation.

Environmental, Health, Safety, and Risk Management – EHS&RM provides technical environmental health, regulatory, safety, and operational risk management services to UAF colleges, schools, and departments. EHS&RM helps the faculty, staff, and students develop and implement programs, provide or facilitate safety training, analyze and respond to specific environmental programs, and conduct operational risk assessments.

In matters of actual or potential regulatory enforcement action, investigations, or employee complaints, EHS&RM coordinates the university’s response to external regulatory agencies concerned with workplace health, safety, and environmental compliance. EHS&RM works closely with the colleges and
departments and the General Counsel to ensure that a unified and consistent university position is provided in response to a governmental inquiry, complaint, or lawsuit.

**Police Department** - The Police Department makes UAF a safer place to live, work, and visit. The department is proactive in mitigating crimes through building patrols, security inspections, security escorts, alarm tests and monitoring, covert surveillance, community and student event security, and traffic enforcement. The daily presence of sworn law enforcement and community service officers on campus is the greatest theft and violence deterrent available. Prevention, rather than reaction after a crime has occurred, is the department’s focus. Police services support outreach and community programs and enrollment and retention efforts by ensuring that students and visitors at UAF have a secure and pleasurable educational experience. The Police Department strengthens the instructional program by securing needed equipment, classrooms, and buildings.

**University Fire Department** - The University Fire Department provides fire and EMS services to the campus and to a large off-campus fire service area surrounding the campus (through a contract with the Fairbanks North Star Borough). The University Fire Department has been training young men and women for careers in fire and emergency services for more than 53 years. It is the only campus fire department of its kind in the United States, with full-time student employees serving with career fire fighters; it was one of the first workforce development programs at UAF. While many student firefighters are seeking degrees in fire science, paramedicine, and emergency management, many pursue degrees in other fields. Those students who do not continue in emergency services take with them life skills that they can use in any line of work.

**Human Resources** – The primary responsibilities of the Human Resources department include recruiting and retaining faculty and staff, and supporting employees in their personal and professional lives. Part of the department’s effort involves attracting a diverse population of candidates. The HR unit itself leads by example; it has a diverse employee population. The UAF benefit package allows and encourages employees to continue their educational pursuits. Tuition waivers, training, professional certifications, and other creative activities allow them to better contribute to UAF’s mission of teaching, research, and public service.

**Committee Structure and Representation**

The vice chancellor for administrative services serves on the Chancellor’s Cabinet, the Business Council, Provost’s Council, Statewide Information Technology Council, and the Statewide Administrative Leadership Committee.

**Facilities Services** - Facilities Services supports several internal committees, including the Special Events Committee, WeCare, the Work Order Upgrade Committee, and a Safety Committee. In addition, Facilities Services is represented on the following UAF/UA committees and councils: Chancellor’s Cabinet (1), ADA Task Force (1), Business Council (1), Events Committee (4), Facilities Council (2), Framework Process Team (1), Governance Coordinating Council (1), Housing Task Force (1), Human Resources Council (1), Invasive Species Task Force (1), Labor Management Committee (2), Master Planning Committee (2), Master Planning Landscape and Outdoor Art Subcommittee (2), North Campus Subcommittee (2), Parking Advisory Committee (2), Risk Management Team (1), Safety and Compliance Coordination Committee (1), Space Usage Committee (2), Staff Communications Committee (1), Strategic Plan Committee (1), Sustainability Task Force (1), System Governance Council (1), Systemwide Evaluation Committee (1), and Tree Campus Advisory Committee (1).

**Office of Grants and Contracts Administration** - OGCA staff members participate on the UA Statewide Faculty Paid Time Off/Effort Reporting Committee, the A-21 Compliance Review RFP Committee, and the Federal Demonstration Project.
Appendix 2A: Administrative Unit Profiles

**Financial Services** – Financial Services staff coordinate the Financial Managers group; staff also serve on the Human Resources group and the UA system-wide non-resident alien tax group.

**Procurement and Contract Services** - No staff committees currently exist within P&CS. Department staff members have served as members of Staff Council in the past, but none are participating in that organization at present.

**Environmental, Health, Safety, and Risk Management** - EHS&RM coordinates the Safety Compliance and Coordination Committee. Staff also serve on the Radiation Safety Committee (2), Lab-Chemical Safety Committee (3), Institutional Biosafety Committee (2), Diving Control Board (1), and UA Risk Services Team (1).

**Fire Department** – The fire chief serves on the Safety and Compliance Communication Committee; the fire marshal serves on the Events Committee.

**Human Resources** – The department coordinates the HR users group to communicate with all UAF departments on HR changes and issues. A staff member serves on the Safety and Compliance Communication Committee. Staff also serve on UA system-wide committees including Non-Resident Alien (NRA) Work Team, A-Team Committee (focusing on Banner HR system issues), Payroll Work Team, Web Time Entry (WTE) and Grant Effort Reporting (GER) Program Committee, Records Management Work Group, SW Retirement Committee, Human Resources Council, UAKJobs Work Group, and Personnel Work Team.

External Advisory Board(s)

**Environmental, Health, Safety, and Risk Management** - EHS&RM has seats on the following external advisory boards: Fairbanks Emergency Planning Committee (2), Fairbanks Storm Water Advisory Committee (1), and the American Society of Safety Engineers (2).

**Facilities Services** - Fairbanks Metropolitan Area Transportation System (FMATS) Technical Committee (1), Greater Fairbanks Community Hospital Foundation board (1), leadership in several local professional organization chapters.

**Procurement and Contract Services** – P&CS has seats on the University Task force of the National Association of Purchasing Card Professionals and the Subawards and Contracts Committees for Federal Development Project.

**University Fire Department** - The University Fire Service Area Commission consists of five members appointed by the Borough Mayor to represent the interests of the taxpayers that fund the fire department’s contract with the Borough. The fire chief meets with the commission monthly.

**Additional Unit Policies**

**Facilities Services** - Facilities Services maintains multiple performance standards. The standards are communicated by email to staff and published on the FS website. New FS staff orientation includes instruction on current standards. The specific performance standards are UAF facility design standards, respectful workplace, chain of command, radio communications protocol, smoke free environment, visitor parking spaces, workplace safety, computer use, safety shoes, parking of vehicles on campus, clothing allowance, emergency parking, emergency action plan, and email etiquette.

**Office of Grants and Contracts Administration** - OGCA is responsible for cash flow for UA Statewide and for UAF. Staff must work with the highest degree of integrity and detail, while also maintaining a level of requisite compliance. OGCA services not only its internal constituents but also outside sponsors, and it must be sensitive to the perspectives and needs of both. In support of this tenet, OGCA has a full range of policies and procedures, which are posted on the department website.

**Financial Services** - Unit operations are governed by Regents’ Policy and University Regulation and by the Statewide Accounting Manual.
Procurement and Contract Services - P&CS is charged with ensuring UAF compliance with the Regents’ Policy (State of Alaska Procurement Statute AS 36.30, Federal Acquisition Regulations, Code of Federal Regulations) and applicable regulations (www.whitehouse.gov/omb/circulars). In most cases, it falls on the P&CS staff to identify and interpret the regulatory and statutory requirements for each acquisition and then provide guidance to faculty and staff to ensure that these requirements are met.

Environmental, Health, Safety, and Risk Management - EHS&RM policies, procedures and guidelines are available online. The Guidelines, Plans and Procedures Library provides information on the following: Emergency Communications; Employees; Facilities; Health and Safety; Minors at UA (under the age of 18); Remote Travel; Transportation; and Volunteers. There are Safety Policies; Lab Safety Programs; Guidelines and Policies; and Hazardous Materials Management Information.

Police Department - The UAF Police Department, Emergency Dispatch Center, and Community Service Program all have their own internal Standard Operating Procedures manual. These manuals have been reviewed by UA General Counsel and meet standards set by the regents, the State of Alaska, and the federal government. All staff members receive the manuals at the time of hire and are trained on their use and content. Staff members are briefed when changes are made and receive copies of updated manuals. The manuals are not publicly disseminated.

University Fire Department - The University Fire Department is regulated by state and federal laws, Alaska Occupational Safety and Health Administration (AK-OSHA) regulations, and National Fire Protection Association (NFPA) codes and standards.

Human Resources - HR has internally documented unit policies for the orderly administration of workflow among the HR Department and payroll and personnel (PPA) technicians in the campus departments. These policies are disseminated through HR campus trainings, HR list-serve, HR staff meetings, HR management meetings, HR consultant meetings, and the HR User’s Group (bi-monthly open-campus meetings). They are also available in the PPA manual located on the HR website. Most process documentation is defined on individual Forms, which are available online.

HR also participates in the promulgation of campus-wide policies. These policies are approved, communicated, and published by the chancellor.

Staff

Staff Numbers

The vice chancellor’s staff is composed of an administrative assistant to the vice chancellor, an executive officer and two part-time special project staff. This staff is located in the Administrative Services Center on College Road.

Facilities Services - Facilities Services employs 244 staff in seven divisions: Administration, Auxiliaries and Contracts, Design and Construction, Finance, Maintenance, Operations, and Utilities. The majority reside within the Physical Plant, but the Division of Design and Construction (23 staff) is located off campus, and the Utilities staff (36) is located at the Power Plant.

Office of Grants and Contracts Administration - OGCA has one director, four senior officers, six technicians with varying degrees of competency and credentials, three support staff, and one part-time assistant. All are located in the Administrative Services Center.

Financial Services - Financial Services employs 44 staff in six departments: Budget and Cost Records; Travel; Accounts Payable; the Business Office; Auxiliary and Business Services; and Printing Services. The Business Office, Printing Services, and Auxiliary and Business Services employ 22 staff located in the campus core. Travel, Accounts Payable, and Budget and Cost Records employ 22 workers who, along
with the office of the associate vice chancellor for financial services, reside in the Administrative Services Center.

**Procurement and Contract Services** - Procurement and Contract Services has 15 staff members. The only current position for which there is difficulty finding qualified applicants is procurement officer. At present, P&CS has very few procurement officers with the knowledge and expertise needed to manage the complex acquisitions that are part of the UAF research mission. There are two reasons for this. First, procurement officers with the required background and experience are difficult to find in Alaska. Second, the salary is not high enough to attract qualified people from outside the state or retain the expertise that we have. The department often invests in training procurement officers only to see them leave for local, state, or federal government jobs, which pay better and have less stressful workloads. The department is located in the Administrative Service Center.

**Environmental, Health, Safety, and Risk Management** - EHS&RM has the following positions: director, program manager, risk manager, two safety officers, hazardous materials supervisor, two hazardous materials coordinators, environmental compliance officer, industrial hygienist, and assistant industrial hygienist. ESHR&M office are off-campus on Marika Road.

**Police Department** - The UAF Police Department has 11 sworn law enforcement officers, 1 administrative/project officer, 6 emergency dispatchers, and 10 community service officers (CSO). UAF’s police and fire departments share a building in the campus core.

**University Fire Department** - The University Fire Department staff comprises the fire chief, fiscal manager, fire marshal, 3 battalion chiefs, 3 captains, and 42 paid student firefighters.

**Human Resources** - UAF HR has 22 full-time positions and 1 temporary position. This breaks down into the following functions: 1 director; 1 associate director; 7 consultants; 1 UAKJobs help desk (recruitment) consultant; 4 payroll staff (including a payroll manager); 1 personnel and records manager; 4 personnel technicians; 2 records coordinators; 1 administrative assistant; and 1 reception manager. Two consultants are located at the Physical Plant and are dedicated to Facility Services customers. The remaining consultants are located in the Administrative Services Center. UAF HR practices internal succession planning and career development to assure sustainable delivery of its services and programs by qualified, well-trained consultants.

In addition to the staff positions, all divisions employ students on a part-time basis.

**Collective Bargaining**

**Facilities Services** - Alaska Higher Education Crafts and Trades Employees Local 6070 APEA/AFT (AFL-CIO) is the exclusive representative of employees working in the areas of maintenance, trades, and crafts.

**Procurement and Contract Services** - P&CS is unrepresented. Central Receiving has two warehousemen who are represented by the Alaska Higher Education Crafts and Trades Employees Local 6070.

**University Fire Department** - UFD staff joined Fairbanks Fire Fighters IAFF Local 1324 in 2010.

**Co-Curricular Activities and the Learning Environment**

**Facilities Services** – Professional, technical, and safety training is ongoing through the year.

**Grants and Contracts Administration** - Grants and Contracts Administration offers regular research administration educational opportunities and individual training or education sessions. Detailed information is available on the department’s website (Educational Opportunities).

**Procurement and Contract Services** - P&CS links for staff and faculty training
Environmental, Health, Safety, and Risk Management - Available safety training is augmented by SkillSoft online training. The training site can be accessed through UAOnline (must log into the secured area) here or through the UA Statewide HR website here.

Police Department - The UAF Police Department has a ride-along program for minors and adults (see the department’s website for more information).

Human Resources - UAF HR has recently entered into partnerships in activities that further the learning environment for students. The department sponsored the local Toastmaster’s chapter at UAF. HR works with the School of Management in BA 404, Advanced Cost Accounting and Controllership, to provide a real case study for students to practice skills such as authoring a balanced scorecard for UAF HR. UAF HR partners with UAF Summer Sessions in Earn and Learn, a program designed to increase student enrollment by combining summer learning opportunities with summer jobs. Academic Year 2010 is the department’s first collaboration with academic departments, and, if successful, it plans to seek more such partnerships.

Collaborations

Facilities Services – FS coordinates work order software and database management with UAA and UAS, and works closely with the other campuses on facilities issues through the statewide Facilities Council.

Office of Grants and Contracts Administration - OGCA maintains a working relationship with UAA and UAS, in addition to the open lines of communication via its list service.

Procurement and Contract Services - UAF P&CS provides contracting support for the university’s system-wide administration, including all campuses, enterprise software acquisitions, employee health and life insurance benefits, and banking/financial services. UAF P&CS also provides contracting support for UAS as well as sub-award and sub-recipient monitoring support for UAA.

Environmental, Health, Safety, and Risk Management - In addition to its service to the Fairbanks campus and extended sites, EHS&RM provides assistance and technical support to the Barrow Arctic Science Consortium.

Police Department - The chief and officers of the UAF Police Department serve as instructors for the two Law Enforcement Academy sessions each year at UAF Community & Technical College. They either assist or directly instruct and certify academy students in drug recognition, DUI enforcement and processing, computer crime, evidence collection, and use of force techniques including baton, taser, and pepper spray training. Instruction is also provided as requested for specific justice program courses.

The Police Department has daily contact with Residence Life and Student Services to ensure administrative and legal guidelines are met when a situation needs to be addressed. Police respond immediately to all requests from these groups to insure their safety and security as well as that of all campus residents and students. The interaction between Student Services, Residence Life, and the Police Department allows the departments to share information and work together as an integrated team as quickly and thoroughly as possible.

The UAF Police Department maintains two officers who are members of the Alaska State Trooper Special Emergency Reaction Team, and one officer who is a member of the Alaska State Trooper Statewide Drug Enforcement Unit.

The Police Department works with faculty members and departments that have specific work-related issues. Officers escort Business Office and Bookstore personnel for money transports, and they work with Residence Life and Polar Express to use technology such as cameras and swipe card systems to augment and improve security on campus.
Appendix 2A: Administrative Unit Profiles

**University Fire Department** - The University Fire Department works closely with many campus departments. Having deferred authority from the State Fire Marshal’s office, UFD reviews all new construction and remodels and inspects all campus facilities to ensure compliance with the Fire and Life Safety Codes. The Fire Department also works with the Fire Science Program and Paramedic Program at the UAF Community & Technical College as well as the Bachelor of Emergency Management Program in the School of Management.

**Human Resources** - See items listed above under Co-Curricular Activities and the Learning Environment. In addition, UAF HR collaborated with the HR office at UAA to help refine HR processes in Fairbanks. This collaboration has resulted in overall improved service delivery and changes in exempt time reporting and payroll records management.

**Financial Resources and Expenditures**

All the figures provided herein are based on fiscal year 2010.

**Facilities Services** - Facilities Services manages an overall operating budget of more than $58 million. Annual expenditures include $9 million for routine maintenance and repair, nearly $1 million for renewal/replacement and emergency repair projects, $8.8 million for campus operations, which includes grounds and custodial services and $39.2 million in recharge and auxiliary activity. The major recharge and auxiliary operations that are managed by Facilities Services include Utility Operations ($15 million), the Division of Design and Construction ($2.8 million), Transportation Services ($2.7 million) and Parking Services ($1.7 million). In addition to the operating budget, Facilities Services also manages annual capital expenditures of more than $20 million.

**Office of Grants and Contracts Administration** - OGCA receives an annual budget of approximately $1.1 million, which is derived from a mix of general funds (26%) and indirect cost recovery (74%). Most of the budget is for salaries and benefits, but provides some funds for training and travel to keep current in policy and regulation at the national level.

**Financial Services** - The unit’s primary funding sources are general funds and student fees. Financial Services’ total operations are $5.5 million, with 55% of the revenue coming from general fund and 33% coming from indirect cost recovery from restricted grant activity supported by the central grants and contracts office. The remainder of the budget is made up of a small amount of fee and UA receipt revenue. As expected from an administrative support unit, salary and benefits make up 93% of the expenditures within Financial Services. The remaining 7% is made up of non-personnel services such as travel, phone rental, and office supplies.

**Procurement and Contract Services** - P&CS operated with a non-restricted fund annual budget of approximately $1.7 million. The budget consists of general fund (81%), indirect cost recovery (9%), and other miscellaneous revenue sources. Ninety-one percent of the annual budget is expended on personnel services, including salaries and staff benefits.

**Environmental, Health, Safety, and Risk Management** - EHS&RM has a budget of $1,575,175, composed of $1,356,899 in general funds (86%) and $218,276 from indirect cost recovery (14%).

**Police Department** - The department, which includes the police, dispatch, and community service programs, operated with a non-restricted annual budget of approximately $2 million. This budget consists largely of general funds (95%). The remainder of revenue is a combination of university receipts and inter-departmental and miscellaneous revenue. Ninety-three percent of the annual budget is expended on wages and benefits.

**University Fire Department** - The University Fire Department has had a contract with the Fairbanks North Star Borough (FNSB) University Fire Service Area since 1978. This contract has provided the bulk of the funding (71%) for the University Fire Department as well as the majority of the large emergency
apparatus and equipment. The remaining portion of the budget (29%) is from general funds. Eighty-three percent of the budget is spent on salary and benefits. The FNSB University Fire Service Area built a small satellite fire station in 2003. The University Fire Department has had a contract since the early 1980s with the FNSB to provide emergency medical services to a large service area and operates two advanced life support ambulances.

**Human Resources** - HR has an annual budget of $1.75 million. This consists of $1.1 million in pay/personal services (63%), $.5 million in staff benefits (29%), and $.15 million in travel/contractual services/commodities (8%). Nearly all (98%) of the HR budget comes from general funds. A small amount of revenue is generated in indirect cost support, and a miniscule amount of revenue is generated in copying services for personnel records. Ninety-five percent of the budget is spent on salaries and benefits.

**Facilities and Equipment**

**Facilities Services** - Facilities Services staff reside at the Physical Plant and the Power Plant on the Fairbanks campus and at a leased facility located within one mile of campus. Co-location of Physical Plant and off-campus staff would improve services and processes. Upon funding, renovation of the Physical Plant includes the build-out necessary to house the staff currently located off campus.

Major equipment utilized by Facilities Services staff includes two sweepers, seven heavy trucks, seven pieces of heavy equipment, one welder, ten flatbed trucks, and trade-specific equipment and tools.

**Office of Grants and Contracts Administration** - OGCA operates out of the Administrative Services Center on College Road. No major equipment is utilized.

**Financial Services** - Staff in the Business Office, Accounts Payable, Travel, and Budget and Cost Records are administrative in nature and utilize standard office equipment. Staff in Printing Services occupies both administrative and equipment-intensive space on the first floor of the Bunnell Building. All operations have sufficient facilities, space and, equipment to accomplish their mission.

**Procurement and Contract Services** - P&CS is located in the Administrative Services Center on College Road. Central Receiving is located at 1855 Marika Road. Central Receiving uses a small minivan, a box van, and forklifts to on-load and off-load items and make deliveries.

**Environmental, Health, Safety, and Risk Management** - EHS&RM utilizes the UAF Hazardous Materials Facility, located near 803 Alumni Drive and the Room 106 laboratory of the Mineral Industry Research Laboratory in the Duckering Building. Equipment utilized by EHS&RM includes air monitoring equipment, noise measuring equipment, spill response and cleanup equipment, personal protective equipment (level B —maximum), radiation detection equipment, scintillation counter, materials handling equipment, and a forklift. Offices are off-campus on Marika Road.

**Police Department** - Law enforcement officers, dispatchers, and community service officers are located in the Whitaker building on the Fairbanks campus. The building was constructed in the 1960s and has limited power supply, outlets, phone connections, and data/communication ports. Power fluctuations have damaged electronic and computer systems in the building, and load supplies on the circuits are at capacity. The department has only two garage bays for seven patrol/investigation vehicles and four search and rescue snowmachines. Patrol vehicles have to be running or plugged in constantly to protect sensitive electronic equipment from damage caused by extreme cold. Internal office space is limited, making it extremely difficult to conduct interviews and investigations. Training sessions and meetings often are held in shifts because there is not enough space to have the entire department together at one time. Equipment and vehicles are reaching a critical stage of deterioration, and replacement has been delayed due to budget constraints.
University Fire Department - The Fairbanks campus fire station, located in the Whitaker building with the Fire Department and student health center, was built in 1964 for a department staff of about 12; a staff of 52–58 is now using it. The infrastructure of the facility is failing. A survey done as part of FEMA’s Disaster Resistant University project revealed that the station will probably collapse in a major earthquake, prohibiting emergency responders from providing any assistance to the community. Large fire apparatus have a useful life of about 20 years, according to the National Fire Protection Association. UAF owns two apparatus: a 135-foot ladder truck purchased in 1990, which is at the end of its life, and a 2002 tanker, which was purchased with a FEMA grant.

The off-campus satellite fire station on University Avenue serves the tax-paying constituents as well as numerous UAF off-campus facilities, and backs up the headquarters station on campus. The station is equipped with a Borough-owned 75-foot pumper-ladder truck and ambulance, and is staffed by UFD officers and student firefighters on a rotating basis. The station also serves as a training ground with a grant-funded mobile training trailer and numerous towers and field props for training and testing fire fighters. The facility generally meets the department’s needs, but all space is fully utilized with no room for growth.

Additionally, the fire department relies heavily on the availability of old University Park school for its classroom training needs. U-Park is nearly equidistant from both fire stations; enabling reasonable fire and EMS service to the campus and surrounding area and has adequate parking for large fire apparatus. The continuing availability of U-Park is uncertain, causing concern for the department’s ability to hold classroom instruction while remaining available for responses.

Human Resources - UAF HR occupies offices within the Administrative Services Center on College Road. Two HR employees are located in the Physical Plant, giving Facilities Services on-site HR service. The location of the Administrative Services Center presents challenges for HR. It is difficult for the general employee population to visit the center because it is located about a mile from campus. However, the use of online tools, forms, and processes has helped customers get services without the trouble of visiting HR in person.

HR equipment includes the normal computers, copiers, printers, faxes, furniture, desks, and phones. In addition, HR owns an “On-Base” scanner for paper files to be digitized and stored electronically. The office also includes a large secure file room for personnel files.

Public Service and Community Engagement Highlights

Facilities Services - FS’s American Heart Walk team has continually raised more money than any other team on campus. In 2010, an FS staff member led the entire UAF Heart Walk involvement campaign. In February 2010, FS started WeCare, which is a group of committed Facilities Services volunteers who strive to encourage and cultivate a caring environment for FS employees facing life-changing events. The volunteers promote an atmosphere of compassion by working to connect those in need with other Facilities Services employees who are willing to provide services and/or resources. Many of the FS shops, including labor, grounds, and custodial, continuously support on-campus community events with set-up, tear-down, and cleaning services.

Procurement and Contract Services - The university hosts the Alaska Small Business Development Center (SBDC), which is funded in part by the U.S. Small Business Administration to provide assistance and training to small businesses in Alaska. As part of its program, the center conducts frequent workshops and conferences directed at increased participation of small businesses in government contracts. UAF P&CS procurement staff are actively involved in the center programs, and regularly make presentations to further the development of small businesses in Alaska.
Environmental, Health, Safety, and Risk Management - EHS&RM staff members participate in the annual stream cleanup effort hosted by the Fairbanks Stormwater Advisory Committee and Tanana Valley Watershed Association.

The Environmental Compliance Officer assisted the UAF Community and Technical College in providing orientation and instructional exercises to 14 students and chaperons of the Lower Kuskokwim and Kuspuk School Districts. Instructional topics included response and operational safety, hazardous materials response in rural settings, and hands-on exercises for a mock rescue and defensive Haz-Mat/WMD response. In addition, training was provided for the 15th Annual Emergency Medical Services Symposium. The training focused on patient management for chemical injuries sustained from accidents involving hazardous materials. Representatives from local and statewide emergency medical services, primary caregivers, and borough emergency management systems were among those who attended.

Police Department - The UAF Police Department provides extensive security and traffic control annually for major community events held on campus, including the Festival of Native Arts, the New Year’s fireworks Sparktacular, and the Midnight Sun Run. The department is a sponsor of the Torch Run for Special Olympics.

The chief of police provides continuing violent intruder training for the campus, local area schools, and borough personnel.

The department is participating in the ‘freshstart’ program this year, providing hands-on training and employment for a student dispatcher position.

Fire Department - The University Fire Department has a partnership with Pearl Creek, Woodriver, and University Park elementary schools. We participate in fire prevention activities each October for fire prevention month, and we help with ice cream socials, field days, and class activities. We also work with West Valley High School and Hutchison Career Center with career fairs and DUI demonstrations. UFD also has been active in raising money for the Muscular Dystrophy Association. Through Fill the Boot for over 20 years, UFD has consistently raised the most money in the Interior of Alaska. The department participates with the Safe Kids infant car seat program, in health fairs, and provides personal flotation devices at the campgrounds in the University Fire Service Area. UFD has adopted part of University Avenue and cleans the roadway a couple of times a year. The department has been active with the Pipeline Training Center since the day it started. We have provided EMTs for their two-week pipeline academy. The department also provides station tours to large groups or single visitors. The department works with the Tanana Valley Fair to ensure a safe fair each year. Our main job is community engagement, whether it is helping someone during an emergency, providing public education, or just helping to change a tire.

Human Resources - HR sets up a booth and provides advisors to Student Career Days held at the Wood Center at least twice a year.

The Earn and Learn Program is run by UAF Summer Sessions to market university education and employment opportunities.

UAKJobs Demonstration and Training is administered to the local population to help expand the applicant pool to UAF jobs. As an example, HR recently trained the Veterans Administration on how to use UAKJobs.

The United Way is an annual drive to generate donations to local and national charities. HR is a contributing member to this effort every year.

The Heart Walk is a Fairbanks community event to raise money for the American Heart Association. HR participates in this event to bolster community relations and assist in fundraising for a worthy cause.
HR partners with local social service agencies to sponsor families in need during the holiday season and collects donations of money, clothes, and toys for sponsored families.
Center for Research Services

Mark Myers,
Vice Chancellor

http://www.uaf.edu/research/about/vcr/
**Mission**

The Vice Chancellor for Research (VCR) is responsible for development and administration of the University of Alaska Fairbanks's (UAF) research enterprise.

**Contribution to UAF’s Mission**

The VCR administers UAF’s research institutes, programs, and services. Research programs and services under direct report to the VCR are described in this document; each research institute is described separately following this summary.

**Educate: Undergraduate and Graduate Students** - UAF provides graduate and undergraduate research opportunities, research assistantship funding, and travel awards. The Experimental Program to Stimulate Competitive Research (EPSCoR) awards graduate and undergraduate fellowships annually. The IDEa Network of Biomedical Research Excellence (INBRE) funds both summer and academic year projects. The institutes and other research programs contribute similarly, including engaging students in workshops and seminars.

**Discover: Through Research, Scholarship, and Creative Activity with an Emphasis on the North and its Peoples** - The Office of VCR provides administrative and fiscal services for major research programs. It gives support to faculty and staff applying for external funds, implements research policies, offers training programs related to the responsible conduct of research, and ensures research integrity compliance. The office coordinates undergraduate and graduate programs that enhance the research experience for students. Programs include an undergraduate research-funding program and a campus research day that reaches out to the community. Research institutes and programs such as EPSCoR and INBRE fund faculty, staff, and students engaged in research.

**Prepare: Alaska’s Career, Technical, and Professional Workforce** - UAF’s research mission helps prepare students for jobs within the state, the nation, and the world. Research programs include elements designed to stimulate high school and undergraduate student interest in biomedical and other technical careers. Faculty and staff in the research institutes and major research programs take part in science fairs, high school science symposiums, and high school classroom presentations to engage students at a young age.

**Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge** - Faculty and staff in UAF’s research institutes and programs address issues relevant to Alaska communities. Many projects involve collaborative research with Alaska Native and rural communities. Researchers seek out traditional knowledge to enhance their research projects and they disseminate their results to interested villages.

**Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development** - The Office of VCR coordinates the Science for Alaska lecture series, bringing science lectures to local audiences in Fairbanks, Anchorage, and Juneau. The *Frontiers*, a yearly magazine highlighting UAF research, is published for community engagement and is given out at conferences and other outreach events. Research institutes and major research programs arrange conferences and workshops, distribute newsletters, and produce educational Web sites. Programs such as EPSCoR provide seed funding to startup businesses to enhance economic development.

**Leadership, Management, and Organizational Structure**

The directors of the Arctic Region Supercomputing Center (ARSC), the Institute of Arctic Biology (IAB), the International Arctic Research Center (IARC), and the Geophysical Institute (GI) report to the VCR. Research programs include Alaska NSF EPSCoR, INBRE, and Geographic Information Network of...
Alaska (GINA). The Center for Research Services is responsible for animal care, research compliance, pre-award functions, and new technology, copyright, and patents through Animal Resource Center, the Office of Research Integrity (ORI), the Office of Sponsored Programs (OSP), and the Office of Intellectual Property and Commercialization (OIPC), respectively. A full organizational chart is available in the Exhibits.

The Center for Research Services provides administrative and fiscal services for some of UAF’s major and integrated research programs, outreach services for campus research activities, and is home to UAF’s Animal Resources Center. The center works closely with UAF Administrative Services to meet the needs of UAF researchers and is an integral part of implementing the research policies and oversight required for the university to remain competitive for federal funding.

The Research Engagement Office coordinates campus-wide programs that enhance the research experience for undergraduate and graduate students. For additional information, please see page 9 under the community engagement section of this appendix. Focus is given to reaching out to Alaska Natives and rural communities. The following are some examples illustrating UAF’s research connection to Alaska’s unique communities:

- Alaska INBRE I (2005–2009) partnered with the Alaska Rural Research Program to support research of high school students, distributing 23 awards to Alaska Native undergraduate students.
- Alaska Summer Research Academy annually provides an opportunity for students in grades 8–12 to live on the UAF Fairbanks campus and work with university faculty, staff, and industry professionals.
- In 2007, the Rural Alaska Honors Institute began its Next Step program to give high school students in-depth knowledge of molecular biology and experience working in research labs.
- Alaska Native Engagement Mini-Grants fund UAF faculty members who undertake projects designed to increase the interest of Alaska Natives in research.

**Committee Structures and Representation**

The VCR sits on Chancellor’s Cabinet, Research Planning Group, Provost Council, UA Biomedical Subcabinet, Research Advisory Committee, the College International Geophysical Observatory Science Advisory Committee, the Statewide Academic Council, and the UA Statewide Committee on Research.

The Center for Research Services has representation on the Safety and Compliance Coordination Committee, the Institutional Animal Care and Use Committee, the Institutional Biosafety Committee, the Laboratory and Chemical Safety Committee, the Public Information Officer Consortium, and the Undergraduate Research Committee.

The Office of Research Integrity coordinates three faculty and staff committees: the Institutional Animal Care and Use Committee, the Institutional Review Board, and the Institutional Biosafety Committee.

INBRE has a four-member Management Advisory Committee composed of the principal investigator from UAA, two UAF faculty, and one UAA faculty.

The UA Biomedical Subcabinet serves as the UA-Wide Steering Committee for INBRE. This committee is composed of the UA Associate Vice President for Health Programs, UAF’s VCR, the UAA Provost, the UAF Associate VCR, the Alaska INBRE director, and the UAA Dean of Health and Social Welfare.

The EPSCoR III Project Director serves as a member of the Application Review Committee for the Resilience and Adaptation Program (RAP) and as member of the Thesis Completion Fellowship Review Committee of the Graduate School. The Director also serves as a member of the Science Steering Committee of the Center for Global Change and Arctic System Research. In addition, one EPSCoR staff
member serves on Staff Council and is on the subcommittee on staff affairs. This staff member is also a member of the UAF Intercollegiate Athletic Council and the UAF Moderators’ Group.

**External Advisory Board(s)**

The Statewide Committee on Research is co-chaired by the UA Vice President for Academic Affairs and Research and the State of Alaska Lieutenant Governor. This committee is an ongoing effort to create a statewide research plan that incorporates current and future research. UAF is working with this committee to create a UAF strategic research plan.

INBRE has an external advisory board composed of representatives from the University of Washington, Alaska Native Tribal Health Consortium, Centers for Disease Control and Prevention, the USGS Columbia Environmental Research Center, and a retired INBRE director from Oklahoma.

Alaska EPSCoR III has three levels of external advisors:

1. EPSCoR is evaluated by a four-member external advisory committee with representatives from the University of Ottawa, Arizona State University, the Smithsonian Institution, and the University of Georgia. The group makes regular visits to EPSCoR and provides qualitative assessments of EPSCoR’s research and research integration;

2. Two independent advisors, one from Georgia Tech University and one from the University of Illinois at Chicago, analyze EPSCoR’s performance through surveys and interviews. These advisors have delivered annual reports, which have been used by EPSCoR administrators to make changes in the organization’s projects and policies;

3. A 12-member UA State Committee on Research also provides oversight of Alaska EPSCoR. The primary role of this committee in recent years has been to shape the direction of EPSCoR’s next grant cycle.

**Additional Unit Policies**

UAF has established research policies in the following areas: animal care and use; biosafety in research and teaching; export management; use of controlled substances in research and teaching; protection of human research participants; occupational health and safety; UAF animal facilities; principal investigator eligibility; matching/cost sharing; uniform grant proposal review; and responsible conduct in research. New policies are disseminated to affected individuals via existing university contact lists and listservs managed by other offices. These include, for example, the Research Planning Group, Provost Council/Research Working Group and faculty, staff, postdoctoral researcher, and graduate student lists.

Current versions of all policies are available on the Center for Research Services website.

**Faculty and Staff**

**Faculty and Staff Numbers**

In FY11, CRS FTE numbers for faculty and staff are 55 FTEs. This number represents the faculty and staff in the following reporting groups: ORI, OSP, OIPL, administrative and financial CRS staff, EPSCoR, INBRE, and GINA. This number does not include the faculty and staff for ARSC, GI, IAB, and IARC. That information follows in individual reports.

**Collective Bargaining**

All faculty members and post-docs are members of United Academics (UNAC).
Libraries, Information Resources, and Collections

The Geographic Information Network of Alaska (GINA) holds geographic datasets and performs data management in these roles: GINA is the State of Alaska’s archive and clearinghouse for ortho-imagery and digital elevation model data. GINA holds more than 40 Terabytes of data for this program and serves it through a popular website and open standards web services; GINA provides data management services for the North Slope Science Initiative, an interagency effort supporting science-based decision making for Alaska’s North Slope. GINA holds thousands of data and project tracking records for this program; GINA is helping to develop the next generation of satellite data products for NOAA’s geostationary and polar orbiting satellites. GINA works through partnerships with the National Weather Service and NOAA National Environmental Satellite Data and Information Service (NESDIS) administered by the UAF Cooperative Institute for Alaska Research (CIFAR); GINA receives and distributes hundreds of different satellite data products in real time from NASA, NOAA, and DoD satellites. This program is performed in partnership with the NOAA NESDIS satellite receiving station in Fairbanks; GINA holds an archive of several hundred thousand scenes captured by the program dating back more than two decades from NASA, NOAA, and DoD satellites; GINA provides satellite data and data management services to the NSF-funded Seasonal Ice Zone Observing Network; GINA serves data and provides data management services in partnership with the state Department of Natural Resources and North Slope Science Initiative through a Department of Energy funded project regarding winter travel on ice and snow roads on Alaska’s North Slope: Arctic Transportation Network; GINA provides data and web services for the Alaska Energy Data Inventory.

Institutes and Centers

EPSCoR, INBRE, and GINA report to the VCR. GI, IARC, IAB, and ARSC also report to the VCR.

The Alaska NSF EPSCoR is a university-based federal-state partnership that enhances science and technology infrastructure in education, in the private sector, and in related government programs. Twenty-five states, Puerto Rico, and the U.S. Virgin Islands participate in NSF EPSCoR programs. Throughout Alaska, this program enhances research capacity to make sustainable contributions to the state’s knowledge and economy. Alaska NSF EPSCoR fosters the development of science and engineering based on the state’s unique opportunities and strives to make its results relevant to Alaska residents. Alaska NSF EPSCoR accomplishes its mission through the strategic distribution of NSF and state funds. The program provides financial support to undergraduate and graduate students, post-doctoral fellows, and faculty members throughout the UAF system. It conducts an active public outreach program, including K-12 education, and partners with businesses and supporting public events. Alaska NSF EPSCoR supports research focused on the rapid environmental and social changes taking place in Alaska and across the world’s far northern latitudes. The organization sponsors study in three fields: physical science, biology, and social science. However, its researchers are encouraged to take on integrative projects that stretch across traditional disciplinary boundaries. Alaska NSF EPSCoR is led by a principal investigator and the UA Statewide Committee on Research serves as its advisor.

INBRE strengthens and expands the Alaska network for biomedical research and training while ensuring that the network will be self-sustaining. This program builds state expertise on chemical and microbial disease agents originating in the environment, including emerging infectious zoonotic diseases such as avian influenza and tularemia. The bioinformatics and computational core and instrumentation support are assets for programs across the life sciences at the UA. The Alaska INBRE network has two major nodes, at UAA and UAF. It partners with the Alaska Department of Public Health, other small college units, K-12 education, and the health delivery community. INBRE supports graduate fellowships and undergraduate research awards through a formalized process of making students aware of on-campus research opportunities. It sponsors postdoctoral fellows and encourages their integration into the Alaska Human Resources System. It funds and facilitates a suite of programs that offer assistance, training, and
Appendix 2A: Administrative Unit Profiles

counseling to precollege students, particularly those in rural, predominantly Alaska Native, villages. These programs encourage students to do research in high school, to learn modern biology in summer courses, to make the transition to college, to do research in college, and to apply for post-graduate training. The educational pipeline that draws students toward the university can become two-way conduits that encourage local communities to better teach us what they know and need.

GINA is the University of Alaska’s mechanism for organizing and sharing its diverse data and technological capabilities among the Alaskan, Arctic, and world communities. Established in 2001 as an initiative of the UA president, GINA operates at all three main residential campuses. It works with agencies, NGOs, and private sector organizations to serve the geospatial data covering Alaska.

Other Integrated Research Programs include small research programs that do not fall under an established campus institute or program. The Center for Island, Maritime, and Extreme Environment Security (CIMES) is a program of the Department of Homeland Security (DHS) Center of Excellence for Maritime, Remote Island, and Remote/Extreme Environment Security. The center is led by the University of Hawaii with principal partners from the University of Washington, UAF, and the University of Puerto Rico at Mayaguez. CIMES provides DHS with profound scientific, technical, and educational benefits across a wide spectrum of stakeholders in an effort to develop robust research efforts in geographic areas that present significant homeland security challenges.

Through the Animal Resources Center, the attending veterinarian ensures that adequate veterinary care is given to all live vertebrates used in research and teaching at UAF. Adequate veterinary care for captive or free-ranging animals involved in UAF activities is a regulatory requirement with oversight from the UAF Institutional Animal Care and Use Committee. Services may be provided by special request to other agencies, organizations, or private veterinary practitioners, but university projects and animals always take priority. In addition to providing basic clinical and diagnostic care for animals, Animal Resources Centers supervises all animal facilities at UAF and offers a variety of research support.

Collaborations

UAF collaborates with the University of Hawaii and the University of Puerto Rico at Mayaguez on the Center for Island, Maritime, and Extreme Environment Security.

INBRE is a statewide program involving collaboration within the UA System. Faculty funded by this program collaborate with a broad collection of local, national, and international researchers. UAF faculty collaborate with researchers at the University of California Davis, The Ohio State University, the National Institute of Allergy and Infectious Diseases, the office of the Alaska state veterinarian, and Vector of Novosibirsk, Russia. They also work with researchers from Kushiro and Obihiro, Japan, on the Alaska Asia Avian Influenza Research group. This collaboration was started through INBRE support and now is mostly supported by a contract with the National Institutes of Health (NIH). Partial funding comes from the Civilian Research Development Foundation for viral recovery and characterization in Russia.

GINA represents UA as a partner member of the Alaska Statewide Digital Mapping Initiative, sitting on the Executive and Technical Teams. This seven-state agency effort produces new statewide imagery and elevation datasets for Alaska. GINA works in close partnership with the NOAA NESDIS Fairbanks Command and Data Acquisition Station to receive and distribute real-time satellite imagery products including Landsat 5 data for Alaska. Without this partnership, Alaska would not have access to a critical environmental satellite dataset that forms the basis of many long-term studies.

Collaboration is at the heart of the Alaska EPSCoR’s mission. The organization’s faculty and students participate in hundreds of collaborative projects within UAF and between UAF and other UA campuses, other universities, and educational, governmental, and private entities across the state, nation, and world. EPSCoR has a partnership with the Technology Research and Development Center of Alaska to provide grants to help Alaskan small businesses become more effective at applying for federal funding. It also
collaborates with UAA’s Resilience and Adaptive Management group and with researchers from Argonne National Laboratory to develop cutting-edge technology to enhance the assessment and forecast of social-ecological change in Alaska.

**Financial Resources and Expenditures**

Total restricted expenditures at UAF during FY10 amounted to $123.1 M. Of this amount, $89.8M was due to research activity. Research units received $10.9 M of indirect cost recovery, academic units received $6.1 M, and the physical plant and other administrative units received $7.8 M.

The FY10 non-restricted budget for CRS, which includes ORI, OSP, and the Vice Chancellor for Special Projects, and Veterinarian Services, is $2.7 M. This budget is 81% state appropriation, 10% indirect cost recovery, and 9% in combined other revenue sources. Of this amount, 68% is expended on staff salary and benefits. The vice chancellor also manages a $2 K equipment match fund.

INBRE receives about $3.5 M annually from the National Center for Research Resources, a part of NIH. About 45% of this funding pays faculty, staff, and student salaries and related benefits.

The FY10 budget for EPSCoR III is the third and final year for this grant cycle. EPSCoR III funds comprise $3 M restricted, $1 M match/cost share, and indirect cost recovery based on a 47.5% negotiated rate. Bridge funding is in effect for FY11, and UAF will submit a proposal to NSF in October 2010.

The FY10 restricted budget for CRS is $5.7 K. This budget is 90% UA Foundation funds and 10% federal grant funds. Of this amount, 19% is expended on personnel services for staff salary and benefits.

The FY10 non-restricted budget for GINA is $6.5 K. This budget is 58% state appropriation funds, 18% indirect cost recovery, 23% indirect cost support, and 1% from other revenue sources. Of this amount, 60% is expended on personnel services for staff salary and benefits.

The FY10 restricted budget for the GINA is $1.5 M. This amount comes from multiple funding sources, including private organizations and state, federal, and foreign grants and contracts. The budget comprises 25% state of Alaska grants and contracts, 44% federal grants and contracts, 3% corporate contracts, 1% private grants and contracts, 27% other university grants and contracts, and 1% foreign grants and contracts. Of this amount, 56% is expended on salary and benefits for staff working on grants or contracts.

The FY10 $5.3 K restricted budget for the CIMES is externally funded by the DHS. The UAF budget portion is transmitted as a sub-award through the prime award recipient, the University of Hawaii. In FY11, a $5.3 K additional budget is anticipated for continuing project activities for the third and final year of this integrated research project.

In FY10, 12% of the annual budget was for administrative requirements to provide program support to coordinate integrated components and participants; 5% was dedicated to educational outreach activities; 23% was for satellite mapping work provided by the GINA; 29% was to a GI Faculty member to work on ice remote monitoring radar; and 31% was for a Faculty member from the School of Fisheries and Ocean Sciences to work on ocean currents remote monitoring radar.

Within the Animal Resources Center, Veterinary Services is a recharge center administered by the CRS business office. The attending veterinarian oversees the budget, space, staffing, and activities of the Animal Resources Center.
Facilities and Equipment

The staff of CRS is located in the West Ridge Research Building (WRRB), and the Animal Resources Center staff is located in the Biological Research and Diagnostics (BiRD) Facility and in animal facilities across UAF. The BiRD Facility includes conventional animal rooms, treatment rooms, a quarantine room, cage storage space, one general storage space, one surgical suite, and suites consisting of animal rooms and laboratory space, one laundry room, one classroom/break room, one office suite, one receiving area, restrooms, and one mechanical room. The Large Animal Research Station facility provides care for a herd of caribou, a herd of reindeer, and a colony of musk oxen.

INBRE UAF staff members are located in WRRB Rooms 202–208. INBRE also has UAA faculty and staff located in Anchorage.

NIH infrastructure awards to UA allowed UAF to fund and build WRRB, which opened in 2004. Research funding prompted a new UAF animal facility (2007, helped by a C06 award), a state virology building on the Fairbanks campus (opened in 2009), and a biosecure suite for the Alaska Zoonotic Disease Center in the UAF Arctic Health Research Building. State space investments have exceeded $150 M.

EPSCoR administrative support is located in Room 305 in the Eielson Building on the Fairbanks campus.

The Center for Research Services supported equipment is primarily maintained by institutes, colleges, or schools. Some equipment has been procured by specific research programs. INBRE has equipment vital to the individual laboratories of INBRE faculty at UAF, UAA, and UAS. INBRE’s Bioinformatics Core has computing clusters and hosts the Bioinformatics Computational Portal that allows extended searches.

GINA owns and operates two satellite receiving ground stations that track polar orbiting satellites, downlink data, and produce satellite data products and images. Additionally, GINA has an extensive enterprise-class computing infrastructure consisting of dozens of Linux servers, a storage area network holding more than 40 terabytes of data, and redundant data centers on campus.

Animal Resources Center has diagnostic and maintenance equipment to support research animals at the eight animal facilities at UAF.
Public Service and Community Engagement Highlights

The Office of the VCR supports UAF’s public service and community engagement goals annually through a myriad of activities within the research institutes, as well as through the programs and services directly under the VCR. The research institute relevant activities, projects, and programs are addressed separately. Below is a small sample of the activities directly under the VCR.

- Production and distribution of *Frontiers* magazine, a publication that focuses on the highlights from UAF’s research enterprise published annually.

- Coordination of the UAF Campus Research Day, including open houses in more than 25 labs across the campus for local students and the community and keynote speakers from public officials and University Administrators working to include science in the daily lives of the Fairbanks community.

- Hosted the 2006, 2007, and 2008 conferences of the Alaska Asia avian influenza (A3IR) group that helped create and sustain a circumpolar collaboration funded by NIH in Fairbanks and Kushiro, Japan.

- An EPSCoR grant for Alaska Native Engagement funded a Fairbanks middle school class at Effie Kokrine School to fuse climate change study with dance and writing.

Research, Scholarship, and Creative Activity Highlights

The Office of the VCR supports UAF’s research enterprise directly and indirectly through scholarship and creative activities. The activities, projects, and programs of the institutes are addressed separately. In FY10, UAF submitted approximately 886 proposals for external funding, had 1,582 active grants, and received 505 new awards. Of the active grants, 1,022 were organized research (in fields widely ranging from human health to wildlife ecology research to glaciology). The remaining 560 active grants were in sponsored instruction/training and other sponsored activities (including curriculum development, public outreach, health services projects, and fellowships/scholarships). Below is a small sample of these activities.

- Faculty working on the GINA project used remote predictive mapping techniques to analyze geophysical and geological surveys leading to the identification of new economic mineral prospects. Three of these prospects have been claim staked by the mining industry.

- One EPSCoR supported graduate fellow is focusing her research on Newtok, a village near the Bering Sea coast, where residents have voted to relocate due to erosion and thawing permafrost. Her thesis attempts to identify the human rights principles that need to be considered in a relocation plan and details the more pragmatic issues of relocation.

Alaska EPSCoR grants fund studies of the musk oxen inhabiting the Seward Peninsula. Changes in their winter forage were examined to see if the herd’s feeding habits have been affected by climate change. The studies include a survey of hunters in the Alaskan and Canadian Arctic to study the ways in which the two peoples approach musk oxen in terms of hunting practices, attitudes, and lore.
Chancellor’s Office

Brian Rogers, Chancellor

http://www.uaf.edu/chancellor
Mission

The chancellor at the University of Alaska Fairbanks is appointed by and reports to the president of the university. By the Regents’ Policy, the chancellor serves as the chief academic officer and chief administrative officer of UAF and as such is responsible for all facets of operation. Through the Chancellor’s Cabinet, the chancellor guides the academic and administrative programs at all campuses. As the head of a land grant, sea grant, and space grant institution, the chancellor is responsible for ensuring that the activities at UAF support the academic, research, and public service needs of the residents of Alaska.

The Chancellor’s Office is responsible for the management of the Office of Equal Opportunity and the Governance Office, and it oversees the functional areas headed up by the vice chancellors, who serve as members of the Chancellor’s Cabinet.

Contribution to UAF’s Mission

The chancellor, as chief executive officer of UAF, is ultimately responsible for creation and fulfillment of the institution’s mission and themes. The top administrators report to the chancellor and act within their delegated authority to advance the goals of the university.

The chancellor represents UAF on and off campus. School and department activities, cross-campus leadership events, and the UAF governance structure encompassing Faculty Senate, Staff Council and the Associated Students of UAF provide the forums necessary to garner input and shape action toward mission fulfillment. In local, state, national, and international settings, the chancellor promotes institutional themes and accomplishments and highlights the value of UAF’s mission to the external community.

Leadership, Management and Organizational Structure

The chancellor leads UAF’s administrative and academic missions through the Chancellor’s Cabinet, which comprises the heads of all major functional areas of the institution. Direct reports are given by the provost; vice chancellor for administrative services; vice chancellor for advancement; vice chancellor for rural, community and native education; vice chancellor for research; vice chancellor for students; the chief information technology officer; and the Chancellor’s Office staff. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

The Chancellor’s Office supports the following ongoing advisory committees: Board of Visitors, Chancellor’s Advisory Committee for the Naming of Campus Facilities, Chancellor’s Advisory Committee on Native Education, Chancellor’s Campus Diversity Action Committee, Fairbanks Community Advisory Council, Master Planning Committee, Parking Advisory Committee, Safety and Compliance and Coordination Advisory Committee and the Technology Advisory Board.

External Advisory Board(s)

The Chancellor’s Office supports two primary external advisory boards:

The Board of Visitors assists UAF in meeting its responsibilities to its stakeholders, its communities, and to Alaska and beyond. Regents’ Policy directs the Board of Visitors to advocate for the university; guide the chancellor on ways the university can increase its responsiveness to local, state, national, and international needs; assist the university in explaining its mission and needs to the public; and recommend changes to policies and regulations.
The chancellor’s Fairbanks Community Advisory Council has been established for the purpose of addressing ‘community engagement’ between Fairbanks and the UAF campus. The charge to the advisory council is to lend advice to the chancellor, raise issues important to the stakeholders, and foster a sense of two-way involvement with the Fairbanks community.

Additional Unit Policies

No unit specific policies exist.

The UAF chancellor is authorized by the University of Alaska president and the regents to implement rules and procedures as necessary to, among other things, promote operational efficiency, support the university’s mission, and reduce operational risks. A UAF policy must comply with the Regents’ Policy and University Regulation. In the event of conflicting policies and regulation, the order of priority is 1) Regents’ Policy, 2) University Regulation, and 3) UAF policies.

The UAF Chancellor’s Cabinet is in the process of evaluating existing policies according to the Process for the Approval, Revision or Rescission of UAF Policies. Policies that the cabinet deems to be obsolete or unnecessary may be rescinded; policies that should be retained may be revised; and new policies may be adopted. Policies will be formally adopted using a consistent format.

Financial Resources and Expenditures

For the past five years, the Chancellor’s Office has had an annual operating budget between $1.2 and $1.8 million. Expenditures are predominantly salary and benefits for staff to run the Chancellor’s Office, the Governance Office, and the Office of Equal Opportunity. The source of the funding is 99% unrestricted funds.

Facilities and Equipment

The Chancellor’s Office is located on the 3rd floor of Signers’ Hall on the Fairbanks campus. Office space is adequate for the needs of the department. The space includes a moderately sized conference room used by the chancellor, the provost, governance groups and advisory committees.
Public Service and Community Engagement Highlights

The chancellor is ultimately responsible for all public service and community engagement at UAF. The chancellor is a voting member of the Greater Fairbanks Chamber of Commerce board of directors, the Fairbanks Economic Development Corporation board of directors and is a member of numerous other community organizations, including the Fairbanks Downtown Rotary.

The chancellor gives an annual convocation speech at the beginning of the academic year. UAF staff, faculty, students and community members are invited to attend. The speech is the chancellor’s opportunity to report the “state of the university” and provide his vision for the future. Major initiatives are often announced during convocation speeches. Convocation serves as a foundation for the chancellor when addressing the several community organizations he communicates with throughout the year.

The UA Vice President for University Relations has primary responsibility over government relations for the University of Alaska, but the chancellor is the primary legislative advocate for UAF. The chancellor maintains relations with state legislators by hosting receptions on campus, providing information to legislators, providing tours and testifying at legislative hearings on university matters. The chancellor maintains similar relations with the congressional delegation and with local government leaders and meets with the Mayor quarterly.

The chancellor also encourages community, local, state, federal and outside organizations to use campus facilities for meetings and conferences. The Chancellor supports many conferences either financially or by providing logistical support. The UAF Advancement Office can provide more information.
Division of Student Services

Mike Sfraga,
Vice Chancellor

http://www.uaf.edu/ses
Appendix 2A: Administrative Unit Profiles

Mission

The Division of Student Services (DSS) provides student-centered programs and services designed to assist students in achieving their personal, academic, and career goals. In collaboration with the academic deans, DSS leads the university in recruiting a diverse student body. With the use of ongoing assessment, DSS supports and develops programs and communities that contribute to the retention, success, and leadership development of students.

Student Services creates a positive learning environment for students from admission to graduation. Under the guidance of the vice chancellor for students, the division provides overall direction of the unit and collects and reports the required institutional information including campus health and safety statistics.

The Division of Student Services contributes to the following UAF mission themes:

Educate: Undergraduate and Graduate Students - The division promotes student success by offering services and programs designed to supplement and enhance classroom instruction. These programs focus on education of the whole student and provide avenues to contribute to our vibrant campus culture. The programs also create connections and promote integration of the university with the larger Fairbanks community.

Discover: through Research, Scholarship and Creative Activity including an Emphasis on the North and its Peoples - DSS supports student research and creative activity by recruiting well prepared students and by working with departments to ensure that undergraduate and graduate research credits are recorded by the Registrar’s Office. An annual research fair for academic departments hosted by Wood Center helps to promote student scholarship.

Prepare: Alaska’s Career, Technical and Professional Workforce - The division helps UAF students to explore careers and employment. The Department of Career Services provides critical connections with employers, hosting a variety of job fairs throughout the year. Department personnel also work with students on resume writing, interview skills, and professional etiquette. Student Services employs over 250 students each year, providing financial support, work experience, and a transition to workforce expectations by holding students accountable for their decisions.

Connect: Alaska Native, Rural and Urban Communities through Contemporary and Traditional Knowledge - The Division of Student Services supports Alaskan communities by providing the necessary administrative underpinnings for rural and distance students. The Office of Admissions and the Registrar’s Office process applications for admission, provide registration assistance, verify enrollment, transfer credit, perform graduation audits, process academic petitions, and provide other administrative, academic, and technical support for students regardless of location or program. The Office of Financial Aid provides financial aid information and processing for students and training for staff throughout the state. Disability Services provides accommodations for students in Fairbanks, Nome, Bethel, and throughout the state. All units within DSS serve the entirety of UAF’s student body, no matter where the students are located.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - DSS connects with Fairbanks and other Alaskan communities through a variety of services and activities. The Office of Admissions and the Registrar’s Office provide campus tours and host open houses and other special events for students, parents, and educators from around the state. The Office of Admissions and the Office of Financial Aid regularly visit high schools in Fairbanks and throughout the state. DSS provides staff and student volunteers for community activities such as marching in the Golden Days Parade and hosting an information booth at the Tanana Valley State Fair. Career Services regularly sponsors fairs to connect students and alumni with internships and full-time employment opportunities...
throughout Alaska. The LIVE program works with over 30 local businesses that provide volunteer opportunities for students in the community. Wood Center provides a forum for many community events, such as public lectures, meetings, conferences, performances, and fundraisers.

**Leadership, Management, and Organizational Structure**

Under the leadership of the vice chancellor for students, DSS provides programs and services to assist students throughout their academic career.

The following departments within DSS collaborate with each other and contribute to reaching the mission and goals of the unit.

Office of Admissions serves as a gateway to education through pre-admission counseling and recruiting, application processing, transfer-credit evaluation, university policy interpretation, and community outreach.

Associated Students of UAF (ASUAF) is the student government organization that represents and acts on behalf of students. A student-run campus organization offers a variety of services including free legal counseling, recycling, and student club funding.

Career Services provides opportunities for career exploration by providing individual advising, career assessments, internship information, and preparation for students entering the workforce. The department hosts employers on campus at least four times per year to recruit and hire UAF students. Career Services continues to work closely with the Alumni Association to connect alums with current students who have similar professional interests.

Disability Services provides a variety of services and devices to assure equal access for all students. The department coordinates with faculty members concerning classroom accommodations, and it provides assistance to the UAF Community and Technical College and the Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest campuses.

Financial Aid provides access to higher education by offering financial options including scholarships, loans, grants, and fellowships. It provides early outreach to local students addressing financial options for college.

Health and Counseling provides medical and counseling services by certified personnel and timely updates on current health issues.

International Programs and Initiatives provides a variety of services for students, scholars, and faculty members who want to access the world!

Judicial Services provides assistance to students, staff, and faculty regarding behavioral and academic violations or concerns. It ensures that students abide by the Student Code of Conduct.

Registrar’s Office provides support and assistance through services related to academic records, registration, enrollment data, course and catalog administration, and graduation.

Residence Life provides living and learning communities that enhance student success. It maintains safe, clean, and well-maintained facilities that meet the diverse needs of residential students. The EDGE (Education, Development, Growth, Experience) is designed specifically to promote and foster student success during a student’s first year of college.

Wood Center (Student Activities, Outdoor Adventure, Orientation, LIVE) serves as “the living room of campus.” It provides cultural, educational, and social programming organized and implemented by the Student Activities Office, Outdoor Adventures, UAF LIVE (Leadership, Involvement, and Volunteer Experience), the UAF Pub, and New Student Orientation offices. Orientation consists of information sessions, an opportunity to meet with academic departments and engage in social activities with faculty,
staff, and other new students. This includes the four campus “traditions” events: Starvation Gulch, International Education Week, Winter Carnival, and Springfest.

Upward Bound offers a variety of programs that strive to help high school and college students who are low-income and first-generation college students. The goal is to increase high school graduation rates, college enrollment, and college graduation rates for these students.

A full organizational chart is available in the Exhibits.

**Committee Structures and Representation**

Student Enrollment Services is represented on many UAF and UA committees including: UA Technology Support and related committees; UA Recruitment Group – UAF representation along with representatives from UAA & UAS; Faculty senate and sub-committees of the faculty senate as needed: Faculty Curriculum Review Committee, Faculty Curricular Affairs, Faculty Graduate Academic Advisory Committee; University Strategic Enrollment Group (USEG); UAF Schools/Colleges Recruitment Team – Admissions representation ; UAF Staff Council; Intercollegiate Athletic Council; Safety and Compliance Coordination Committee; Early Warning Committee; Behavioral Intervention Team; Master Planning Committee; Leadership Task Force; National Survey for Student Engagement (NSSE) Committee; Americans with Disability Act Task Force; Technology Advisory Board; and Student Recreation Center Advisory Board.

**External Advisory Board(s)**

Beyond normal affiliations with national professional organizations, DSS consults with the following advisory boards: Northern Military Advisory Council, which provides coordination between UAF and military agencies to offer better services for military students; Greater Fairbanks Chamber of Commerce. Career Services routinely seeks the advice of this group of local businesses concerning local employment trends; Fairbanks North Star Borough School District and other school districts to facilitate transition planning and support for students with disabilities; Coalition of Student Leaders, a statewide student organization consisting of student government representatives from across Alaska and encompassing the diverse scope of student affairs and needs. The coalition provides a forum for student expression while fostering dialogue between faculty, staff, administration, the state Legislature, and the communities of Alaska. The Coalition of Student Leaders promotes the educational needs, general welfare, and rights of all University of Alaska students.

**Additional Unit Policies**

Division Policies – The Division of Student Services requires all of its employees to abide by the division’s confidentiality agreement, which ensures that student and employee issues are kept confidential.

Department Policies – The Division of Student Services has policies specific to its departments.

ASUAF provides students with rules and policies specific to each governing board position.

Career Services oversees the approval of student employment waivers for students working over 20 hours a week or who have a GPA below 2.0. All procurement and personnel administrators (PPAs) are informed about the waiver process. Students are responsible for applying for a waiver. If they are not in compliance, the PPA informs them they cannot work until a waiver is completed. Students living in university housing are required to be aware of standards of appropriate behavior and to exercise self-discipline.

Disability Services provides students with information when the students apply for accommodations.
Residence Life issues a handbook that provides students with clear guidelines regarding behavior expectations in the residence halls and information about guest policies and prohibited items. On-campus residents are required to complete a housing agreement, which provides information on financial responsibilities for living on campus, contract dates, and the use of residential spaces.

Wood Center – The LIVE program informs students about club and volunteer expectations and club rules and policies.

Staff

The Division of Student Services has a total of 150 employees and each year hires 130–200 student employees. The distribution of staff and student positions among departments is provided in the table below. The College of Rural and Community Development (CDRC) works in a partnership with DSS to provide student services at rural campuses.

<table>
<thead>
<tr>
<th>Department</th>
<th>Building</th>
<th>Number of staff with 12 month contracts</th>
<th>Number of staff with 10 or less month contracts</th>
<th>Number of Student Positions *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Eielson</td>
<td>25</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>Eielson</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Residence Life</td>
<td>MBS Complex, and residence halls</td>
<td>12</td>
<td>4</td>
<td>150-200</td>
</tr>
<tr>
<td>Career Services</td>
<td>Signers Hall</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Wood Center (Student Activities, Orientation, Wood Center Facilities, Pub, LIVE, Outdoor Adventures)</td>
<td>Wood Center</td>
<td>10</td>
<td>3</td>
<td>105</td>
</tr>
<tr>
<td>Student Services</td>
<td>Gruening</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Disability Services</td>
<td>Whitaker</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>Signers Hall</td>
<td>2</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>Judicial Services</td>
<td>Gruening</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ASUAF</td>
<td>Wood Center</td>
<td>1</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Center for Health and Counseling</td>
<td>Whitaker Bldg</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>International Programs and Initiatives</td>
<td>Eielson</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* This is a summary of the total number of student employees for a calendar year.

Recruitment for staff positions within DSS can be problematic at times. The cause of this problem can be the geographical location or the pay scale. For example, when the Center for Health and Counseling began the process of hiring a certified counselor, the recruitment committee found a drastic difference between the UAF pay scale and the national average. This problem has been addressed by ensuring funds to increase the pay for this position.
Co-Curricular Activities and the Learning Environment

The Division of Student Services strives to make connections between student organizations and out-of-classroom learning through a variety of co-curricular activities that enhance students’ educational experiences and support the academic mission of the university. Highlighted below are examples of DSS activities.

Residence Life hires 10 student peer mentors to serve as academic and social mentors to first-year students in the EDGE program. These students live in the first-year residence halls and provide assistance to students through programming and one-on-one tutoring and mentoring. Additionally, Residence Life employs approximately 44 resident assistants who live in the halls. These workers provided more than 301 educational and social programs with 5,387 UAF students in attendance in 2010. For the past two years, Residence Life has helped to offer developmental classes in Moore Hall. Class instructors are given additional assistance by resident assistants and are provided with snacks throughout the semester.

The William Ransom Wood Center serves as a headquarters for programming co-curricular activities through the following offices: Student Activities, Leadership, Outdoor Adventures, Pub, and New Student Orientation. Wood Center offers a multitude of diverse programming aimed to engage and enrich the college experience for every student. The Leadership, Involvement and Volunteer Experience (LIVE) office offers a variety of leadership development opportunities for emerging to experienced leaders. Wood Center provides advertisement resources to more than 100 student organizations, which enhance campus culture with their ideas, events, and leadership. New Student Orientation connects new students to the UAF and Fairbanks community through its welcome week in August. New Student Orientation is a program that has a variety of academic units involved in helping connect new students to UAF.

Health and Counseling programs include Jazzercise sponsorship (co-sponsored with Residence Life), health and wellness fairs, influenza vaccine outreach, Lose to Win (weight loss) program, Food Bites (nutritional) program, “Say Ah” (health advice) column in the student newspaper, sexual responsibility programs, Residence Life personnel training, and alcohol abuse prevention activities.

Links to these programs are provided here: Student Ambassadors Program, National Student Exchange, EDGE Peer Mentors, Wood Center Leadership, Wood Center Student Activities, Wood Center Outdoor Activities, Wood Center Services, Wood Center New Student Orientation, Wood Center Nanook Traditions, Wood Center Pub, Wood Center Student Organization and Center for Health and Counseling

Collaborations

DSS strives to collaborate with internal and external units toward achieving institutional goals and objectives.
External collaborations include work with the UA statewide system office and UAA and UAS to develop and maintain shared student information system resources (Banner, OnBase, Google Apps for Higher Ed, etc.). DSS collaborates with academic departments to establish articulation agreements with external entities (between UAF and UAS fisheries technician associate programs; UAF and Yukon College; and UAF and China University of Petroleum-Beijing). The department works with the military and veterans’ affairs office to provide support for students who are active duty military or veterans along with their spouses and dependent children. It collaborates with the Fairbanks Chamber of Commerce and other local community organizations and agencies through its volunteer program. The Upward Bound program has a presence in thirteen Alaska school districts. It serves low-income students who demonstrate potential for academic success and whose parents have not earned a college degree. Upward Bound serves students in the following areas: Bering Strait School District (Inupiaq Eskimo); St. Mary’s (Yup’ik Eskimo); Kashunamut (Cup’ik Eskimo); Southwest Region (Yup’ik Eskimo); Yukon-Koyukuk (Lower Tanana Athabascan); Copper River (Ahtna Athabascan); Kenai Peninsula Borough (Dena’a Athabascan); Bering Straits Native Corporation and Bering Straits Association; NANA Regional and Northwest Alaska Native; Calista and Association of Village Council Presidents; Bristol Bay Native Association; Doyon Ltd. and Tanana Chiefs Conference; Ahtna Inc. and Copper River Native Association; Cook Inlet Region, Inc. and Cook Inlet Association; and Sealaska Corp. and Tlingit-Haida Central Council.

Health and Counseling works with local and state health departments and our local hospital regarding issues of public health.

Internal collaborations include work with the Faculty Senate on all curriculum and academic policy changes, the provost on policy interpretation, the UAF Business Office for policy appeals, and athletics for recruitment, financial aid, and NCAA compliance. The EDGE program partners with developmental classes by hosting classes in Moore Hall. Disability services consults and collaborates with faculty and staff to provide accessible academic accommodations to students. Residence Life co-sponsors educational and recreational programs and consults with staff regarding students in distress. Health and counseling provides consultative services to many UAF departments to assist students in obtaining medical and mental health support. Additionally, Health and Counseling is a practicum site for the Medical Assistant program for students through the UAF Community and Technical College; collaborates with international and graduate student programs to provide information regarding our services and the student insurance program; consults with the dean of student affairs and the UAF Police Department when behavioral or safety concerns arise; and collaborates with UAF and statewide offices of Emergency Preparedness to address health and safety issues of potential impact to our campus and community. Many of our departments collaborate with the UAF Alumni Association for student and alumni coordinated events such as career placement/networking, new student orientation, athletic booster and spirit initiatives, and campus activities.

Financial Resources and Expenditures

In FY09, Student and Enrollment Services operated with a total annual budget of approximately $21 million. This budget consists of revenue from the State of Alaska General Fund (34%), auxiliary receipts (35%), and federal receipts (22%). The remainder of revenue is a combination of student fees, indirect cost recovery, and other miscellaneous revenue sources. Forty-four percent of the annual budget is expended on personnel services, including faculty and staff benefits. Over 28% of the annual budget is expended on contractual services, most of which is recruitment of students.

UAF receives an annual Upward Bound grant of $775,136 from the U.S. Department of Education to carry out summer program activities on campus and to administer school year programming in 13 target schools throughout Alaska. The current grant-funding period covers June 1, 2007, to May 31, 2011.

In addition, the Financial Aid office receives and administers over $22 million in federal financial aid in the form of Pell Grants, SEOG (Supplemental Educational Opportunity Grants), Work Study, SMART

Comprehensive Self-Evaluation Report Appendix 37
Appendix 2A: Administrative Unit Profiles

(Science and Mathematics Access to Retain Talent) Grants, and ACG (Academic Competitiveness Grants).

Facilities and Equipment

The Division of Student Services takes advantage of the many facilities available on the Fairbanks campus and at the UAF Community and Technical College. The facilities are well maintained and help DSS further its mission. Space continues to be a serious problem in the effort of DSS to develop a “one stop shop” to increase efficiency for students doing business with UAF.

Residence Life has a capacity of 1542 for single students and 179 for faculty and staff. Forty-five security cameras have been installed in the residence halls, and these have led to several arrests. The UAF Police Department, in partnership with Residence Life, has used the security system to find stolen property, reduce vandalism, and promote a safe and secure living environment. Residence Life has invested $87,000 in this system to date.

In the Hess Recreation Center located in the Moore-Bartlett-Skarland Complex there is a projector, movie screen, and sound system. This area also has a large portable stage for presentations and other special events. The total amount invested in the Hess Recreation center is $60,000 to date.

Public Service and Community Engagement Highlights

Each unit within DSS has included public service and community engagement as a part of its departmental mission. Following are some examples of these activities:

“I’m Going to College,” sponsored by the Northwest Education Loan Association, UAF, and DSS, has served more than 2,287 fourth and fifth graders since 2006. In this event, students take part in campus tours, attend fun lectures, eat lunch, and become familiar with what college can be like. Since 2006, this program has had 2,287 students participate.

“I Know I Can” is sponsored by the UA College Savings Plan and the Alaska Commission on Postsecondary Education, and administered through UA Statewide. Volunteers read a book to second graders and talk to them about how college can help them achieve goals in life.
The LIVE program coordinates volunteer opportunities for approximately 3500 students each year with approximately 30 local non-profits. It provides students with transportation, a cohort to volunteer with, and a reflection process afterward.

Alternative Spring Break (ASB) places teams of UAF students in communities to engage in community service and experiential learning during their summer, fall, winter, weekend, or spring breaks. Students perform short-term projects for community agencies and learn about issues such as literacy, poverty, racism, hunger, homelessness, and the environment. Many departments support this program through fundraising and participating as trip advisors. Below is a table of trips taken since 2006.

<table>
<thead>
<tr>
<th>Year</th>
<th>City/State/Country</th>
<th>Location Name</th>
<th>Number of Students</th>
<th>Number of Trip Leaders</th>
<th>Money Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>San Francisco, CA</td>
<td>Muir Woods National Monument</td>
<td>8</td>
<td>3</td>
<td>$12,661.38</td>
</tr>
<tr>
<td>2007</td>
<td>New Orleans, LA</td>
<td>Habitat for Humanity</td>
<td>10</td>
<td>3</td>
<td>$13,482.00</td>
</tr>
<tr>
<td>2008</td>
<td>Washington DC</td>
<td>Youth Service Opportunities Project</td>
<td>11</td>
<td>3</td>
<td>$15,100.00</td>
</tr>
<tr>
<td>2009</td>
<td>El Salvador</td>
<td>Center for Arts for Peace</td>
<td>5</td>
<td>3</td>
<td>$24,015.46</td>
</tr>
<tr>
<td>2010</td>
<td>Arctic Village, AK</td>
<td>Arctic Village School</td>
<td>13</td>
<td>3</td>
<td>$7,200.00</td>
</tr>
</tbody>
</table>
Office of Information Technology

Karl Kowalski, Chief Information Technology Officer

http://www.uaf.edu/oit
Appendix 2A: Administrative Unit Profiles

**Mission**

The University of Alaska Office of Information Technology is a strategic service organization providing leadership, expertise, technology tools, and planning to facilitate the University of Alaska’s mission.

**Mission Description:** The University of Alaska (UA) Office of Information Technology (OIT) is a merged unit composed of University of Alaska Fairbanks (UAF) staff and UA System or Statewide staff. OIT is guided by system and campus principles, rooted in the strategic areas of focus at UAF. OIT provides students, faculty, and staff with technology, tools, and resources to support and enhance learning, research, and outreach for Alaskans.

**Values:** OIT exists to serve and empower the university community. It facilitates the university’s mission to educate Alaskans and support basic and applied research to advance economic opportunity. OIT recognizes that its value is predicated on how well it provides high quality services and maintains stable technologies to support the university’s mission. As a result, OIT is committed to the following tasks: demonstrating responsible leadership that guides and informs system-wide educational and administrative programs on IT strategy, resources, and trends; providing access to robust, reliable, and cost-effective technology infrastructure for teaching, research, and outreach; supporting basic IT services that provide access to networks, information systems, and support services; maintaining clearly articulated service levels to meet the expectations of both IT users and service providers; engaging and communicating with the user base to help OIT establish and evaluate service priorities and provide appropriate institutional oversight; planning in partnership with faculty, students, and administration for future IT services and requirements needed to support university programs and enhance competitiveness for Alaska institutions; implementing fiscal management practices appropriate for higher education to provide high quality, cost-effective basic and differential services.

**Contribution to UAF’s Mission**

The Office of Information Technology provides network access, computing resources, wireless, public-access computing labs, classroom instructional technologies, and hardware and software support to the UAF community. OIT enables UAF units to meet the essential elements of the university’s mission. It is a pervasive support unit that provides access to all faculty, staff, students, and researchers.

**Leadership, Management, and Organizational Structure**

OIT provides technology leadership and support to the Fairbanks campus as well as to the many community campuses, distributed departments, and research locations. OIT works in collaboration with local technology support staff to meet the technology needs of individual units. Each OIT unit, described below, plays an important role in the support and delivery of technology throughout the university system.

**User Services** (US) is the front line group working directly with students, faculty, and staff to ensure delivery of IT services. User Services is the first point of contact to assist with technology needs. It provides helpdesk assistance, training, and desktop support. Additionally, User Services is an integral part of UAF’s instructional delivery through academic computing support (smart classrooms, computer labs, Blackboard) and video conferencing for distance education. User Services hosts several events including the annual Rural Sites Training Conference, Faculty Spotlight, and the annual TechFest event, which showcases new technologies for learning and research and their application in the university setting.

**Applications Services** (AS) programs academic and business solutions for the university system. These solutions include system applications such as Banner and MyUA, MAU solutions such as email and calendaring, and individual department solutions. AS implements an integrated vision to facilitate and enhance the University of Alaska’s teaching, management, and service missions. AS continues to modify Banner to accommodate new payroll and student financial aid regulations. Additionally, AS works
closely with the UA Scholars program to improve the security of student personal information. It will continue to work toward a single sign-on environment for online UA resources.

**Infrastructure Technology Services (ITS)** provides the foundation and security for all deployed systems, including networks, telephones, and servers. The university requires continuous operation of these critical systems, which are available and monitored twenty-four hours a day, 365 days a year. ITS participates in internal and external reviews resulting in identification of single points of failure and security vulnerabilities.

**Technology Oversight Services (TOS)** provides leadership in strategic planning, project management, and technology innovation. Working closely with the chief information technology officer, TOS oversees the planning and implementation of OIT services throughout the UA system. One of the challenges for TOS is to summarize technology services in a clear, concise format to allow both OIT and the university to measure the quality of these services.

**OIT Central Operations** includes the executive officer and the IT business office. The executive officer is the OIT chief financial officer responsible for financial management, strategic planning and alignment, and management of the OIT business office. The operational responsibility of the business office includes fiscal operations, procurement, human resources, travel, and recharge center coordination. Serving as the OIT liaison to UA and UAF executive management, the executive officer coordinates and reviews all OIT budget requests and business plans.

A full organizational chart is available in the Exhibits.

**Committee Structures and Representation**

Two committees—the **Technology Advisory Board (TAB)** and the **Faculty and Student Technology (FAST) committee**—are charged with evaluating UAF IT needs and future trends and providing feedback to inform IT strategic plans. FAST is responsible for setting strategic direction and making recommendations to the chancellor. TAB is responsible for reviewing funding applications and allocating technology fee revenues to those applications. TAB allocates funds to support technology requests for UAF departments.

The **FAST committee**, composed of 15 members (UAF internal and community representatives plus one ex officio), advises UAF leadership regarding technology priorities and may make recommendations on behalf of UAF IT as a whole. FAST is charged with several key responsibilities in the area of technology integration. It works with OIT and the campus community to examine existing technologies and their usage; reviews new technologies and makes recommendations for their uses; advances the recommendations of the IT Transition Team; reviews UAF IT strategic and tactical plans and assesses their alignment with the MAU strategic plans and IT priorities; develops strategic instructional technology plans to move UAF forward into the 21st century; and communicates issues regarding technology to the chancellor and to colleagues throughout UAF.

**TAB** is a nine-member board (UAF internal members plus three ex officio) that reviews technology proposals submitted in spring and fall by UAF students and various departments. (These reviews exclude CRCD because its campuses retain any student fee revenues they generate.) TAB interprets UAF IT priority areas and considers the direct benefit of approved TAB proposals to students. TAB also considers non-IT related proposals. The board comprises two faculty (one from the Faculty Senate and one from the provost), two staff members (from Staff Council), one graduate student (from the Graduate School), and four undergraduate students (three from ASUAF and one from the Division of Student Services). The ex officio members include the dean of student services, the director of accounting and business operations, and the provost.

**UAF Staff Council/UA Staff Alliance**-The Office of Information Technology is represented on both the UAF Staff Council and UA Staff Alliance.
Chancellor’s Cabinet - The OIT chief information technology officer is a member of the Chancellor’s Cabinet.

System-wide IT Governance - The Office of Information Technology is represented in three UA system-level IT governance groups that work to guide UA system technologies, projects, policy, and guiding principles.

System-wide CIO Management Team (CMT) - The CMT, through intercampus collaboration, will define IT policies, standards, and communication; define and create basic standards for the UA technology core; analyze, streamline, and reduce complexity; and establish and maintain a technology plan aligned with the business needs of the university.

System-wide Portfolio Management Team (PMT) - The PMT will recommend priorities to the IT Executive Council (ITEC) and promote sponsored large (money or time) system-wide projects. It will monitor the ongoing project portfolio and provide periodic status reports to the ITEC and the university community at large. The PMT will make decisions that correlate with and provide linkages to strategic decisions set by the ITEC and the University of Alaska. The PMT has the following guiding principles: in support of our customers, we will collaborate as a system; in support of our customers, we will streamline processes; trust is earned and is imperative; decisions will be fact-based; think Alaska, act locally; successful governance will take time to succeed; the program management office is the caretaker/custodian for the governance structure; the process is transparent; everyone is accountable; we will complement effective IT governance structures at MAUs.

System-wide IT Executive Council (ITEC) - The ITEC provides direction for technology at UA. Its members are selected by the president and chancellors to provide a system-wide direction for new initiatives. Because technology is a critical component for UA research and student communities, it is no surprise that new requests are greater than the resources available. ITEC reviews system-wide projects to see how they are aligned with the core business of the university.

Additional Unit Policies

Regents’ Policy and University Regulation 02.07 on information resources directs the appropriate use of IT resources. In particular, use of computing resources must comply with applicable law, Regents’ Policy, and University Regulation and it must not disrupt the functioning of the university. Following are some prohibited or restricted uses: obtaining or distributing copyrighted materials without authorization (e.g., illegal downloading of music, movies, and/or software); activities that disrupt the workplace (e.g., sending, replying to, or forwarding unsolicited bulk e-mail such as spam or chain mail); unauthorized use that consumes large amounts of computing or network resources; use of list serves or mailing lists created for university business in a manner inconsistent with or disruptive of university business; threatening or harassing communications; accessing or attempting to access or alter electronic resources without authorization; commercial use or use for personal financial gain (e.g., using university email as a contact for a business); and partisan political activity (e.g., sending email supporting a political party or group).
Staff Numbers and Locations

OIT currently employs 124.5 full-time equivalent staff and 34 part-time student employees.

<table>
<thead>
<tr>
<th>Department</th>
<th>Staff FTE</th>
<th>Location</th>
<th>Number of Student Positions (semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Chief Information Technology Officer</td>
<td>2.0</td>
<td>Butrovich Building</td>
<td></td>
</tr>
<tr>
<td>User Services</td>
<td>36.0</td>
<td>Distributed among Rasmuson Library, Bunnell Building and Butrovich Building</td>
<td>24</td>
</tr>
<tr>
<td>Application Services</td>
<td>26.0</td>
<td>Butrovich Building</td>
<td>3</td>
</tr>
<tr>
<td>Infrastructure Services</td>
<td>47.0</td>
<td>Butrovich Building and Duckering Building</td>
<td>3</td>
</tr>
<tr>
<td>Oversight Services</td>
<td>6.5</td>
<td>Butrovich Building and .5 FTE policy manager located at State Library in Anchorage</td>
<td>2</td>
</tr>
<tr>
<td>IT Business Operations</td>
<td>7.0</td>
<td>Butrovich Building</td>
<td>2</td>
</tr>
</tbody>
</table>

The technology field changes rapidly and involves a highly specialized skill set often requiring more depth than breadth. Competition for these skilled employees is high. Positions such as database administrators and programmers are often difficult to fill once vacated. In addition, instructional training and instructional technology integration are skill sets in great need. Qualified technical people are available, but few have experience as educators. OIT also experiences high turnover in desktop support and videoconference technician staff.

Collaborations

The Office of Information Technology provides technical support to the Barrow Arctic Science Consortium (BASC) on a seasonal basis during active research. BASC is dedicated to the encouragement of research and educational activities pertaining to Alaska’s North Slope, the adjacent portions of the Arctic Ocean, and in Chukotka, Russia. BASC is a community-based organization dedicated to helping make closer contacts between scientists and community members.

OIT provides two-way interactive videoconferencing between the Effie Kokrine Charter School, the University of Alaska Fairbanks, and other rural school districts as part of an early college program.

Financial Resources and Expenditures

In FY10, UAF OIT’s general fund (non-restricted) operating budget was approximately $3.5 million. This budget is primarily State of Alaska General Fund although OIT has access to targeted technology fees. Two technology fees are levied upon students: the Technology Fee and the 2% Network Fee. The technology fee is based on $5 per credit hour up to a maximum of $60 per semester; the network fee is 2% of total tuition cost. OIT receives 30% of the annual student technology fee revenues, approximately $140,000 per year, which is targeted for use in supporting classroom instructional technology and public computing labs. The network access fee generates approximately $324,000 annually. This revenue is split among distributed colleges as well as UAF OIT central. In FY10, $210,000 was distributed to OIT, $63,000 to the College of Rural and Community Development, $50,000 to the Career and Technical College, and $2,000 to the School of Fisheries and Ocean Sciences. UAF OIT uses these funds for a wide variety of network and accessibility projects that directly benefit student access. These projects include access to online resources, educational software, smart classrooms, and lecture recording (i.e., lecture capture), and an improved wireless and wired infrastructure for the UAF community. In FY10, approximately 83% of the OIT budget was consumed for personnel and benefits expenses, 5% was utilized for technology fixed costs such as software licensing or hardware maintenance agreements, and the remaining 12% was directed to OIT managers for staff operating expenses. Examples of the latter
include training for technical staff, travel to UAF community campuses for maintenance or site upgrades, UAF-based projects, security items, and access needs.

### Facilities and Equipment

The University of Alaska Office of Information Technology is a merged unit composed of UAF staff and UA System or Statewide staff. Personnel are housed in three primary locations on the Fairbanks Campus: the Butrovich Building, the Bunnell Building, and Rasmuson Library. The Butrovich Building houses the data center and serves as central network operations for OIT. The data center provides a secure location for servers, networking equipment, electronic storage, and backup.

Staff located in the Bunnell Building and Rasmuson Library provide support for the helpdesk, desktop support, programming, and instructional technology.

While these facilities are adequate for current operations, the fragmented structure makes it difficult to provide a cohesive support unit where faculty and staff can obtain assistance in a one-stop setting. Recently vacated data center space in the Bunnell Building is being renovated and when completed, this will allow OIT to consolidate support units in one location, create a one-stop service center, and free up space in Rasmuson Library for other needs.

### Public Service and Community Engagement Highlights

OIT conducts an annual TechFest event providing a venue for faculty, staff, and students to present on a variety of technology-related topics in higher education. This is also an opportunity for the public to learn about the university’s activities in research and computing.

OIT is frequently called upon to provide technical support for event production. OIT’s services range from multimedia projector and computer support to full event filming and web streaming.

In July 2011, OIT will host the Energy Sciences Coordinating Committee (ESCC)/Internet2 Joint Techs meeting.
Provost’s Office

Susan Henrichs,
Provost

http://www.uaf.edu/provost
Appendix 2A: Administrative Unit Profiles

Mission
The provost, the executive vice chancellor for academic affairs, and the Provost’s Office administrators and staff are responsible for management and leadership of academic and extension programs. The provost, vice provost and accreditation liaison officer, and supporting staff are responsible for working with the entire university to maintain institutional accreditation, conduct academic program review, and oversee the processes of faculty recruitment, evaluation, and promotion. The provost, university planner, and director of institutional research and his staff prepare annual UAF performance reports to the UA system and the State of Alaska. The provost serves on the Statewide Academic Council, which is responsible for review and approval of new academic programs before they are submitted to the regents for final approval. The Statewide Academic Council also conducts system planning for e-learning, distance education, and other academic areas where inter-institutional cooperation is needed.

The colleges and schools, the Division of General Studies, and the Cooperative Extension Service have all prepared separate unit description reports. The Provost’s Office; the Central Administration Fiscal Office; Planning, Analysis and Institutional Research (PAIR); International Programs; Summer Sessions and Lifelong Learning; the Office of Faculty Development; the Graduate School and Interdisciplinary Programs; and the University of Alaska Press are described herein. Following are the missions of those units that did not report separately:

The Central Administration Fiscal Office (CAFO) provides business office services to the following administrators and their associated units: chancellor, provost, and vice provost for general studies. CAFO also serves the Alumni and Development units under the vice chancellor for advancement. CAFO formerly served some units under the vice chancellor for research, but those have been served by the VCR’s own fiscal office since 2010.

The Office of the Graduate School and Interdisciplinary Programs provides information and assistance for prospective and current graduate and interdisciplinary students. This office provides orientation, teaching assistant training, and several scholarship and fellowship programs for graduate students.

Summer Sessions and Lifelong Learning (SSLL) enhances existing programs by offering diverse and stimulating academic, recreational, and cultural programming, primarily in the summer.

The Office of Faculty Development (OFD) provides professional development opportunities for faculty in the areas of teaching, learning, and scholarship. Assistance is provided with travel, instructional design, pedagogy, mentoring, promotion and tenure, teaching observations, and instructional technology. OFD maintains a schedule of weekly training opportunities for faculty, available at the website.

The Office of International Programs (OIP) offers UAF students and faculty opportunities to travel abroad through international student exchange, study abroad, and faculty abroad programs. OIP also provides advising and other services to international students. OIP reported to the Provost until 2011, when they were transferred to the Vice Chancellor for Student Services.

The University of Alaska Press (UA Press) publishes scholarly and other high quality works on the history, cultures, and natural environments of Alaska, the circumpolar North, and its peoples. Through its publications, UA Press serves the scholarly community, K-12 education, and the general public.

Contribution to UAF’s mission
Educate: Undergraduate and Graduate Students - The Provost’s Office is responsible for oversight of academic program quality and productivity through the program review process and through the review of new programs prior to submission to the Statewide Academic Council; monitoring of student learning outcomes assessment; and assurance of faculty performance through the hiring, evaluation, and promotion and tenure processes. The provost directly supervises the deans and the director of Summer Sessions and
Lifelong Learning. Their performance relative to the Educate theme is evaluated based upon educational quality, development of faculty teaching capabilities, recruiting of a diverse student body, and appropriate unit matriculation and graduation rates.

The Office of Faculty Development provides professional development programs designed to enhance teaching and learning. The Office of International Programs broadens educational opportunities at the graduate and undergraduate levels by offering international opportunities for students. This office also strives to improve undergraduate and graduate programs by enabling the recruitment of outstanding students from around the world. The Central Administration Fiscal Office budgets, tracks, and allocates undergraduate research awards and graduate school fellowships and scholarships. UA Press publishes books used as texts for classes. The Graduate School promotes quality and productivity in graduate education, working with the faculty and staff to serve the needs of our graduate students. Summer Sessions and Lifelong Learning offers up to 300 undergraduate and graduate academic courses each summer and provides two compressed semesters, MAYmester and WINTERmester, in which students can earn three credits in two weeks.

Discover: Through Research, Scholarship, and Creative Activity with an Emphasis on the North and its Peoples - The Discover theme includes research and creative activity by faculty and students within the schools and colleges that fall under the supervision of the provost. The provost contributes to this theme particularly in the context of faculty evaluation, program review, dean evaluation, and university performance reporting.

OFD provides workshops on proposal and research paper writing for faculty. UA Press supports research, scholarship, and creative activity through its scholarly publications. Summer Sessions and Lifelong Learning offers a free weekly summer Discover Alaska Lecture Series.

Prepare: Alaska’s Career, Technical, and Professional Workforce - The Provost’s Office engages in program review, oversight of outcomes assessment, and faculty evaluation for the units that deliver career, technical, and professional certificate and degree programs. These units are the School of Management, the School of Education, the College of Engineering and Mines, and the College of Rural and Community Development.

Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge - The provost works with the vice chancellor for rural, community and native education (VCRCNE) to assure quality of programs delivered in rural communities through program review, student learning outcomes assessment, and faculty evaluation. The provost and VCRCNE also regularly discuss coordination of distance education efforts of the Center for Distance Education and the Fairbanks campus schools and colleges. UA Press assists with connections through its large number of publications specifically focused on the history and cultures of Alaska.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - Extension is the mission of two UAF units: the Marine Advisory Program and the Cooperative Extension Service. The Provost’s Office supervises those units and in particular is responsible for extension faculty evaluation and promotion processes and for UA and state performance reporting relative to those units. All of the academic and extension units contribute substantively to lifelong learning through, for example, outreach to K-12 schools, credit and non-credit courses taken by non-traditional students, and the Osher Lifelong Learning Institute, which serves Fairbanks area seniors. UA Press supports engagement by providing books of interest to scholars, K-12 education, and the broader public. In addition, Summer Sessions and Lifelong Learning engages the public through free movies, walking tours, the Alaska Book Festival, the Monday Marvel Series, the Legacy Lectures, special speakers, the Really Free Market, and several youth programs consisting of cooking camps, a Spanish camp, and a SMART (Sports, Math, Academics, Recreation, and Team play) Academy.
Leadership, Management, and Organizational Structure

The provost and executive vice-chancellor of academic affairs is the chief academic officer of UAF. Reporting to the provost are deans of seven of eight colleges and schools: the dean of the Graduate School, libraries dean, UA Museum of the North director, UA Press director, the vice provost and accreditation liaison officer, and the vice provost of outreach and director of the Cooperative Extension Service. The vice chancellor for rural, community and native education leads the College of Rural and Community Development. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

There are no formal staff committees within our unit. Staff and executive unit directors meet biweekly with the provost and constitute an informal administrative committee. Staff are not represented by a collective bargaining unit. Provost Henrichs attends all Faculty Senate meetings. The faculty development director attends all meetings of the Faculty Senate and serves on the Faculty Senate committee for faculty development, assessment, and improvement. The Osher Lifelong Learning Institute (OLLI), administered by Summer Sessions and Lifelong Learning, has a Board of Directors composed of the membership and committees for curriculum, development, finance, membership, nominating, social events, and travel.

External Advisory Board(s)

The UA Press Advisory Board exists to ensure that UA Press accomplishes its mission and that the quality of press publications remains high. Members are expected to volunteer time to actively engage in the following activities: suggest future acquisition directions; make final selections of manuscripts for publication; recruit manuscripts and authors; review manuscripts (one or two annually) and suggest potential reviewers; advocate for the press and promote the status of the press within the university system and among the general public; attend one annual face-to-face meeting of the advisory board (usually in Fairbanks); complete tasks and subcommittee work agreed to at the annual meeting; and contribute through the Friends of the Press and encourage others to do so.

Additional Unit Policies

The UA Press Mission and Policy document is available in the Exhibits. Unit policies are communicated to the UA Press Advisory Board through this document and to authors through information provided on the UA Press website.

Summer Sessions and Lifelong Learning has the following unit policies:

In-state tuition for all during the summer.

For MAYmester and WINTERmester (two-week compressed semesters initiated in 2007 allow students to earn three credits at a time when the campus is open but not otherwise utilized for classroom instruction): Oral- and writing-intensive courses are not offered; students can take only one course; faculty can teach only one course; and students must have a 2.5 GPA to be eligible to enroll.

All core courses must be approved for compression by the department head, curriculum council, and the Faculty Senate. All non-core courses must be approved for compression by the department head and curriculum council.

The maximum load an instructor can teach during the 12-week Summer Session is 9 credits. Six credits is the maximum that can be taught in a 6-week session.
Non-Credit Instructional Units

About 10% of the courses offered during the summer are non-credit. They tend to be in the areas of art and recreation as well as programs for children.

Staff

Staff Numbers

<table>
<thead>
<tr>
<th>Subunit</th>
<th>Number staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost’s Office</td>
<td>4; Provost (executive) and 3 staff</td>
</tr>
<tr>
<td>Office of Faculty Development</td>
<td>1 Director (faculty)</td>
</tr>
<tr>
<td>University Planning</td>
<td>1 University Planner (staff)</td>
</tr>
<tr>
<td>Office of International Programs</td>
<td>6; Director (faculty) and 5 staff</td>
</tr>
<tr>
<td>Summer Sessions and Lifelong Learning</td>
<td>5; Director (executive), 4 staff, and 160 faculty on summer contracts</td>
</tr>
<tr>
<td>Graduate School</td>
<td>5; Dean (faculty) and 4 staff</td>
</tr>
<tr>
<td>University Press</td>
<td>4.5; Director (executive, ½-time) and 4 staff</td>
</tr>
<tr>
<td>Planning, Analysis and Institutional Research</td>
<td>5; Director (staff) and 4 staff</td>
</tr>
<tr>
<td>Central Administration Fiscal Office</td>
<td>4; Executive Officer (staff) and 3 staff</td>
</tr>
</tbody>
</table>

Collective Bargaining

None of the provost’s office departments currently employ staff or faculty with union representation.

Collaborations

OFD’s most recent collaboration is a two-year NSF grant (2008-2010) to assess the situation of women STEM (Science, Technology, Engineering, and Mathematics) faculty at UAF. The grant was conducted with faculty member Sine Anahita of the Sociology Department in the College of Liberal Arts. The office occasionally works with faculty in the School of Education to train UAF faculty in aspects of teacher training and teaching observations. The vice chancellor for research assists OFD with funding two annual workshops: Scholarly Writing and Introduction to Grant Writing.

OFD has occasionally delivered workshops for the faculty at UAS via web streaming. Some training collaboration takes place with the faculty union, United Academics; the union provides varying levels of
funding for faculty development programs. OFD works with the Faculty Senate committee for faculty development, assessment, and improvement, delivering faculty forums and other projects as recommended by the committee. The director is an ex-officio member of this committee.

Summer Sessions and Lifelong Learning collaborates with the Cooperative Extension Service on the culinary arts summer program. External summer partnerships include Holland America/Princess Corporation, the Fairbanks Chamber of Commerce, Fairbanks Resource Agency, the Fairbanks North Star Borough Parks and Recreation Department, and the Fairbanks Health Center.

OIP offers study abroad and exchange programs, with more detailed information available at its websites:

**Exchange Programs**

**Study Abroad Programs**

UA Press has strong internal collaborations with the Alaska Native Language Center, the Alaska Native Knowledge Network, Rasmuson Library, and Alaska Sea Grant. UA Press has also recently developed a partnership with the University of Alaska Anchorage to publish *Ice-Floe*, a popular poetry publication that had temporarily gone out of print. Externally, this office has partnered with the Alaska Humanities Forum, the Alaska State Council on the Arts, and many museums including the Alutiiq Museum in Kodiak and the Anchorage Museum. The office also has a formal relationship with the University of Chicago Press, which markets and distributes its books. Seasonal lists include partnerships with publishers around the world in the form of distribution agreements and co-publications.

**Financial Resources and Expenditures**

The overall FY10 budget for Provost’s Office Operations is $2,511,949, of which 97.3% is state appropriation, 1.59% is indirect cost recovery, 0.46% application/admission fees, and 0.65% inter-department revenue. Seventy-six percent of the annual budget is expended on personnel services, including faculty and staff benefits.

In FY10, UA Press received approximately $100,000 in direct support from UAF and $80,000 from a UA Statewide allocation from the Natural Resources Fund. The office generates about $375,000 to $400,000 in net book sales, of which the University of Chicago for distribution and marketing services retains 35%. The press generally receives between $50,000 and $100,000 through fundraising efforts for direct support of specific book projects. Operating expenses in FY10 are also dependent on a fund balance of about $280,000, which remained from an allocation of the UA President’s discretionary funds. Expenditures include staff salaries (about $400,000) and costs associated with book production and distribution within the state of Alaska (about an additional $400,000). UA Press is likely to sell more books in FY10 than in any other year in the history of the press. However, the economics of book publishing, particularly of scholarly works, remain challenging.

Summer Sessions and Lifelong Learning received about $2 million in unrestricted revenue in FY10. Approximately 80% of these estimated funds came from student tuition and fees from summer courses; 8% is from the State of Alaska General Fund; 10% from the UA Foundation and special event revenue; and the remaining 2% is from interdepartmental transfers. Approximately 70% ($1.4 million) of the revenue is spent on personnel services, including faculty, staff, and temporary workers’ salaries and benefits. Three percent ($65,000) is spent on travel, including a faculty travel development award program for summer instructors. Thirteen percent ($255,000) is spent on contractual services for public lectures, community events, and educational services. The remainder is used to support such expenses as course supplies, office equipment, tuition waivers, and other miscellaneous items. All revenue collected as material fees for specific courses is spent on those courses. Summer Sessions and Lifelong Learning received about $176,000 in restricted funding in FY10. Eighty-five percent ($150,000) was used for operating a summer camp geared toward middle school students struggling in math. The remainder was spent on salaries and travel for the Osher Lifelong Learning Institute.
Facilities and Equipment

Provost’s Office Operations has faculty and staff located in Signers’ Hall (Provost’s Office), the Eielson Building (Fiscal Office, Graduate School, Summer Sessions and Lifelong Learning, and International Programs), the University Park Building (Osher Lifelong Learning Institute), the Bunnell Building (Faculty Development and University Planning), the Butrovich Building (PAIR), and the Wells Fargo Building (University of Alaska Press).

The Office of Faculty Development and University Planning are located on the 2nd floor of the Bunnell Building. A shared meeting room seating 10 for training and presentations is located in that space. Most faculty development events are held in the Rasmusson Library media classroom or other venues on campus.

The Office of International Programs, Summer Sessions and Lifelong Learning, and the Graduate School are located on the 2nd floor of the Eielson Building. The Osher Lifelong Learning Institute (OLLI) is located in the University Park Building. SSLL programs are primarily offered on the Fairbanks campus, and the OLLI program is primarily offered in the University Park Building.

UA Press is currently occupying off campus space leased by the university in the Wells Fargo Bank Building. The space is almost ideal, providing storage space for an extensive book inventory and space for offices and a distribution/sales room. UA Press also benefits greatly from synergies in being co-located with the Alaska Sea Grant program and UAF Marketing and Communications.

All these offices have the usual office equipment. Faculty Development has audio-visual equipment for its events.
Public Service and Community Engagement Highlights

The Office of International Programs holds an International Education Week series of events and study abroad fairs.

UA Press offers the following:

In FY10, UA Press published its first book specifically targeted at elementary school children. The book, *Apun*, uses snow cover as a theme to teach science to students in grades 3 and 4. UA Press also published an accompanying teacher’s guide. The press is working on other acquisitions specifically to benefit K-12 education.

UA Press is a major participant and sponsor of the Alaska Book Festival held for the past few years in the summer. The festival draws readers and writers from across the state.

UA Press published several works highlighting the 50th anniversary of Alaska statehood, including *Alaska at 50*, edited by Greg Kimura from the Alaska Humanities Forum. The press has a unique role in preserving Alaska history and culture.

UA Press has added high-quality children’s literature to its publication list. In FY10, UA Press published *Little Seal*, a visually engaging yet scientifically accurate book introducing young readers to the amazing life of a northern fur seal.

UA Press regularly hosts public lectures and book signing by authors. For example, in summer 2009 the press hosted a public lecture on mushrooms in Alaska by author Gary Laursen. Well over 100 people attended the event. The press also donated books to local non-profits for fundraising events.

Summer Sessions and Lifelong Learning offers the following:

The UAF Free Market - In honor of UAF’s theme of sustainability, the first ever UAF Really Free Market was held June 28, 2009, and the event is being repeated May 21 and August 20, 2011. Modeled after a program first heard on National Public Radio (‘You Really Can Get Something for Nothing’), the event enjoyed great success. Community members donated clean, safe, unwanted items for others to use, and anyone could take what they wanted for free. The process was dubbed “free-cycling.”

Legacy Lectures - Each summer, in cooperation with the UAF Alumni Association, Summer Sessions and Lifelong Learning honors one of its graduates by bringing the person back to campus to share the wisdom gained by his/her accomplishments. Lecturers have included psychoanalyst Jean Kirsch, attorney Grace Schaible, and scientist Neil Davis.

Discover Alaska Lecture Series - This free summer weekly lecture series features speakers who share their vision of Alaska. Lecturers have included historians, artists, scientists, photographers, poets, authors, and dog mushers.

Alaska Book Festival - The Alaska Book Festival is a celebration of books and all that goes into them. The intent is to bring together readers, authors, educators, poets, artists, publishers, librarians, photographers, reviewers, and editors to celebrate the power of the written word. Events take various forms. Readings, signings, panel discussions, lectures, workshops, cooking events, walks, and concerts have all been avenues that the Alaska Book Festival has explored.

Special Summer Event/Show - Each summer, special programming has included lectures by well known people such as Susan Stamberg, Bob Edwards, and Martin Goldsmith. This year speakers included NPR’s Neal Conan, APRN’s Libby Casey, and author Eric Schlosser. Special events have also included live NPR shows *Whad’Ya Know* and *Science Friday*. 
University Advancement

John C. “Jake” Poole, Vice Chancellor

http://www.uaf.edu/ace
Mission

University Advancement leads UAF’s community engagement efforts by creating excitement, involvement, and support.

Contribution to UAF’s Mission

University Advancement contributes to fulfilling UAF’s mission and themes through support and outreach. Advancement is not directly involved in educating students or conducting research. Its role is to “tell the UAF story” and thereby enhance student recruiting efforts, raise money for scholarships, solicit support for state funding, and generally raise awareness of the university’s mission.

University Advancement is a major contributor to the engagement and outreach components of the university’s mission and themes. Advancement works to engage Alaskans via lifelong learning, outreach, and community and economic development. KUAC-FM and KUAC-TV improve lives through broadcasting and serve as important points of connection between the university and communities and people across the state. The UAF Alumni Association serves UAF and its graduates and former students and provides opportunities for alumni around the world to maintain a lifelong meaningful involvement with the university and with one another. The Development Office works with corporations and individual donors not only for fundraising, but also to identify ways to connect them with the university. Marketing and Communications engages the community by keeping people informed about institutional news and achievements through media relations and electronic and print publications.

Leadership, Management, and Organizational Structure

The vice chancellor of University Advancement leads the unit, which contains the following departments: Campus Events, Marketing and Communications, Community Advocacy, Development and Advancement Services, Alumni Relations, KUAC (UAF’s radio and television) and Athletics. The athletic director reports directly to the chancellor but works under the vice chancellor. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

University Advancement has one representative on Staff Council as part of the representation from the Chancellor’s Office.

Marketing and Communications is the lead for the campus-wide Public Information Officers Consortium (PIOC). It provides guidance and consultation for public information officers from the various research institutes and schools at UAF.

External Advisory Board(s)

KUAC has two external advisory boards: the Community Advisory Council and the Leadership Council. Each has its own mission. The Community Advisory Council communicates with station management about the needs and interests of the many communities served by KUAC and the statewide public television network AlaskaOne. The Leadership Council works as a community advocate, particularly assisting KUAC with university, state, and federal funding and helping to identify and cultivate major gift prospects.

Athletics and Campus Recreation has an external advisory board called the Intercollegiate Athletics Council made up of university faculty, staff, students, and alumni. The IAC advises the department on issues related to the student athlete experience.
The UAF Alumni Association is guided in its mission by a volunteer board of directors. External members further guide the activities of the association through participation in advisory committees and regional chapters.

**Additional Unit Policies**

**Athletics** - The Department of Athletics works within the rules and regulations of the National Collegiate Athletics Association (NCAA), the Great Northwest Athletic Conference (GNAC), the Pacific Coast Swimming Conference (PCSC), the Central Collegiate Ski Association (CCSA) and the Central Collegiate Hockey Association (CCHA).

The department employs an Associate AD for Compliance / Senior Woman Administrator (SWA), and it has a program in place to safeguard the welfare of student-athletes and to ensure compliance with NCAA rules. The Associate AD for Compliance meets with all student-athletes at the beginning of each academic year to go over NCAA rules and to help them fill out applicable NCAA paperwork. The Associate AD for Compliance also meets with Department staff on a biweekly basis and meets with the Student Athlete Advisory Council (SAAC) twice each year to discuss rules education and new legislation proposals. In addition, the Director of Athletics and the Associate AD for Compliance report to the Intercollegiate Athletics Council (IAC) at least six times each academic year.

Coaches are expected to know and adhere to NCAA and conference rules. They must be cognizant of the importance of reporting any violation. Self-reporting of infractions is required. Coaches and administrators are subject to reprimand and possible dismissal if found guilty of violating NCAA rules, as is noted in their employment contracts.

**Marketing and Communications** - Marketing and Communications has compiled a set of guidelines intended to make it easier for university departments to create electronic and print publications. The guidelines guarantee a high level of quality, consistency, and professionalism for university publications and ensure compliance with state and federal laws and contracted agreements.

**KUAC** - KUAC strictly operates under guidelines established by the Federal Communications Commission.

**Staff**

**University Advancement** - The central University Advancement department is composed of a vice chancellor and four other full-time employees, including an assistant to the vice chancellor, a director of community advocacy, and a two-person events office. This group is located in Signers’ Hall.

**Athletics** - The Department of Athletics currently employs 25 full-time staff members, one part-time staff member, and one intern. All employees are located in the Patty Center and the Student Recreation Center (SRC). The department continues to operate with minimal staff on reduced contracts.

**KUAC** - KUAC currently employs 16 full-time, four half-time, and six on-call individuals. All employees are located in the Fine Arts Complex even though the department maintains facilities throughout Interior Alaska. At this time, KUAC is understaffed due to recruiting problems and a funding shortfall due to the economic down turn.

**Marketing and Communications** - Marketing and Communications currently employs 14 full-time and 7 half-time staff members. Due to space limitations on campus, the department is split into three locations: the media and photo staff is located in the Eielson Building; the director is located on the third floor of Signers’ Hall; and the staff in charge of publications, web and video production, and communications is in another location off campus.

**Alumni Association** - The UAF Alumni Association has two full-time staff members located in Constitution Hall.
Development - Currently, due to budget constraints, the Development Office is understaffed, and UAF is operating under a decentralized development model. Three of the eight colleges and schools—the School of Fisheries and Ocean Sciences, the School of Management, and the College of Liberal Arts (in partnership with the Rasmuson Library)—employ their own development officer (fundraiser). The other five are represented by the development director, who is located in the central Development Office. The central Development Office employs nine staff members.

A staffing comparison report was presented to the University of Alaska Foundation Board of Directors on June 10, 2011, by the UA Foundation president. The UA Foundation staff compiled the Staffing Comparison Report. UA peer institutions were polled as to their FY10 development staff sizes. The results of the poll were included in the roll up report of all UA campuses (see Advancement Staffing Comparison Report in the Exhibits).

Co-Curricular Activities and the Learning Environment

The Department of Athletics has a Student Athlete Advisory Council (SAAC) composed of two student athletes from each varsity sport. The purpose of the committee is to enhance the student athlete experience. SAAC serves as a communication link between student athletes, coaches, and UAF administration. It promotes campus attendance at home contests in all sports; enhances drug and alcohol awareness on campus and in the community, including drug-free athletics teams; represents UAF at the NCAA Leadership Conference; and disseminates NCAA proposal legislation and new legislation to team members.

Collaborations

Collaboration with other departments and units on campus is an important aspect of University Advancement’s mission, primarily in the service arena. University Advancement plays a small role in the teaching component of collaboration, as many employees within the unit have worked as adjunct or guest faculty for UAF.

University Advancement - The central University Advancement office works with numerous departments campus-wide to assist and coordinate the management and promotion of events. The department takes the lead in commencement, one of the university’s most important events every year. Advancement works closely with other departments to coordinate advocacy efforts for the university, and it is actively engaged in a variety of public service activities (see below).

Marketing and Communications - The department collaborates with the entire campus on marketing and communication efforts. One of the major areas of concentration is student enrollment and recruitment plans.
Alumni - The UAF Alumni Office actively collaborates with the Career Services Department, Student Activities, and UAF Student and Enrollment Services on projects and student outreach efforts.

Development - The Development Office actively collaborates with academic departments and research units on campus to help them identify funding needs and to match those needs with potential or current donors.

Athletics - Athletics collaborates with the Office of Admissions, Financial Aid, and the Academic Advising Center to help ensure that student athletes succeed academically.

KUAC - KUAC collaborates with the Department of Journalism to provide internships and hands-on training opportunities for students at the station.

**Financial Resources and Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>Development</th>
<th>Alumni</th>
<th>Advocacy</th>
<th>Advancement</th>
<th>Marketing</th>
<th>Athletics</th>
<th>KUAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation 1</td>
<td>545,599</td>
<td>165,881</td>
<td>195,286</td>
<td>603,514</td>
<td>1,778,400</td>
<td>2,794,336</td>
<td></td>
</tr>
<tr>
<td>Foundation 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,218,468</td>
<td></td>
</tr>
<tr>
<td>Foundation 3</td>
<td>10,200</td>
<td>11,528</td>
<td>49,087</td>
<td></td>
<td></td>
<td>2,125,067</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21,600</td>
<td>449,613</td>
<td></td>
</tr>
<tr>
<td>Alumni BOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45,696</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>889,000</td>
</tr>
<tr>
<td>Add. Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,610,406</td>
</tr>
<tr>
<td>Cap. Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>519,629</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>555,799</strong></td>
<td><strong>211,577</strong></td>
<td><strong>206,814</strong></td>
<td><strong>652,601</strong></td>
<td><strong>1,800,000</strong></td>
<td><strong>6,743,355</strong></td>
<td><strong>3,863,164</strong></td>
</tr>
<tr>
<td>Salary/Benefits</td>
<td>523,606</td>
<td>179,727</td>
<td>125,043</td>
<td>471,243</td>
<td>1,548,000</td>
<td>2,640,639</td>
<td>1,744,375</td>
</tr>
<tr>
<td>Sal/Benefits %</td>
<td>94%</td>
<td>85%</td>
<td>60%</td>
<td>72%</td>
<td>86%</td>
<td>39%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Appendix 2A: Administrative Unit Profiles

VCACE total

Revenue by Source

Athletics only

Revenue by Source
KUAC only

Marketing and Communications only

Facilities and Equipment

University Advancement departments are located in facilities as follows: University Advancement: Signers’ Hall; Marketing and Communications: Signers’ Hall, Eielson Building, Wells Fargo Building (off campus); UAF Alumni Office: Constitution Hall; Athletics and Campus Recreation: Ernest Patty
Due to space constraints on the Fairbanks campus and an effort by administration to allocate on-campus space to departments that have an academic- and student-focused mission, two University Advancement departments—the Development Office and Marketing and Communications—are located in leased space off campus. Marketing and Communications is actually spread out over three locations, with a majority of staff working out of leased space off campus and the rest located in two separate facilities on campus.

Since 2007, KUAC has undergone several equipment upgrades, which have positioned the station for the future and allowed it to implement newer technologies to deliver multichannel educational programming. However, the facilities currently occupied by KUAC are in need of renovations to repurpose available space and remove hazardous materials. Immediate improvements have been funded by KUAC as the budget has allowed.

The Department of Athletics operates the Ernest Patty Building (hereinafter referred to as the "Patty Center"), which opened in 1963. The original capacity was 1,792. Capacity has since decreased to around 1,500 after losing four rows of bleachers on the gym’s south side. The largest crowd on record at the Patty Center was 1,206 in January of 2005 when the men’s team hosted the University of Alaska Anchorage.

The Patty Center bleachers are no longer functional and cannot be fully extended or retracted without prolonged effort. They are far beyond intended useful life and have become a serious safety concern and potential liability. The cost to renovate existing bleachers exceeds the cost to replace them.

The building as a whole is in need of $49,350,000 (as of Spring 2010) in deferred maintenance. One of the areas in serious need of renovation and expansion is the strength and conditioning facility, which, at 702 square feet, cannot accommodate a full varsity team at one time. The strength and conditioning facility has been identified as a hindrance to student-athlete recruitment efforts.

Public Service and Community Engagement Highlights

Athletics is actively engaged with the greater Fairbanks community. Student athletes and coaches are involved with a number of volunteer events, including Big Brothers/Big Sisters, Habitat for Humanity, and the American Heart Association Heart Walk.

Public service is a key component of KUAC’s mission. Examples of the station’s commitment to public service can be found in its live broadcasts of meetings of the Fairbanks North Star Borough Assembly and the Fairbanks North Star Borough School District.

The UAF Alumni Association sponsors and co-sponsors several annual events in the Fairbanks area. Those events draw students, alumni, and friends from the local community and help reinforce their connections to the university.

University Advancement is actively involved in a number of events throughout the year. Some of these, such as the Festival of Native Arts, help bring the community to campus, and others, such as UAF Day at North Pole, bring the campus to the community.
Appendix 2B: Academic and Research Unit Profiles

Arctic Region Supercomputing Center

Greg Newby,
Director

http://www.arsc.edu
Mission
The Arctic Region Supercomputing Center supports high performance computational research in science and engineering with an emphasis on high latitudes and the Arctic. ARSC’s mission is to provide an ensemble of outstanding expertise, state-of-the-art technology, and innovative research projects that enable the creation and discovery of knowledge in science, engineering, and art; enhance educational and research capabilities of the University of Alaska Fairbanks; advance knowledge of the polar regions; and contribute to a richer understanding of the world around us.

Description
ARSC provides high performance computing systems, massive data storage systems, visualization, software, security, and high bandwidth communications. Its services support research identified as critical priorities for the University of Alaska. Research activities are focused on two main areas: environmental modeling for high latitudes, and the analysis of next-generation technologies for high performance computing. Scientific specialists and technical staff at ARSC provide in-depth assistance and training to successfully carry out computationally based investigations. ARSC actively partners with other institutions for grant seeking and publication, mentoring graduate and undergraduate students, internships, and other activities.

Contribution to UAF’s Mission
The Arctic Region Supercomputing Center provides a foundation upon which UAF fulfills its promise as America’s arctic research university. ARSC’s focus on advancing knowledge of the polar regions, with a special emphasis on computational research relating to high latitudes and the Arctic, is directly tied to the core UAF theme of “Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples.”

ARSC supports more than 280 scientists and students at UAF. It helps them find, write, or improve the software they need to further their research and conduct computationally intensive investigations in areas of high priority to Alaska and the people of the North. Areas of research include climate modeling, atmospheric science, and ocean science.

In a February 2010 report titled “The future of the University of Alaska Fairbanks, and the Mission of the Arctic Region Supercomputing Center,” a visiting team of external reviewers reported the following:

Fieldwork has traditionally been at the core of UAF’s efforts to understand the ecosystems of Alaska and the Polar Regions in general. UAF is highly regarded for the quality of its fieldwork-oriented research. However, fieldwork alone has become insufficient for reaching 21st-century research goals. Advanced computational tools and simulation, based on data collected by UAF and other researchers, are essential to the predictions necessary for understanding our complex world and creating the inventions we need to improve human lives (Dr. Amy Apon, Director, Arkansas High Performance Computing Center; Dr. Julio Facelli, Director, Center for High Performance Computing, University of Utah; Dr. Craig Stewart, Director, Research and Academic Computing, Indiana University).

ARSC provides a competitive position for principal investigators who are seeking federal and other external research dollars. An estimated $13 million is brought to the UAF research portfolio annually because of direct access to the center’s high performance computing resources. Through collaboration and computation, ARSC provides scientists with the resources they need for finding solutions to big computational and storage problems.

Institutions with academic supercomputing centers enjoy a competitive edge in recruiting top-notch faculty and students. According to the National Science Foundation’s report “Cyberinfrastructure Vision
for 21st Century Discovery,” increasing access to supercomputers is crucial to keeping U.S. research competitive.

ARSC’s petabyte-scale (a quadrillion bytes) data storage capabilities and its Defense Research and Engineer Network connection are essential in support of UAF’s preservation of archival quality digital audio files created for Project Jukebox, the digital projects arm of the UAF Rasmuson Library’s oral history program. ARSC’s data storage infrastructure provides a safe and secure mechanism for the long-term ability to retrieve and manage archival quality digital files. UAF research units, including the Geographic Information Network of Alaska, also rely on ARSC data storage facilities for archiving, maintaining, and backing up critical data used by the scientific community worldwide.

Starting in mid-2011, ARSC is delivering platforms for institutional data repositories, data portals, computational portals, and a campus storage cloud. These services will be in early testing during summer 2011, and move into production use later in the year. They will significantly add to UAF’s capability for data-oriented research activity, outreach, and administration.

ARSC faculty and staff serve on national and international boards and advisory groups. Liam Forbes, HPC Systems Analyst and a former top-place finisher as a UAF student in the international Mathematical Contest in Modeling, is a member of the board of the Cray Users Group, a worldwide association.

ARSC disseminates the findings of its computational research activities to a broad audience. Staff members participate yearly in the International Conference for High Performance Computing, Networking, Storage and Analysis, and the center produces an annual science magazine, Challenges. ARSC users at UAF consistently produce dozens of peer-reviewed journal articles per year, which are reflected in ARSC’s annual report.

ARSC staff members share their expertise by offering advanced educational classes and short courses in topics of high performance computing for UAF faculty and students. ARSC also provides educational outreach by hosting intensive workshops for UAF students and faculty, for military cadets, and for faculty and students from U.S. and foreign universities.

ARSC supports UAF’s mission of promoting academic excellence and student success and the themes “Educate: Undergraduate and Graduate Students” and “Prepare: Alaska’s Career, Technical and Professional Workforce.” ARSC employs three post-doctoral fellows in partnership with IARC, CNSM and the GI. This arrangement builds productive collaborations by integrating the interests of faculty in institutes and colleges with the objectives of ARSC. The positioning of ARSC post-doctoral fellows in other institutes contributes to the overall quality of graduate programs at UAF. The university gains additional recognition through scholarly publications. Undergraduate students at UAF have access to ARSC supercomputing resources. ARSC employs approximately six undergraduate research project assistants annually. Mentors work with the students on real-world activities that support the mission of ARSC and UAF and augment the students’ undergraduate studies.

Several students have been listed as co-authors on peer-reviewed publications because of their contributions to research. In June 2011, undergraduate student Kayla Harrison was invited to present work she did with ARSC Professor Don Morton, relating to computational weather modeling. Kayla traveled directly from this conference presentation, in Scotland, to a 2-week intensive summer school program at the University of Illinois, where she was accepted from a competitive field to pursue advanced techniques in computational science. Afterwards, this knowledge would be directly applicable to her work at ARSC, as well as her degree program in computer engineering.

Since opening its doors in 1993, ARSC has provided hands-on learning opportunities to approximately 100 undergraduate and graduate students, helping the University of Alaska develop a diverse and highly skilled 21st century workforce.
Nearly 25 percent of ARSC’s current staff is composed of former student employees of the center. ARSC undergraduate and graduate students are active participants in the center’s research activities, from tsunami modeling and weather forecasting to software and hardware design.

The success of ARSC student employees demonstrates UAF’s potential as a leader in responding to the need for computationally intensive solutions to issues of high priority to the state and nation. It enhances the university’s international competitiveness in computational science.

**Leadership, Management and Organizational Structure**

The director leads the Arctic Region Supercomputing Center, along with two group leaders and a student supervisor. One staff team is devoted primarily to ARSC’s UAF resources. Another is devoted primarily to a DoD contract, which is extending the work from a prior large contract ARSC operated under since 1992. The Director directly supervises scientific staff and faculty, as well as an administrative assistant. A full organizational chart is available in the Exhibits.

**Committee Structures and Representation**

ARSC has one representative on the UAF Staff Council. ARSC provides at least one representative to the University of Alaska Computer Incident Response Team for UA and UAF. This committee has also been used by ARSC for procurements of information security services.

ARSC has one representative on the Technology Advisory Board, which provides research and project grants for UAF students through funds collected from the student technology fee. ARSC has one representative, shared with IARC, to faculty council.

**Additional Unit Policies**

ARSC maintains a set of user and security policies for all of its staff, students, and affiliates. Employees are also given important information about working at ARSC via the center’s intranet. ARSC staff policy is based on the University Regulation, which are rooted in the regents’ documents as well as state and federal laws. Policy provided to ARSC staff augments but does not supersede or amend the Regents’ Policy or University Regulation.

**Faculty and Staff**

**Faculty and Staff Numbers**

- 25 Staff
- 2 Faculty
- 3 Postdoctoral fellows

**Faculty Qualifications**

All ARSC full-time faculty have Ph.D.s. ARSC also provides an instructor for UAF’s semester-length course, PHYS693, Core Skills in Computational Science, which is co-taught with the UAF Department of Physics. The ARSC staff member who teaches this course has a master’s degree in computer science.

**Graduate and Undergraduate Teaching and Research Assistants**

During FY11 through May 2011, ARSC had eight undergraduate student hires and two graduate student hires (both master’s degree students).
Collective Bargaining

Union representation at ARSC is for its three faculty members and three postdoctoral fellows. All of these positions are represented by United Academics.

Libraries, Information Resources, and Collections

ARSC maintains an informal library of shared books, magazines, scientific publications, journals, videos, and other assorted informational of interest. ARSC also maintains a dynamic online library of current books that staff members purchase and keep in their offices. The majority of ARSC information resources are electronic, especially in the area of high performance computing.

Collaborations

<table>
<thead>
<tr>
<th>Partner(s)</th>
<th>Project</th>
<th>Funding Source</th>
<th>Project Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSM-College of Natural Science and Mathematics GI – Geophysical Institute</td>
<td>Computational Support for Atmospheric Sciences</td>
<td>DoD UAF</td>
<td>Ongoing</td>
</tr>
<tr>
<td>DoD HPCMP and subcontracts</td>
<td>High Performance Computing Modernization Program</td>
<td>DoD</td>
<td>10 years</td>
</tr>
<tr>
<td>IARC – International Arctic Research Center</td>
<td>ASM – Arctic Systems Modeling campaign</td>
<td>NSF</td>
<td>10 years</td>
</tr>
<tr>
<td>IMS – Institute for Marine Science and GI – Geophysical Institute</td>
<td>Virtual Tsunami Center</td>
<td>NOAA</td>
<td>5 years</td>
</tr>
<tr>
<td>GINA-Geographic Information Network for Alaska</td>
<td>Data Storage and Archive</td>
<td>DoD</td>
<td>Ongoing</td>
</tr>
<tr>
<td>George Washington University University of Florida</td>
<td>CHREC - Center for High Performance Reconfigurable Computing</td>
<td>NSF/Member Institutions</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Occurrences of applied research benefiting Alaska (as of June 2011)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Project Title</th>
<th>Status</th>
<th>Funding</th>
<th>Description of contribution to the state of Alaska</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARSC</td>
<td>Regional Weather Forecasting Research and Modeling for Alaska</td>
<td>Complete</td>
<td>DoD</td>
<td>Risk Management; Public Safety in terms of air quality and aviation; volcanic plume dispersion and wildfire smoke transport. More accurate prediction of regional weather with higher resolution operational forecasts to include inversion layers; predicts air quality for behavior recommendation.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Virtual Tsunami Center</td>
<td>Active</td>
<td>NOAA DoD</td>
<td>Provide world-class models for inundation, propagation and run-up of tsunamis on coastal and littoral regions. Tsunami warning center and analysis.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Modeling permafrost change</td>
<td>Complete</td>
<td></td>
<td>Study effects of regional climate change; mitigate damage to Alaska infrastructure due to melting permafrost; forecasting of safe areas to build.</td>
</tr>
<tr>
<td>Unit</td>
<td>Project Title</td>
<td>Status</td>
<td>Funding</td>
<td>Description of contribution to the state of Alaska</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ARSC</td>
<td>Collaborative Research: Downscaling global climate projections to the ecosystem of the Bering Sea with nested biophysical models.</td>
<td>Active</td>
<td>NSF</td>
<td>Creation of ocean circulation and ecosystem models that predict change in the Alaska marine environment. For example, the amount of freshwater influx or size of sea ice coverage in the Gulf of Alaska, the Bering Strait, and Beaufort Sea are vital pieces of information to the international fishing and shipping industries, and provide needed input for modeling North Pacific weather phenomena.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Modeling of Circulation in the North Aleutian basin</td>
<td>Active</td>
<td>MMS</td>
<td>Creation of ocean circulation and ecosystem models that predict change in the Alaska marine environment. For example, the amount of freshwater influx or size of sea ice coverage in the Gulf of Alaska, the Bering Strait, and Beaufort Sea are vital pieces of information to the international fishing and shipping industries, and provide needed input for modeling North Pacific weather phenomena.</td>
</tr>
<tr>
<td>ARSC</td>
<td>A study of WRF capabilities in resolving temperature inversions in Alaska and Montana</td>
<td>Complete</td>
<td>NWS</td>
<td>Applicable to studies of air quality and transportation safety.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Wildfire Smoke Dispersion and Visibility Forecasts for Alaska</td>
<td>Proposed</td>
<td>NWS DoD</td>
<td>Predict weather patterns influencing the direction smoke from wild land fires will travel; create smoke dispersion forecasts so the public can avoid dangerous smoke exposure.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Polar sea-ice information needs: Interdisciplinary training, outreach and IPY legacy products through a sea-ice system services approach</td>
<td>Active</td>
<td>NSF DoD</td>
<td>Improved models forecasting the change of polar ice packs and melting sea ice; impacts of an ice-free summer Arctic Ocean.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Modeling processes controlling the on-shelf transport of oceanic mesozooplankton populations in the Gulf of Alaska and SE Bering Sea.</td>
<td>Active</td>
<td>NPRB</td>
<td>Understanding of how physical ocean properties such as salinity, temperature, and currents impact primary food production elements. These efforts will aid in understanding fishery production and changes to fish populations in different future climate scenarios.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Social Vulnerability to Climate Change in the Alaskan Coastal Zone</td>
<td>Active</td>
<td>NOAA</td>
<td>Potential impacts of coastal erosion, changing storm patterns, tsunami, and other impacts of climate change on coastal societies.</td>
</tr>
<tr>
<td>ARSC</td>
<td>Beaufort Sea Mesoscale Meteorology Model Study Phase II</td>
<td>Active</td>
<td>MMS</td>
<td>Understanding of the weather patterns, particularly winds, storms, and sea ice, in the seas north of the Alaska North Slope. Impacts on oil extraction and safety. Determining optimal input data and model configuration for weather model accuracy.</td>
</tr>
<tr>
<td>ARSC</td>
<td>MRI-R2</td>
<td>Active</td>
<td>NSF</td>
<td>Computational storage and CPU equipment and systems administration staff, in support of thirteen targeted research areas at UAF. Also available for the full range of UAF computationally-based applications.</td>
</tr>
<tr>
<td>ARSC</td>
<td>EPSCoR C2</td>
<td>Pending</td>
<td>NSF</td>
<td>Data and computational portal for diverse UAF-generated datasets.</td>
</tr>
<tr>
<td>ARSC</td>
<td>EPSCoR Track 2</td>
<td>Proposed/Active</td>
<td>NSF</td>
<td>In cooperation with researchers at the University of Hawaii, gain understanding of pan-Pacific climate and weather. Includes such phenomena as changes to weather patterns, transport of pollutants, and the impacts of different rainfall and winds on agriculture.</td>
</tr>
</tbody>
</table>
Financial Resources and Expenditures

The end of UA fiscal year 2011 saw a major change to ARSC’s funding. After $12.3-$13.5 million per year total restricted and unrestricted revenues from 2003-2008, FY09 experienced a significant shift down to $8 million in restricted spending with a resulting decline in indirect cost recovery. As of June 1, 2011, ARSC’s large DoD contract ended. ARSC had been funded by the Department of Defense High Performance Computing Modernization Program (HPCMP) through a contract handled by the General Services Administration. ARSC had some type of contractual arrangement with the HPCMP since 1997.

As of June 1, ARSC began a smaller subcontract to Lockheed Martin, one of the major providers to the HPCMP. This subcontract, which totals $3.9M from March 28 2011 through May 31 2013, enabled retention of approximately 8 staff members, including two who reduced from full-time to half time.

Also on June 1, UAF began to provide core funding for ARSC. This represents an investment equal to 10 full-time staff members (including faculty), plus fractional support for 7 staff scientists and faculty. When combined with some other sources of income (particularly some smaller grants), staff retention as of June 19, 2011 was 27, including three who were reduced from full-time to half-time. This is as compared to 46 full-time staff as of November 2010 when the reduction in force was instituted by the University in preparation for the loss of the GSA contract. Four students remain (down from eleven at the end of spring semester), based on grant funding. Two postdocs will complete their three-year term and move on, while the third will be funded by a grant from another department.

Moving forward, UAF has pledged core support totaling $1.5M by FY2014. Planning is underway to determine the “right” size for ARSC to fulfill the UAF-focused mission. Meanwhile, ARSC personnel continue to pursue grants and contracts, and to partner with many other UAF units. It is worth noting that many institutions at UAF outsource to ARSC’s expertise. For example, over 8 different staff members and faculty receive partial salary support from grants held by faculty in other units.

Facilities and Equipment

ARSC offices have been located on two floors of the West Ridge Research Building (WRRB). In July 2011, ARSC will consolidate to a single floor, while retaining a classroom and laboratory on the other floor. ARSC’s computing equipment is located in the Butrovich Computational Facility, where ARSC’s computing resources occupy a significant portion of the facility. ARSC also operates a remote lab in the Duckering Building, primarily used by UAF engineering students for accessing the ARSC computing resources.

ARSC operates a legacy Sun Opteron Cluster, which has been reduced in size according to current need to approximately 1100 processors. ARSC’s main supercomputer is ‘pacman,’ a 2180-core Penguin cluster based on AMD Opteron processors, with over 100TB of short-term storage. Total computing power is currently about 38 teraflops. Storage resources are provided by a Sun Fire 6800, and a StorageTek robotic tape library. Total theoretical data-storage capacity is currently about 30 petabytes, based on an update to tape technology in June-July 2011.

Public Service and Community Engagement Highlights

ARSC has participated in the annual spelling bee benefit for the Literacy Council of Alaska since 1996 and has raised more than $15,000 during that time period. All funds, including entry fees for ARSC’s team, the CRAYons, come directly from staff contributions through ARSC’s annual silent auction. The CRAYons won the 2010 BizBee, and, with a total of five first-place finishes, it is the team with the most wins in the history of the bee. The team placed 3rd in 2011.

ARSC staff members engage in community activities by serving as science fair judges. They visit local schools and host “job shadow” students who are interested in careers in high performance computing.
ARSC delivers weekly public tours in the Butrovich Computing Facility viewing area. These tours, which are led by ARSC students, introduce the public to the role of computation for science. The tour highlights the relevance of ARSC’s computational products, such as weather forecasts and wildfire smoke forecasts. The tour ends with hands-on use of the remote control robotics lab, which was developed by prior generations of ARSC students.

**Research, Scholarship, and Creative Activity Highlights**

ARSC faculty and staff routinely publish papers in peer-reviewed journals and provide technical reports for publication or presentation for the HPC community. ARSC maintains a database of authors of peer-reviewed articles written by the center’s employees and academic users.

ARSC’s Director (since June 2011) Greg Newby is often called upon for presentations and committee work, nationally and internationally. In fall 2011, he received NSF funding for a US-China workshop on computational science. This workshop, held in Beijing in October, brought a luminary group from both countries together to discuss topics of mutual interest. Newby continues as Standards Editor of the Open Grid Forum, and continues as a volunteer in his 20-year leadership role with Project Gutenberg. ARSC Oceanographic Specialist Kate Hedstrom continued research with the Office of Naval Research and the USGS Coastal and Marine Geology Program, developing computer models to assess the impacts of storms, pollution, climate change, and human activities on the nation’s coastlines. Hedstrom is recognized as a leading expert in modeling ocean systems and is currently working on a project to couple ROMS (Regional Ocean Modeling System) with Bering Sea ecological models of plankton and fish to better understand dynamic North Pacific ecosystems. Research Professor Donald Morton received funding from NOAA to spend six weeks at NCAR, in Boulder, Colorado. Another aspect of recognition of the broad-based utility of the ARSC weather model four-times forecast that Morton produces is that the extreme-scale computational benchmark he developed, using the WRF weather modeling software, was adopted by the NSF and DoD for their recent world-class supercomputer procurement programs. Undergraduate student Kayla Harrison, who is mentored by Morton, received travel support to present research findings at an international conference. She was honored by a 2-week intensive supercomputing camp and yearlong computational science program, sponsored by the NSF. This will augment her campus-based research with off-campus ties. Harrison and another undergraduate, Kodiak Cullen, were selected as student volunteers at the annual IEEE/ACM supercomputing conference. Another student who received honors was Jessica Gonowon, who graduated in May 2011. She was selected for a scholarship to the ACM Grace Hopper conference. Cullen, Harrison and Gonowon are all Alaska Natives.
College of Engineering and Mines

Doug Goering, Dean

http://www.alaska.edu/uaf/cem
Appendix 2B: Academic and Research Unit Profiles

Programs Offered

Arctic Engineering M.S.
Civil Engineering B.S., M.C.E., M.S.
Computer Engineering B.S.
Computer Science B.S., B.S./M.S., M.S.
Construction Management graduate certificate
Electrical Engineering B.S., M.E.E., M.S.
Engineering Ph.D.
Engineering Management M.S.
Environmental Quality Engineering M.S.
Environmental Quality Science M.S.
Geological Engineering B.S., M.S.
Mechanical Engineering B.S., B.S/M.S., M.S.
Mineral Preparation Engineering M.S.
Mining Engineering B.S., M.S.
Petroleum Engineering, B.S., M.S.
Science Management M.S.

Students

Mission

Academic Mission

The College of Engineering and Mines advances and disseminates technical and scientific knowledge through innovative teaching, research, and public service with an emphasis on Alaska and other high-latitude regions. CEM promotes students’ self-motivation to excel and guides them toward professional careers and entrepreneurship in an environment of lifelong learning.

Research Mission

The Institute of Northern Engineering (INE) is the research arm of CEM. INE administratively houses all engineering and computer science research conducted by CEM faculty and students. INE conducts research in all areas of engineering and computer science including but not limited to civil, environmental, petroleum, mining, geological, electrical, computer, and mechanical engineering. In particular, INE fosters opportunities for faculty, postdoctoral researchers, and students to tackle these
engineering challenges; focuses on basic and applied research and development, as well as research outreach; encourages interdisciplinary and collaborative research and development; promotes partnerships within and outside the university and involves students in research and development so that graduates are at the cutting edge of engineering and technology.

**Contribution to UAF’s Mission**

CEM, in conjunction with INE, supports UAF’s mission and core themes through a wide array of educational, research, and outreach programs.

**Educate: Undergraduate and Graduate Students** - CEM educates and trains the future engineering workforce by teaching undergraduate and graduate students in high-quality baccalaureate, master’s, and doctoral programs. CEM prepares its graduates for the national and international workforce with emphasis on the Arctic. CEM programs maintain high quality and rigor throughout the curriculum with emphasis on participation in national and international student competitions. CEM graduates are highly sought after not only within Alaska, but also nationally and internationally due to the balanced curriculum in engineering.

**Discover: through Research, Scholarship and Creative Activity including an Emphasis on the North and its Peoples** - INE provides research and engineering solutions for the world’s cold regions and beyond. INE conducts research in all areas of engineering and fosters opportunities for faculty, postdoctoral researchers, and students to tackle these complex challenges. INE focuses on basic and applied research and development, as well as research outreach. It promotes interdisciplinary and collaborative research and development at the cutting edge of engineering and technology. Within INE there are five centers in which focused research, development, and testing takes place. INE is dynamic, forward-looking, and focused on growth. It advances areas of need for the state, the nation, and the circumpolar North.

**Prepare: Alaska’s Career, Technical and Professional Workforce** - The University of Alaska Fairbanks has been educating engineering students since 1922 when the school opened as the Alaska Agricultural College and School of Mines. Students learn from faculty who come from a variety of backgrounds to teach and conduct research in Alaska’s unique environment. Students enjoy one-on-one attention thanks to our small student-to-professor ratio. Each department offers state-of-the-art laboratory equipment and computer labs for student use. CEM students gain practical experience, which prepares them for an array of career opportunities. There is a high demand for engineers in Alaska and nationwide. Companies from the industry are eager to hire CEM graduates, and they actively recruit for summer employment and full-time positions.

**Connect: Alaska Native, Rural and Urban Communities through Contemporary and Traditional Knowledge** - CEM faculty conduct research through INE directly or through one of the five INE research centers: the Alaska University Transportation Center, the Water and Environmental Research Center, the Arctic Energy Technology Development Laboratory, the Petroleum Development Laboratory, and the Mineral Industry Research Laboratory. Each center addresses a defined research need, particularly in Alaska. INE seeks to be responsive to state and national needs. Through the five centers, INE brings energy experts together to provide practical information and energy projects, ideas, and solutions for Alaska’s communities and beyond.

**Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development** - CEM is actively engaged in outreach and community and economic development activities through its academic programs and INE research centers. Activities include hosting Engineers Week for the community and the Lego Robotics competition. On the academic side, CEM faculty are actively involved in the Alaska Native Science and Engineering Program and the Rural Alaska Alaska Honors Institute.
The college offers eight undergraduate B.S. degrees and sixteen graduate engineering degree areas. These degrees lead students to professional careers in the engineering field and, thus, link to UAF’s Educate and Prepare themes. Through INE, the faculty engage in theoretical and applied research with an emphasis on areas of importance to Alaska. Much of this research is linked to Alaska’s rural communities, thus tying into UAF’s Discover and Connect themes. Through specialized educational and outreach programs, CEM also strives to engage the residents of the state by providing opportunities for professional continuing education, public lectures, and exciting programs for students and teachers in Alaska’s K-12 system.

Leadership, Management, and Organizational Structure

The dean leads the College of Engineering and Mines (CEM), which contains the academic departments of Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, Mechanical Engineering, Mining and Geological Engineering, and Petroleum Engineering. The Institute of Northern Engineering (INE), led by the director and associate dean for research, is the research arm of the college and houses five research centers. The college has a chief financial officer who oversees the academic and research fiscal operations. The college also has an associate dean for instruction and an academic manager who oversees the department office managers. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

CEM has the following committees: Executive Committee, Department Chairs’ Committee, Center Directors’ Committee, Peer Review and Sabbatical Leave Committee, Curriculum Council, Scholarship Committee, Ph.D. Entrance/Oversight Committee, and the Computer Advisory Committee.

Each department in CEM has an ABET coordinator who works with the associate dean for instruction to gather information for the engineering and technology accreditation commission. CEM has representation on the Campus-wide Pre-tenure, Promotion and Tenure Committee, and the Post-tenure Committee. In addition, CEM has representation on the Faculty Appeals and Oversight Committee of the Faculty Senate.

External Advisory Board

CEM and INE have one central advisory board of 27 members representing industry and government. The board generally meets three times per year. In addition, each department in the college has its own separate advisory board, as does the Alaska Center for Energy and Power. In computer science, the Computer Science Industry Advisory Council (CSIAC) consists of industry leaders from organizations such as Flint Hills Resources, Golden Valley Electric Association, IBM, and Microsoft as well as government agencies such as the Alaska Fire Service and BLM.

Additional Unit Policies

CEM has its own unit criteria for annual review for pre- and post-tenure, promotion, and tenure review, specifically developed for use in evaluating faculty. In the unit criteria document, boldface type is used to denote items that are emphasized because of their relevance to CEM faculty and those that add to or clarify UAF regulation.

Educational Programs Offered

Graduate Certificate - CEM added the graduate certificate in construction management in 2009. The objective of this program is to increase the skills of graduate engineers and other construction professionals in order to accelerate their advancement into more responsible management positions. The program was designed with strong input from construction industry employers, and it will continue to
regard the employer as a partner in the program. Career opportunities are integral to the program along with its devotion to lifelong learning of key professionals in the Alaskan construction industry.

The graduate certificate is designed to provide the student with needed skills by taking short academic courses during the winter season when construction work is slow. Working students can obtain the graduate certificate in several years of part-time studies.

Employers influence the curriculum through their involvement in program development, sponsorship of courses that they believe are most useful to their employees, and participation in an industry advisory committee. Furthermore, the program is flexible enough to allow the addition of new courses that are specific to particular employers or situations.

The minimum requirement for obtaining the certificate is the successful completion of 15 credit hours.

CEM added a combined B.S./M.S. degree in mechanical engineering in 2009. The Department of Mechanical Engineering offers a new integrated mechanical engineering B.S./M.S. degree program for qualified undergraduate students to complete degrees in a shorter time than traditional B.S. plus M.S. degrees. The combined accelerated degree for mechanical engineering undergraduate students is designed for students to complete both the B.S. and M.S. in five years.

**China University of Petroleum Beijing** - CEM has an agreement with the China University of Petroleum Beijing (CUPB) to offer a 2+2 B.S. program in petroleum engineering. Under the program, students complete two years of study in China and then transfer to UAF during the summer prior to their junior year to participate in a summer English program. After passing appropriate English language exams, the students are allowed to continue to study for a B.S. degree in petroleum engineering. Some students admitted through this program have also studied for geological engineering, math, or business degrees.

**Assessment and Program Review**

The 2010-11 program review process indicated that among the College of Engineering and Mines’ 27 academic programs, 23 (85 percent) had multiple measures of student outcomes, 24 (89 percent) had direct evidence of student learning and 17 (63 percent) used assessment information to improve the curriculum. However, 13 programs (48 percent) did not provide summary information for all elements of their assessment plan, 2 programs (7 percent) did not collect and summarize assessment information on a regular basis and 9 programs (33 percent) did not provide separate assessment plans for each program.

**Specialized Accreditation**

ABET, the engineering and technology accreditation commission, last considered UAF engineering accreditation when it held its 2008 summer meeting to act on the program evaluations conducted during 2007 and 2008. Bachelor of science programs in civil engineering, electrical engineering, geological engineering, mechanical engineering, mining engineering, petroleum engineering, and computer science are ABET accredited to September 30, 2012. Information about ABET-accredited programs at UAF are listed on the [ABET web site](http://www.abet.org).
Faculty and Staff

Faculty and Staff Numbers
The College of Engineering and Mines has 56.75 faculty and 46.5 staff members. The faculty members are distributed as follows

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil and Environmental Engineering</td>
<td>9 full-time, 3 2/3-time, 1 half-time, 3 2/3-time and 1 half-time with the Alaska University Transportation Center</td>
</tr>
<tr>
<td>Computer Science</td>
<td>7 full-time</td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>7 full-time, 1 quarter-time, 1 half-time, and one three-quarter time</td>
</tr>
<tr>
<td>Geological Engineering</td>
<td>4 full-time</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>9 full-time</td>
</tr>
<tr>
<td>Mining Engineering</td>
<td>4 full-time</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>6 full-time and 1 half-time</td>
</tr>
</tbody>
</table>

Faculty Qualifications
All but one of the 56.75 FTE faculty in CEM have Ph.D. degrees, and 21 are registered professional engineers. All CEM/INE faculty have Ph.D. degrees, and 21 are registered professional engineers.
Graduate and Undergraduate Teaching and Research Assistants

The number of graduate RA/TA positions in the college has varied over time, but is typically about 80 positions. Of these, 20–25 are TA positions funded through the college’s Fund 1 budget, and the rest are RA positions funded through research grants and contracts. The variation in number of positions is largely due to changing RA positions as major research initiatives such as the Alaska Center for Energy and Power and the Arctic Energy Technology Development Lab ramp up and down, respectively. The number of undergraduate positions is much smaller but has generally increased over time.

Collective Bargaining

Faculty within CEM are represented by United Academics.

Academic Advising

Engineering students are advised by both faculty and staff of CEM. The staff academic advisor works with incoming freshmen, transfer students, and students who have been placed on academic probation or have been disqualified from the program. During the summer, when most faculty are not available, the staff advisor works with current engineering students to make sure they are moving forward with their degree plans. The faculty advisors work with students once they have completed their first year in the engineering program. Students work with a faculty member from the same department in which they are seeking a degree. This enables the students to have more one-on-one time with their respective faculty members and time to get more specific information about their degree.

For the past two years, the staff advisor and faculty advisors have worked together at the end of each semester to put together registration events in each department. In these events, students of every level get together for a group advising session. This enables advisors to help students develop the schedule they need and improve their chances of getting into all of the prerequisite classes they will need. By the end of this one- or two-day event, most departments have about half of their students signed up for the following semester.

Co-Curricular Activities and the Learning Environment

CEM has put in place a tutoring program that is currently in its second semester of operation. The college hired quality students from four of the five departments to tutor basic and specific courses for freshmen and sophomores. CEM understands that it is often difficult for students to go to their faculty instructors for help, so we have provided them with peer tutors in order to increase the success and retention rate of our younger students. Tutoring is available on weekdays until 7 p.m. and on Saturday afternoons. In addition, we are investigating the possibility of offering online tutoring.

Following is a list of student clubs, groups, and honor societies active in CEM:

AADE (American Association of Drilling Engineers) - AADE takes a field trip to Kenai every year to see the oil fields of southern Alaska. Members also participate in the national student paper contest every year. AADE also goes to the annual conference for their organization.

AEG (Association of Engineering and Geologists) - AEG goes to the annual conference for the organization.

AGC (Association of General Contractors) - AGC takes part in the regional and national steel bridge contest.

AISES (American Indian Science and Engineering Society) - AISES offers tutoring for students and has bi-weekly meeting with a guest research speaker. AISES members also travel to a leadership conference and a national conference every year.
ANSEP (Alaska Native Science and Engineering Program) - ANSEP is a retention program that offers internships and scholarships. The group also sponsors weekly study sessions.

ASCE (American Society of Civil Engineers) - ASCE designs and builds the annual ice arch on campus.

ASME (American Society of Mechanical Engineers) - ASME is working to enter the human powered vehicle contest for next year.

IEEE (Institute of Electronic and Electrical Engineers) - IEEE participates in the organization’s national student paper contest and competes in the regional micro-mouse contest.

SAE (Society of Automotive Engineers) - SAE participates in the national clean snowmobile contest.

SME (Society of Mining Engineers) - SME goes to an annual conference sponsored by the organization.

SPE (Society of Petroleum Engineers) - SPE goes on a field trip to Prudhoe Bay to take a tour of the oil fields. Members also participate in national and international paper contests.

SWE (Society of Women Engineers) - SWE does a lot of outreach for UAF and CEM. This group also piloted the Engineering Connections Dinner, where students mingle with engineering companies looking to hire new graduates.

Chi Epsilon Civil Engineering Honor Society

Tau Beta Pi Engineering Honor Society

Institutes and Centers

Institute of Northern Engineering - The Institute of Northern Engineering (INE) is the research arm of CEM, as described under Research Mission above. Some faculty do not conduct research in an organized center and are thus organized as the Institute General Research (IGR). Examples of research in IGR include robotics and automotive and nanotechnology. INE supports tripartite faculty as well as bipartite faculty (research/service) and faculty who have joint appointments with other institutes or academic units outside of CEM.

Alaska Center for Energy and Power - The Alaska Center for Energy and Power (ACEP) is an applied energy research program based in INE. ACEP was formed in January 2008 with the goal of meeting Alaska’s unique energy research needs. Working across campuses and pulling from the university’s extensive resources and expertise, ACEP is interdisciplinary, needs-driven, and agile.

Alaska University Transportation Center - The Alaska University Transportation Center (AUTC) focuses on “transportation safety, security, and innovation in Cold Regions,” a theme selected to complement the mission and direction of the University of Alaska. This focus also meets the needs of the Alaska Department of Transportation and Public Facilities, the Alaska Railroad Commission, the Alaska Oil and Gas Industry, and the Alaska transportation community. AUTC research fills a national need in addressing transportation in cold regions.

AUTC addresses issues related to key research and technology themes as identified in the Highway Research and Technology Report (April 2002). Themes include the impact of climate change on permafrost, reducing construction and maintenance costs of transportation infrastructure, improving air quality during the winter months, and other measures to address multi-modal issues facing Alaska and the nation’s transportation community.

Mineral Industry Research Laboratory - The Mineral Industry Research Laboratory (MIRL) was established by the 1963 Alaska Legislature for the purpose of conducting basic and applied research to aid in the development of Alaska’s mineral and energy resources. Research in MIRL concerns the beneficiation and hydrometallurgy of Alaskan ores, geology and mineral deposits of the state, placer
mining and gold recovery, mining related problems in frozen ground, feasibility studies on mineral deposits, and environmental studies related to mining activities.

**Petroleum Development Laboratory** - The Petroleum Development Laboratory (PDL) is a research laboratory established at UAF in 1984. The primary mission of PDL is to serve as a center of research leading to the development of technologies to extract, upgrade, manage and commercialize Alaska’s oil and gas resources. PDL research programs include basic and applied studies of oil displacement, reservoir properties of the Alaska fields, thermal recovery, miscible flooding, improved water flooding, conventional natural gas and coal bed methane, gas hydrates, gas-to-liquids (GTL) conversion and transportation, drilling, and production.

**Water and Environmental Research Center** - The Water and Environmental Research Center (WERC) fills a role in scientific and engineering studies related to water resources and environmental quality. WERC’s mission is to perform basic and applied research related to water and environmental resources, to train graduate students at master’s and Ph.D. levels in this field, and to disseminate pertinent research information to the public. Graduate education is acquired through student participation in various research projects.

**Collaborations**

The Institute of Northern Engineering has numerous research collaborations with various agencies:

**External Research Collaborations**

<table>
<thead>
<tr>
<th>Alaska Department of Environmental Conservation</th>
<th>JAXA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Department of Natural Resources</td>
<td>Jet Propulsion Laboratory</td>
</tr>
<tr>
<td>Alaska Department of Transportation</td>
<td>JHU</td>
</tr>
<tr>
<td>Alaska Energy Authority</td>
<td>Kodiak Electric Association</td>
</tr>
<tr>
<td>Alaska Railroad</td>
<td>Mat-Su Borough</td>
</tr>
<tr>
<td>BP Exploration</td>
<td>M-I LLC</td>
</tr>
<tr>
<td>Chena Hot Springs Resort</td>
<td>Minerals Management Service</td>
</tr>
<tr>
<td>Cold Climate Housing Research Center</td>
<td>Mississippi State University</td>
</tr>
<tr>
<td>Cold Regions Research and Engineering Laboratory</td>
<td>Murdock Trust</td>
</tr>
<tr>
<td>Conoco Phillips</td>
<td>National Aeronautics and Space Administration</td>
</tr>
<tr>
<td>Cordova Electric</td>
<td>National Geospatial Intelligence</td>
</tr>
<tr>
<td>Denali Commission</td>
<td>National Institute for Occupational Safety and Health</td>
</tr>
<tr>
<td>Exxon-Mobil</td>
<td>National Resource Conservation Service</td>
</tr>
<tr>
<td>Fairbanks North Star Borough</td>
<td>National Park Service</td>
</tr>
<tr>
<td>Federal Highway Administration</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>Geo Watersheds Scientific</td>
<td>Newfield’s</td>
</tr>
<tr>
<td>Green Fuel</td>
<td>North Pacific Research Board</td>
</tr>
<tr>
<td>Honeybee Robotics, LTD</td>
<td>Ocean Renewable Power Company</td>
</tr>
<tr>
<td>Inland Northwest Research Alliance</td>
<td>Office of Naval Research</td>
</tr>
<tr>
<td>Jacobs Government Services Company</td>
<td>Petrotechnical Resource Alaska</td>
</tr>
<tr>
<td>JAMESTECH</td>
<td>Portland State University</td>
</tr>
</tbody>
</table>
Appendix 2B: Academic and Research Unit Profiles

| Research Foundation of the City Univ. of New York | US Bureau of Land Management |
| San Diego State University | US Department of Agriculture |
| Siemens | US Department of Defense |
| Sloan Foundation | US Department of Energy |
| Tanana Chiefs Conference | US Department of Fish and Wildlife |
| TDX Power Inc. | US Environmental Protection Agency |
| TENCATE | US Geological Survey |
| Trabits Group, LLC | US Treasury |
| University of Arizona | Usibelli Coal Mine |
| University of Idaho | Washington Department of Transportation |
| University of Michigan | WHPacific |
| University of Washington | US Army Cold Regions Research and Engineering Laboratory |
| US Air Force | |
| US Army | |

**UA Research Collaborations** - INE promotes interdisciplinary research, and to this end, it supports joint appointments between institutes and academic units across UA. At UAF, INE shares two jointly appointed faculty with the International Arctic Research Center, one with the School Fisheries and Ocean Sciences, and one with the School of Natural Resources and Agricultural Sciences. The Alaska Center for Energy and Power has a close working relationship with faculty at the University of Alaska Anchorage, Institute for Social and Economic Research. In addition to jointly appointed faculty within UA, the Alaska Center for Energy and Power shares two staff positions with outside agencies, one with the Tanana Chiefs Conference, and one with the Alaska Energy Authority.

**Financial Resources and Expenditures**

In FY10, CEM operated with an annual budget of approximately $19.5 million. This consisted of $13 million in non-restricted funds and $6.5 million in restricted funds. Unrestricted revenue consisted of 6% tuition revenue, 82% state of Alaska general fund, and 12% indirect cost recovery. The restricted revenue comprised 75% federal funds, 7% UA receipts, and 4% state interagency receipts.

The FY11 budget request addresses some of the more critical needs for the college and our research enterprise. These include additional faculty positions and increased TA funds to support enrollment and research growth and support for the tutoring center. Another critical need within the college that is not addressed in the FY11 budget request is the funding for key staff positions within the college, including the associate dean and a development/public relations officer. Unfortunately, very limited staff or administrative funding was made available to the college when it was formed in 2004, and that situation has not changed. In addition, staff and administrative support were not deemed suitable for inclusion in the FY11 budget request, so these critical functions remain without an avenue for future funding other than internal reallocation.
Facilities and Equipment

In 2004, the three engineering programs at UAF—the engineering divisions of the College of Science Engineering and Mathematics, the School of Mineral Engineering, and the Institute of Northern Engineering—were merged and consolidated from four buildings into the Duckering Building. Built in 1964, Duckering was already the home of roughly half of the engineering activities and was at capacity at the time of the merger. Since the 2004 merger, applied engineering research and technology development have grown by 300%.

The majority (93%) of CEM faculty and staff are located in the Duckering Building; the remaining 7% are located in other buildings throughout campus. In addition, the Petroleum Engineering program hires adjunct faculty in Anchorage to offer courses there, and the Alaska Center for Energy and Power has two staff members located in Anchorage and one in Juneau.

The Duckering Building comprises over 80,000 square feet of assignable space, of which 31% is dedicated to office and administrative space, 26% is dedicated to research laboratory space, 32% is dedicated to instructional laboratory space, and 9% is dedicated classroom space. The remaining 2% is occupied by tenant organizations not affiliated with CEM.

Space, particularly office space, continues to present a pressing challenge for both the academic and research leadership. In many ways, programmatic expansion is currently capped by the lack of space within the Duckering Building. We have used a variety of innovative tools to maximize the space available, but the options are limited and have been largely exhausted. Recent enrollment increases are also pushing classroom space to the limits. The Duckering Building has only one classroom that can handle more than 40 students, and many of our core engineering courses have now surpassed that limit. We can only deal with this problem by adding additional sections of classes, thus requiring additional teaching resources and multiple (smaller) classrooms. As we move forward, increased space will be needed to achieve our goals of doubling graduation rates and further increasing research activities.

Applied research and development in engineering has a direct impact on Alaska’s economy. We have developed more efficient ways of extracting gold, building roads, building buildings, running vehicles, and finding and developing energy resources. Applied engineering research and technology development...
is developing Alaska’s economy. A recent McDowell Group study showed that for every $1 million
invested by the state in UA research, 149 jobs are created with $4.8 million in payroll and another $1.5–
$2 million in purchases. Additional space is needed to do this research and enhance this opportunity.

Public Service and Community Engagement Highlights

State Robotic Championships - UAF and CEM have hosted the high school state robotics
championships during National Engineers Week for the past two years. Thirty teams from across Alaska
competed for the state title in the most recent event, which was held on February 19–20, 2010. The
hosting of this event has allowed the college to significantly enhance its K-12 outreach activities.

Alaska Center for Energy and Power - By increasing funding by $500,000 for the Alaska Center for
Energy and Power, the Alaska Legislature recognized that ACEP is a key component in the development
of the state’s energy policy of meeting the needs for rural power and economic development.

ACEP hosts a community energy lecture series that has provided Fairbanks and surrounding communities
with a monthly discussion on current energy issues.

Permafrost Monitoring - Researcher Kenji Yoshikawa of INE has worked to establish over 150
permafrost monitoring sites at local schools within Alaska and worldwide. Kenji works with teachers and
students to collect data from the monitoring sites and engage them in permafrost science.

CEM Open House - Each year during Engineers Week, the college hosts the annual CEM Engineering
Open House. This event attracts hundreds of parents and students from the local community and engages
them in hands-on activities that help explain what engineers do.

Construction Management Certificate - The newly approved graduate certificate program in
construction management is tailored to meet the needs of working engineers across the state. Course
planning is done in close conjunction with the industry to ensure optimum service to the community of
professional engineers working in Alaska.

Research, Scholarship, and Creative Activity Highlights

Alaska Space Grant Student Rocket Project - The Alaska Space Grant student rocket project launched
the fifth in a series of sounding rockets in January 2009 from the Poker Flat Research Range north of
Fairbanks. The student-built rocket traveled to an altitude of 98 km into the D region of the ionosphere
and made measurements of plasma density. The launch was conducted in conjunction with NASA support
personnel.

Clean Snowmobile Challenge - Fairbanks engineering students built an award-winning clean electric
snow machine. The UAF team, led by mechanical engineering students and faculty members, placed
second overall in the zero emissions category and won the endurance competition, the Hawke Safety
Award, and the Rookie Challenge Award at the Society of Automotive Engineering’s annual Clean
Snowmobile Challenge held in Houghton, Michigan, in April 2009. University of Alaska Fairbanks won
awards for Best Design and Most Improved Snowmobile in the 12th Annual Clean Snowmobile
Challenge held March 7-12 at Michigan Technological University.

American Society of Civil Engineers Steel Bridge Competition - The University of Alaska Fairbanks
Steel Bridge Team won the Pacific Northwest Regional Student Conference on April 1st and 2nd, 2011.
In a field of 20 teams UAF brought home first place overall and in addition received first place in five
individual categories: efficiency, stiffness, economy, lightness and construction speed. UAF also placed
fourth in aesthetics.
Accolades - INE people and projects have received accolades in many places. For example, Katey Walter Anthony was named one of National Geographic’s emerging explorers in 2009, an honor bestowed on only ten people worldwide each year. National Geographic’s Emerging Explorers Program recognizes and supports uniquely gifted and inspiring young adventurers, scientists, photographers, and storytellers—explorers who are already making a difference early in their careers. Katey’s work has appeared in many national and international forums, including National Public Radio, BBC, National Geographic, Nature, the Discovery Channel, and the History Channel.
Cooperative Extension Service

Fred Schlutt,
Director

http://www.uaf.edu/ces
Appendix 2B: Academic and Research Unit Profiles

Mission
The Cooperative Extension Service educates, engages, and supports the people and communities of Alaska, connecting them with their university. We provide factual and practical information while bringing Alaskans’ issues and challenges to the university.

Vision - The Cooperative Extension Service is UAF’s premier conduit for outreach education and engagement with Alaskans.

Values - We value innovative approaches that respond to the needs of Alaskans in a timely manner, with a focus on our land-grant mission. We are respectful of one another and of our clientele and treat people with honesty and integrity. We connect with individuals, groups, and communities in a creative and collaborative manner. We value customer satisfaction by delivering high-quality factual and relevant information to improve the lives of Alaskans. We are professionals who strive for excellence.

Unit Description - The Cooperative Extension Service is an outreach educational delivery system supported by a partnership between the United States Department of Agriculture and the University of Alaska Fairbanks.

Contribution to UAF’s Mission
The Cooperative Extension Service plays the most prominent role at UAF in fulfilling the statewide outreach component of the university’s mission to advance and disseminate “knowledge through teaching, research, and public service with an emphasis on Alaska, the circumpolar North, and their diverse peoples.” CES is the primary agent for engaging university resources with the needs of the Alaskan community beyond the traditional population of degree-seeking students.

CES creates and extends education and training opportunities in response to the diverse needs of Alaskans in their homes, communities, and workplaces. Through workshops, forums, training programs, publications, Internet services, and information hotlines, CES connects the research and knowledge resources of the university with the life needs of Alaskans.

CES conducts research that addresses the practical problems of life in the theme areas of food safety and security, health, climate change, energy, youth, family and community and economic development. Most importantly, CES is the connection between the university and the many Alaskan communities it was created to serve. Through its network of agents and specialists, it develops and nurtures the multitude of relationships through which the needs and interests of Alaskans are communicated to scholars and researchers for development into responsive programs of engagement and outreach.

Educate: Undergraduate and Graduate Students - Most extension agents have workloads that focus on teaching and service, but several have a research component. Many agents serve as advisors to undergraduate students and a few advise graduate students. Faculty members teach credit courses in the areas of nutrition, early childhood development, animal sciences, agriculture, and rural development. Three UAF graduate students currently work for CES as they complete their master’s degrees.

Discover: through Research, Scholarship and Creative Activity including an Emphasis on the North and its Peoples - One of the roles of CES is to bring the concerns of Alaskans to the university. Current and past extension research is aimed at issues affecting people of the North. Some of these issues include studies of wild berries to examine their antioxidant levels, the best potato and forage varieties grown in the North, and even specifications for canning walrus safely. Jointly with the School of Natural Resources and Agricultural Sciences, CES is testing fruit and berries grown in high tunnels and the use of hoop houses to extend seasons. Nutritional research in several areas with specific application to northern residents is also ongoing.
Prepare: Alaska’s Career, Technical and Professional Workforce - Some of our programs relate to this theme. Our Nome agent teaches early childhood development classes that help prepare residents of northwest Alaska for jobs in that career area. Our agriculture and horticulture staff works directly with producers, greenhouse operators, and livestock producers to upgrade their expertise and increase their production. The leadership skills and competencies youth learn in 4-H often translate into effective work skills and interests that lead to vocations and higher education. All of our 4-H staff members have worked with kids whose interest in animals has led them to animal breeding activities or, in a few cases, to veterinary or medical school.

Connect: Alaska Native, Rural and Urban Communities through Contemporary and Traditional Knowledge - Several of our agents work primarily with Alaska Native audiences. An agriculture agent works directly with the Tanana Chiefs Conference on a broad variety of projects, including food preservation and encouraging youth activities. She primarily has worked to improve gardening knowledge and practices in the villages. However, she also offers the CES Master Gardener program online, so rural Alaskans can participate. Another agent works with food security and community development in Interior villages. Agents in Bethel and Nome also work with a rural, largely native audience. Cooperative Extension is taking the lead in creating an UAF presence in Barrow with a partnership with Ilisagvik College, North Slope Borough and the residents of the North Slope.

In addition, several agents teach food preservation classes to urban and rural audiences. Our energy and housing specialist has traveled statewide to increase skills related to home retrofits, cold climate construction methods, and solar design. A program assistant in Thorne Bay has worked to help promote the development of value-added forest products on Prince of Wales Island. A Juneau-based agent worked with the nonprofit associated with Sealaska Corp. to provide programs. She is working on a DVD about collecting and preserving native foods traditionally harvested in that region.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - CES engages Alaskans via lifelong learning, outreach, and community development. We serve more than 60,000 Alaskans directly every year through requested workshops, conferences, and programming in four main areas: agriculture and horticulture; health, home, and family development; natural resources and community development; and 4-H and youth development. Whenever possible, we train community residents to offer programming to their constituents. Examples include Master Gardeners, StrongWomen strength-training leadership classes, and instructors of Living Well Alaska, a program to help individuals develop skills to manage their chronic health conditions. Our programming depends on needs Alaskans identify as important as well as those identified by UAF and our federal sponsor, the National Institute of Food and Agriculture. Currently we are emphasizing food security, climate change, economic development, energy, health, and positive youth development.

Community and economic development is an important part of the extension mission in Alaska. A Fairbanks-based staff member works with local entrepreneurs to develop businesses opportunities involving Alaska wild berries. Two CES employees are working with small businesses to develop value-added forest products and by-products of the forest industry. CES faculty and staff are working in collaboration with the University of Alaska Anchorage Center for Economic Development to develop and strengthen local community cooperatives.

Leadership, Management and Organizational Structure

The director leads CES and has a program coordinator and an engagement/outreach coordinator. CES contains the following departments headed by chairs: Agriculture and Horticulture Program; Natural Resources and Community Development; Health, Home and Family Development; and 4-H and Youth Development. In addition, CES has staff in Communications and the Business Office. A full organizational chart is available in the Exhibits.
Committee Structures and Representation

The Extension Leadership Group consists of faculty program chairs and staff administrators. CES has three representatives on the Faculty Senate (2 regular, 1 alternate); three on Staff Council; one on the post-tenure review committee; one on the university-wide pre-tenure committee; one on the university-wide tenure and promotion committee; one on the UAF Honors House retrofit committee (chair); one person on the Accreditation Steering Committee; one on the honorary degree and commencement speaker selection committee; and one on the Faculty Senate Unit Criteria Committee.

External Advisory Board(s)

State Advisory Council - Members of the State Advisory Council advocate for UAF Cooperative Extension Service funding and programming throughout Alaska. The council also provides stakeholder input for CES on a statewide level. The 11 members of the council are elected through a nomination process, with eight of the seats on the board filled by individuals representing a specific geographic region of the state. The other three seats are open, and nominations to fill those posts can come from anywhere in the state. There are also non-voting CES faculty and staff representatives on the council. Voting and non-voting members of the council serve for three-year terms for a maximum of six consecutive years. Terms on the board are staggered so that not all the seats become vacant at the same time.

Alaska Mining Extension – The University of Alaska was founded in 1917 as the Alaska Agricultural College and School of Mines. This advisory board is part of the university’s original mission and name. Members represent the mining industry and associations in Alaska. The board provides industry and small operations stakeholder input to develop statewide programs.

Extension Forestry – Members of the Extension Forestry Advisory Council provide programming direction and collaborations throughout Alaska. The council is made up of heads of the federal and state departments responsible for forestry and natural resources in Alaska.

Additional Unit Policies

Unit policies, procedures, and criteria, which are currently being revised, are distributed to new employees. Program areas, led by a program chair, create policies related to program delivery, event planning and management, budget and fiscal issues, and Extension publications.

UAF regulation for the evaluation of faculty and Extension’s Unit Criteria are on the web.

CES has several policies related to publication standards. These are posted on our Communications website, and they relate to peer-review requirements, author credits, process, branding, required statements, and disclaimers on our publications. Faculty who submit publication proposals are requested to adhere to these guidelines and Extension’s Communications Unit follows these guidelines. The CES Business Office has developed a set of financial and operational policies and procedures, following input from faculty and staff.

Non-Credit Instructional Units

Much of Extension’s work is through short-term non-credit instructional activities such as food preservation workshops, pesticide safety workshops, natural resources workshops, and a variety of 4-H classes. During the 2010 federal year, Extension offered 210 workshops in a wide range of home economics, home energy, and consumer topics. Agriculture agents offered about 230 agricultural workshops on topics such as agriculture and horticulture and integrated pest management. 4-H offered activities to more than 14,000 Alaska youth, and agents in the Natural Resources and Community Development program taught 25 workshops on septic information, responsible wood burning, water
quality, and community food projects. Many of these classes are one-time workshops that last a few hours, but the Master Gardener class requires 40 hours. Some of our classes, such as pesticide safety training, are offered in conjunction with the state Department of Environmental Conservation and result in state certification. Septic education classes were developed with a DEC grant.

In a few instances, Extension programming has resulted in continuing education units. Nurses who attend Living Well Alaska (chronic condition self-management) courses (24 hours) receive CEUs. The courses are provided through Providence Hospital and taught by an Anchorage agent. Our Bethel agent taught some sections of a two-day Healthy Housing Training for which CEUs were offered for nurses and environmental health professionals. The Alaska Native Tribes Health Consortium provided the training.

Our Fairbanks-based nutrition specialist teaches courses at the UAF Osher Lifelong Learning Institute to the general public, and faculty and staff members in the Anchorage office teach similar courses in Opportunities for Lifelong Education.

**CES For-Credit Instructional Units**

Although Extension’s focus is primarily on service, some agents have a research component. Several agents regularly teach credit courses.


**Faculty and Staff**

**Faculty Qualifications**

All tenure-track faculty have at least a master’s degree, and eight have a doctorate. All non-tenure-track instructors and part-time faculty have at least a bachelor’s degree.
Graduate and Undergraduate Teaching and Research Assistants

Two Cooperative Extension faculty members have joint appointments with the School of Natural Resources and Agricultural Sciences. Extension Livestock Specialist Milan Shipka works with two graduate research assistants, and he has proposed to CES administration and the Provost’s Office the creation of a graduate outreach assistant to further his work.

Collective Bargaining

CES faculty are members of the United Academics (UNAC) bargaining unit. CES staff are not part of a bargaining unit.

Co-Curricular Activities and the Learning Environment

Several of our faculty members advise student clubs. Delta agriculture agent Phil Kaspari works with the 4-H club in Delta Junction and the FFA program. Rich Seifert has been the faculty advisor of the Sustainable Campus Task Force for several years and serves on the Honors House planning committee, which is a student/Facilities Services committee. Sitka agent Bob Gorman has worked with a 4-H first responder group in Sitka. Seifert has spoken at the Science for Alaska lecture series, which is co-sponsored by the Geophysical Institute, UAF, and Alyeska Pipeline Service Co. and for the Alaska Center for Energy and Power lecture series. In 2009, CES and UAF Summer Sessions co-sponsored a community lecture with Marion Nestle on the politics of food. In addition, in 2010, Eric Schlosser, author of Fast Food Nation, gave a presentation and author Deborah Blum will lecture in 2011 on the history of poisons. Extension and Alaska Sea Grant are co-sponsoring a weekly summer 2011 lecture series that features agents and staff from both units.

CES Junior Faculty Mentoring Program - CES has a strong peer-mentoring program for its faculty. Each junior faculty member is assigned a peer committee.

Libraries, Information Resources, and Collections

CES has an 80-year history of publishing quality university research-based information for the general public. CES does not have a library but early extension documents and materials are housed in UAF Elmer Rasmuson Library archives and some are contained within a special collection there. Extension has inventoried some of its materials there in 2011 and hopes to continue this work.

The faculty is responsible for making sure the publications are accurate and up-to-date. The printed publications are available at minimal or no cost, depending on the format and funding source. All publications are available online at no cost. In addition, more extension information is now available on DVD and web videos. Printed publications are available at district CES offices, selected Marine Advisory Program offices, community events, and related access points.

Collaborations

Extension Partners - The Cooperative Extension Service works with many different organizations to bring research-based information to the people of Alaska. This includes collaboration in research, curriculum development, and delivery of programs. Some of the collaborating organizations are listed below by CES program:

Agriculture and Horticulture - Tanana Chiefs Conference, Inc., Planning and Economic Development; USDA Forest Service, Urban and Community Forestry; Alaska Department of Environmental Conservation, Pesticide Control Program; Western Integrated Pest Management Center; Alaska Farm Bureau; Alaska Grange; Western Region IR-4 Program; Coordination of Integrated Pest Management Research and Extension; Federal Aviation Administration; Alaska Garden Clubs; Alaska Botanical
Appendix 2B: Academic and Research Unit Profiles

Garden; Refugee Assistance and Immigration Services; Committee for Noxious and Invasive Plants Management and Camp Fire

4-H and Youth Development - Alaska State FFA, Retriever Club of Alaska, City of Bethel, Alaska state fairs, School districts around the state, Armed Services YMCA, Army Child Youth and School Services, Big Brothers Big Sisters, National Association of Child Care Resource and Referral Agencies, American Legion, Military Child Education Coalition, National Guard Child Youth Program, Reserve, Air Force Youth Programs and Joint Family Service Assistance Program

Natural Resources and Rural Development - Delta Mine Training Center, Oregon State University, College of Forestry, Alaska Energy Authority, Alaska Village Initiatives, Juneau Economic Development Council, National Renewable Energy Laboratory, Kuskokwim Native Association, Association of Village Council Presidents, Sitka Wood Utilization Center and Ketchikan Wood Technology Center


CES also collaborates with other university units and with state departments and federal agencies. These partners include:

University of Alaska - College of Rural and Community Development, School of Natural Resources and Agricultural Sciences, Agricultural and Forestry Experiment Station, UAF Community and Technical College, School of Fisheries and Ocean Sciences, Alaska Sea Grant, UAF Science Education Clearinghouse, Alaska Center for Energy and Power, Alaska Center for Climate Assessment and Policy and Georgeson Botanical Garden

State of Alaska - Department of Commerce, Community, & Economic Development, Division of Community Advocacy, Department of Natural Resources, Division of Agriculture and Division of Forestry


Through a series of federal program reviews, the UAF administration decided to reorganize the outreach and engagement function of Cooperative Extension. In May 2009, a vice provost for extension and outreach, director of the Cooperative Extension Service was hired to make this transition. In an early February meeting, the Chancellor’s Leadership Group identified engagement as a key area to work in. A comprehensive plan for outreach and engagement is being developed to connect UAF researchers with Alaska individuals, communities, and small businesses, and thus expand UAF’s engagement and outreach to serve more of Alaska.
In the summer of 2008, Bill Hall was hired as extension engagement/outreach coordinator for the Anchorage area. He has created significant relationships with the Alaska Municipal League, First Alaskans Institute, Alaska Common Ground, Anchorage Community Councils, Bioneers, Opportunities for Lifelong Education, Alaska Energy Authority, the Cordova Energy from Solid Waste Project, and the University of Alaska Anchorage. His focus is also on community facilitation and developing community sustainability programs. He is working with the UAF Center for Distance Education for formal and informal electronic education and the Kettering Foundation to explore how citizens and CES can work together to develop the civic capacity to tackle tough community issues.

Financial Resources and Expenditures

During FY2009, the unit operated on a total budget of approximately $7.5 million — $4.4 million from unrestricted funding and $3.1 million from restricted sources. Of the unrestricted funding, 86% was from state of Alaska general fund support, and the remaining 14% was generated from a combination of indirect cost recovery and other miscellaneous revenue sources. CES is an outreach entity that provides nontraditional programming and as such does not generate tuition and fees. It provides various training and workshop offerings to the public at minimal or no cost. Further, due to its statewide mission, CES maintains district offices throughout the state of Alaska, requiring significant expenditures. Of its total FY2009 operating budget, about 78% was expended for salary and benefits of faculty, staff, and administrators. For FY2010, CES’s unrestricted budget is approximately $5 million. This increase is attributable to initiative funds received from the state to carry out specific programming.

Facilities and Equipment

As noted above, due to its statewide mission, CES has offices throughout Alaska. On the Fairbanks campus, CES faculty and staff in Fairbanks are located in the Cooperative Extension Service Building, the Fairbanks Community Food Bank Building and the O’Neill Building. Faculty and staff in the district offices are housed in leased space. Within the past year, the Anchorage and Fairbanks district offices relocated to new leased space.
Public Service and Community Engagement Highlights

As the outreach arm of the university, CES has a focus on community engagement. For example:

We host a variety of agricultural conferences aimed at particular audiences. These include the Alaska Produce Growers Conference, Alaska Greenhouse and Nursery Conference, Delta Farm Forum, Sustainable Agriculture Conference and Organic Growers School, and joint conferences on invasive species.

Agents train health fair coordinators and present information at health fairs around the state.

Our Natural Resources and Community Development program coordinated a tour of two large-scale Interior mines for elders and community leaders from southwest Alaska. The idea was to present the pros and cons of large-scale mining so people could make informed decisions about proposed development in their region. A DVD of this 2008 trip was shown to community audiences in 2009.

In 2010, we trained 220 Master Gardeners all over the state. In exchange for this 40-hour training, participants agree to donate 40 hours of volunteer service to their communities.

4-H mobilizes about 1,100 adult volunteers in Alaska every year, and these people contribute to an outreach that involves more than 14,000 Alaska youth. 4-H provides hands-on education and encourages citizenship and leadership among youth.

Research, Scholarship, and Creative Activity Highlights

Alaska’s wild berries have high antioxidant levels. Faculty from the Health, Home, and Family Development area have been creating a series of 11 products from blueberries, lingonberries, salmonberries, highbush cranberries, currants and crowberries. These products are being tested in a Massachusetts lab. Overall, the antioxidant levels have been two to five times higher than similar berries outside Alaska. Products and testing are being replicated three times.

Our livestock specialist, an expert in the reproductive physiology of ruminant animals, has USDA funding to pursue the study of reproductive management of northern adapted ruminant species, including reindeer. He is currently working with an elk producer in Alaska to produce the first elk calf in Alaska using artificial insemination. The biggest benefit of this technology will be the ability to move genes between farms in the lower 48 and Alaska, lower the risk of chronic wasting disease, and improve the genetic quality of Alaska elk. His research led to the first ever documented successful pregnancy and birth of a reindeer by artificial insemination using frozen/thawed semen, in April 2010.

Our state horticulture specialist was asked by potato growers to develop an alternative to the yellow-fleshed variety grown by many farmers in the state. He tested 16 varieties and presented the results to the growers. There was considerable interest in the new varieties. He is also working on developing novelty potatoes. J.R. Simplot has tested several breeding lines. A joint project with Idaho State is testing whether there is an advantage to potato seed grown in the North.

Our nutrition specialist was funded by the USDA to develop an optimal food model based on the dietary habits of the participants of the Alaska Expanded Food and Nutrition Education Program, which is aimed at low-income families. This model, derived from the USDA Thrifty Food Plan, considers both local food habits and prices. Its objective is to determine optimal food choices based on cost and nutrient constraints, with minimal deviation from current local dietary habits. When completed, the project will provide a basis for a revised food cost survey and for an educational program delivered by the Alaska CES to low-income households.
College of Liberal Arts

Johnny Payne,
Dean

http://www.uaf.edu/cla
Programs Offered

Alaska Native Languages (general), Minor Only
Anthropology B.A., B.S., M.A., Ph.D.
Alaska Native Language Program– Eskimo: Inupiaq B.A.
Alaska Native Language Program – Eskimo: Yup’ik B.A.
Alaska Native Language Program – Yup’ik Language and Culture B.A.
Art B.A., B.F.A., M.F.A.
Asian Studies, Minor Only
Communication B.A., M.A.
Cross-Cultural Studies M.A.
Environmental Politics, Minor Only
Film Studies, Minor Only
Foreign Languages B.A.
Foreign Languages – Japanese Studies B.A.
Foreign Languages – Russian Studies B.A.
Global Studies, Minor Only
History B.A.
Indigenous Studies Ph.D.
Journalism B.A.
Justice B.A., M.A.
Linguistics B.A., M.A.
Military Science and Leadership, Minor Only
Music B.A., B.M., M.A.
Northern Studies B.A., M.A.
Philosophy and Humanities B.A.
Political Science B.A.
Psychology B.A., B.S., Ph.D.
Social Work B.A.
Sociology B.A., B.S.
Theatre B.A.
Women’s and Gender Studies, Minor Only

Students

![Student Credit Hours Graph]

![Number of Degrees and Certificates Awarded Graph]
Mission

As part of America’s arctic university and Alaska’s research university, the College of Liberal Arts supports research and scholarship that further understanding of Alaska and the circumpolar region in a changing global context. Learning opportunities beyond the classroom foster responsibility, involvement, and commitment to place. Students in the liberal arts develop knowledge in and across the arts, humanities, and the social and behavioral sciences, as well as expertise in specific areas of concentration. Core courses add breadth to the general education of all UAF undergraduates, while liberal arts undergraduate and graduate programs ground students in their discipline.

Contribution to UAF’s Mission

Educate: Undergraduate and Graduate Students - Extensive research and faculty scholarship inform the teaching of numerous baccalaureate and graduate degree programs in the arts, the humanities, and the social and behavioral sciences. The College of Liberal Arts provides 28 baccalaureate degree programs, nine master’s degree programs, three doctoral degree programs, and six minor-only programs; these are detailed in the table that appears under Educational Programs Offered. CLA is a partner with the School of Education and the College of Rural and Community Development in developing and delivering the new Ph.D. in indigenous studies.

Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples - The College of Liberal Arts contributes to UAF’s Discover theme via two organized research centers (the Alaska Native Language Center and the Center for Cross-Cultural Studies/Alaska Native Knowledge Network). In addition, departmental-based research is conducted in Alaska Native language preservation and documentation and in socio-cultural and political issues surrounding climate change and its impacts. Social scientists with locus of tenure in CLA are increasingly included as co-investigators on institute-based research through the Geophysical Institute, the International Arctic Research Center, and the Institute of Arctic Biology. In particular, more than half of the faculty at the Center for Alaska Native Health Research have loci of tenure in the CLA Department of Psychology and function as principal investigators on many of CANHR’s federally funded projects. During the past three years, the College of Liberal Arts has been a significant participant in International Polar Year research. CLA administrators and faculty co-chaired UAF’s IPY research committee and served as directors on the executive committee of North by 2020 (a forum for local and global perspectives on the North). An emeritus faculty member led an endangered language project endorsed by the International Programs office, and CLA was the academic home to linguistics scholar Olga Lovick, who was one of the ten UA Presidential IPY postdoctoral fellows. The Northern Studies program provides MA degrees in interdisciplinary social science areas related to the Circumpolar North. The Resilience and Adaptation Program includes a number of CLA faculty and graduate students along with students and faculty from other colleges and institutes.

Prepare: Alaska’s Career, Technical, and Professional Workforce - The College of Liberal Arts delivers baccalaureate and graduate degree programs that prepare students for careers in three high-demand job degree areas as initially defined by the State of Alaska Department of Labor: justice (B.A., M.A.), psychology (B.A./B.S., Ph.D.), and social work (B.A.). CLA’s Music Department collaborates with the School of Education to deliver the B.M. in music education. Students who earn a B.A. or M.A. in justice are eligible to work in protective service occupations, where there are increasing replacement openings. Students who earn a B.A. or B.S. in psychology are eligible to work in community and social services occupations. The new UAA-UAF joint Ph.D. program in community clinical psychology has now graduated its first student, and a cohort of students have completed all coursework and are in the internship and/or thesis-writing stage of the degree program. Graduates of the program are eligible for professional licensure as clinical psychologists. Students who earn a B.A. in social work are eligible to work in community and social services occupations. The fastest growing of these are mental health and substance abuse social workers. Students who earn a B.M. in K–12 music education are eligible to work
in education, training, and library occupations. A Film B.A. will begin in 2011-12, partly in response to workforce demands from Alaska’s newly booming film industry.

Until July 1, 2011, the College of Liberal Arts administered the Alaska Rural Behavioral Health Training Academy, which provides non-credit CEU trainings and professional development courses on behavioral health topics. These have a rural/indigenous emphasis and contribute to a credentialing path via core competencies for rural providers. The academy functioned as the locus for the Robert Wood Johnson sponsored workforce development project for rural behavioral health aides. The RWJ grant is now completed and the Center for Human Development in Anchorage has taken over administration of ARBHTA.

**Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge** - In addition to the degree programs described under the Educate theme, the College of Liberal Arts contributes substantially to the AAS/Native language certificate programs in Athabascan, Inupiaq Eskimo, and Central Yup’ik Eskimo and to the AAS/certificate in Yup’ik language proficiency. The Center for Cross-Cultural Studies, in addition to its master’s program, developed and runs the Alaska Native Knowledge Network (ANKN), an Alaska Rural Systemic Initiative partner designed to serve as a resource for compiling and exchanging information related to Alaska Native ways of knowing. ANKN assists Native people, government agencies, educators, and the public in gaining access to the knowledge base that Alaska Natives have acquired through cumulative experience over millennia. CLA had a public service budget to support 35 years of the Festival of Native Arts along with a one-half FTE professor who served as director (James Ruppert). The Festival has now been transferred to the College of Rural and Community Development along with the Alaska Native Studies Degree. The Social Work Department has modeled a highly successful cohort model for rural education, training students from Ketchikan to Bethel. In the important area of Discovery, CLA faculty have led the IPY North by 2020 workgroup on The Interface between Indigenous and Local Knowledge and Western Science.

**Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development** - CLA has promoted lifelong learning and positive youth development through the Alaska Rural Behavioral Health Training Academy (adult learners), pre-college programs in the Summer Fine Arts camp, Summer Music Camp, Visual Arts Academy, and Spring Jazz Fest (junior high and high school age). Many CLA faculty have presented for Osher Lifelong Learning classes, Science for Alaskans, and other public venues such as church-based adult education or music programs, and school and youth group programs.

CLA is engaged in outreach activities. The [CLA Special Edition](#) magazine is mailed to CLA alumni and donors, and is available online. Art Professor Todd Sherman draws portraits at the West Valley High School graduation party as part of the school’s annual parent-sponsored no-alcohol event. Professor emeritus Terry Reilly is active in the “Guys Read” program in local schools. CLA Faculty serve as judges for local school contests in areas such as speech, foreign language declamation, government, and music. Many CLA faculty and graduate students have worked in the summers with the Rural Alaska Honors Institute and Upward Bound.

In the area of community and economic development, faculty members with specialized expertise maintain collaborations with community stakeholders to respond to specific needs. For instance, faculty in foreign languages provide translation services for legal documents such as marriage and birth certificates, divorce decrees, shot records, school transcripts, private and business correspondence, and customs declarations. The social work curriculum was revised to include a “gerontology specialization” option in response to employer demand.

**Leadership, Management, and Organizational Structure**

CLA has twenty-five academic departments, most with a department chair, director, or coordinator. The leadership team in the Dean’s Office consists of the dean, associate dean an executive officer and a fiscal
The dean reports to the provost and is responsible for the administrative, academic and financial operation of the college; he supervises all CLA faculty members. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

Every academic department and program holds regular faculty meetings, led by the chair or director, to address departmental and programmatic matters.

CLA committees: CLA Chairs Council (chairs and directors of all departments and programs), CLA Curriculum Council, Committee on Collaboration in the Arts, Social Science Research Group and Accreditation work group

CLA has eight representatives and six alternates on the Faculty Senate and has representation on the following committees: Faculty Affairs (2), Unit Criteria (2), Committee on the Status of Women (2), Graduate Academic and Advisory (1), Core Review (6), Faculty Appeals and Oversight (2), Faculty Development, Assessment and Improvement (4), and General Education Revitalization committee (3).

CLA currently has a staff member serving on Staff Council.

A Staff Training Committee within the college has designed the staff resources page on the CLA website.

CLA has six peer review units, each formed of faculty from several departments, to make recommendations on pre-tenure, tenure, promotion, and post-tenure reviews of faculty.

The college does not currently have any faculty or staff as elected members of the UA System-wide committees for Faculty Alliance, Staff Alliance, System Governance Council, or Statewide Administrative Assembly.

External Advisory Board(s)

The College of Liberal Arts does not currently have an external advisory board for the college as a whole. However, certain sponsored activities of the college do have external advisory boards: The Endowed Snedden Chair in Journalism has a board (statewide members), which advises on selection of visiting professors and fund activities. The Alaska Rural Behavioral Health Training Academy has a board (statewide members including rural and Alaska Native), which advises on mission, programmatic directions, and academy effectiveness in the community.

Additional Unit Policies

Unit policies are available to affected constituencies via the CLA website and linked individual departmental pages. Ten programs in CLA have supplemental unit criteria for assessing teaching, service, scholarship, research, and artistic creation. Policies related to research (such as mandatory RCR training for NSF-funded projects) that affect CLA constituencies are communicated via initial e-mail to affected groups (chairs, faculty, administrative assistants, etc.). This information is also printed in CLA Research News, which is distributed in hard copy at CLA Chairs Council, by inter-departmental mail, and on the faculty resources page of the CLA website.
Educational Programs Offered

The College of Liberal Arts provides the baccalaureate degree programs, master’s degree programs, doctoral degree programs, and minor-only programs Major Programmatic Changes between 2006 and 2010 are listed below:

FY06 changes approved by the Faculty Senate 2005–2006 (effective fall 2006):

Music M.A.: update and standardize the graduate curriculum; core courses identified, specifies six credits of research and completion of comprehensive oral examination and defense of thesis, recital program notes, or project.

Music B.M.: updated curriculum to revise degree requirements, clarify multicultural and Alaska Native studies components, and regroup education courses.

Social Work B.A.: added minor in gerontology, and added gerontology specialty within the major.

FY07 changes approved by Faculty Senate 2006–2007 (effective fall 2007):

English: A new graduate program allows students to acquire the M.F.A./M.A. in creative writing and literature by taking 30 required credits for the M.A. in literature plus 15 additional credits to fulfill the 45-credit requirement for the M.F.A. in creative writing.

Foreign Languages: program revision B.A., Foreign Languages. Delete list of specific courses and change to total of 30 credits at the 200-level or above and specify students take two 400-level courses in residence at UAF.

History: program revision B.A. and increase contribution to northern studies program, add new upper division courses.

Journalism: program revision B.A., Journalism. Add new courses to list of approved electives.

Music: program revision M.A., Music - Edits to descriptive paragraph and asterisked paragraphs; clarify choice under item 4. Program revision B.A. and B.M. - List courses defined as Large Ensemble, delete one course as an option for Large Ensemble requirement;

Northern Studies: program revision B.A., Northern Studies - Delete courses no longer offered or appropriate for program focus; add new courses in four of the concentration groups; program revision M.A., Northern Studies - Change name of Global Environmental Policy concentration to Environmental Politics and Policy;

Political Science: program revision B.A., Political Science - Delete one course requirement and replace with two other requirements including approved internships.

Theatre: add new courses to requirements and electives for concentrations.

FY08 changes approved by Faculty Senate 2007–2008 (effective fall 2008):


Asian Studies: curriculum revision for minor-degree program.

Political Science: Major in Philosophy – remove eliminated courses from options for degree requirements, change foreign language requirement, and eliminate senior thesis as a degree requirement.

FY09 changes approved by Faculty Senate 2008–2009 (effective fall 2009):

Cross-Cultural Studies: College of Liberal Arts contributing a portion of new Ph.D. program in Indigenous Studies
**English:** Program change creative writing M.F.A. adds Writing for Film and Television, as a Forms class, to the requirements.

**Japanese Studies:** program change B.A. eliminate the career concentration area requirement; change catalog description of the major to list language classes separately from culture classes, increase Japan-related courses that count toward approved electives; total credits do not change from 120.

**Journalism:** program change B.A. replaces required course for New Media degree option with new course -New Media Toolkit; add a course to list of approved electives.

**Philosophy & Humanities:** program change B.A. minor and B.A. major; add a course, Conceptual Issues in Evolutionary Biology, to the list of requirements for the degree.

---

**Contribution to Core Curriculum**

The College of Liberal Arts bears significant responsibility for delivery of the UAF core curriculum. CLA provides 35% (22 out of 64) of the courses approved for core curriculum requirements and 69% (27 of 39) of the core curriculum credit hours required for all baccalaureate degrees from UAF.

**Joint or Shared Educational Programs with other Institutions**

In FY05, the Department of Psychology added a new graduate program: Ph.D. in clinical-community psychology with a rural indigenous emphasis. This is a joint UAA/UAFA program and a model for cooperation among the major administrative units of the University of Alaska. It is a scientist-practitioner program that seeks to educate scholars and clinicians who have strong commitments to research, evaluation, clinical practice, and community-based action. It is solidly grounded in the cultural contexts of all affected stakeholders. The program integrates clinical, community, and cultural psychology with a focus on rural, indigenous issues and an applied emphasis on the integration of research and practice. By combining clinical and community psychology, the program promotes contextually grounded and culturally appropriate research and evaluation, culturally respectful and empirically grounded prevention efforts and clinical service delivery, and data-driven and contextually sound community work and social action. It is relevant to individuals, groups, families and communities and is at the forefront of creative and enriching knowledge dissemination that is relevant to rural communities. The program is focused on public service; it is sensitive to the unique environments of Alaska and concerned with acknowledging, fostering, and celebrating diversity. Many unique features combine to make for a rigorous training experience that requires a student’s full-time commitment.

To launch the Ph.D. program in clinical-community psychology with a rural indigenous emphasis required 26 new courses for 70 credits, 9 credits of electives, 18 credits of pre-doctoral internship, and 18 credits of dissertation, for a total of 115 credits. The program is jointly delivered and administered by the psychology departments at the University of Alaska Fairbanks and the University of Alaska Anchorage. All program courses are co-taught across campuses via videoconference, and faculty at both campuses delivers all program components. The program is designed to make students’ experiences as similar as possible regardless of residence at either Fairbanks or Anchorage.

In April 2009, the regents approved a new Ph.D. in indigenous studies to be administered in part by CLA via the Center for Cross-Cultural Studies, along with College of Rural and Community Development and the School of Education. The program has now had its first graduates and the number of students enrolled is close to capacity.

**Assessment and Program Review**

The 2010-11 program review process indicated that among the College of Liberal Arts’ 44 academic programs, 38 (86 percent) had multiple measures of student outcomes, 36 (82 percent) had direct
Appendix 2B: Academic and Research Unit Profiles

Evidence of student learning and 28 (64 percent) used assessment information to improve the curriculum. However, 32 programs (73 percent) did not provide summary information for all elements of their assessment plan, 16 programs (36 percent) did not collect and summarize assessment information on a regular basis and 12 programs (27 percent) did not provide separate assessment plans for each program.

Specialized Accreditation

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Journalism &amp; Broadcasting</th>
<th>Music</th>
<th>Social Work</th>
<th>Community-Clinical Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees accredited</td>
<td>B.A.</td>
<td>B.A., BM, M.A.</td>
<td>B.A.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Date of Initial review</td>
<td>1985</td>
<td>1974</td>
<td>1987</td>
<td>2009 initial request</td>
</tr>
<tr>
<td>Most recent review</td>
<td>Fall 2009***</td>
<td>2000</td>
<td>2009</td>
<td>2009 self-study</td>
</tr>
<tr>
<td>Accredited until</td>
<td>Pending review report</td>
<td>2010</td>
<td>2016</td>
<td>Not yet accredited</td>
</tr>
<tr>
<td>Next review date</td>
<td>Pending review report</td>
<td>2010</td>
<td>2015</td>
<td>Reapplication 2011</td>
</tr>
</tbody>
</table>

*** The review team made two recommendations, which the department is currently implementing, and the department has requested reconsideration of sanctioning based on those recommendations. Accreditation will not be withdrawn as a result of this review, but the final report is not yet in. In December 2009, the UAA-UAF Joint Ph.D. program in community-clinical psychology submitted its self-study as a first step in applying for accreditation through the Commission on Accreditation of the American Psychological Association (202-336-5979). The APA Commission on Accreditation provided feedback May 17, 2010, saying that the new program adequately met criteria in six of eight domains. APA CoA strongly urged the program to pursue accreditation through the American Psychological Association pending program modifications. Program modifications are in progress, and resubmission of a new application to APA is scheduled for spring 2011.

Non-Credit Instructional Units

The College of Liberal Arts administered the Alaska Rural Behavioral Health Training Academy (ARBHTA) as a sponsored project that began in 2006 within the Psychology Department under the direction of Dr. Catherine Koverola, a licensed clinical psychologist. Dr. Koverola subsequently accepted a position in Washington, and the academy was moved to the Justice Department under an interim director. This move was approved by Karen Perdue, UA associate vice president for Health Programs, and the primary sponsors of the academy (State of Alaska DHSS/Behavioral Health Initiative Partnership, Mental Health Trust Authority).

The academy’s stated mission is “working together to ensure an effective behavioral health force for rural Alaska.” Specific goals are to provide accessible continuing education that 1) is responsive to needs of providers and the individuals they serve; 2) utilizes evidence-based teaching methods; 3) ensures the transfer of competencies; 4) fosters retention of a behavioral health workforce; 5) provides training that equips providers to become culturally competent; and 6) provides training that meets the continuing education requirements of regulatory entities for licensure and certification within Alaska.

Embedded within the academy was another large non-credit instructional project, the Work-based Learning Project, funded by the Robert Wood Johnson Foundation in collaboration with the Western Interstate Commission for Higher Education (WICHE) and the Annapolis Coalition of the Behavioral Health Workforce. The training was intended to lead to a new occupational endorsement certificate in behavioral health for place-based learners and workers by helping participants develop core competencies. Work for the grant was completed as of December 2010.
Administration of the Academy was transferred to the Center for Human Development in Anchorage as of July 2011.

**Faculty and Staff**

**Faculty and Staff Numbers**

The College of Liberal Arts has 126 faculty (99 of them tenure-track) with appointments in academic units, 11 faculty with appointments in library science, and one with primary appointment to the University of Alaska Museum of the North. CLA also has 47 staff members, including 37 administrative/clerical, three fiscal, one research technician, two information systems, one communication specialist, one student services professional, and a 0.5 FTE development officer. Departmental and programmatic allocations are shown in the table that follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Tenured/ Tenure track Faculty</th>
<th>Non-tenure track faculty and staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native Language Program (and Center, and Archive)</td>
<td>7 faculty 1 Director-Center 1 Director-Archive 1 joint with SOE 3 joint with LING</td>
<td>2 staff @ 100% 1 instructor @ 100% 1 student worker 1-2 adjuncts/year</td>
<td>100% located in the Brooks building.</td>
</tr>
<tr>
<td>Anthropology</td>
<td>8 faculty 1 @ 33% Museum 1 @ 25% Museum 1 @ 60% Epscor 1 @ 75% IARC 1 @ 0% LWOP</td>
<td>1 staff @ 100% 1 term faculty @ 100% 2-4 adjuncts/year</td>
<td>3rd floor Eielson building; a lab in Gruening bldg was reassigned to Anthropology.</td>
</tr>
<tr>
<td>Art</td>
<td>9 faculty 1 @ 75% Museum 1 @ 50% ARSC</td>
<td>1 staff @ 100% 3-5 adjuncts/year</td>
<td>One wing of the Fine Arts Complex</td>
</tr>
<tr>
<td>Communication</td>
<td>4 faculty</td>
<td>1 staff @ 100% 1-2 adjuncts/year</td>
<td>Gruening Bldg.</td>
</tr>
<tr>
<td>Cross-Cultural Studies</td>
<td>2 faculty</td>
<td>2 staff @ 100% 1-2 adjuncts/year.</td>
<td>U-Park building &amp; relocating to Bunnell Bldg, FY11</td>
</tr>
<tr>
<td>English</td>
<td>16 faculty 1 @ 75% Museum 1 joint w/ANS</td>
<td>1 staff @ 100%, 1 at 75% 1 term faculty @ 100% 5-10 adjuncts/year</td>
<td>8th floor of the Gruening Bldg.</td>
</tr>
<tr>
<td>Foreign Languages &amp; Literature</td>
<td>7 faculty 1 @ 50% LING</td>
<td>1 staff @ 100% 3 Instructors @ 100% 5-8 adjuncts/year</td>
<td>6th floor of Gruening Bldg.</td>
</tr>
</tbody>
</table>
In September 2009, the interim CLA dean requested that CLA chairs prepare a short statement of their faculty staffing needs for the initial CLA Chairs Council of AY2009–2010. At that time, department chairs described faculty needs totaling 28 new hires. Vacancies were primarily due to resignations and retirements. Some vacant faculty lines have been held open more than one year due to a combination of budget constraints and failed searches. In the fall of 2009, the interim dean authorized searches for 12 tenure-track positions. Almost all of those searches were successful. In August 2010, the new interim dean requested the same information, and over the course of the year authorized 7 new searches; all but

<table>
<thead>
<tr>
<th>Department</th>
<th>Tenured/ Tenure track Faculty</th>
<th>Non-tenure track faculty and staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>4 faculty</td>
<td>1 staff @ 75% (25% NORS)</td>
<td>6th floor of Gruening Bldg.</td>
</tr>
<tr>
<td></td>
<td>1 joint with NORS</td>
<td>1 term faculty @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Fathauer Chair @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-2 adjuncts/year</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>4 faculty</td>
<td>2 staff @ 100%</td>
<td>Basement of Bunnell Bldg.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 term faculty @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Snedden Chair @ 100%</td>
<td></td>
</tr>
<tr>
<td>Justice-dept.</td>
<td>3 faculty</td>
<td>1 staff @ 100%</td>
<td>5th floor Gruening Bldg.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 term faculty @ 100%</td>
<td></td>
</tr>
<tr>
<td>Linguistics (applied) Program</td>
<td>2 faculty</td>
<td>1 staff @ 20%</td>
<td>Portions of 7th floor Gruening and</td>
</tr>
<tr>
<td></td>
<td>1 @ 50% FLL</td>
<td>1-2 adjuncts/year</td>
<td>portions of Brooks bldg.</td>
</tr>
<tr>
<td></td>
<td>1@ 50% ANLP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Several ANLP faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cross-list courses with LING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Science Program (sponsored program)</td>
<td>0 faculty</td>
<td>0 staff; 1 student worker @ 100%</td>
<td>Patty Center.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 adjunct/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other faculty provided by military</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sponsor.</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>10 faculty</td>
<td>3 staff @ 100%</td>
<td>One wing of the Fine Arts Complex.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 term faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 President’s professor 5-10 adjuncts/year</td>
<td></td>
</tr>
<tr>
<td>Northern Studies Program</td>
<td>2 faculty</td>
<td>1 staff @ 25%</td>
<td>6th floor of Gruening Bldg.</td>
</tr>
<tr>
<td></td>
<td>1 @50% History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 term faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-10 adjuncts/year</td>
<td></td>
</tr>
<tr>
<td>Philosophy &amp; Humanities</td>
<td>3 faculty</td>
<td>1 staff @ 50% (50% SOC)</td>
<td>7th floor of Gruening Bldg.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-2 adjuncts/year</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>5 faculty</td>
<td>1 staff @ 75% (25% WMS)</td>
<td>6th floor of Gruening Bldg.</td>
</tr>
<tr>
<td></td>
<td>1 Epscor-seeded</td>
<td>1 adjunct</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>10 faculty (UAF)</td>
<td>3 staff @ 100%</td>
<td>7th floor Gruening Bldg., Psych Clinic</td>
</tr>
<tr>
<td>*Joint UAF-UAA Doctoral program</td>
<td>1 @ 60% CANHR</td>
<td>1 clinical faculty @ 100%</td>
<td>joint Ph.D. tele-conferencing</td>
</tr>
<tr>
<td></td>
<td>2 @ 50% CANHR</td>
<td>1 term faculty @ 70%</td>
<td>classroom on 2nd floor, Grad students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 contract clinicians (PT)</td>
<td>&amp; faculty research labs on 1st floor</td>
</tr>
<tr>
<td>Social Work (+ SWRK cohort, sponsored instruction)</td>
<td>0</td>
<td>2 staff @ 100%</td>
<td>Chair is in Juneau; 1 staff &amp; 2 faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 clinical faculty @ 100%</td>
<td>on UAF campus on 6th floor Gruening Bldg.;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-4 adjuncts/year</td>
<td>cohort faculty &amp; staff are off-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>campus in leased space (Chena Bldg.)</td>
</tr>
<tr>
<td>Sociology</td>
<td>3 faculty</td>
<td>1 staff @ 50%</td>
<td>7th floor Gruening Bldg.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 term faculty @ 100%</td>
<td></td>
</tr>
<tr>
<td>Theatre/film</td>
<td>4 faculty</td>
<td>1 staff @ 100%</td>
<td>One wing of the Fine Arts Complex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 staff @ 50% (0.5 FTE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-2 adjuncts/year</td>
<td></td>
</tr>
<tr>
<td>Women’s Studies Program (minor only)</td>
<td>1 faculty@ 10% (90% ENGLISH)</td>
<td>1 staff @ 25% (75% PS)</td>
<td>No dedicated space; all Faculty &amp; staff</td>
</tr>
<tr>
<td>Film Program</td>
<td></td>
<td>1 adjunct/year</td>
<td>are located in their home depts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 term faculty @ 75%</td>
<td>Fine Arts Building</td>
</tr>
</tbody>
</table>

In September 2009, the interim CLA dean requested that CLA chairs prepare a short statement of their faculty staffing needs for the initial CLA Chairs Council of AY2009–2010. At that time, department chairs described faculty needs totaling 28 new hires. Vacancies were primarily due to resignations and retirements. Some vacant faculty lines have been held open more than one year due to a combination of budget constraints and failed searches. In the fall of 2009, the interim dean authorized searches for 12 tenure-track positions. Almost all of those searches were successful. In August 2010, the new interim dean requested the same information, and over the course of the year authorized 7 new searches; all but
one of those is now complete. Three important gaps in faculty expertise have proven challenging to address on a permanent basis:

The research funding success of anthropology faculty has created a shortfall of faculty in bioarcheological/biological anthropological teaching capacity. The shortfall is difficult to fill with adjuncts given our geographic location and few available experts. A search was conducted in Spring 2011 and a new Assistant Professor of archaeology has come to verbal agreement to start in fall 2012.

The English Department succeeded in 2009-10 in filling two positions that had previously proven hard to fill—for a director of composition and for a nonfiction writer for the creative writing program—and successfully recruited a faculty member to lead a university-wide initiative in English as a second language (ESL) instruction. Meanwhile two more faculty members in English retired this year and two have served as CLA interim dean (Eric Heyne, AY2009–2010, Burns Cooper, AY2010-11).

The joint UAA-UAF Ph.D. in clinical-community psychology faces a persistent challenge to recruit for a director of clinical training and a clinic director. Both are critical to achieving APA accreditation and are urgently needed since the former clinician, Bill Connor, retired. Candidate pools have been small over the past two years, and UAF has not been able to present competitive hiring offers since even high market salaries are substantially below private sector compensation. High turnover among core faculty in psychology has placed a heavy service burden on the three senior faculty members in the department. A clinic director began in fall 2010, and the same faculty member has now agreed to serve as acting Director of Clinical Training (renamed Program Director) for 2011-12 while recruitment continues for a permanent Director. The three tenured psychology faculty are no longer willing to serve as department chair. The department experimented in 2010-11 with a distributed management model with tasks assigned to each faculty member; however, this proved unsatisfactory and an advanced assistant professor has now assumed duties as department chair for 2011-12.

Faculty Qualifications

All tenure-track faculty have terminal degrees appropriate to the disciplines in which they hold faculty appointment: M.F.A., D.M.A., Ed.D., J.D., and Ph.D. All non-tenure track and part-time faculty have at least a master’s degree.

Temporary and visiting faculty hired into CLA’s two endowed chair positions have unique and particular expertise relevant to the donors’ intentions. Exemplar faculty hired for the Snedden Chair in Journalism include Pulitzer Prize winning journalists (Gary Cohn, Frank Bass, Joel Shurkin), an Associated Press reporter who covered John Kennedy’s assassination (Peggy Simpson), a New York Daily News reporter injured while covering the attack on the World Trade Center (David Handschuh), and a reporter who did groundbreaking work reporting from Iraq (Cheryl Hatch). The Fathauer Chair in History has proved difficult to fill with senior faculty from outside Fairbanks, and the best use of the Chair is currently being reexamined.

Graduate and Undergraduate Teaching and Research Assistants

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled TA &amp; RA Positions (Fall-to-Fall)</td>
<td>68</td>
<td>71</td>
<td>77</td>
<td>77</td>
<td>76</td>
</tr>
<tr>
<td>RA (grant-funded) *</td>
<td>n/a</td>
<td>n/a</td>
<td>13</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

* Data Source: Query via Oracle Databrowser 07/29/2009

As can be seen in the performance metrics, the filled fall-to-fall teaching assistant positions increased in FY07/FY08 because the college received new continuing funds ($87,815 per annum) as part of the Baccalaureate Core TA Initiative, which supports approximately eight TAs each year. In contrast, Summer Sessions decided in summer 2009 to stop funding three TAs in English, and the college could
not replace the funding. The overall graduate enrollment has increased 9.1% in the past five years. Grant-funded graduate research assistant positions are rising, due to active proposal project development assistance by the associate dean and the new grants manager staff to include students on sponsored projects.

Only programs with TAs or graduate programs included on the following table:

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of TAs and RAs</th>
<th>Total Number of Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native Language Program (and Center, and Archive)</td>
<td>RA = 1</td>
<td>No graduate program</td>
</tr>
<tr>
<td>Anthropology</td>
<td>TA = 16; RA = 6; Fellowship = 3</td>
<td>AY08-09 = 43</td>
</tr>
<tr>
<td>Art</td>
<td>TA = 6</td>
<td>AY08-09 = 9</td>
</tr>
<tr>
<td>Communication</td>
<td>TA = 11</td>
<td>AY08-09 = 16</td>
</tr>
<tr>
<td>Cross-Cultural Studies</td>
<td>Fellowship = 1</td>
<td>AY09-10 = 2</td>
</tr>
<tr>
<td>English</td>
<td>TA = 22, RA = 0, Fellowship = 1</td>
<td>AY08-09 = 25</td>
</tr>
<tr>
<td>Justice Department</td>
<td>Graduate program is distance-delivered</td>
<td>AY08-09 = 27</td>
</tr>
<tr>
<td>Justice-ARBHTA (Sponsored Non-credit program)</td>
<td>1 Psych Ph.D. student hire</td>
<td>No graduate program</td>
</tr>
<tr>
<td>Linguistics (applied) Program</td>
<td>Fellowship = 2</td>
<td>AY08-09 = 32 *Impact of USDoEd ANEP grant (SLATE) for sponsored education</td>
</tr>
<tr>
<td>Music</td>
<td>TA = 8</td>
<td>AY08-09 = 9</td>
</tr>
<tr>
<td>Northern Studies Program</td>
<td>TA = 7</td>
<td>AY08-09 = 44</td>
</tr>
<tr>
<td>Psychology *Joint UAF-UAA Doctoral program</td>
<td>TA = 7; RA = 1; Fellowship = 1</td>
<td>AY08-09 = 37</td>
</tr>
<tr>
<td>Theatre/Film, Film Program (minor only)</td>
<td>RA = 1 (Education/film)</td>
<td>No graduate program</td>
</tr>
</tbody>
</table>

**Collective Bargaining**

All full-time faculty (tenured, tenure-track, and non-tenure-track) within CLA are represented by United Academics—AAUP/AFT with a current contract period of January 1, 2008, through December 31, 2010. The college does not employ any faculty represented by University of Alaska Federation of Teachers (UAFT). Adjunct faculty within CLA are represented by United Academic—Adjuncts AUP-AFT/AFL-CIO with a current contract period of January 1, 2008, through December 31, 2010.

**Academic Advising**

Faculty within their academic disciplines and departments advises students with declared majors in CLA. Processes for assigning advisors vary by department. The Psychology Department, which has the most majors in the college, has a dedicated undergraduate advisor. The college’s recruitment and retention officer is serving as a general advisor during the summer and other periods, such as winter break, when faculty are not available.
Co-Curricular Activities and the Learning Environment

Numerous honor societies, student clubs, and organizations are affiliated with departments in the College of Liberal Arts:

- English Graduate Organization (EGO)
- Organization of Student Social Workers
- Phi Alpha Theta/History Club
- Sculpture Club
- Student Clay Art Guild
- Pi Sigma Alpha (Political Science Honors)
- Psi Chi (Psychology honors)
- Sigma Tau Delta English Honor Society (STD)
- AB.A.DA Capoeira
- Caribbean Music and Culture Club
- Collegiate Music Educators National Conference
- Alaska Native Social Workers Association (ANSWA)
- Frozen Lenses (Photography Club)
- Ice Box - Student Literary Journal
- ROTC Cadet Club
- Socratic Society: Philosophy Club
- Touhou Anime Club
- UAF Film Club
- Club Francais
- Festival of Native Arts (FNA)
- Japanese Club
- Model United Nations Alliance
- Permafrost

Co-curricular opportunities include student literary journals (graduate and undergraduate), student art shows, music and theater performances, the student newspaper, an online student journalist publication, a graduate creative writing reading series, and the Midnight Sun Visiting Writers series. The English Department houses the Writing Center, and the Communication Department houses the Speaking Center, both of which provide tutoring services to all university students. The Foreign Languages Lab offers tutoring to language students. Many departments offer supervised internships.

Libraries, Information Resources, and Collections

The Alaska Native Language Archive contains more than 15,000 documents and 5,000 recordings in and about Alaska Native Languages. It is located in the Brooks Building on the campus of the University of Alaska Fairbanks and is open to the public for research and educational purposes. Efforts are currently underway to increase access through digitization of audio and text materials. A container list is accessible online, and portions of the collection are accessible via web portals tailored to individual languages. The archive continues to partner with Native organizations to facilitate local access in remote regions. The Center for Cross-Cultural Studies operates the Alaska Native Knowledge Network (ANKN), which provides cultural, curricular and other resources, and portals, for compiling and sharing information related to Alaska Native knowledge systems and ways of knowing.

A number of other departments maintain their own small, uncatalogued, specialized collections of resource and reference material.

Institutes and Centers

The Alaska Native Language Center provides research on and documentation of the twenty Alaska Native languages. It is internationally known and recognized as the major center in the United States for the study of Eskimo and northern Athabascan languages. ANLC publishes its research in story collections, dictionaries, grammars, and research papers. Staff members provide materials for bilingual teachers and other language workers throughout the state, assist social scientists and others who work with Native languages, and provide consulting and training services to teachers, school districts, and state agencies involved in bilingual education.

The Center for Cross-Cultural Studies addresses research, development and instructional issues associated with educational policies, programs and practices in culturally diverse contexts, with an emphasis on Alaska Native, rural, and distance education. The research agenda for the center is established in
cooperation with Native organizations, school districts, and state and federal agencies, with a focus on applied research that will benefit the people of Alaska. The center houses the Alaska Native Knowledge Network (ANKN) and offers an M.A. in cross-cultural studies with an emphasis on indigenous knowledge and ways of knowing. CCCS is also responsible for fulfilling the CLA portion of the new Ph.D. in indigenous studies.

Collaborations

Many CLA departments and faculty members engage in interdisciplinary work. Following are some examples of formal collaborations:

The Center for Alaska Native Health Research (CANHR) works with tribal groups and health care agencies to frame research questions, develop methodologies and procedures, and interpret and apply data to prevention and treatment, with collaborating faculty from the Department of Psychology.

The Department of Psychology also offers a joint Ph.D. with the University of Alaska Anchorage in clinical-community psychology.

The Resiliency and Adaptation Program (RAP) is an interdisciplinary training and education program of the University of Alaska Fairbanks, focusing on sustainability in times of rapid change. Participating faculty include faculty from English, anthropology, political science, psychology, and sociology.

The Department of Social Work has a statewide distance delivery B.S.W. program based at the UAS campus in Juneau and administers an undergraduate cohort throughout rural Alaska, with another faculty member based in Kotzebue.

Library Science faculty report to the dean of CLA and to the dean of libraries. The Office of Public History is a collaboration between the Rasmuson Library and the Department of History.

CLA faculty members hold joint appointments with the University of Alaska Museum of the North and the Arctic Region Supercomputing Center. The latter ended in 2011 due to the financial difficulties of ARSC.

The new Ph.D. in indigenous studies is jointly administered by the Center for Cross-Cultural Studies in CLA, the College of Rural and Community Development, and the School of Education.

CLA faculty are increasingly collaborating with faculty from other colleges and institutes on research grants.

The Committee on Collaboration in the Arts sponsors several projects and/or speakers per year involving blending different media, such as music and creative writing, or film and visual art.
Financial Resources and Expenditures

The College of Liberal Arts’ FY10 continuation budget began at $17,109,044. The budget primarily consists of revenue from state appropriation (62.9%), tuition (18.8%), and restricted state grants (10.6%). The remaining 7.7% consists of restricted federal grants, indirect cost recovery, student fees, and other miscellaneous revenue sources. The College of Liberal Arts allocates more than 70% of its budget ($11,601,180) to instructional support; personnel services (faculty and staff salaries and benefits) account for more than 90% ($10,467,840) of that amount.

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Receipts</td>
<td>1,150.4</td>
<td>1,230.4</td>
<td>940.5</td>
<td>1,430.7</td>
<td>1,821.4</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>3,266.9</td>
<td>3,322.9</td>
<td>3,382.1</td>
<td>3,381.1</td>
<td>3,480.0</td>
</tr>
<tr>
<td>U of A Receipts</td>
<td>1,075.7</td>
<td>622.7</td>
<td>922.7</td>
<td>1,015.5</td>
<td>916.0</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>193.3</td>
<td>195.1</td>
<td>107.1</td>
<td>190.4</td>
<td>271.0</td>
</tr>
<tr>
<td>Other (non-GF)</td>
<td>108.5</td>
<td>262.9</td>
<td>191.6</td>
<td>312.7</td>
<td>551.8</td>
</tr>
<tr>
<td>General Fund</td>
<td>7,841.2</td>
<td>8,690.7</td>
<td>10,365.6</td>
<td>10,220.6</td>
<td>10,284.0</td>
</tr>
<tr>
<td></td>
<td>13,659.9</td>
<td>14,324.8</td>
<td>15,909.5</td>
<td>16,551.0</td>
<td>17,324.2</td>
</tr>
</tbody>
</table>

Facilities and Equipment

The College of Liberal Arts occupies the following spaces on the Fairbanks campus:

First, second, fourth, fifth, sixth, seventh, and eighth floors of the Gruening Building for faculty and staff offices, labs, clinic space for anthropology (lab), psychology, justice, communications, foreign languages, history, political science, social work, northern studies, sociology, philosophy, English, and the CLA dean’s office suite.
Third and fourth floor of the Brooks Building for the Alaska Native Language Center, the Alaska Native Language Archive, and linguistics offices

Parts of the first floor of the Bunnell Building for journalism offices, darkrooms, labs, and classrooms. The Center for Cross-Cultural Studies is housed there as of summer 2010

Most of the Fine Arts Building for art, music, and theater offices, practice rooms, studios, labs, and performance spaces

A house at 727 Chandalar Drive was renovated for art studio space to support the M.F.A. program

Third floor of the Eielson Building for anthropology classrooms, labs, and office space

Library faculty are housed in the Rasmuson Library

The University of Alaska Museum of the North faculty member has space in the museum. Library and Museum spaces are not under the purview of the CLA dean.

Three space issues that affect the college are the need for more classroom and office space in the lower campus area where most of our faculty and students are housed, the need for additional lab space for the Anthropology Department, and completion of the third phase of renovation of the Fine Arts Building in the theater area.

Public Service and Community Engagement Highlights

In 2008, the CLA dean’s office received a $20,000 grant to develop marketing and recruitment Tools for Success. The college website was redesigned to promote recruitment and retention and highlight faculty, staff, and student activities on the home page (e.g., web videos, student interviews, etc.). Three issues of CLA’s Special Edition magazine have been published, emphasizing research and scholarship. The college has advertised on KUAC-FM and KUAC-TV since August 2008.

Ben Potter of the Anthropology Department directed excavations at Teklanika West in summer 2009. He helped to establish a cooperative agreement between UAF and the National Park Service that allows for the first excavation at this important site since the 1960s. He also established a cooperative agreement with Denali Pipeline Company for workforce development for archaeology technicians to perform appropriate site preparation on culturally sensitive sites in anticipation of construction of a natural gas pipeline.

In August of 2009, three journalism students accompanied by a professor became the first American students ever to be embedded in a war zone, when they were attached to the Fairbanks-based 1-25th Stryker Brigade Combat Team serving in Iraq. For three weeks, the students reported via print and internet outlets, wrote stories and blogs, and sent back photographs and video footage.

Research, Scholarship, and Creative Activity Highlights

SLATE (Second Language Acquisition and Teacher Education) supports a cohort of master’s students specializing in Alaska Native languages, most of them graduating in May 2010. The $1.3 million grant was funded by the U.S. Department of Education with Principal Investigator Sabine Seikmann. The follow-up project, Piciriatamta Elicungcallra (Teaching our Way of Life through Our Language), began in 2009 as year one of a three-year grant. This $1.7 million grant was funded by the U.S. Department of Education, also with PI Siekmann, and is held in partnership with the Lower Kuskokwim and Lower Yukon school districts.

The National Science Foundation has funded a major $1.2 million project to document Alaska Native and neighboring languages. The PI is Michael Krauss. The project director has also been invited to contribute a chapter on disappearing languages to the forthcoming book Climate Change: Reaction and Response, edited by Daniel Julius and Buck Sharpton, sponsored by AAAS-Arctic Division.
The college is the administrative home of North by 2020, a forum for local and global perspectives on the North. The project is directed by Hajo Eicken (Geophysical Institute), Anita Hartmann (CLA dean’s office), and Amy Lovecraft (CLA Department of Political Science). College of Liberal Arts faculty leads many of the forum themes. The forum secured the cooperation and funding of INRA to conduct an International Polar Year synthesis symposium in March 2009, for which there will be published proceedings. The forum has also been invited to contribute a chapter to the forthcoming book Climate Change: Reaction and Response.

Amy Lovecraft of the Political Science Department was named to the National Academies’ Polar Research Board.

CLA has secured support from Alaska EPSCoR, the Experimental Program to Stimulate Competitive Research, for several faculty via early-career fellowships and partial buy-outs to advance social science research at UAF. A new permanent social science faculty line has been filled with partial funding by EPSCoR.

Borealis Brass, which includes Music Department faculty members James Bicigo and Karen Gustafson, released a new CD entitled “Roman Holidays.” The CD was selected for broadcast on “BrassCast,” an international podcast for brass music. The ensemble was also invited to perform concerts in Washington State, British Columbia, and Australia.

Eduard Zilberkant of the Music Department was guest conductor of the Prague Philharmonic in two concerts at the Ravello Festival in Italy. He was also guest conductor of the Manhattan Chamber Orchestra in four concerts in New York City in 2009.

Assistant Professor Ben Potter led a team that discovered the oldest human remains in northern North America, including a fairly complete house site. The results were published in Science.

Term faculty member and UAF alumnus Lance Twitchell won the Native Visionary Award from the Alaska Native Heritage Month Committee in November 2009. His multimedia play, Ravenspeak, was given a staged reading at the University of Toronto’s Festival of Original Theatre, focused on postcolonial theater, in February 2011.

Alaska Native Language Center researchers were credited with crucial background work leading to the discovery of the first confirmed linguistic link between New World and Old World indigenous language families, which are now separated by thousands of miles. The results were first reported at a conference on the UAF campus, and later published with other related material in a special issue of the journal Anthropological Papers of the University of Alaska.
College of Natural Science and Mathematics

Paul Layer, Dean

http://www.uaf.edu/cnsm
Programs Offered

Applied Physics B.S.
Atmospheric Sciences M.S., Ph.D.
Biochemistry and Molecular Biology M.S., Ph.D.
Biological Sciences B.A., B.S. Ph.D.
Biology M.S., M.A.T.
Chemistry B.A., B.S., M.A., M.S.
Computational Physics M.S.
Earth Science B.A.
Environmental Chemistry M.S., Ph.D.
General Science B.S., M.S.
Geology B.S., M.S., Ph.D.
Geophysics M.S., Ph.D.
Mathematics B.A., B.S., M.S., M.A.T., Ph.D.
Physics B.A., B.S., M.S., M.A.T., Ph.D.
Space Physics M.S., Ph.D.
Statistics M.S.
Wildlife Biology and Conservation B.S., M.S.

Students

![Student Credit Hours](image)

![Number of Degrees and Certificates Awarded](image)
Appendix 2B: Academic and Research Unit Profiles

Mission

Through instruction and mentoring, the College of Natural Science and Mathematics promotes students’ self-motivation to excel and guides them towards professional careers and public service in an environment of life-long learning. Through research, the College advances knowledge of natural, physical, technological and numerical systems from a northern perspective. Instruction, mentoring, research and outreach are brought together within undergraduate, graduate and continuing education programs to benefit Alaska, the nation and the world.

Description

To fulfill this mission, the College of Natural Science and Mathematics (CNSM) houses six academic departments: Atmospheric Sciences, Biology and Wildlife, Chemistry and Biochemistry, Geology and Geophysics, Mathematics and Statistics, and Physics. The college is also home to the Engineering, Science and Technology Experiment Station (ESTES), the Advanced Instrumentation Laboratory (AIL), and the Alaska Quaternary Center (AQC) and offers outreach and student mentorship opportunities including the Alaska Summer Research Academy (ASRA), Alaska Native Science and Engineering Program (ANSEP), Alaska Statewide High School Science Symposium (ASHSSS), and Science Potpourri.

Contribution to UAF’s Mission

CNSM contributes to the UAF mission by playing an active role in the integration of teaching, research and service in the natural sciences and mathematics. CNSM is committed to the UAF goals of academic excellence and student success at the undergraduate, master’s and Ph.D. levels. CNSM also plays a vital role in offering mathematics and science courses in support of the baccalaureate core and other UAF majors. Through joint appointments, CNSM works with the major research institutes (the Institute of Arctic Biology, the Geophysical Institute, and the International Arctic Research Center) and the UA Museum on research with an emphasis on Alaska and the circumpolar North. Specifically, CNSM contributes to the following UAF Themes:

Educate: Undergraduate and Graduate Students - CNSM’s primary responsibility is in educating undergraduate and graduate students through offering high-quality baccalaureate, master’s and doctoral programs. CNSM also provides basic science and mathematics courses in support of the UAF baccalaureate core and degree programs throughout the University. CNSM is home to one of the largest undergraduate majors (Biological Sciences), delivers roughly one fifth of UAF’s student credit hours, and is home to half of the Ph.D. students at UAF. CNSM maintains programs of high quality and produces scientists and professionals capable of solving current problems and anticipating future challenges in Alaska and the Arctic.

Discover: through Research, Scholarship and Creative Activity including an Emphasis on the North and its Peoples - All CNSM faculty members are engaged in basic and applied research funded largely by external grants and contracts, although general fund dollars contribute to research efforts as well. A significant fraction of research effort is focused on our place in Alaska and the Polar regions. It is our expectation that all CNSM faculty members create an independent externally funded research program and publicize their research through peer-reviewed publications, presentations at scientific conferences, public lectures and other activities. Most CNSM science faculty have some level of joint appointment with the Geophysical Institute, Institute of Arctic Biology, the International Arctic Research Center, the UA Museum of the North, or internally through the CNSM hosted Engineering, Science and Technology Experiment Station (ESTES). Within CNSM, the Alaska Quaternary Center is engaged in interdisciplinary research and enhancement of instruction in Quaternary Sciences, and the Advanced Instrumentation Laboratory provides analytical support to many CNSM programs. A significant number
of CNSM faculty members are leaders in their fields, holding major positions in professional societies, serving on review panels, and addressing public concerns through membership on advisory boards and experts’ panels.

**Prepare: Alaska’s Career, Technical and Professional Workforce** - CNSM provides basic mathematical and scientific training at a general level for all UAF students, including engineers, scientists, teachers and those in the medical and allied health professions. Several CNSM degree programs prepare students for employment in “high demand” jobs. CNSM graduates at the Baccalaureate and M.S. level work throughout the state as atmospheric scientists, biologists, chemists, environmental analysts, geologists, and statisticians. This employment occurs both in industry and in state / federal agencies.

**Connect: Alaska Native, Rural and Urban Communities through Contemporary and Traditional Knowledge** - Faculty in the biological sciences are part of the Center for Alaska Native Health Research (CANHR), a multidisciplinary collaborative research effort working with Alaska Native communities, organizations and individuals to improve Alaska Native health. CNSM is also home to the Alaska Native Science and Engineering Program (ANSEP), which provides resources to support graduate and undergraduate Native Alaskans in science and engineering programs. Faculty members also provide input to discussions on environmental issues (e.g. climate change, air quality, etc.) in Alaska and at wider levels through membership on advisory boards, experts’ panels, and participation in public forums.

**Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development** - CNSM is actively engaged in outreach and learning, especially at the K-12 level. One example of this effort is the Alaska Summer Research Academy (ASRA), which hosts more than 140 students from across Alaska and the rest of the United States for a two-week summer research camp. A second example is the Alaska Statewide High School Science Symposium (ASHSSS), which connects high school students and teachers with UAF researchers to get the students into our laboratories. Faculty members from other departments are also engaged in research and training outreach to state and federal agencies and interactions with high school teachers.

**Leadership, Management and Organizational Structure**

The dean leads CNSM containing six academic departments, each with a department chair and one or more staff positions for administrative support (see organizational chart). CNSM’s research arm is ESTES with its own director and staff. In addition, CNSM hosts the Alaska Quaternary Center, the Advanced Instrumentation Laboratory and the Alaska Summer Research Academy, each with its own director and support staff.

The leadership team in the dean’s office consists of the dean, associate dean and ESTES director, an executive officer and a fiscal officer. The dean reports to the provost and is responsible for the administrative, academic and financial operation of the college; he supervises all CNSM faculty members. The associate dean and ESTES director is a part-time (2-month) position that assists the dean with emphasis on Natural Science Core Course assessment and providing oversight of ESTES. The executive officer supervises CNSM staff, coordinates faculty files and processes, and oversees the general operations. The fiscal officer is responsible for the college budget and supervises ESTES staff. A full organizational chart is available in the Exhibits.

**Committee Structures and Representation**

CNSM has an executive council (consisting of the Dean and department chairs) representing all its departments, a college curriculum council, and a standing committee on accreditation. Each department has a graduate admissions committee and many have curriculum committees, scholarship committees and other department-specific committees.
External Advisory Board(s)
CNSM does not have an active external advisory board. The Advanced Instrumentation Laboratory has a board with members from UAF and external agencies such as the Alaska Division of Geological and Geophysical Surveys (ADGGS). The Alaska Quaternary Center advisory board has representatives from UAF, ADGGS, UAA and other organizations.

Additional Unit Policies
CNSM has two separate special unit criteria that apply to: 1) Natural Sciences, and 2) Mathematics and Statistics. Of concern is the lengthy process of getting unit criteria approved by the UAF Faculty Senate. CNSM also has guidelines for preparation of workloads that are sent to faculty each spring. Each department in CNSM has its own graduate admissions committee and criteria for admission of graduate students. Although these criteria and procedures differ from department to department, the quality of incoming graduate students is high across the college. Some departments have specific policies for instructors.

Educational Programs Offered
In FY10, CNSM offered 13 baccalaureate programs to 838 students, 18 masters programs to 191 students and 9 Ph.D. programs to 176 students.
Atmospheric Science became a full-fledged department (previously it was a program) in 2008. They also made a slight modification in the number of required courses for the M.S. degree. The following programmatic changes have occurred during the past five years: the Wildlife program within the Department of Biology and Wildlife changed its name and the name of its degree to Wildlife and Conservation; the Department of Mathematics and Statistics instituted a graduate certificate in Statistics, but eliminated the B.S. in Statistics; the Biochemistry and Molecular Biology graduate program added a “neuroscience” option; the Environmental Chemistry program realigned its core courses into appropriate tracks for students.

Contribution to Core Curriculum
CNSM offers the bulk of general education courses in mathematics and natural science to meet these components in the baccalaureate core. Core science courses engage students in a “hands-on” experience intended to provide “an intellectual comfort with the sciences — including the scientific method, frameworks that have nurtured scientific thought, traditions of human inquiry and the impact of technology on the world’s ecosystems”. CNSM also is responsible for assessing the educational effectiveness of all courses used to fill the natural science requirement of the core. The Department of Mathematics and Statistics offers a variety of delivery options by which students can complete core mathematics requirements.

Joint or Shared Educational Programs with other Institutions
The Department of Biology and Wildlife and the Department of Chemistry and Biochemistry offer a collaborative graduate degree with UAA in biomedicine areas. Many students at UAF also take advantage of Interdisciplinary baccalaureate and graduate degree programs working with CNSM faculty across departments.

Assessment and Program Review
The 2010-11 program review process indicated that among the College of Natural Science and Mathematics’ 40 academic programs, 39 (98 percent) had multiple measures of student outcomes, 32 (80
percent) had direct evidence of student learning and 14 (35 percent) used assessment information to improve the curriculum. However, 27 programs (68 percent) did not provide summary information for all elements of their assessment plan, 18 programs (45 percent) did not collect and summarize assessment information on a regular basis and 22 programs (55 percent) did not provide separate assessment plans for each program.

**Specialized Accreditation**

The American Chemical Society accredits the Chemistry Baccalaureate program. See American Chemical Society Committee on professional training report and 2010 response letter.

**Faculty and Staff**

**Faculty and Staff Numbers**

See table on following pages.
### Faculty Qualifications

All tenure-track faculty members have a Ph.D. and all non-tenure track instructors and part-time faculty have at least a master’s degree.

<table>
<thead>
<tr>
<th>Department</th>
<th>Tenured/ Tenure track Faculty Positions</th>
<th>FTE</th>
<th>Non-tenure track faculty and staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmospheric Sciences</td>
<td>6, 4 joint with GI; 1 joint with IARC</td>
<td>6 (1.75 with CNSM)</td>
<td>1 staff at .50 FTE</td>
<td>100% of staff and faculty are located in the Akasofu bldg.</td>
</tr>
<tr>
<td>Biology and Wildlife</td>
<td>37; 4 joint w/ CANHR; 4 joint with museum; 28 joint with IAB</td>
<td>35.68 FTE (17.5 with CNSM)</td>
<td>3 staff at 100% FTE; 1 staff at 2/3 FTE; 1 staff at ¼ FTE; 2 adjunct faculty and one shared faculty with SOEd at 1/3 FTE, one non-tenure track staff at 100%FTE. In addition B&amp;W has 4 Co-Op Faculty</td>
<td>Faculty and staff are distributed throughout several buildings on the Fairbanks Campus with the majority located in the Irving I Building. Other buildings include Arctic Health and Bunnell.</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>14, 2 joint with GI; 4 joint w/IAB; 1 joint w/ CRCD; 3 joint w/ ESTES</td>
<td>13.75 (10.5 with CNSM)</td>
<td>3 staff at 100% FTE</td>
<td>All faculty and staff are located in the Reichardt Building</td>
</tr>
<tr>
<td>Geology and Geophysics</td>
<td>20; 13 joint w/ GI; 1 joint w/GI-IARC; 1 joint w/museum; 3 joint w/ESTES</td>
<td>19 (one FM is serving as interim dean (10.75 with CNSM)</td>
<td>5 staff at 4.24 FTE</td>
<td>Staff are located in the Reichardt Building; Faculty are located in GI and Reichardt Building</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>16, 1 joint w/ SOEd</td>
<td>15.5 (13.25 with CNSM)</td>
<td>2 instructors and one term associate professor at 100% FTE; one staff at 100% FTE</td>
<td>All faculty and staff are located in the Chapman Building. Term faculty have at least a Masters.</td>
</tr>
<tr>
<td>Physics</td>
<td>15, 9 joint w/ GI</td>
<td>15 (6.75 with CNSM)</td>
<td>Adjuncts on occasion; 1 staff at 100% FTE for 10 months; 1 staff at 100% FTE for 12 months</td>
<td>Staff are located in the Reichardt Building; Faculty are located in GI and Reichardt Building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Staff</th>
<th>FTE</th>
<th>Non-tenure track faculty and staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean's Office</td>
<td>12 with Dean includes ASRA, AQC, ESTES</td>
<td>10.5 FTE</td>
<td>8 staff at 100% FTE; 2 staff at 75% FTE; 2 staff at 50% FTE</td>
<td>Staff are located in the Reichardt Building</td>
</tr>
<tr>
<td>AIL</td>
<td>1</td>
<td>1</td>
<td>1 staff at 100%; note: Severin counted with G&amp;G</td>
<td>Staff are located in the Reichardt Building</td>
</tr>
<tr>
<td>ANSEP</td>
<td>1</td>
<td>.75</td>
<td></td>
<td>Staff is located in the Bunnell Building</td>
</tr>
</tbody>
</table>
Graduate and Undergraduate Teaching and Research Assistants

In CNSM RA numbers are difficult to determine as most are funded through institutes. Numbers of graduate students in CNSM have been fairly flat, but there is a significant increase in the number of Ph.D. students. In 2009, 19 CNSM students graduated with Ph.D. degrees while in 2010 the number rose to 27 CNSM students graduated with Ph.D. degrees.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of TA Positions (semesters)</th>
<th>Number of TAs (different individuals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmospheric Sciences</td>
<td>Generally one per academic year (.5 per semester).</td>
<td>AY 09-10 = 1*one supported by dean’s office</td>
</tr>
<tr>
<td>Biology and Wildlife</td>
<td>AY09-10 = 60</td>
<td>AY09-10 = 44</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>AY09-10 = 31</td>
<td>AY09-10 = 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of RA Positions</th>
<th>Number of RAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s Office</td>
<td>ESTES: AY09-10 = 5</td>
<td>ESTES: AY09-10 = 6</td>
</tr>
</tbody>
</table>

Collective Bargaining

Faculty members in CNSM are represented by United Academics-AAUP/AFT (UNAC) and United Academics-Adjuncts AAUP/AFT (UNAD).

Academic Advising

The Department of Biology and Wildlife has a staff advisor; however in other departments, advising is done solely by faculty. Graduate students are required to have a graduate committee that acts as the student’s academic advisor. Graduate students meet with their committee annually and file a graduate study plan with the graduate school. Several departments have an advising “pizza party” each semester where undergraduate students can meet with department advisors prior to registration.

Co-Curricular Activities and the Learning Environment

- The UAF Honors Program works with CNSM.
- American Chemical Society Student Chapter
- American Physics Society Student Chapter
- Geoscience Club
- The American Association of Petroleum Geologists (AAPG) Student Chapter
- The Alaska Summer Research Academy (ASRA)
- The Alaska Native Science and Engineering Program (ANSEP)
- Chapman Chair
- By working as tutors in the Math and Statistics lab, undergraduates receive experience in teaching.
- Participation in the Putnam Mathematics Competition
- Participating in the Mathematical Contest on Modeling
- In several departments, graduate students mentor incoming graduate students.
Libraries, Information Resources, and Collections

CNSM does not have organized library services, although some departments do have collections of reference materials and theses available to students and faculty.

Institutes and Centers

- ESTES: Engineering Science and Technology Experiment Station, the grants and proposal office for CNSM
- AIL: Advanced Instrumentation Laboratory: provides experimental facilities for UAF
- AQC: The Alaska Quaternary Center
- ANSEP: The Alaska Native Science and Engineering Program
- ASRA: The Alaska Summer Research Academy

Collaborations

CNSM has a strong working collaboration with the Institute of Arctic Biology (IAB), Geophysical Institute (GI) and International Arctic Research Center (IARC) through joint appointments of faculty. Within IAB, CNSM faculty members have research affiliations with the Alaska Institutional Development Award Biomedical Excellence (INBRE), the Specialized Programs in Neuroscience Research (SNRP) and the Center for Alaska Native Health Research (CANHR). Faculty members also collaborate with the Arctic Region Supercomputing Center (ARSC), the Water and Environmental Research Center (WERC), Institute of Marine Sciences (IMS) in the School of Fisheries and Ocean Sciences (SFOS) and other UAF entities. Externally, statistics faculty members collaborate with the Alaska Department of Fish and Game, geology and geophysics faculty collaborate with the Alaska Division of Geological and Geophysical Surveys and the United States Geological Survey, and environmental chemistry and atmospheric sciences faculty members collaborate with the state and local officials on air quality issues. Atmospheric science faculty members collaborate with the National Weather Service and NOAA.

Financial Resources and Expenditures

Based on UAF Planning, Analysis and Institutional Research data, CNSM had a total unrestricted budget of $11.6M in FY09.

The following chart illustrates the sources of revenue in FY06-FY10. This PAIR-generated bar chart is from [http://www.uaf.edu/finsvcs/budget-cost-records/budget-information/](http://www.uaf.edu/finsvcs/budget-cost-records/budget-information/).
Expenditures in CNSM are primarily (>95%) salary and benefits. The non-salary expenditures are generally for department supplies and contractual services.

Facilities and Equipment

CNSM has faculty in Chapman, Bunnell, Reichardt, Irving, Elvey, Akasofu (IARC) and Arctic Health (see table above). Chapman houses offices and faculty in the Department of Mathematics and Statistics. Bunnell houses the Department of Biology and Wildlife teaching and computer laboratories and the ANSEP program. Reichardt houses the offices and faculty in the Department of Geology and Geophysics, the Department of Physics, and the Department of Chemistry and Biochemistry. It also houses computer and teaching laboratories for these programs, the Dean’s office, ESTES, AIL, AQC and ASRA. All teaching classrooms are "smart rooms" having computer projectors and multimedia systems. A number of these departments and programs contain teaching/research equipment such as Chemistry and Biochemistry and AIL. Irving houses the Department of Biology and Wildlife offices and provides space for most department faculty with joint CNSM and IAB appointments. Elvey houses faculty members in the Department of Physics and the Department of Geology and Geophysics with joint appointments between CNSM and GI. Akasofu houses the office of the Department of Atmospheric Sciences and faculty in that department as well as some faculty in the Department of Chemistry and Biochemistry who have joint appointments between CNSM and the GI or IARC. Arctic Health houses faculty in the Department of Biology and Wildlife and Biochemistry with joint appoints between CNSM and IAB. Of all these spaces, Chapman is our biggest area of concern. The space is not sufficient to house the Department of Mathematics and Statistics and the Department of Computer Science (College of Engineering and Mines), and there are maintenance issues that are slowly being addressed in that building; a proposal to increase the size of Chapman remains on UAF’s capital list. The Biology and Wildlife program is scattered throughout campus and will be localized in the new Life Sciences Building, scheduled to open in fall 2013.
Public Service and Community Engagement Highlights

The Department of Atmospheric Sciences routinely holds an Informal Seminar open to the general public and is coordinating an REU (Research Experience for Undergraduates) mentorship program.

Faculty from the Department of Geology & Geophysics have contributed to the UAF Rural Alaska Honors Institute (RAHI) by offering an introductory geoscience course and an interdisciplinary course on Beringia.

The Alaska Summer Research Academy is offering two two-week long science and engineering camps at UAF and is engaged in educational outreach activities for school-aged children all year round.

The Alaska Quaternary Center offers a series of public lectures with UAF and external speakers. These are often given in collaboration with the Department of Geology and Geophysics or the UA Museum of the North.

Dr. Erin Pettit, Assistant Professor of Glaciology, annually leads the “Girls on Ice” program. “Girls on Ice” is a unique, free, wilderness science education program for high school girls that takes place in the North Cascades in Washington state. Each year a team of 9 teenage girls and 3 instructors spend 11 days exploring and learning about mountain glaciers and the alpine landscape through scientific field studies with professional glaciologists, mountaineers, and some years, artists as well.

Research, Scholarship, and Creative Activity Highlights

The development of a parallel ice sheet model (PISM) of Glacier Dynamics, led by Ed Bueler is attracting international attention.

Department of Atmospheric Science faculty scholarly activity made us 8th and 9th best atmospheric science program nationwide in 2005-06, 2007. New data are not yet out as they do 2008-09 together. This ranking is based on objective metrics (publications, funding, papers cited etc.).

Dr. Vladimir Romanovsky of the Department of Geology and Geophysics has been working on permafrost stability and its changes and future trajectory with arctic warming.

Dr. Catherine Cahill of the Department of Chemistry and Biochemistry and her students have been looking at toxic aerosols in Iraq and this research has received national exposure.

Chapman Chair Dr. David Scholl coordinated a special seminar focusing on the tectonics of the Gulf of Alaska during spring 2011. The seminar brought in speakers from outside Alaska to present their research and have discussions with UAF faculty and students.

Chapman Chair Dr. Eddy Carmack hosted a workshop co-sponsored by CNSM, IARC and IAB on community-linked monitoring of marine systems in September 2010.
College of Rural and Community Development

Bernice Joseph, Vice Chancellor and Executive Dean

http://www.uaf.edu/rural
Appendix 2B: Academic and Research Unit Profiles

Programs

Occupational Endorsements

(9-30 credit hours)
Applied Business Bookkeeping Technician Fall 2007
Applied Business Financial Services Representative Fall 2007
Applied Business Administrative Assistant Fall 07 (revised Fall 2009)
Nurse Aide - Spring 2007
Rural Human Services Behavioral Health Aide Fall 2006
Rural Utilities Business Management Spring 2007
Medical Billing Spring 2008
Medical Coding Spring 2008
Medical Office Reception Spring 2008
Entry Level Welder Fall 2008
Law Enforcement Spring 2009
Facility Maintenance Fall 2009
Rural Nutrition Services 2010
Tribal Justice 2011

Certificates

Accounting Technician
Applied Business Management
Airframe
Airframe & Powerplant
Automotive Technology
Community Health
Construction Trades Technology
Culinary Arts
Dental Assistant
Diesel/Heavy Equipment
Drafting Technology
Early Childhood Education
Educator: Para-Professional
Environmental Studies
Ethnobotany
Healthcare Reimbursement
High Latitude Range Management
Information Technology Specialist
Instrumentation Technology
Medical Assistant
Medical/Dental Reception

Mining Applications & Technologies
Power Generation
Powerplant
Pre-Nursing
Rural Human Services
Safety, Health & Environmental Awareness Technology
Tribal Management
Veterinary Science

Associate Programs

Associate of Arts
Associate of Science
Applied Accounting AAS
Applied Business AAS
Apprenticeship Technologies AAS
Aviation Maintenance AAS
Community Health AAS
Construction Management AAS
Construction Trades Technology AAS
Culinary Arts AAS
Dental Assistant AAS
Dental Hygiene AAS
Drafting Technology AAS
Early Childhood Education AAS
Educator: Para-Professional AAS
Emergency Services AAS
Human Services AAS
Information Technology Specialist AAS
Medical Assistant AAS
Nursing - through UAA AAS
Paralegal Studies AAS
Process Technology AAS
Professional Piloting AAS
Renewable Resources AAS
Tribal Management AAS

Bachelors of Arts Degrees

Alaska Native Studies
Child Development & Family Studies
Rural Development

Masters

Rural Development
Students

Mission
The College of Rural and Community Development provides academic and vocational education that promotes workforce preparation, economic development, lifelong learning, and community development with an emphasis on Alaska Natives and underserved communities.

Contribution to UAF’s Mission
CRCD contributes to UAF’s mission through its community campuses in Bethel, Dillingham, Fairbanks, Kotzebue, and Nome and centers in Galena, Fort Yukon, Tok, Unalaska, McGrath, Togiak, King Salmon, and Delta. CRCD reaches out to 160 communities statewide. Many courses are available through a variety of distance education modalities. Faculty members are well versed in E-live, Blackboard, and audio conferencing. They work with students across regions as well as at the sister campuses.

The Center for Distance Education and Independent Learning serves as both a resource for faculty and as a distributor for more than 150 courses in partnership with other UAF schools and colleges. It has experienced steady increases in student credit hour production while providing professional development for all UAF faculty.
Description

CRCD serves as the community college extension of UAF. It offers primarily occupational endorsements, certificates, and associate programs, but a few baccalaureate programs and a master’s degree option are available as well. CRCD’s focus on workforce development and lifelong learning drives its campuses to be integral partners in communities. Its campuses are located in strategic hubs throughout Alaska, often where the primary mode of transportation is by air. Because of the lack of roads and infrastructure, CRCD faculty and staff are forced to be creative and innovative in course design and delivery and in student support programs. The Center for Distance Education delivers courses to students who live as far north as Barrow and as far south as Ketchikan in Alaska, and in locations around the globe.

CRCD’s campuses form critical partnerships to Connect with school districts, cities, tribes, health corporations, and industry employers to enhance student learning opportunities. Campus locations and program sites provide community-driven education and outreach programs to Engage students in sharing of values and practices of education and lifelong learning. Our partners provide opportunities for internships and scholarships that Educate students primarily in vocational and lower division courses. Programs are delivered in a way that will Prepare students to be competitive and career ready in the workforce or to successfully transition into the next degree option as a pathway to a career.

Beyond this community college mission, CRCD provides a growing number of undergraduate activities through summer field camps, fully functioning lab space, and innovative applied research courses. These activities offer opportunities for students to work with faculty to Discover new data about their regions and publish their findings. CRCD programs are at the forefront of understanding climate change and its impact on cultural practices in the Far North.

Web sites: Bristol Bay Campus, Chukchi Campus, Interior Aleutians Campus, Kuskokwim Campus, Northwest Campus, Community and Technical College, and Center for Distance Education.

Leadership, Management, and Organizational Structure

CRCD is led by the executive dean and vice chancellor and comprises 15 academic departments. Each department has one chair if the program is on a single campus and co-chairs if on multiple campuses. Each of the six community campuses has a director/dean who supervises the faculty assigned to those academic centers and the administrative support staff (see organizational chart in the Exhibits). CRCD also contains the Department of Developmental Education and Center for Distance Education service elements, which support all other schools and colleges and CRCD students. The college houses Rural Student Services, with its own director and support staff, and the manager and staff person for the Rural Alaska Honors Institute.

The leadership team in the executive dean’s office consists of the executive dean and assistant, associate dean, administrative manager, executive officer, fiscal officer, travel and procurement technician, academic services coordinator, and receptionist. The executive dean reports to the chancellor and is responsible for the administrative, academic, and financial operations of the college. The associate dean assists the executive dean with emphasis on student learning outcomes assessment and program review. The associate dean oversees management of the CRCD Bookstore, developmental education, and policy for academic processes. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

CRCD has six Faculty Senate representatives and five Staff Council representatives.

The Faculty Senate Student Academic Development and Achievement Committee (SADA) has eleven members from CRCD, including the chair. SADA discusses issues and policies that impact
developmental education for UAF. The executive dean of the UAF Community and Technical College serves as an *ex officio* member, along with others from various units of the university.

The Faculty Senate Core Review Committee has elected seats, including one seat from CRCD Rural Student Services, to serve on that committee.

Two CRCD faculty members serve on the university-wide tenure and promotion committee.

CRCD has a college academic council (with department chairs) representing all of its multi-campus programs and a UAF Community and Technical College academic council for single-campus programs situated primary at UAF CTC (the college nested inside CRCD).

The CRCD executive dean serves on the Chancellor’s Cabinet, the Deans’ Council, the Chancellor’s Advisory Committee on Native Education, the Troth Yeddha’ Park Planning Subcommittee, the Alaska Health Education Consortium, the Alaska Native Science and Engineering Program Board, the UA Allied Health Alliance, the UA Workforce Development Committee, the UA Behavioral Health Alliance, the Rural Alaska Community Action Program Board of Directors, the Best Beginnings Early Learning Council, the Foraker Group Board, and the National Science Foundation Office of Polar Programs Advisory Oversight Committee.

CRCD also has representation on the following UA statewide system groups: Alaska Health Education Consortium, Alaska Native Science and Engineering Program, UA Workforce Development Program Website, UA Behavioral Health Alliance, Rural Alaska Community Action Program, Best Beginnings Early Learning Council, The Foraker Group, and the National Science Foundation Office of Polar Programs.

The associate dean serves on the Provost’s Council, Associate Dean’s Council, UA Expanded Access to Healthcare Programs (EAHP), the CRCD Student and Enrollment Services Committee, the UA Distance Education Collaboration Incentive Committee, CRCD Academic Council, CRCD Bookstore Advisory Council, and the CRCD Management Team. The associate dean currently serves as an affiliate to the UAF Space Grant program and chair of the (external) Fairbanks North Star Borough Health and Social Services Commission.

The director of the Bristol Bay Campus serves on the Bristol Bay Region Agency Consortium, the Bristol Bay Agency Planning Committee, the Youth Leadership Symposium Planning Committee, the Western Interdisciplinary Science Consortium, and the Southwest Alaska Vocational Education Center Board.

The director of the Chukchi Campus serves on the Northwest Arctic Borough Sulainich Art Center Board, the Northwest Arctic Borough Economic Commission Board, and the Northwest Arctic Borough Mining Planning Conference Board.

The director of the Interior-Aleutians Campus serves on the Chancellor’s Advisory Committee on Native Education, the Troth Yeddha’ Park Planning Subcommittee, the Wisdom Bearers Committee, the UAF Graduation Committee, and the Fairbanks Native Education Committee.

The director of the Kuskokwim Campus serves on the Alaska Sea Grant Advisory Committee and the Marine Advisory Program Wakefield 2011 Symposium Conference Planning Committee.

The director of the Northwest Campus serves on the UAF External Administrative Review Committee, the UAF Chancellor’s Research Transition Team, the UA University Statewide Enrollment Group, the UAF Annual Unit Report Revision Committee, the UAF Higher Education Advisory Council, the UAF Career and Technical Education Advisory Board, the Office of Faculty Development Advisory Board, the Fairbanks Economic Development Corporation Regional Committee, the Nome Youth Facility Board, the Bering Strait Leadership Team, the Northwest Alaska Career and Technical Center (NACTEC) Steering Committee, the NACTEC Governing Board, the Norton Sound Health Corporation Development Committee, the Northwest Campus and City of Nome Library Consortium Group, and the Kawerak Reindeer Herders Association Advisory Council.
Appendix 2B: Academic and Research Unit Profiles

The director of the UAF Community and Technical College serves on the Vocational-Technical Education Providers Board (co-chair), Partners for Progress in Delta, Inc., the Greater Fairbanks Chamber of Commerce, the Greater Fairbanks Chamber of Commerce Education Committee, the Interior Regional Workforce Council, and the UA Allied Health Alliance.

The director of the Center for Distance Education serves on the Faculty and Student Technology Committee, the University of Alaska Distance Education Parameters and Description Committee, the UA Intellectual Property-Labor Management Committee, the Ad Hoc Blackboard Testing Group, the Instructional Technology Education Group (director chairs), and numerous other internal committees on issues regarding distance/online education.

The director of Rural Student Services serves on the Chancellor’s Advisory Committee on Native Education, the Chancellor’s Diversity Action Committee, and the UAF MacLean House Management Committee.

All directors serve on the CRCD Strategic Planning Committee and the CRCD Directors’ Council.

**External Advisory Board(s)**

CRCD has an Advisory Council with a representative from each campus location, a vocational representative, an agency representative, and a representative from the Alaska Department of Education. The Kuskokwim Campus and many academic programs also have advisory councils, which are listed on the above advisory council website.

**Additional Unit Policies**

The Regional Review Process (RRP) for UAFT faculty tenure and promotion is currently being converted to unit criteria and the process merged into the UAF Blue Book on faculty appointment so that all units will use the same criteria for evaluation. The legacy document that has covered UAFT faculty members separately will no longer govern the process, although the unit criteria will retain many of its elements of RRP. A self-study being conducted by the Department of Developmental Education is scheduled to be complete by the end of AY10. The Department of Alaska Native and Rural Development is updating its draft of unit criteria for Faculty Senate review.

The CRCD Redbook 2009–2010 (Guide to CRCD Academic Structure and Curriculum Processes) governs academic policy for internal approval processes and provides a mechanism for engagement with external departments to collaborate on course offerings and student learning outcomes assessment for program review requirements.

The Center for Distance Education has policies on development of courses, course development outcome requirements, best practices for distance delivery, academic qualifications for course developers, contract wording for paper grader adjuncts, and quality education for non-traditional students. Policies also cover quality improvement program practices, polices and procedures, course design rubrics, and a course design checklist.

**Educational Programs Offered**

A number of program additions, revisions, or deletions have occurred in the past five years in CRCD. All courses are considered to be of equal rigor and follow the approved course content objectives regardless of when, where, or how delivered. CRCD depends heavily on distance delivery to augment its face-to-face course modes. The Center for Distance Education (CDE) is currently conducting a pilot of quality improvement, marking a new direction away from paper-based courses to online learning management platforms.

Occupational Endorsements, introduced by semester/year, can be found on the CRCD website.
The A.A. degree option is coordinated through CRCD and offered at all campuses. The program review of the A.A. ties in directly to the Core Curriculum review.

**Joint or Shared Educational Programs with other Institutions**

CRCD conducts several programs across the UA system. These include 2+2 baccalaureate programs in fisheries, a rural human services certificate/human services associate, a social work baccalaureate pathway, an early childhood education certificate, a child development and family studies baccalaureate, and a collaborative information technology specialist associate degree.

CRCD has tech prep agreements with sixteen school districts and two technical training centers, and it conducts an early college program with the Effie Kokrine Charter School in Fairbanks. Programs that are offered at more than one of the six community campuses are creating cooperative agreements on how those programs are shared across the administrative structure. In those cases, the discipline remains central to oversight of the programs. Departments already in that structure are the Department of Alaska Native and Rural Development and the Department of Developmental Education.

**Assessment and Program Review**

The 2010-11 program review process indicated that among the College of Rural and Community Development’s I count 55 academic programs, 49 (86 percent) had multiple measures of student outcomes, 43 (75 percent) had direct evidence of student learning and 37 (65 percent) used assessment information to improve the curriculum. However, 38 programs (67 percent) did not provide summary information for all elements of their assessment plan, 22 programs (39 percent) did not collect and summarize assessment information on a regular basis and 15 programs (26 percent) did not provide separate assessment plans for each program.

**Specialized Accreditation**

The following CRCD programs have specialized accreditation: Paramedic Academy, Medical Assistant, Aviation Maintenance Technology, Powerplant, Airframe, Paralegal Studies, Dental Hygiene, Law Enforcement, Automotive Technology, and Construction Trades Technology.

**Non-Credit Instructional Units**

CRCD non-credit instructional activities are governed by the following process:

1. An agency contacts a department requesting continuing education units (CEUs) for a course that it is teaching, or a department requests CEUs be granted for a course it is teaching.
2. An agency provides a department with a copy of the course outline/syllabus and a copy of the instructor’s vitae, or a department supplies an outline/syllabus and a copy of the instructor’s vitae/resume.
3. The department head and appropriate departmental faculty review/approve the course outline/syllabus and the instructor’s vitae/resume.
4. The department head reviews the request with the dean/director for final approval.
5. The department prepares the addition to the schedule for signatures to offer the CEU course.
6. The class schedule form is forwarded to Student and Enrollment Services or the Registrar’s Office for assignment of a course number and the coarse number is given to the sponsoring department.

7. The sponsoring department provides the outside agency with the registration forms, or the sponsoring department provides its students with the registration forms.

CEU Course Rates: 1–30 hours/units (0.1–3.0 CEU), $45; 40–60 hours/units (4.0–6.0 CEU), $10 for each additional unit to a total of 6 units. This is a minimum administrative fee that covers course set up, course content review, registration entry, and fee processing.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Number of courses</th>
<th>Total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bristol Bay Campus</td>
<td>2 courses</td>
<td>48 enrolled</td>
</tr>
<tr>
<td>Kuskokwim Campus</td>
<td>36 courses</td>
<td>468 enrolled</td>
</tr>
<tr>
<td>Northwest Campus</td>
<td>6 courses</td>
<td>21 enrolled</td>
</tr>
<tr>
<td>Community and Technical College</td>
<td>11 courses</td>
<td>79 enrolled</td>
</tr>
</tbody>
</table>

The Center for Distance Education is committed to producing and sharing open educational resources. CDE currently has a handful of courses for which content is freely available online and open to the general public. More open education resources are in development. Visitors may use these resources to enhance their own personal learning. They do not receive feedback from an instructor or receive university credit for completing the material unless they register for the course. Open educational resources include Art Music Theater F200, CITS F221 Graphics and Multimedia for the Web, CITS 220 Implementing Internet Technologies (Fall 09), CITS 222 Web Design with Dreamweaver (and Fireworks) (Fall 09), and CITS 225 PHP & MySQL (Spring 10).

**Faculty and Staff**

The College of Rural and Community Development has 110 faculty. Of those, 48 have appointments in academic units, 61 have term appointments in academic units, and one has a primary appointment to the College of Natural Sciences and Mathematics. These faculty appointments are referred to herein by campus location. They fall under the supervision of a campus director or, if not associated with a particular campus, the associate dean. CRCD also has 590 staff members. Departmental and programmatic allocations are shown in the table below.
### Faculty and Staff Numbers (with gaps in narrative)

<table>
<thead>
<tr>
<th>Department</th>
<th>Tenured/ Tenure track Faculty</th>
<th>Non-tenure track faculty and staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Alaska Native Studies &amp; Rural Development</td>
<td>6 Faculty 1 Director</td>
<td>2 Staff @ 100%</td>
<td>Bristol Bay Campus - Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Temp Clerical On Call</td>
<td>Brooks Building Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Research Tech</td>
<td>Carlton Trust Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Adjuncts</td>
<td>Anchorage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CDE Adjunct</td>
<td>Kuskokwim Campus - Bethel</td>
</tr>
<tr>
<td>Department of Allied Health</td>
<td>3 Faculty</td>
<td>8 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Staff @ 100%</td>
<td>Chukchi Campus – Kotzebue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Temp Clerical On Call</td>
<td>Bunnell Lab School – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 Adjuncts/year</td>
<td>UAF Community &amp; Technical College – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 CDE – Adjunct</td>
<td>Kuskokwim Campus - Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CDE Overload</td>
<td></td>
</tr>
<tr>
<td>Department of Applied Business, Paralegal &amp; Accounting</td>
<td>5 Faculty</td>
<td>1 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 Temp Clerical On Call</td>
<td>CDE - Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Adjuncts</td>
<td>Kuskokwim Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 CDE Adjuncts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CDE Overload</td>
<td></td>
</tr>
<tr>
<td>Department of Arts &amp; Letters</td>
<td>3 Faculty</td>
<td>2 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td>Chukchi Campus – Kotzebue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 CDE Adjuncts</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 Adjuncts</td>
<td>CDE – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 CDE Overloads</td>
<td>Interior Aleutians Campus – Tok</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kuskokwim Campus – Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Northwest Campus - Nome</td>
</tr>
<tr>
<td>Department of Aviation &amp; Trade Technologies</td>
<td>3 Faculty</td>
<td>1 Term Faculty</td>
<td>Chukchi Campus – Kotzebue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td>UAF CTC – Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Emeritus Faculty</td>
<td>CDE - Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Adjuncts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CDE Adjunct</td>
<td></td>
</tr>
<tr>
<td>Department of Computer &amp; Information Technology Systems</td>
<td>3 Faculty</td>
<td>2 Term Faculty</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Student Assistant</td>
<td>CDE – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Adjuncts</td>
<td>Kuskokwim Campus – Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 CDE Adjuncts</td>
<td>Northwest Campus - Nome</td>
</tr>
<tr>
<td>Department of Construction Management &amp; Drafting Technology</td>
<td>2 Faculty</td>
<td>1 Term Faculty</td>
<td>UAF CTC - Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Adjuncts</td>
<td></td>
</tr>
<tr>
<td>Department of Culinary Arts &amp; Hospitality</td>
<td>2 Faculty</td>
<td>1 Term Faculty</td>
<td>UAF CTC - Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Student Assistants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Adjuncts</td>
<td></td>
</tr>
<tr>
<td>Department of Developmental Education &amp; CRCD Math</td>
<td>11 Faculty</td>
<td>15 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td>Chukchi Campus – Kotzebue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Student Assistant</td>
<td>CDE – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Temporary Clerical On Call</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18 Adjuncts</td>
<td>Kuskokwim Campus – Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 CDE Adjuncts</td>
<td>Northwest Campus - Nome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 CDE Overloads</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Tenured/ Tenure track Faculty</td>
<td>Non-tenure track faculty and staff</td>
<td>Location</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Department of Emergency Services &amp; Public Safety</td>
<td>1 Faculty</td>
<td>3 Term Faculty</td>
<td>UAF CTC - Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Staff @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Student Assistants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>58 Temp Clericals On-Call</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 Adjuncts</td>
<td></td>
</tr>
<tr>
<td>Department of Indigenous, Community &amp; Tribal Programs</td>
<td>2 Faculty</td>
<td>8 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Adjuncts</td>
<td>CDE – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CDE Overload</td>
<td>Interior Aleutians Campus – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kuskokwim Campus – Bethel</td>
</tr>
<tr>
<td>Department of Industrial Maintenance &amp; Transportation</td>
<td>2 Faculty</td>
<td>1 Term Faculty</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Temp Clerical On Call</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Adjuncts</td>
<td></td>
</tr>
<tr>
<td>Department of Process Technology</td>
<td>1 Faculty</td>
<td>2 Faculty</td>
<td>UAF CTC - Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Staff @ 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Temp Clerical On Call</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Adjuncts</td>
<td></td>
</tr>
<tr>
<td>Department of Science</td>
<td>2 Faculty</td>
<td>7 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Staff @ 100%</td>
<td>CDE – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 CDE Adjuncts</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CTC Overload</td>
<td>Kuskokwim Campus – Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Adjuncts</td>
<td>Northwest Campus – Nome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CNSM - Fairbanks</td>
</tr>
<tr>
<td>Department of Social &amp; Human Development</td>
<td>2 Faculty</td>
<td>9 Term Faculty</td>
<td>Bristol Bay Campus – Dillingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Staff @ 100%</td>
<td>CDE – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 Adjuncts</td>
<td>UAF CTC – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 CDE Adjunct</td>
<td>Bunnell Lab School – Fairbanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 CDE Overload</td>
<td>Kuskokwim Campus – Bethel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Northwest Campus - Nome</td>
</tr>
</tbody>
</table>

CRCD employs additional staff (together with faculty numbering approximately 755 employees combined) to provide administrative and academic support for program delivery and human resource requirements. Gaps in faculty expertise to deliver academic programs are typically caused by recruitment delays and the lack of adequate numbers of tenure-track faculty to fulfill the service requirements in faculty peer review, promotion and tenure, and governance representation. Many programs have a single lead full-time faculty and depend heavily upon adjuncts for program delivery. Many full-time faculty are supported through grants and, therefore, are term faculty rather than tenure-track faculty. Retention of newer faculty is made difficult by Alaska’s subarctic climate. In some cases, a spouse is not pleased with the prospect of living in Alaska. This difficulty is compounded in recruitments for positions at campuses off the road system. We are instituting a resource reallocation plan for faculty vacancies and will require distance education experience or a willingness to have that be part of the faculty development plan. We have limited ability for realignment without retirements.
Bristol Bay Campus

Faculty FTEs

Staff FTEs by Funding Source

Chukchi Campus

Faculty FTEs

Staff FTEs by Funding Source

UAF Community and Technical College

Faculty FTEs

Staff FTEs by Funding Source

Interior Aleutians Campus

Faculty FTEs

Staff FTEs by Funding Source
Faculty Qualifications

The current UAFT bargaining agreement contains minimum criteria for academic rank in vocational and lower division academic programs. The standard is to have courses taught by teachers who have a background higher than the degree awarded. However, terminal degrees in the vocational fields are augmented by years of experience in the field. For academic disciplines, a master’s degree is required for tenure and promotion.

The Master’s in Rural Development program has faculty in the United Academics collective bargaining agreement. Two faculty members recently attained doctoral degrees, and a third faculty member will soon complete a dissertation. The remaining faculty members hold master’s degrees and oversee the baccalaureate program.
The large percentage of term professors presents a problem in operating effectively in terms of sustained university service and systemic program development. We have a plan to convert several term-funded positions to tenure-track as we determine sustainability. Along with an internal process, the instructor approval process involves those colleges and schools charged with oversight of course designators we consider external to CRCD.

**Collective Bargaining**

CRCD has employees represented by all four unions associated with UAF: UNAC, UAFT, AAUP/AFT, and local 6070. UAFT is the predominant Collective Bargaining Agreement (CBA) grouping.

**Academic Advising**

CRCD employs faculty and staff advisors at all six campuses: Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, and the UAF Community and Technical College. Staff advisors focus on incoming first-year students and departmental faculty advisors assist students with program-specific courses. Campuses provide students with a one-stop student service experience. In addition, all the campuses advise students in corroboration with Rural Student Services Advising Center and the UAF Community and Technical College Student and Assistance Advising Center. Both centers are located in Fairbanks and work closely with the UAF Fairbanks Campus to meet students’ needs as appropriate.

Performance-based budgeting reallocations have recently been used to bring grant-funded student advising personnel over to the general fund to underscore the importance of advisor roles. Faculty members are the primary advisors for all program-related oversight, but staff are heavily relied on at times when the single faculty member is teaching or otherwise unavailable.

The CDE staff advisor is a half-time position who serves 4,000 students per year. The student population includes military students and spouses, university employees and dependents, rural and Alaska Native students, transfer students, international students, transitioning and non-traditional students, and high school students. Advising is primarily academic, with some career and developmental advising. The CDE advisor also consults with advisors from UAF main and rural campuses as well as other MAUs.

**Co-Curricular Activities and the Learning Environment**

The UAF Community and Technical College offers a wide variety of academic support including but not limited to the math lab, the English skills/writing center, and the computer lab in the CTC learning center.

Rural Student Services provides academic support for subjects including but not limited to science, engineering, math, education, psychology, and writing/English skills. Each subject is tutored by a student and has its own appointed time in the RSS Gathering Room.

The Interior-Aleutians Campus offers tutoring services to students in the Reach to Teach program.

The Northwest Campus in Nome offers tutoring services to students who are facing challenges in their academics.

The Developmental Education Department offers a wide variety of tutoring services including but not limited to math, reading, writing, and study skills.

The Center for Distance Education does not offer formal tutorial services, but some help is available to CDE students. For example, the UAF writing center will set up phone appointments, and students can fax or email their working draft to the center.

Peer Mentors, a part of Rural Student Services, provides a mentor project for incoming first-year, first-generation, low-income students from rural Alaska. These “at risk” students are paired up with a
sophomore or a junior, and they have the opportunity to share challenges and successes with each other through their first semester. This project began fall 2008.

Rural Student Services provides support and advocacy for several Alaska Native clubs at UAF.

The UAF Community and Technical College houses the CTC Learning Center to assist students academically. There are also learning centers (apart from campus learning centers as part of Interior-Aleutians Campus centers) outside of the Northwest Campus and Chukchi Campus.

**Libraries, Information Resources, and Collections**

Students have access to the libraries located on the Fairbanks campus. The Kuskokwim Campus in Bethel has a consortium library, which is operated with the city of Bethel to provide public access hours as well as local instructional support. The library at the Northwest Campus in Nome is accessed from the building main entrance and lobby, with an average attendance of 75 students per day. The Chukchi Campus and the city of Kotzebue collaborate in running a library that is open to the general public on a year-round basis.

**Collaborations**

Along with the UA Allied Health consortium, CRCD manages the interchangeable ethnobotany certificate with the biotechnology and bio-processing degree option at Windward Community College. This program is run as part of the University of Hawaii through the Alaska Native/Native Hawaiian collaboration sponsored by USDA.

**Center for Distance Education**

CDE offers professional development for instructional technology and pedagogy, and to date more than 200 faculty have participated in these workshops. The design team offers consultation and course transfer to the electronic environment, promoting best practices. It has developed engagement tools for the entire university, distribution technology for Cooperative Extension outreach and engagement, and access for incarcerated students to complete coursework in conjunction with the State of Alaska Department of Corrections.

**Financial Resources and Expenditures**

CRCD has a diversified revenue base that covers its budget of nearly $36 million. The actual general fund budget was $24.1 million, received by the university, including state, GF/match, and voc tech. FY10 Mental Health Trust Receipts were received as UA Intra-Agency Receipts. CRCD generated $11.9 million in tuition and fee revenues.

Unrestricted funds include general fund, student tuition and fees, indirect cost recovery, UA receipts, UA intra-agency transfers, and auxiliary receipts. Restricted funds include federal, state, other, and grant awards received from specific agencies for programmatic purposes. Funds donated through the UA Foundation are reported under UA receipts, both unrestricted and restricted.

In-kind revenue includes local, regional, and statewide arrangements that benefit the college and students enrolled. Examples include use of classroom space, funding of an instructor salary, and travel to teach a specific course or volunteer time. This support also includes “non-traditional” student support. An example is an organization which directly funds a student (who is also an employee) to attend an intensive session outside the student’s village. The student often continues to receive payment for work while attending class. The in-kind category uses the best estimate available to account for a dollar amount to report in this category. In-kind is recorded on a more academic year basis, from September 1 through August 30.
Facilities and Equipment

Given the distribution of courses and programs, the administration of activities, and the highly leveraged support from partners, CRCD has a significant number of leased facilities in both urban and rural settings. Examples are shared facilities with the Alyeska Pipeline Training Center, co-location of campus and technical training courses, and courses offered to provide community access. We also have unique demonstration partnerships such as the Delta Partners for Progress consortium in Delta.

http://www.alaska.edu/facilities/2009FacilityInventoryFINAL.pdf
### Appendix 2B: Academic and Research Unit Profiles

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Primary Use</th>
<th>Address</th>
<th>Location</th>
<th>Gross Area (Sq. Feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin/Classroom Building</td>
<td>Offices/Classrooms</td>
<td>427 Seward Street</td>
<td>Dillingham</td>
<td>10,523</td>
</tr>
<tr>
<td>Admin/Classroom Building</td>
<td>Offices/Classrooms</td>
<td></td>
<td>Kotzebue</td>
<td>8,948</td>
</tr>
<tr>
<td>Harper Administration Building</td>
<td>Administrative Offices</td>
<td>4280 Geist Road</td>
<td>Fairbanks</td>
<td>11,363</td>
</tr>
<tr>
<td>Rural Ed Ctr-Ft Yukon</td>
<td>Offices/Classrooms</td>
<td></td>
<td>Fort Yukon</td>
<td>6,279</td>
</tr>
<tr>
<td>Rural Ed Ctr-Tok</td>
<td>Offices/Classrooms</td>
<td>West First Street</td>
<td>Tok</td>
<td>6,873</td>
</tr>
<tr>
<td>Tok Center Garage</td>
<td>Storage</td>
<td>West First Street</td>
<td>Tok</td>
<td>900</td>
</tr>
<tr>
<td>Yup’ik Language Center</td>
<td>Administrative Offices</td>
<td>201 Akiak Drive</td>
<td>Bethel</td>
<td>1,478</td>
</tr>
<tr>
<td>Phase 1 Building</td>
<td>Administrative Offices</td>
<td></td>
<td>Bethel</td>
<td>3,390</td>
</tr>
<tr>
<td>Lind, Maggie Building</td>
<td>Offices/Classrooms/Labs</td>
<td></td>
<td>Bethel</td>
<td>6,281</td>
</tr>
<tr>
<td>Voc-Tech Building</td>
<td>Classroom Laboratory/Offices</td>
<td></td>
<td>Bethel</td>
<td>12,124</td>
</tr>
<tr>
<td>Sackett Hall</td>
<td>Student Apts (1 Unit/38 Beds)</td>
<td></td>
<td>Bethel</td>
<td>10,631</td>
</tr>
<tr>
<td>Yup’ik Museum, Library &amp; Cultural Ctr</td>
<td>Multipurpose Building</td>
<td></td>
<td>Bethel</td>
<td>17,616</td>
</tr>
<tr>
<td>Sackett Hall Annex</td>
<td>Walk-In Freezer</td>
<td></td>
<td>Bethel</td>
<td>160</td>
</tr>
<tr>
<td>Nagozruk Building</td>
<td>Administrative Offices</td>
<td>Front Street</td>
<td>Nome</td>
<td>5,392</td>
</tr>
<tr>
<td>Cooperative Extension Building</td>
<td>Storage/Offices</td>
<td>Front Street</td>
<td>Nome</td>
<td>2,307</td>
</tr>
<tr>
<td>Satellite Building A</td>
<td>Classrooms</td>
<td>Front Street</td>
<td>Nome</td>
<td>1,047</td>
</tr>
<tr>
<td>Satellite Building B</td>
<td>Classrooms</td>
<td>Front Street</td>
<td>Nome</td>
<td>1,048</td>
</tr>
<tr>
<td>Satellite Building C</td>
<td>Class Labs/Offices</td>
<td>Front Street</td>
<td>Nome</td>
<td>1,047</td>
</tr>
<tr>
<td>Satellite Building D</td>
<td>Classroom Laboratory</td>
<td>Front Street</td>
<td>Nome</td>
<td>1,048</td>
</tr>
<tr>
<td>Art/Science Satellite 1</td>
<td>Classrooms Laboratory</td>
<td>Front Street</td>
<td>Nome</td>
<td>973</td>
</tr>
<tr>
<td>Brown, Emily Building</td>
<td>Library</td>
<td>Front Street</td>
<td>Nome</td>
<td>2,527</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Merchandising/Offices</td>
<td>Front Street</td>
<td>Nome</td>
<td>524</td>
</tr>
<tr>
<td>Classroom</td>
<td>Classrooms Laboratory</td>
<td>Front Street</td>
<td>Nome</td>
<td>596</td>
</tr>
<tr>
<td>Shop Building</td>
<td>Maintenance</td>
<td>Front Street</td>
<td>Nome</td>
<td>800</td>
</tr>
<tr>
<td>Storage Building/ Boat Shop</td>
<td>Storage Building/Boat Shop</td>
<td>Front Street</td>
<td>Nome</td>
<td>1,300</td>
</tr>
<tr>
<td>Tool Shed Building</td>
<td>Storage</td>
<td>Front Street</td>
<td>Nome</td>
<td>80</td>
</tr>
<tr>
<td>Seppula, Leonard Alternate Edu Bldg</td>
<td>Offices</td>
<td>Front Street</td>
<td>Nome</td>
<td>2,071</td>
</tr>
<tr>
<td>Brooks Building</td>
<td>Offices/Classrooms</td>
<td>UAF Campus</td>
<td>Fairbanks</td>
<td>22,909</td>
</tr>
<tr>
<td>University Park Building*</td>
<td>Offices/Classrooms/Labs</td>
<td>1000 University Avenue</td>
<td>Fairbanks</td>
<td>7,433</td>
</tr>
<tr>
<td>Bunnell House</td>
<td>Day Care Facility</td>
<td>703 Chatanika Drive</td>
<td>Fairbanks</td>
<td>2,590</td>
</tr>
<tr>
<td>UAF Community and Technical College Center</td>
<td>Admin. Offices/Classrooms</td>
<td>604 Barnette Street</td>
<td>Fairbanks</td>
<td>78,096</td>
</tr>
<tr>
<td>University of Alaska Total</td>
<td></td>
<td></td>
<td></td>
<td>228,354</td>
</tr>
</tbody>
</table>
### CRCD Leased Space

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Owner</th>
<th>Address</th>
<th>Department</th>
<th>FY11 Annual Rent</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlton Trust Building</td>
<td>Managed by Frampton &amp; Opinsky ITF Big W. Ranch Co.</td>
<td>2221 East Northern Lights Blvd, Suites 200, Anchorage, AK</td>
<td>DANRD</td>
<td>$28,443.44</td>
<td>1,654</td>
</tr>
<tr>
<td>Carlton Trust Building</td>
<td>Managed by Frampton &amp; Opinsky ITF Big W. Ranch Co.</td>
<td>2221 East Northern Lights Blvd, Suite 109, Anchorage, AK</td>
<td>Rural Health Programs</td>
<td>$39,724.44</td>
<td>2,450</td>
</tr>
<tr>
<td>Nanvaq Business Center</td>
<td>Aleknagik Natives Ltd.</td>
<td>333 Main Street, Suites 102, 104, &amp; 105, Dillingham Alaska</td>
<td>Bristol Bay Campus (Allied Health Program)</td>
<td>$32,627.04</td>
<td>1,263</td>
</tr>
<tr>
<td>Ikaiyurvik Family Resource Center</td>
<td>City of Togiak</td>
<td>1 Kris Jane Street, Togiak, Alaska</td>
<td>Bristol Bay Campus</td>
<td>$13,200.00</td>
<td>1,020</td>
</tr>
<tr>
<td>SAVEC Facility</td>
<td>Southwest Alaska Vocational &amp; Education Center</td>
<td>King Salmon Air Force Base Building 647, Suites 231, 232, 233 &amp; basement storage, King Salmon, Alaska</td>
<td>Bristol Bay Campus</td>
<td>$0.00</td>
<td>677</td>
</tr>
<tr>
<td>Unalaska Aleutian Center</td>
<td>Unalaska City School District</td>
<td></td>
<td>Interior-Aleutians Campus</td>
<td>$10,350.00</td>
<td>700</td>
</tr>
<tr>
<td>Fort Yukon Dormitory</td>
<td>Gwitchyaa Zhee Corp</td>
<td>Lot 1, Block 6, Angel Pond Subdivision, Fort Yukon, AK</td>
<td>Interior-Aleutians Campus</td>
<td>$0.00</td>
<td>1,920</td>
</tr>
<tr>
<td>Old City Hall Building</td>
<td>City of Galena</td>
<td>Galena Learning Center Lot 1, Block 10, Alexander Lake Town Site, Galena, AK</td>
<td>Interior-Aleutians Campus</td>
<td>$12,000.00</td>
<td>1,000</td>
</tr>
<tr>
<td>Iditarod Area School District Office</td>
<td>Iditarod Area School District</td>
<td>McGrath Learning Center Township 33N, Range 33W, Survey #3140 McGrath, A</td>
<td>Interior-Aleutians Campus</td>
<td>$8,400.00</td>
<td>62</td>
</tr>
<tr>
<td>UNC Office Building</td>
<td>Unalakleet Native Corporation</td>
<td>Rooms 21 &amp; 22 and shared public access space, Lot 7, Block 21, Unalakleet Townsite, Unalakleet, AK</td>
<td>Northwest Campus</td>
<td>$6,000.00</td>
<td>641</td>
</tr>
<tr>
<td>Nellie Weyiouanna Ilisavik Library</td>
<td>City of Shishmaref</td>
<td>Shishmaref Learning Center Shishmaref, AK</td>
<td>Northwest Campus</td>
<td>$6,300.00</td>
<td>960</td>
</tr>
<tr>
<td>Westside Business Park</td>
<td>Bowers Investment Company, LLC</td>
<td>Suite 101 2175 University Avenue South, Fairbanks, AK</td>
<td>CRCD Bookstore</td>
<td>$61,304.64</td>
<td>2,939</td>
</tr>
<tr>
<td>Westside Business Park</td>
<td>Bowers Investment Company, LLC</td>
<td>Suite 200 2175 University Avenue South, Fairbanks, AK</td>
<td>Center for Distance Education</td>
<td>$150,977.40</td>
<td>7,238</td>
</tr>
<tr>
<td>Facility Name</td>
<td>Owner</td>
<td>Address</td>
<td>Department</td>
<td>FY11 Annual Rent</td>
<td>Square Footage</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Westside Business Park</td>
<td>Bowers Investment Company, LLC</td>
<td>Suite 124 2175 University Avenue South, Fairbanks, AK</td>
<td>CRCD Lead A/R Business Office</td>
<td>$2,586.48</td>
<td>124</td>
</tr>
<tr>
<td>Westside Business Park</td>
<td>Bowers Investment Company, LLC</td>
<td>Suite 201C &amp; 201D 2175 University Avenue South, Fairbanks, AK</td>
<td>Early Childhood Education</td>
<td>$6,111.72</td>
<td>293</td>
</tr>
<tr>
<td>Chena Building</td>
<td>City of Fairbanks (managed by UAF Facilities Services)</td>
<td>510 2nd Avenue, Fairbanks, AK</td>
<td>Rural Health Programs</td>
<td>$52,713.60</td>
<td>3,371</td>
</tr>
<tr>
<td>McKinley Industrial Building</td>
<td>McKinley Development, Inc.</td>
<td>Auto Shop Facility 3202 Industrial Avenue, Fairbanks, AK</td>
<td>UAF Community &amp; Technical College</td>
<td>$192,431.76</td>
<td>9,000</td>
</tr>
<tr>
<td>Fairbanks Pipeline Training Center</td>
<td>Fairbanks Pipeline Training Center Trust</td>
<td>Process Technology &amp; Environmental Safety Programs 3600 Cartwright Court Fairbanks, AK</td>
<td>UAF Community &amp; Technical College</td>
<td>$170,000.00</td>
<td>6,535</td>
</tr>
</tbody>
</table>

*This is the portion paid by UAF Community and Technical College and does not represent total lease costs, which are primarily paid by UAF Facilities Services*

The college maintains and refreshes equipment and inventory for courses due to the rapid evolution of technologies required in computer courses, learning platforms, technology fields, and materials/supplies for hands-on vocational experiences. We are able to provide the most up-to-date resources through partner donations, foundation and grant support, and tuition and course fees.

**Public Service and Community Engagement Highlights**

The CRCD Vice Chancellor’s Office produces the annual report on partnerships critical to our success. CRCD’s campuses partner with school districts, cities, tribes, health corporations, and industry to enhance student learning opportunities. Our partners provide opportunities for internships and scholarships, and they advocate for educational programming.

For the past four years, CRCD has been involved in raising funds and awareness for local charities such as the American Heart Association’s Heart Walk campaign and the Adopt-A-Family program during the Christmas holiday season.

The Chukchi Campus has partnered with the Northwest Arctic Borough through our university partnership HUD grant to build the Sulainich Art Center, which houses the consortium community library and conducts joint courses with the school district’s Alaska Technical Center. The Chukchi Campus has partnered with the Alaska Technical Center, the Kotzebue Electric Association, and the Northwest Arctic Borough Economic Development Department to develop an alternative energy lab.

UAF Community and Technical College Law Enforcement Academy students provide volunteer security service to the Festival of Native Arts each year for thousands of attendees and vendors over the three-day event.

The Bristol Bay Campus participated in the Bristol Bay Native Association Energy Summit in 2009, with the theme ‘Energy Efficiency: The First Step to Renewable Energy.’ The Bristol Bay Campus hosted the Youth Leadership Symposium in 2010 for high school students in the region. The theme of the symposium was ‘Leadership for Tomorrow: Mind, Body and Spirit.’ In 2011, the campus will host the
Western Alaska regional science symposium, which will include a sustainable energy component, a natural history of salmon in the Wood-Tikchik Lakes, and hands-on science activities.

The Interior-Aleutians Campus’s Tribal Management Program provides community outreach and training related to tribal court development and wellness. These projects reach more than 1000 people each year in more than 100 tribal communities.

The Kuskokwim Campus/Yupiit Piciryarait Cultural Center partnership provides business development classes, on-the-job training for job readiness skills, and market outlets to many entrepreneurs in the region. The campus has a strong Educational Talent Search program, which brings middle and high school students to the campus for weeklong sessions to promote college education. A Health Fair co-sponsored by KuC brings many members of the public to the campus to acquaint them with health issues and prevention techniques. A region-wide Energy Fair has mushroomed into a three-day event with presenters from all over the state.

Northwest Campus student services staff participated in “I Know I Can” Day at Nome Elementary School. This program is designed to introduce younger students to the idea of going to college. It is one of many such outreach activities that tie the campus directly to the surrounding villages.

The Center for Distance Education is committed to producing and sharing open educational resources. It provides a handful of courses for which content is freely available online and open to the general public. More open education resources are in development.

**Research, Scholarship, and Creative Activity Highlights**

Only a few tripartite faculty in CRCD have research and creative activity responsibilities as part of their workload. Those who do have these responsibilities are nationally recognized authors and artists.
Division of General Studies

Dana Thomas,
Vice Provost,
Accreditation Liaison Officer
and Dean of General Studies

http://www.uaf.edu/gs
Appendix 2B: Academic and Research Unit Profiles

Mission
The Division of General Studies supports UAF’s educational and service missions by providing:

An academic home for honors students, pre-majors, and exploratory students; general academic advising, education planning, and referral; guidance for faculty and staff advisors through training and local publications; student study skills workshops; comprehensive testing services for students and, where appropriate, the local community; advising, tutoring, social activities, and support for underrepresented students eligible for the Student Support Services program.

Contribution to UAF’s mission

Educate: Undergraduate and Graduate Students - The Division of General Studies promotes student success through its programs, advising, and services made available to honors, pre-major, exploratory, and underrepresented students enrolled in Student Support Services. With a focus on student success in baccalaureate programs, we aid undergraduates planning their educational goals through academic advising, instruction in student study skills, tutoring, and guidance in academic planning for a future career. The Division also coordinates the administration of the ETS Proficiency Profile examination for the assessment of the core curriculum.

Discover: Through Research, Scholarship, and Creative Activity with an Emphasis on the North and its Peoples - Through the support of the Honors Program and Student Support Services, the Division of General Studies encourages students to engage in research and creative activity as part of their academic program. The newly formed (July 1, 2011) Office of Undergraduate Research and Scholarly Activity will promote, facilitate, coordinate and document existing efforts and capacities and enables students to pursue varying levels of scholarly engagements from single credit to senior thesis.

Prepare: Alaska’s Career, Technical, and Professional Workforce - By providing general academic advising, education and planning, an academic home for honors students, comprehensive testing, and support for underrepresented students eligible for Student Support Services, the Division of General Studies aids students in reaching academic goals that lead to careers in the workforce.

Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge - The vice provost serves as the dean for general studies (undeclared major baccalaureate) students regardless of their campus location. Testing for placement, professional exams, licensing, and competency are coordinated centrally by Testing Services for all campuses and students at a distance. The Academic Advising Center provides information resources and training for faculty and staff advisors regardless of their location.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development -
The Division of General Studies works toward being a community partner in Fairbanks. It engages in outreach projects such as a food drive for the Fairbanks Food Bank, volunteering for the Literacy Council, the Adopt-A-Road clean-up program, and work for the Interior AIDS Association.

Leadership, Management, and Organizational Structure
The Division of General Studies is administered by the vice provost and accreditation liaison officer, who serves as the dean of general studies. Each of the five units—the Academic Advising Center, the Honors Program, Student Support Services, Testing Services and the Office of Undergraduate Research and Scholarly Activity—has its own director or coordinator. A full organizational chart is available in the Exhibits.
**Committee Structures and Representation**

The Division of General Studies has representatives on the Deans’ Council, the Provost’s Council, UAF Budget and Planning Committee, Chancellor’s Diversity Action Committee, UAF Honors Program Faculty Council, UAF Faculty Senate Committee of Faculty Development, Assessment and Improvement, UAF Provost’s Committee on Undergraduate Research, ASUAF Student Media Board, Bunnell House Advisory Committee, and Interdisciplinary Studies Review Committee. It has one representative on Staff Council, two representatives on the Student Academic Development and Achievement Faculty Senate Committee, and two representatives on the Banner Student working group.

**Additional Unit Policies**

The Honors Faculty Council is responsible for setting policies relating to honors students and the program. Honors students must maintain GPA and progress standards and must meet honors-specific graduation requirements. These standards are available on the Honors Program website. Every new student receives a flash drive with the policies on it during Honors New Student Orientation.

Testing Services follows professional testing administration standards as dictated by the National College Testing Association and specific test vendor requirements. Information relating to each exam administered by Testing Services is relayed to students, faculty, staff, and community members in person, via email, over the telephone, via the catalog, and by accessing the Testing Services website.

The Academic Advising Center works primarily with general studies (undeclared major) baccalaureate students. These students are required to declare a major prior to completing 75 credit hours; exceptions are made if the student has completed a certificate or AAS degree that does not lead directly to a baccalaureate program. In addition, the AAC reviews applications for the interdisciplinary general studies B.A./B.S./B.T. degree completion program. Although Interdisciplinary Programs is its academic home, the bulk of review and advising is through the Academic Advising Center. Admission to the major is not allowed if the student has less than 100 credits. A three-person faculty committee must approve admission to the major. Information on this program is available through the catalog, the Academic Advising Center, and the Interdisciplinary Programs Office but is not otherwise advertised. The lack of advertisement is purposeful. This degree completion program is intended to be an option of last resort rather than one a student aims to achieve. The AAC targets students with large UAF credit histories but no degree; it is designed to help those students achieve a bachelor’s degree.

Student Support Services follows federal TRiO practices for student eligibility in the program. Additionally, Student Support Services participants whose semester GPA falls below 2.0 are placed on probation and are required to meet with SSS advisors every other week until they are removed from probation. The advisor and participant devise a schedule of courses, workshops, and tutoring to enable the student to improve his/her grades. As long as the participant follows the agreed upon schedule, Student Support Services staff advocates for the participant before the appropriate dean and faculty.

An ad hoc Undergraduate Research Committee recommended the creation of a unit to promote, facilitate, coordinate and document undergraduate research activities in a December 2010 report to the provost (available in the Exhibits). The Office of Undergraduate Research and Scholarly Activity was formed and a director recruited to start the work of this office beginning July 1, 2011.

**Educational Programs Offered**

Student Support Services offers Developmental Studies 110 through the College of Rural and Community and Development. This one-credit college success skills class emphasizes good study habits and exploration of careers and interests. Student Support Services also offers a one-credit mathematics skills course, which aids developmental math students in refining their skills outside of the normal classroom.
The Academic Advising Center provides a peer advisor training course, Human Services 342, through the College of Liberal Arts. This course teaches the basic skills and knowledge students need to plan an academic schedule, meet degree requirements, and understand rules and regulations. Accompanying this course is a practicum in which trained students can utilize the skills they learned in Human Services 342 to work as an advisor within the Academic Advising Center or other advising centers on campus.

The Division of General Studies offers first-year seminars for baccalaureate students. These freshmen seminars explore subjects related to specific majors while an embedded curriculum of study skills and academic and student policy are introduced.

The Honors Program offers course sections specifically for honors students and any course can be made an honors course through an approval process involving the instructor, the student and the honors director.

Testing Services offers credit by exam services.

**Non-Credit Instructional Units**

The Division of General Studies offers Student Success Workshops each semester. Composed of informational sessions on study and college success skills, these hour-long, free sessions are not for credit. Presenters include staff from the Academic Advising Center, Career Services, the Health and Counseling Center, Developmental Studies, and graduate students from the Speaking Center. Also offered are Financial Aid Workshops and Grant Aid workshops for students in the Student Support Services program. These free sessions presented by staff of Student Support Services and the Financial Aid Office are intended to aid students applying for federal financial aid and university scholarships.

A series of workshops for faculty and staff academic advisors are offered each semester. These sessions cover general advising guidelines and resources useful to current academic advisors. They are taught by the director of the Academic Advising Center, who has associate faculty status with the School of Education. The Division of General Studies offers Supplemental Instruction (SI), which targets core curriculum courses that have low pass rates. SI leaders are undergraduates who have passed the targeted class successfully and who are hired to attend the class again and run organized study groups outside of class.

**Faculty and Staff**

**Faculty and Staff Numbers, Locations, and Qualifications**

Division of General Studies personnel are all located on the Fairbanks campus. The following table addresses full-time personnel numbers, locations, and qualifications.
### Unit Personnel Numbers Location Faculty Qualifications

<table>
<thead>
<tr>
<th>Unit</th>
<th>Personnel Numbers</th>
<th>Location</th>
<th>Faculty Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Provost and Accreditation Liaison Officer and his administrative support</td>
<td>3; vice provost, accreditation and assessment assistant, and administrative assistant</td>
<td>3rd floor Signers’ Hall</td>
<td>Vice provost has a Ph.D. and holds professor faculty rank in mathematics and statistics</td>
</tr>
<tr>
<td>Honors Program</td>
<td>1.5; a half-time director and full-time administrative assistant</td>
<td>Honors House on Copper Lane</td>
<td>Director has a Ph.D. and holds senior research scientist and professor rank at the Institute of Arctic Biology</td>
</tr>
<tr>
<td>Undergraduate Research and Scholarly Activity (new July 1, 2011)</td>
<td>1.5; a half-time director and full time coordinator</td>
<td>3rd floor Bunnell Building</td>
<td>Director has a Ph.D. and holds associate professor rank at the Institute of Arctic Biology</td>
</tr>
<tr>
<td>Academic Advising Center</td>
<td>5; director, 2 staff academic advisors, office coordinator, and receptionist – the center also has 9 faculty advisors and 4 to 7 student workers serving part-time</td>
<td>5th floor Gruening Building</td>
<td>Director has an M.A. and holds associate faculty status within the School of Education</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>3.5; director, academic coordinator, administrative assistant, and half time math coordinator. SSS also hires part-time tutors.</td>
<td>5th floor Gruening Building</td>
<td>Director has M.A. and teaches for the developmental studies program</td>
</tr>
<tr>
<td>Testing Services</td>
<td>2; testing coordinator (director) and testing assistant</td>
<td>2nd floor Gruening Building</td>
<td></td>
</tr>
</tbody>
</table>

**Collective Bargaining**

The director of the Honors Program is represented by United Academics Adjuncts and the director of the Office of Undergraduate Research and Scholarly Activity is represented by United Academics. These two are the only represented personnel members in the Division of General Studies.

**Academic Advising**

**Academic Advising Center** – The Academic Advising Center has a director and three staff advisors who advise general studies, transition, and pre-major students. Nine faculty advisors serve as half-time staff, and there is typically one peer advisor or counseling intern a year also advising students.

**Student Support Services** - The professional staff of Student Support Services (project director, tutor coordinator, and math coordinator) share the case management and advising for the 160 active students and for pending students. Available and successful junior and senior Student Support Services students act as peer advisors to supplement staff advising. A proactive advising strategy ensures that participants sustain their ambitions and objectives. The advising also helps participants make a solid and productive personal connection with someone at the university.

**Honors Program**- The director of the Honors Program and the Honors Faculty Advisory Council are responsible for honors student advising.

**Co-Curricular Activities and the Learning Environment**

The Honors Student Advisory Council is the primary co-curricular activity associated with the Honors Program. During academic year 2010-11 the Honors Student Advisory Council coordinated tutorials in chemistry and mathematics, conducted peer mentoring for entering students, and scheduled various service, social, and fund-raising activities. In particular, the Honors Student Council is responsible for planning and organizing the annual Welcome Back Barbecue held in the fall and the annual Excellence in Teaching Luncheon held in the spring.
Student Support Services offers peer and professional tutoring, a Math Skills Lab, a tutoring center with a study area, technology access, study skills assistance, laptops and computer skills instruction, financial aid assistance, graduate and professional school counseling including GRE assistance, financial literacy, and a first-year class focusing on study skills.

The Division of General Studies provides Supplemental Instruction (SI), which are peer-led study sessions for specific sections of core classes that have low pass rates.

General Studies also provides an Early Warning Program, which identifies students who are either failing or not attending classes within the first three weeks of the semester and asks advisors to make contact with these students. This program is designed to help students to correct poor academic participation and encourage them to pass the course or withdraw. The students are identified by the course section instructors.

The vice provost works with the School of Management Northern Leadership Institute to coordinate the Academic Leadership Institute during each academic year. This program helps develop future leadership (department chairs, deans, or directors) from within the institution.

Libraries, Information Resources, and Collections

The Academic Advising Center has a collection of pre-professional books and study guides for students interested in medicine, pharmacy, architecture, counseling, dentistry, and other areas that require post-baccalaureate schooling. Materials are checked out on a two-week basis through an in-house record system. For advisors, an extensive library of materials related to academic advising policy, process, training, and improvement is available for checkout to any interested party.

The Honors Program offers a casual textbook library. Textbooks are donated by current honors students and are available to program participants on first-come-first-serve basis.

Student Support Services offers laptop computers, graphing calculators, scientific calculators, digital cameras, voice recorders, and textbooks for student check out and use. Students must be enrolled in the SSS program to check out materials.

Testing Services has materials to give away and for loan.

Collaborations

The Honors Program works with the Colleges of Liberal Arts, the School of Natural Resources and Agricultural Sciences, the School of Management, and the College of Natural Science and Mathematics to offer honors sections of various classes. During academic year 2010–2011, 29 honors sections were offered through 12 different departments.

Testing Services collaborates with Applied Measurement Professionals, Inc. to travel to various locations in the Fairbanks area to conduct professional certification exams. For example, Testing Services administers exams at least once a year at the Fairbanks Memorial Hospital. In the past, it has administered exams to employees of the Fairbanks Athletic Club and Alyeska Pipeline Service Co., and it conducted a community-sponsored test at Pioneer Park. Each spring Testing Services presents a Psychology Senior Seminar regarding tests applicable to graduating seniors.

Student Support Services collaborates with Developmental Studies to teach courses.

The Academic Advising Center collaborates with the College of Liberal Arts to offer human services courses.
Financial Resources and Expenditures

In FY10, the Division of General Studies operated with a total budget of $1.532 million. This budget comprised $254,922 in federal grant support, $50,000 in testing revenue, $40,000 in tuition revenue, and the rest from the State of Alaska General Fund. Eighty-two percent (82%) of the total budget is expended on personnel services, including faculty and staff benefits.

Facilities and Equipment

The Division of General Studies utilizes general office equipment such as fax machines, printers, and individual workstations including, but not limited to, personal computers and/or scanners. General office supplies are purchased from the budget of the individual programs. All programs connect to the wireless network system for access to the Internet. The vice provost and his administrative support personnel are located on the 3rd floor of Signers’ Hall. The Academic Advising Center, Student Support Services, and Testing Services are located in the Gruening Building in the center of the Fairbanks campus. The Honors Program is located in the Honors House at 520 Copper Lane on the Fairbanks campus. The Office of Undergraduate Research and Scholarly Activity is located on the 3rd floor of the Bunnell Building.

Public Service and Community Engagement Highlights

Canned Food Drive - The Academic Advising Center holds an annual canned food drive. In 2010, 1,276 pounds of food was donated to the Fairbanks Community Food Bank.

Adopt-A-Road - Student Support Services works with the other TRiO programs to sponsor a two-mile stretch of Ballaine Road through the Adopt-A-Road Program. The cleaning service began in May 2009, and this stretch of road is cleaned three times each year.

Food Drive - Student Support Services initiated a canned food drive for students who were having difficulty making it through the long holiday season. Over $350 in food and monetary donations were donated to nine Student Support Services students and their families who had applied for assistance in 2010.

Literacy Council of Alaska - The Honors Program arranged for the Literacy Council of Alaska to receive surplus computers and electronic equipment from surplus. Additionally, male honors students volunteer with the “Guys Read Program.”

Testing Services - Testing Services administers testing such as the ACT, SAT, LSAT, GRE, PCAT, NICET, PRAXIS, FE, PE, TOEFL, and many others. All of the exams given by Testing Services during the week and weekends are available to all members of the community and surrounding areas. Testing Services conducts exams as a student service and, whenever possible, to the community.

Textbook recycling – Textbooks no longer in use are sent to Better World Books for recycling and use in Africa.

Research, Scholarship, and Creative Activity Highlights

Student Support Services - A former Student Support Services alumni and current graduate student is currently engaged in researching and implementing conversions of vehicles from gas to electric power.

Academic Advising Center - The Academic Advising Center has given presentations at the National Academic Advising Association conference and at the regional NACADA conference. The director of the Academic Advising Center has also contributed to two monographs dealing with academic advising practices.
Honors Program - Capstone projects completed by Honors Program students demonstrate the strength of creative activity and scholarship supported by the program. See the honors website for a listing of projects.
Elmer E. Rasmuson and Biosciences Libraries

Bella Gerlich, Dean

http://library.uaf.edu
Mission
The university libraries advance the University of Alaska Fairbanks’ mission of academics, research, and service through user education and the creation, acquisition, organization, and dissemination of information resources.

The Rasmuson and BioSciences Libraries (hereafter referred to as the libraries) have a primary mission to meet the academic, research, and information needs of UAF faculty, staff, and students. Library services, formal and informal instructional offerings, and the acquisition, preservation, organization, and dissemination of information resources, including both general and special collections, are relevant to each of UAF’s core themes of Educate, Discover, Prepare, Connect, and Engage. Recognizing the changing role of academic libraries as a place-based content and service provider, the libraries have focused their efforts in recent years on their role as provider and facilitator of access to online content and services. Library programs and services also reflect UAF’s emphasis, as the nation’s Arctic University, on Alaska, the circumpolar North, and their diverse peoples. The libraries, and specifically the Alaska and Polar Regions Collections (APR), support learning and research on a broad range of circumpolar topics and form the largest collection of Alaskana in all formats and media. The libraries’ collections are available to the public through on-site use and through effective digital delivery and interlibrary loan services.

Rasmuson Library is the largest research library in Alaska with holdings of more than 1.75 million items including the general book and periodical collections, government documents, and a DVD/video/audio collection. The libraries subscribe to approximately 170 online index/abstracting services and reference book collections exclusive to UAF main and rural campuses. In addition, they have links to a suite of approximately 40 additional resources that are either openly accessible or are part of the Digital Pipeline, a collection of databases and reference sources purchased by the State of Alaska. The libraries subscribe to more than 58,000 online serial and journal titles, 350 print journals, and 178,000 electronic books.

Contribution to UAF’s Mission
In keeping with UAF’s mission and goals, the libraries’ APR Collections houses the world’s largest collection of Alaskana and is a leader in polar research materials, with an emphasis on the Arctic. APR serves a local, national, and international research community with 150,000 monograph and serial volumes; 11,000 rare books and maps; approximately 20,000 linear feet of archives and manuscripts; more than 1,000,000 photographs; approximately 1,000,000 feet of historical moving image footage; and more than 10,000 hours of oral history recordings. The department comprises ten units and special projects: archives and manuscripts, oral history (including Project Jukebox, an interpretive site), Alaskana and rare books, the Alaska Film Archives, the Alaska and Polar Periodical Index, Alaska’s Digital Archives, the digital photo lab, micrographics, the ANSCA project, and the Rasmuson Translation Series project. Registration is required for use of non-circulating collections, and APR maintains a separate and secure reading room for the use of rare and archival materials in the collection.

The libraries are a founding partner in the development of Alaska’s Digital Archives, a database of historic photographs, albums, oral histories, moving images, maps, documents, physical objects, and other materials from libraries, museums, and archives throughout the state. The libraries take a leadership role in managing, funding, and contributing content to this resource. APR makes unique contributions to the world of circumpolar research by building documentary collections and by creating tools and interpretive programs about the North. Products include the full-text Wenger Eskimo Database and the Alaska and Polar Periodical Index, which contains regional materials not found in any other index. These online resources are available free to the public. The Government Documents and Maps collection, a federal depository library, houses one of the largest collections of government documents in Alaska. The collection receives about 37% of titles available through the depository program, making them available
to Alaska citizens. The libraries collaborate with the Mather Library at the Geophysical Institute, and they maintain an advisory relationship with the College of Rural and Community Development (CRCD) campus libraries at the Kuskokwim, Northwest, and Chukchi campuses. While the majority of faculty, staff, and students are located in the Fairbanks area, the libraries provide information resources and services in support of UAF programs at any location. This has been accomplished through the significant acquisition of online resources secured and managed by the libraries, providing access at all UAF campus locations. Individuals may access electronic resources from any location using their UAF e-mail login or the UAF Virtual Private Network (VPN).

The libraries offer reference and research assistance in person or by e-mail, telephone, and live chat, and they maintain a Facebook page. CRCD and Center for Distance Education (CDE) students and faculty who require help or who do not have reliable Internet access can contact the Off-Campus Services (OCS) librarian for research assistance. Library faculty members serve as liaisons to academic departments, communicating information about library issues, facilitating collection development, and offering individual or group instructional sessions upon request. APR faculty and staff provide highly specialized and in-depth research assistance for their archival, oral history, and other special collections. They also offer consultation to groups engaged in cultural heritage documentation and preservation around the state.

Media Services offers instructional equipment, laptops, digital cameras, digital video recorders, and more for check out to students, faculty, and staff. Media Services manages equipment rooms located in the Gruening, Duckering, and Brooks buildings and provides assistance with setting up and using the equipment.

The Digital Photo Lab, an APR recharge unit, provides professional digital imaging services to the university community and to the public. The lab specializes in historic materials such as photo albums, delicate original negatives and prints, and large items such as maps and original artwork. Services offered include high-resolution digital scanning with multiple file delivery options.

The Graphics Department, a library recharge unit, is the only service that provides comprehensive graphics services to all departments and units of the university. The primary clients are UAF faculty and staff across the state. Some work is done for students, generally at the graduate level, and occasionally work is done for state and non-profit agencies.

Interlibrary loan and document delivery services are available to all students, faculty, and staff with no restrictions or fees. Journal articles, book chapters, and other items, including those materials requested from the libraries’ print collections, are delivered electronically. Books and media items are received via priority mail. Returns are facilitated with library-provided prepaid mailing labels.

The Rasmuson Library building has TTY/TDD devices located in two areas, one at a free public use telephone on the main entrance level and another at the circulation desk, where supervisory staff are trained in their use. Self-service equipment to aid those with visual impairments is available on Level 3. According to written policy, the libraries will assist anyone who expresses the need for help with the physical retrieval of library materials.

The librarian responsible for developing and maintaining the main library web site for Rasmuson and BioSciences Libraries strives to follow the World Wide Web Consortium (W3C)’s web accessibility guidelines. By following accessibility guidelines, the main library web site can be accessed by persons with disabilities, as well as by persons and communities with low Internet bandwidth connections.

The Library’s Information Technology (IT) Department directly supports the mission of the libraries by maintaining, investigating, recommending, and deploying appropriate technology. The department administers 14 servers, supports all computer workstations within the libraries, is responsible for running and maintaining library focused software such as the online library catalog, and does custom programming to meet current academic and public needs.
Appendix 2B: Academic and Research Unit Profiles

Library faculty members annually teach 14 to 16 sections of the one-credit core course Library and Information Research (LS 101). Students may test out of the course or complete it in a face-to-face or web-based setting. Librarian liaisons offer course-related instruction upon request from their departmental faculty, and the OCS librarian offers audio-conference instruction for courses offered outside of the Fairbanks campus.

Facilities and Equipment

Library faculty and staff are located on the Fairbanks campus in two locations, the Elmer E. Rasmuson Library on lower campus and the BioSciences library in the Arctic Health Research Building on the West Ridge. The Rasmuson Library building is a 6-story structure with a total of 119,717 square feet of assignable space. The BioSciences Library is configured as one large space totaling 5307 square feet of study space, staff work space, and book and periodicals stacks.

The Rasmuson building renovation, which was completed in 2003, transformed the library into a bright, open, and welcoming space with wireless networking and a “guest-net” Internet option for visitors to campus. Rasmuson Library is open 92 hours a week, with reduced hours during semester breaks and summer session. The main entrance level offers a 24-hour study space, which is accessible with a UAF ID card when the library is closed. This area also includes a computer lab, computer help desk, and a coffee cart service. The entrance level contains the reference desk, the circulation, media, and reserve service desks, 10 media viewing and listening carrels, approximately 30 public use computers with networked printers, a self-service scanner, and three copy machines. The remaining four public floors provide three or four computers each with networked printers and copy machines. Microform reader/printers are available with free copying on levels 2, 3, and 5 near the microform collections. Of five public floors in the building, three are designated for quiet study while the remaining two floors are open for individual or group work and offer use of group study rooms. A media presentation room and a computer lab are heavily used for instruction, presentations, public lectures, and training purposes.

All public floors have distinctly Alaskan art on display, including paintings by Rusty Heurlin, a complete collection of lithographs by Fred Machetanz, sculptures by UAF art undergraduates, works by Native arts M.F.A. students and Art Department faculty, historic photographs by Bradford Washburn, and more. Much of the art is on long-term loan from the University of Alaska Museum of the North. In addition, the libraries coordinate with museum curators and staff who create revolving exhibits of pieces from the museum’s ethnology collections.

The APR Research Room and storage areas have separate humidity and temperature controls and three specialized storage vaults located throughout the library. The vaults provide self-contained environments with humidity and temperature control specific to media needs (books, film stock, and video stock). Each vault uses redundant systems and 24-hour monitoring directly connected to the UAF physical plant to maintain ideal conditions for the preservation of archival materials.

The BioSciences Library remains short on space both for collections and public use. Some improvements have been made through systematic weeding of outdated books and converting print journals to online access. Improvements to the facility in recent years include wireless networking, new public computers and furniture, fresh paint, and paintings on loan from the University of Alaska Museum of the North. Library staff are available, Monday–Friday, 8–5, to assist library users; evening and weekend hours are covered by student employees.

Leadership, Management, and Organizational Structure

The library dean reports to the provost. Heads of library administrative departments—Information Services, Collection Development, Alaska and Polar Regions Collections, Bibliographic Access
Management, Library Information Technology, and the development officer—meet weekly with the dean. A full organizational chart is available in the Exhibits.

**Committee Structures and Representation**

Library Committees include:

Library Faculty Unit Peer Committee: tenured faculty review and make recommendations on promotion and tenure files

Library faculty meetings: monthly scheduled meetings to discuss faculty governance and library-wide issues

Departmental meetings: scheduled by administrative department heads as needed

Collection Resources Group: monthly meetings to discuss collection development issues and concerns

Library Assessment Committee: meets as needed to review, revise, and implement regular cycle of faculty and student surveys administered in a three-year cycle

Reference and Public Service Group: monthly meetings to discuss public service and library materials issues

Online Public Catalog (Goldmine) Working Group: meets regularly during the year to discuss and resolve problems or developments with the online catalog

UAF Committee Representation includes:

Faculty Senate: Library faculty have one elected representative and an alternate and are eligible for election to specific senate committees.

Technology Advisory Board (TAB): The library dean is the chair.

Graduate Academic and Advisory Committee: The collection development officer is an ex-officio member.

Faculty Senate Core Review committee: Library faculty have an elected representative.

Campus Wide Promotion and Tenure Committee, 4th Year Review Committee, Post Tenure Review Committee: Library faculty are eligible to serve on all of these campus-wide committees.

CLA Curriculum Council: Library faculty have one representative.

UAF Staff Council: Library staff have three representatives.

College/school curriculum councils regularly consult with the library collection development officer regarding library resources.

FAST (Faculty and Student Technology Committee): The libraries have two representatives.

**External Advisory Boards**

The dean of libraries is a member of the Research and Resources Library Directors group, which includes the library deans and directors from UAF, UAA, and UAS; public library directors from Anchorage, Fairbanks, and Juneau; and the Alaska state librarian. Meetings are held twice a year to discuss and coordinate statewide library interests.

**Additional Unit Policies**

Library policies are embedded within departmental pages throughout the library’s home page and are searchable using a site search feature. Informational brochures for faculty and students are available in...
The libraries do not charge fines for overdue materials in general, but there are fines for overdue hard copy reserve materials. Undergraduates may check out print materials for 28 days, graduate students and staff have 60 days, and faculty have 120 days; all may renew up to two times if another patron does not need the items. There are no restrictions on the number of items a patron may check out from the general collections. High demand items such as media materials and equipment have more restrictive check out periods, ranging from four hours to three days. Additional policies address late returns of equipment, damaged equipment, and non-return of equipment. There is an official process for appealing restricted or blocked borrowing privileges. Media equipment is designated for academic use only. Alaska and Polar Regions Collections include the general Alaska book and periodical collections, the semi-rare collection, archival collections, and a rare book collection. All have unique policies for access and use. The general Alaska book and periodical collections are publicly accessible and follow the same circulation policies as the general collections. Policies related to archival and rare book collections align with national standards for security, preservation, and access.

The Library Science Department has unit criteria in place for promotion and tenure of faculty. These unit criteria were updated and approved by Faculty Senate in 2009 and are accessible on the UAF provost’s web page.


Educational Programs Offered

The library science formal instruction program consists of the Core Curriculum course LS 101, Library Information and Research, which introduces students to essential library resources and services and focuses on research strategies and critical evaluation of information resources. Students have several options for completing the course; they may test out to meet the core requirement, enroll in a face-to-face class setting, or take the web-based class. LS 101 can also be taken via the Center for Distance Education. The librarian at the Kuskokwim Campus library offers the course each semester, and it has been taught at other locations on an irregular basis. LS 100 is offered through the College of Rural and Community Development.

Non-Credit Instructional Units

At faculty request, library faculty offer instruction geared to specific classes and coursework. The off-campus services librarian offers instruction to classes in rural areas via audio-conference. Other informal instruction takes place through scheduled workshops sponsored by the Faculty Development Office and the Graduate School.

Specialized Accreditation

The collection development officer and librarian liaisons work with academic departments in preparing reports. They participate in site visits for specialized accreditations, provide relevant library information, and address specific questions posed by accreditation boards.
Faculty and Staff

Faculty and staff of the libraries serve two locations on the Fairbanks campus, the Elmer E. Rasmuson Library on lower campus and the BioSciences Library in the Arctic Health Research Building on the West Ridge. Currently, two of twelve faculty positions are vacant due to retirements. Eight of the ten faculty members have a master’s in library science (M.L.S.), one has an MLS and an MA in History, and one has a Ph.D. in anthropology. Library science faculty are represented by United Academics.

Total FTE of library staff is approximately 52 although actual headcount is 58, due to several part-time positions. Several library staff members have undergraduate and graduate degrees, adding another level of knowledge and expertise to their work. This is particularly important in APR where five staff members have a master’s in relevant disciplines such as anthropology, oral history, and northern studies. In addition, two staff members possess a Ph.D., one in ethnography and one in northern studies. An additional seven staff members in three administrative departments have an M.L.S.

Academic Advising

As library science formal instruction consists of one course, LS 101, student-advising focuses on pre-professional advising for library science post-graduate programs.

Co-Curricular Activities

Rasmuson Library houses other programs of importance to UAF including OIT Campus Technology Services (CTS), and the Office of Sustainability. CTS manages technology resources for UAF main and rural campuses. CTS staff work with faculty to implement an array of educational tools for classroom teaching and provide support for student computer labs and a campus help desk located on the Rasmuson Library main floor adjacent to the 24-hour study space. The Office of Sustainability is mandated to create a campus-wide network and engage the community in a sustainable future through a variety of methods.

The Arctic Region Supercomputing Center (ARSC) Discovery Lab was housed on Level 3 of the Rasmuson Library from 2003 to 2010. The space previously occupied by ARSC is now in the early planning stage for renovation and use by the UA Museum of the North circulating art collection and the Alaska Native Language Center Archives.

The Library has been working with the Faculty Senate Student Academic Development and Achievement Committee (SADA) on a needs assessment for the development of a Student Learning Commons to be located in Rasmuson Library. Discussions with potential partners are underway and are expected to be completed fall 2011. Funding for renovations and possible personnel support are being discussed.
Collaborations

The libraries have a cooperative agreement with the Fairbanks North Star Borough Library and the FNSB School District, allowing public library users to check out materials, use resources available in the facility, and receive reference assistance when needed. There are 2574 users registered in the library system as “public” who checked out 5447 items in FY09.

The libraries participate in the Alaska Library Network’s statewide reciprocal borrowing program, allowing Alaskans with a library card from a participating library to check out materials at any other participating library. The libraries currently have 21 registered reciprocal borrowers.

The libraries partner with UAA and UAS in the cooperative purchase of databases in support of academic programs.

Rasmuson Library is one of three founding partners in the creation of Alaska’s Digital Archives, a database of historic photographs, albums, oral histories, moving images, maps, documents, physical objects, and other materials from libraries, museums, and archives throughout our state. According to 2009 statistics, APR Collections have contributed 19,120 of the total 47,871 items in the database.

APR has a long-term grant to fund the activities of a graduate research assistant drawn from the Northern Studies Department. The GRA engages in curatorial work or other activities that support the collections and programs of APR.

SLED, the Statewide Library Electronic Doorway, is a public service providing access to electronic information for Alaska residents. Rasmuson Library is one of the two founding partners of SLED, and the libraries currently have two librarians serving on the SLED board. Use statistics for FY11 show a total of 132,193 visits to the SLED web site from 137 countries and territories. Alaskans were the largest group of users at 99,540 uses (75% of the total).

The libraries participate in governance of Alaska’s Digital Pipeline, a collection of databases and reference sources purchased by the state for Alaska residents.

APR faculty and staff hold positions on the Alaska State Historical Records Advisory Board and the board of the Tanana Yukon Historical Society.

Polar Libraries Colloquy is an international forum through which librarians and others concerned with the collection, preservation, and dissemination of information dealing with the Arctic and Antarctic regions discuss issues of mutual interest and promote initiatives leading to improved collections and services.

Financial Resources and Expenditures

The FY09 state appropriation for the libraries was $6,420,905. Additional funding came from indirect cost recovery of $1,199,889 and $641,899 from off- and inter-campus receipts and carry-forward. Personnel costs accounted for 60% of the total budget while expenditures for library materials came to $2,194,922, approximately 26% of the total budget. In FY09, Rasmuson Library expended $453,339 in grant and contract funds. Of that, $395,558 was expended by APR, with roughly one-third being Rasmuson endowment funds. The remainder represents a diverse base of support including federal and state agencies, individual donors, the Alaska Humanities Forum, the National Endowment for the Humanities, the Alaska Mental Health Trust Authority, the Bureau of Indian Affairs, and the National Park Service.

Library Development Office - The UAF Rasmuson Library identified the need for a private gifts fundraising program in 2009. Currently, Rasmuson Library shares a development officer with the College of Liberal Arts for the purpose of raising such gifts including unrestricted gift solicitation of library friends, donor cultivation activities with the library’s special collections staff, personal solicitation of
major gift prospects, as well as planned giving outreach to long-time supporters. Development activities are coordinated with UAF development officers.

Public Service and Community Engagement Highlights

The Rasmuson and BioSciences Libraries have a long-standing cooperative use agreement with the Fairbanks North Star Borough Library and the FNSB School District, allowing public library users to check out library materials.

The libraries maintain an open access policy to the Fairbanks community in general, allowing local citizens to come into the building and use information resources, consult with reference librarians, or use the open-access Guest-net Internet connection with their personal laptop.

The libraries participate in the statewide reciprocal borrowing program, which allows library patrons with valid library cards from participating libraries to receive borrowing privileges from other libraries participating in the program.

Alaska’s Digital Archives partners with the Alaska State Library and the University of Alaska Anchorage serving K-12 teachers and students, military, local, state, and federal agencies and heritage organizations.

Library faculty and staff engage in K-12 and community outreach including presentations and demonstrations for Fairbanks and regional public schools, participation in History Day events, and an array of programs offered to the Pioneers’ Home and to the Tanana Yukon Historical Society.

APR serves as the repository for the records of the Alaska Pioneers Igloo, the Episcopal Church in Alaska, the Alaska Library Association, Polar Libraries Colloquy, and the Arctic Institute of North America.

Research, Scholarship, and Creative Activity Highlights

*Chasing the Dark: Perspectives on Place, History and Alaska Native Land Claims*, edited by Kenneth Pratt, was awarded the best Alaskana publication for 2009 by the Alaska Library Association. The book focuses on ANCSA 14(h) documentation of cultural heritage sites. It includes a description of APR’s ANCSA holdings as well as two articles by APR ANCSA curator Robert Drozda.


Project Jukebox, APR’s access point for contextualized oral histories, produced several new sites with an emphasis on facilitating collaboration among different knowledge holders. The Gates of the Arctic Research Portal captured dialog between National Park Service land managers and Native communities; the Dangerous Ice and Climate Change projects recorded the knowledge of scientists from the International Arctic Research Center and the local knowledge of communities witnessing climate change; and the Pioneer Aviators project gathered the stories of a community of expertise and innovation.
Mission
The mission of the Geophysical Institute is to understand basic geophysical processes governing the planet Earth, especially as they occur in or are relevant to Alaska; train graduates and undergraduates to play leading scientific roles in tomorrow’s society; solve applied geophysical problems and develop related technologies of importance to the state and the nation; and satisfy the intellectual and technological needs of fellow Alaskans through public service.

Contribution to UAF’s mission

Educate: Undergraduate and Graduate Students - The Geophysical Institute provides research experience for undergraduate and graduate students. Our faculty members mentor these students to the completion of their studies. Continuous mentoring is provided to graduate students through their research projects leading to M.S. and Ph.D. degrees at this institute. Typically, more than 70 graduate students and 30 undergraduate students are studying at any particular time. This is a joint collaborative activity with the College of Natural Science and Mathematics and the College of Engineering. In the 61 years since it was established, GI has mentored more than 200 Ph.D. students to the completion of their degrees.

Discover: Through Research, Scholarship, and Creative Activity with an Emphasis on the North and its Peoples - The major activity of this unit is geophysical research. We emphasize northern themes such as climate change in atmospheric science, sea ice, lake ice, glaciology, permafrost, and geophysical topics such as seismology, volcanology, tectonics, sedimentation, and auroral physics. About 250 individually funded research projects are led by 65 principal investigators. Typically, faculty and students publish 150 papers each year in peer-reviewed journals. Our faculty members have internationally recognized leadership roles. Atmospheric science faculty in this unit achieved national top ten performance in research publication according to Academic Analytics. One GI faculty member was recently chosen to be general secretary of the International Association of Volcanology and Chemistry of the Earth’s Interior. Another faculty member in tectonics was elected leader of the American Geophysical Union section on geodesy. Faculty from this unit founded the newly established NASA section on upper atmospheric lightning.

Prepare: Alaska’s Career, Technical, and Professional Workforce - Graduate-level short courses are conducted in technical aspects of satellite-based radar. In addition, our Information Outreach Department has provided a 2-week summer course for professional advancement for Alaskan teachers over the past several years. A graduate summer school in polar auroral radio science has been conducted annually since 1999 with a typical attendance of 20 students.

Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge - Geophysical topic-based curricula for K–12 schools in Alaska are developed within our unit funded through the U.S. Department of Education, the National Science Foundation, and the National Aeronautics and Space Administration. These curricula feature traditional knowledge as well as modern western science.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - For 15 years, GI has sponsored and organized a winter lecture series known as Science for Alaska designed for students in eighth grade and above and for professional advancement for teachers. This series has been conducted in Fairbanks, Anchorage, and Juneau, with occasional lectures in Seward and Glennallen. In addition, GI faculty members give lectures for lifelong-learning classes. In addition, enterprises at the Poker Flat Research Range, in the Space Physics Group, and the GI machine shop have contributed to economic development in the local area.
Leadership, Management and Organizational Structure

Leadership of the Geophysical Institute is provided through the director’s office and two primary committees— the Administrative Committee and the Faculty Council—each chaired by the director. Membership of these committees follows. The Administrative Committee contains the director (chair), two associate directors, business manager, HR manager, ASF director, operations manager and the assistant to the director. The Faculty Council contains the director (chair), two associate directors, seven group leaders, three department heads from CNSM, ASF director and the assistant to the director. Advice for major decisions comes through the faculty and staff representatives on these committees. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

In addition to the Administrative Committee and Faculty Council, there is a unit Staff Council, a Student Council, and a Library Committee for the Mather Library, which is shared with the International Arctic Research Center. Through joint appointments with the College of Natural Science and Mathematics and the College of Engineering and Mines, we share representation on the Faculty Senate (having two joint appointees recently as senate president in the last ten years). More recently, two of our research faculty members have been elected to the Faculty Senate, and one, Jon Dehn, was president in 2010/11.

External Advisory Board(s)

The Geophysical Institute has an Advisory and Consulting Board with membership from inside and outside Alaska. The board’s role is to advise the director on matters of administration and science. Board meetings take place by teleconference twice per year and in person every 18 months. Board reports are made available to the whole institute and are sent to the vice chancellor for research and the system president. Current board membership is:

- Eugene Bierley, American Geophysical Union, Headquarters, Washington, D.C.
- John T. Snow, College of Atmospheric and Geographic Science, University of Oklahoma, Norman
- Charles Kennel, Scripps Institution of Oceanography, University of California San Diego
- Barbara Romanowicz, head of seismology, University of California, Berkeley
- Milton Wiltse, retired Alaska state geologist

Additional Unit Policies

GI follows the policies and standards of UAF.

Faculty and Staff

Faculty and Staff Numbers

There are two major locations for GI faculty and staff. The first and major location is the Elvey Building and associated International Arctic Research Center and West Ridge Research Building. There are 350 faculty, staff, and students at these locations. The second is Poker Flat Research Range, where there are five regular staff. Seasonal employees are added at Poker Flat at times of rocket launches and intensive unmanned aircraft operations. Also individual GI faculty work in Juneau and Washington, D.C., and individual staff are located in Anchorage and Washington, D.C.
Faculty Qualifications

All faculty with appointments at the GI normally have a Ph.D. degree in the appropriate area of expertise. In a very few cases, faculty with exceptional experience have been appointed with only an M.S. degree.

Graduate and Undergraduate Research Assistants

Graduate research assistants are paid according to the same rate per hour as teaching assistants. They are normally offered work in the summer, fall, and spring semesters. Their pay is considered a stipend and is paid in equal amounts per pay period throughout the year. Undergraduate research assistants are paid at an hourly rate and their income is not administered as a stipend. See the website for official numbers.

Collective Bargaining

Faculty are represented by United Academics. Regular and term faculty, academic research assistants, adjuncts, and post doctoral fellows beyond their first year are all included. Crafts and trades employees are represented by Local 6070.

Libraries, Information Resources, and Collections

The Geophysical Institute operates the Mather Library in partnership with the International Arctic Research Center. This library has 350 current journal subscriptions and over 75,000 books on geophysics. Operating hours are 8 a.m. to 5 p.m. and the library is open to faculty, staff, students, and the general public. Books may be borrowed by GI and IARC faculty, students, and staff. Other users may borrow books by permission of the librarian.

The Geodata Center maintains a collection of geophysical resources for use by the institute, the university, and the general public. Access to materials is available in the office or may be duplicated if study is required off-site.

The Map Office offers for sale all USGS maps of Alaska and certain other map materials.

Institutes and Centers

The Poker Flat Research Range is located 35 miles northeast of Fairbanks. It is the only university-operated rocket range in the United States and also operates an unmanned aerial system program for development and research.

The Alaska Satellite Facility operates a satellite ground station with two tracking antennas, a processing system, and archive. It specializes in synthetic aperture radar techniques. U.S. and foreign satellites are tracked and data retrieved on a daily basis.
The Alaska Earthquake Information Center operates 400 seismometers in tectonically active areas of the state. Signals are received in real time and processed to provide epicenters from magnitude 1 upwards. The typical occurrence rate for earthquakes detected by the center is 50 per day.

The Alaska Volcano Observatory detects and evaluates volcanic eruptions for 50 active volcanoes in southeast Alaska, the Alaska Peninsula, and the Aleutian Islands. AVO is a partnership between the United States Geological Survey, the Alaska Division of Geological and Geophysical Surveys, and UAF.

The Geochronology Laboratory measures rock samples to determine their age using Ar/Ar techniques. Fee-based services are provided for internal and external customers.

The Paleomagnetism Laboratory measures the magnetic properties of core materials from ancient sediments to determine age based on the remnant magnetism of the sample. Fee-based services are offered on request.

The Alaska Climate Research Center holds a comprehensive set of climate records for the state and conducts research on climate trends extending from the first recorded observations in 1820 to the present.

The Wilson Infrasound Observatories operate a network of infrasound arrays in the United States and Antarctica to study manmade and natural sources.

Collaborations

Research collaborations
With the UAF School of Fisheries and Ocean Sciences, GI provides research on tsunamis under a contract with the National Oceanic and Atmospheric Administration. With IARC, GI collaborates on research related to climate change in areas such as atmospheric science and permafrost.

Service collaborations
GI collaborates with the USGS through the Alaska Earthquake Information Center and the Alaska Volcano Observatory. Each of these collaborations is funded through cooperative agreements. Monitoring and computation services are provided on detection and locations of volcanic eruptions and earthquakes.

UAF provides a rocket range, and GI contracts with NASA for launch and downrange support of sounding rockets and the associated scientific research. GI contracts with NASA to provide satellite-tracking services, downlinking and processing of data, and archiving of processed data. GI’s archive is one of the prime sources of sea ice information for the Arctic.

Financial Resources and Expenditures
In FY11, The Geophysical Institute will operate with an unrestricted annual budget of approximately $10 million. This budget consists of revenue from the State of Alaska general fund (52%), from earned indirect cost recovery (47%), and from other sources (1%). The remainder of revenue is a combination of grants and contracts expected to total $20 million. Sixty-five percent of the annual budget is expended on personnel services, including faculty and staff benefits, and the remaining 35% goes to non-personnel services including travel, contractual services, supplies, equipment, and student aid.
Facilities and Equipment

The Geophysical Institute has faculty and staff are located in the Elvey Building, the Akasofu Building, and the West Ridge Research Building on the Fairbanks campus. Five staff are located at the Poker Flat Research Range, and four additional staff are located in Anchorage, Juneau, and Washington, D.C.

Major equipment in use includes two steerable satellite antennas on the Fairbanks campus and three more at Poker Flat Research Range, a satellite control center, processing center, and archive data bank. There are 43 more items worth more than $100,000 each.

Public Service and Community Engagement Highlights

Science for Alaska Lecture Series - The Science for Alaska series is now in its 17th year providing six lectures by UA faculty on science topics of local interest. The lectures are delivered in Fairbanks, Anchorage, and Juneau with occasional presentations elsewhere such as Seward and Glennallen. Typical attendance at the Fairbanks venue is 200–400, depending on the topic.

Seismology Booth at the Tanana Valley Fair - The seismology booth has been a presence at the Tanana Valley Fair for more than 20 years. Visitors can get information about earthquakes and how to mitigate damage and injury. In addition, there are portable laboratory experiments for students.

Occasional Open Days for the General Public - The Alaska Satellite Facility offered an open day in 2006 on its fifteenth anniversary. Visitors learned how the facility receives satellite data, processes it to useful information, and archives the results for science and government use.

The Science Education Outreach Network - The Science Education Outreach Network was established by Provost Reichardt and is operated from the Geophysical Institute. The network serves to connect UAF faculty with the K–12 system, enabling requests from schoolteachers to be matched with faculty volunteers for public outreach. The GI Information and Outreach Office has developed Science Teachers Professional Development programs and extensive peer-reviewed and validated curricula for use in Alaska and Hawaii. Subject areas include climate, tsunamis, volcanoes, and the aurora.
Research, Scholarship, and Creative Activity Highlights

The Space Physics Group - This group of 12 faculty and students focuses on phenomena driven by the radiation, particles, and electromagnetic fields from the sun. These include the aurora, geomagnetic storms, and ionospheric and upper atmospheric disturbance.

The Atmospheric Science Group - This group of 9 faculty and students works on projects related to climate and the atmosphere from the boundary layer to the upper stratosphere. Highlights include studies revealing important sources of winter pollution in Fairbanks and mitigation strategies. The Alaska Climate Research Center housed within the group published a book in 2007 on Alaska Climate. Finally, mesoscale atmospheric models have been used to forecast smoke trajectories during summer forest fires and ash trajectories during volcanic eruptions.

The Snow, Ice, and Permafrost Group - This group of 11 faculty and students studies sea and lake ice, glaciers, and permafrost. Members of the group are leading investigators in many studies of the International Polar Year. Recent major achievements include the investigation of Jacobshaven Isbrae (a glacier) in Greenland, the drilling of deep ice cores in Antarctica, the modeling and prediction of permafrost in the Arctic, and the study of changes in sea ice on the Arctic Ocean shores of Alaska.

The Seismology Group - This group of 4 faculty, 8 students, and 12 staff provides service to the state with its seismic array of 400 stations. Using the data from these and other temporary stations, the group locates and catalogs about 50 earthquakes each day. Included in these (mostly small) events are some larger ones such as the 2002 magnitude 8 Denali Fault earthquake. Studies of this event resulted in several leading presentations by the GI Seismology Group at follow-up meetings of related professional societies.

The Volcanology Group – This group of 4 faculty and students conducts research into volcanism with particular reference to the Aleutian and Kamchatkan volcanoes. In a typical year, we may have two major volcanic events as opportunities for service and research through the Alaska Volcano Observatory, and additional work through individual research grants from NSF and other federal agencies. In recent years, our volcanology group has made important advances in studies of volcanic lightning, infrasound and aerosol and ash. This is a truly interdisciplinary group with contributions from atmospheric science, remote sensing, seismology and space physics.

The Remote Sensing Group – This group of 6 faculty and students conducts research into the techniques and applications of observations made looking at the Earth from space and from aircraft. There is a wide range of expertise covering radar and optical techniques that enable physical, chemical and biological investigations. In addition, this group finds a wide range of collaborative opportunities with faculty from the School of Natural Resources and Agricultural Science, the Institute of Arctic Biology, the Institute of Northern Engineering, the International Arctic Research Center and the Institute of Marine Science. The group has close ties with the Alaska Satellite Facility and the unmanned aircraft program at Poker Flat Research Range.

The Tectonics and Sedimentation Group – This group of 6 faculty and students focus on investigations into the sediments found in Alaska and the prehistoric information that can be deduced. Examples range from paleomagnetic and paleoclimatic studies to work on geochronology. The group has specialized laboratories for geochronological determinations and paleomagnetic analysis. Recently, the group has built a reputation for research into dinosaur remains in the Arctic. Another feature of work in this group is the study of oil-bearing basins and the attendant fold structures in the rocks of mountains in the Brooks Range.
Institute of Arctic Biology

Brian Barnes,
Director

www.iab.uaf.edu
Mission

The University of Alaska regents founded the Institute of Arctic Biology (IAB) in 1963 with Laurence Irving, a pioneer in comparative physiology, as director. IAB’s mission is to advance basic and applied knowledge of high-latitude biological systems through the integration of research, student education, and service to the nation and the state of Alaska. The institute supports faculty and postdoctoral research and graduate student training in the life sciences of wildlife, physiology, genetics and evolution, ecology and ecosystems, health psychology, biomedicine, bioinformatics and computational biology.

IAB provides platforms for research, including arctic and boreal field stations, and core laboratories for geographic information systems and DNA sequencing. The institute’s Toolik Field Station is a world-renowned arctic climate change research station located in the foothills of the Brooks Range. The Bonanza Creek Long-Term Ecological Research (BNZ-LTER) site, located in the boreal forest of Interior Alaska, focuses on improving understanding of the long-term consequences of climate change and disturbance regimes on boreal forests. BNZ is jointly managed by UAF, the Boreal Ecology Cooperative Research Unit, and the USDA Forest Service Pacific Northwest Research Station. The Alaska Cooperative Fish and Wildlife Research Unit is administered by IAB in collaboration with the Alaska Department of Fish and Game and the U.S. Geological Survey. It began in 1950 as part of a nationwide cooperative program to promote research and graduate student training in the ecology and management of fish and wildlife and their habitats. Other major research programs in IAB include the Center for Alaska Native Health Research, Alaska Basic Neuroscience Program, Center for Molecular and Genetic Studies of Hibernation, Alaska Geobotany Center, and the Resilience and Adaptation Program.

IAB faculty, most of whom hold joint appointments with the College of Natural Sciences and Mathematics, the College of Liberal Arts, or the School of Natural Resources and Agricultural Sciences, teach the curriculum for undergraduate majors in biology and wildlife biology, and contribute to the curriculum for chemistry and biochemistry majors. IAB faculty provide UAF undergraduates with opportunities for hands-on research experiences in the field and laboratory and co-authorship of scholarly articles. They mentor more than 150 graduate students including 75 doctoral candidates.

Contribution to UAF’s mission

Educate: Undergraduate and Graduate Students - IAB funds annual Graduate Research Fellowship Awards to provide financial help to students that will enable them to concentrate on research and be more fully engaged in the research community, thereby facilitating their academic advancement, production of scholarly publications, and preparation for future employment. IAB faculty teach undergraduate classes and provide undergraduate students with research and co-authorship opportunities.

IAB faculty members sponsor 151 graduate students as committee chairs: 1 M.A. Interdisciplinary; 76 M.S. (39 Biology, 15 Wildlife Biology, 4 Wildlife Biology and Conservation, 11 Fisheries, 2 Biochemistry and Molecular Biology, 1 Botany, 1 Chemistry, 1 Environmental Chemistry, 2 Interdisciplinary); 74 Ph.D. (52 Biological Sciences Biology, 10 Biological Sciences Wildlife, 1 Biochemistry and Molecular Biology, 1 Fisheries and 10 Interdisciplinary).

Discover: Through Research, Scholarship, and Creative Activity with an Emphasis on the North and its Peoples – IAB scientists, students, and staff conduct and disseminate basic and applied research through successful competition for research funding, publication in high-quality, peer-reviewed publications, and leadership in research. This is accomplished through individual efforts, collaboration, and special research programs including the following:

Much of what is known about the structure and function of terrestrial and aquatic ecosystems of the Arctic and the effects of climate change has emerged from long-term, process-based, ecological research
projects at the Toolik Field Station (TFS). These projects have resulted in significant discoveries on adaptations of organisms to the current and changing Arctic.

The Bonanza Creek Long-Term Ecological Research focuses on improving understanding of the long-term consequences of changing climate and disturbance regimes in Alaska’s boreal forests. Such changes are influencing the distribution, abundance, and access to plants and animals harvested by Native peoples. BNZ-LTER is partnering with Alaska Native villagers and agency resource managers to enhance resilience of rural communities through programs that facilitate adaptation.

The Resilience and Adaptation Program (RAP) explores the links among cultural, economic, and ecological conditions of Alaska and the North. RAP offers integrative graduate training that prepares scholars, policymakers, and managers to address issues of sustainability. Students work with UAF faculty in a broad range of interdisciplinary research projects at community, regional, and circumpolar levels.

The Center for Alaska Native Health Research (CANHR) investigates weight, nutrition, and behavioral health in Alaska Natives from a genetic, dietary, and cultural-behavioral perspective and using community based and participatory research approaches. Current research programs center on preventing diabetes and suicides and the ethics of disseminating biomedical research results in minority communities. CANHR partners with the Yukon-Kuskokwim Health Corporation (YKHC).

**Prepare: Alaska’s Career, Technical, and Professional Workforce** - IAB faculty contribute significantly to UAF’s role as the primary workforce preparation institution in Alaska by teaching, training, and advising graduate students in the life sciences. Many of these students go on to employment by local, state, federal, private, corporate, and nongovernmental organizations in Alaska, including the Alaska Department of Fish and Game, the National Park Service, and the U.S. Geological Survey. Graduate and undergraduate students gain laboratory and field experience working alongside faculty members. Such experience is valuable for entrance into medical schools, preparation for employment, and for advancement in academia. IAB supports several research programs, which offer specialized and intensive training to students in Alaska and Arctic-centric fields. Of particular note are the high-quality graduates from the Alaska Cooperative Fish and Wildlife Research Unit many of whom become employees of state and federal resource management entities in Alaska.

UAF and IAB in particular celebrated the groundbreaking of the new UAF Life Sciences Facility in 2011. The $108 million science facility will add new classrooms, cutting-edge lab facilities, an auditorium, and research offices to campus – which will significantly enhance our ability to teach, train, and prepare students for academic and professional jobs in Alaska and beyond.

**Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge** - Three successful and highly regarded research programs within IAB directly address Alaska Native, rural, and urban community issues through contemporary and traditional knowledge.

The Center for Alaska Native Health Research (CANHR) focuses on health disparities, such as obesity and diabetes, in Alaska Native communities using Community-Based Participatory Research methods in which members of the communities in which the scientists are working are active participants in the research program in terms of program direction, research development, and application of research findings and results.

The Resilience and Adaptation Program (RAP) emphasizes graduate student research projects with relevance and application to Alaska Native and circum-arctic rural and urban communities. Projects include the economics, ecology, and human dimensions of subsistence ways of life, wildlife management, natural resources management, environmental policy, and planning. RAP is currently funded by an Integrative Graduate Education and Research Traineeship award from the National Science Foundation.

The Bonanza Creek Long-Term Ecological Research (BNZ-LTER) program partners with Alaska Native villagers and agency resource managers to enhance resilience of rural communities. The program
facilitates adaptation and the development of fire management strategies that increase landscape diversity and ensure subsistence harvesting opportunities.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - IAB hosts a variety of free seminars open to the public; special invitations are made to science teachers in the local schools. These include IAB’s weekly Life Sciences Seminar Series, the annual Irving-Scholander Memorial Lecture, the semi-annual Jay Hammond Lecture, and a variety of life science guest speakers throughout the year.

IAB faculty members participate in science fairs, UAF’s Alaska Summer Research Academy (CNSM), graduate student symposia, and as guest speakers in the local public schools.

IAB’s Toolik Field Station (TFS) hosts a variety of workshops, field courses, and national and international meetings.

Leadership, Management, and Organizational Structure

IAB is led by a director and two associate directors. One associate director represents the faculty and programs related to ecology and wildlife; the other represents biomedicine and behavioral health. The director, associate directors, Alaska Cooperative Fish and Wildlife Research Unit leader and a select group of faculty and staff members comprise the IAB Budget and Management Committee. The director, one or both associate directors, and a different group of faculty comprise the IAB Director’s Council.

Most of IAB’s faculty members have a joint appointment in the Department of Biology and Wildlife. Others have a joint appointment in the Department of Chemistry and Biochemistry, Department of Psychology, or School of Natural Resources and Agricultural Sciences. Faculty members who are part of the Alaska Cooperative Fish and Wildlife Research Unit, which is administered by IAB, are federal employees. The Institute also maintains close ties with University of Alaska Museum faculty members, although they hold no contractual appointment in IAB.

IAB faculty manage several specialized programs and facilities. The IAB Toolik Field Station, the Alaska Cooperative Fish and Wildlife Research Unit, Bonanza Creek Long-Term Ecological Research program, Center for Alaska Native Health Research, Center for Molecular and Genetic Studies of Hibernation, IAB-Department of Biology and Wildlife Research Greenhouse, DNA Core Lab, Resilience and Adaptation Program, Alaska Basic Neuroscience Program, Spatial Ecology Lab, and Alaska Geobotany Center. These programs and facilities support faculty, students, and staff members.

The administrative services within the Institute include a proposal office, business office (post-award fiscal support, travel, purchasing, and human resources), facilities and safety officer, a communications office (media, outreach, web, IT support), and an assistant to the director.

An organizational chart is included in the attachments.

Committee Structures and Representation

Two IAB faculty serve on the Faculty Senate, and two IAB staff serve as Staff Council representatives.

IAB Director’s Council advises IAB director on long-term development, management, and budget issues and consists of seven faculty members and four ex officio members.

IAB Budget and Management Committee advises the director on budget and management issues and consists of the director, two associate directors, Alaska Cooperative Fish and Wildlife Research Unit leader, and six staff members.
External Advisory Board(s)

**Alaska Basic Neuroscience Program Advisory Committee** - This committee advises the National Institutes of Health on the development and progress of the Alaska Basic Neuroscience Program and its associated Specialized Neuroscience Research Program award.

**Bonanza Creek Long-Term Ecological Research Advisory Committee** - The committee consists of UAF, University of Florida, and USDA scientists associated with the Bonanza Creek Long-Term Ecological Research (LTER) program. It makes decisions jointly concerning the design and implementation of the LTER program.

**Toolik Field Station Steering Committee** - The Toolik Field Station Steering Committee provides advice to the Toolik management team on the operation and management of the Toolik Field Station. The committee has voting representation by one principal investigator (PI) who is part of the Arctic Long-Term Ecological Research (LTER) program, two other PIs who work at Toolik, one representative of the graduate students working at Toolik, and one representative of the LTER research technician who work at Toolik. The Toolik Field Station Steering Committee meets once per year.

Additional Unit Policies

The Institute adheres to the Regents’ Policy Chapter 04.04, United Academics (UNAC) Bargaining Agreement Article 9 (pages 20-33) and the Office of the Provost’s guidelines for appointment, evaluation, promotion, tenure and termination of faculty. The websites follow Regents’ Policy, Office of the Provost, UNAC Bargaining Agreement.

The IAB director meets individually with faculty members at least twice each year to discuss workload agreements and to review annual activity reports. A written evaluation is provided for faculty standing for promotion. It is given annually to non-tenured faculty and every 3–5 years for other tenured faculty.

IAB faculty meetings occur approximately once per month; faculty development and graduate training initiatives are discussed, and advisory votes for faculty hires are taken. Director’s Council meetings occur quarterly; the IAB budget is presented and management issues are discussed. The IAB Budget and Management Committee meets weekly.

IAB seeks to have annual faculty retreats (the last was August 2010). Strategic planning, faculty recruitment, and medium- to long-term priorities for institute development are discussed.

The IAB website ([www.iab.uaf.edu](http://www.iab.uaf.edu)) includes pages restricted to faculty and pages restricted to staff where policy and other employee information is accessible only to IAB personnel. Notification that materials have been posted is made by email to relevant personnel who can then access the restricted pages by logging onto the IAB website. Policy announcements that can be public are posted initially in the announcements section on the homepage and, when appropriate, on the relevant interior web pages. The website automatically generates a weekly institute newsletter (Life Sciences News), which includes announcements, events, recent scholarly publications, news coverage of IAB, press releases, and funding opportunities. The website also has dedicated sections for research project highlights, special research programs (CANHR, RAP, BNZ-LTER, TFS, etc.), news and media coverage, personnel directory, institute administration, human resources, and computing.

Faculty and Staff

**Faculty and Staff Numbers**

As of fall 2010, IAB had 40 tenure track faculty (FTEF= 21.6); three non-tenure track research faculty (FTEF= 2.0); one research associate (academic) (FTEF= 1.0) and 13 post-doctoral scientists (FTEF:
12.5). Five federal employees within the Alaska Cooperative Fish and Wildlife Research Unit are also part of our faculty.

As of fall 2010, there were 109 staff supported through IAB. There were 88 staff paid from restricted funds and 25 staff paid from unrestricted funds.

![Faculty FTEs](chart1)

**Faculty Qualifications**

All tenured and tenure-track faculty have a Ph.D.; three faculty also have a DVM. All postdoctoral scientists, research faculty, and research associates have a Ph.D.

**Graduate and Undergraduate Teaching and Research Assistants**

IAB supported 48 graduate research assistants in fall 2010 and 51 graduate research assistants in spring 2011. This level of support has been consistent over the last three years. IAB supported 23 undergraduate students in fall 2010 and 25 undergraduate students during spring 2011.

**Collective Bargaining**

The unions that represent IAB are United Academics (UNAC) and Alaska Higher Education Crafts and Trades Employees Local 6070 APEA/AFT (AFL-CIO).

UNAC represents all regular non-adjunct faculty in the following ranks: Instructor, Assistant Professor, Associate Professor, Professor; Research Assistant Professor, Research Associate Professor, Research Professor; Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor; Cooperative Extension Faculty and/or Agents, postdoctoral fellows; librarians, counselors, rehabilitation faculty, advisors, cooperative extension agents, and other academically related personnel and department heads/chairs. Alaska Higher Education Crafts and Trades Employees Local 6070 APEA/AFT (AFL-CIO) represents employees working in the areas of maintenance, trades, crafts, and custodial.

**Libraries, Information Resources, and Collections**

**Greenhouse** - UAF biology classes and an art class routinely use the IAB-Department of Biology and Wildlife Research Greenhouse’s plant collection as an educational resource for the study of plant diversity and plant systematics, and for botanical drawing. Outside entities query greenhouse staff on plant information and greenhouse construction. Access is by request in person, by phone, or email to the greenhouse manager. Use of the greenhouse requires online submission of a space request form.

**Toolik Field Station Environmental Data Center (EDC)** - Toolik EDC provides baseline data and lab equipment to scientists involved in research at Toolik Field Station. Available data collected by Toolik EDC include 46 weather attributes measured hourly to daily, bird point counts, plant phenology, daily
landscape images from four locations, and general observations of animals seen, atmospheric conditions, and other physical characteristics at the field station. Most data are accessible by the general public from the Toolik EDC website. Other data can be requested from Toolik EDC staff. Lab equipment from microscopes to environmental chambers is available for use in camp by any researcher. Descriptions and a reservation request form are on the Toolik EDC website.

**Toolik Field Station Geographic Information Systems (GIS)** - Toolik GIS collects and processes spatial data, creates maps and figures, and helps lay out and document sites used for research around Toolik Field Station. Requests for support can be made from the Toolik GIS website. Toolik GIS also prepares GPS base files that can be used by researchers to increase the accuracy of their own GPS measurements. Many maps and images as well as the GPS base files are available for direct download from the Toolik GIS website. Higher resolution images and full GIS datasets are available by request. Toolik GIS also provides several GPS units for use by researchers with full descriptions found on the Toolik GIS Website.

**Toolik Field Station Herbarium** - The herbarium, located at Toolik Field Station, contains approximately 1900 specimens of vascular and nonvascular plants. It is used by researchers and classes in residence at TFS to identify plants. Duplicates of all specimens are stored in the UA Museum of the North Herbarium, and the identity of all specimens has been verified by museum staff. Access to the herbarium is by request to the herbarium manager, Peter Ray, by email, phone, or in person. Anyone in residence at TFS may use the herbarium by signing the logbook, but specimens may not be removed from the herbarium.

**Bonanza Creek Long-Term Ecological Research program** - Research focuses on improving understanding of the long-term consequences of changing climate and disturbance regimes in Alaska’s boreal forests. Data are collected to document the major controls over forest dynamics, biogeochemistry, and disturbance and their interactions in the face of a changing climate. Access to facilities may be requested from the site manager, Jamie Hollingsworth. Data are available online or by request from the data manager, Jason Downing.

**Biological Papers of the University of Alaska (BPUA)** - This publishing series, which began in the 1950s and continues today, is administered by IAB. BPUA has produced 28 publications, five special reports, four occasional publications on northern life, five other reports, and five translations. The publication price list and ordering information are online.

**Library** - IAB has an informal collection of biological science books (e.g., wildlife, physiology, genetics, nutrition, conservation, and botany), life science-related government and non-governmental reports, and theses in the IAB library (311 Irving I). Access and checkout are controlled by the IAB director’s office staff. A UAF identification card and completion of a checkout slip are required.

**Institutes and Centers**

**Alaska Cooperative Fish and Wildlife Research Unit** - The Alaska Cooperative Fish and Wildlife Research Unit is part of a nationwide cooperative program, initiated in 1935, to promote research and graduate student training in the ecology and management of fish and wildlife and their habitats. The Alaska Unit was formed in 1991 by a merger of the Alaska Cooperative Wildlife Research Unit (established 1950) and Alaska Cooperative Fishery Research Unit (established 1978). It exists by cooperative agreement among the U.S. Geological Survey (USGS), the Alaska Department of Fish and Game (ADFG), the U.S. Fish and Wildlife Service (FWS), the University of Alaska Fairbanks (UAF), and the Wildlife Management Institute (WMI).

The Alaska Unit is located on the UAF campus and administered by the Institute of Arctic Biology. It is staffed by USGS-salaried scientists who hold regular faculty appointments and UAF-salaried personnel who provide administrative support. The WMI serves as a liaison among unit cooperators nationwide and
as an independent voice for the units on Capitol Hill. Research funds are provided annually by the ADFG and through grants and contracts obtained by unit scientists and cooperating faculty. Agencies of the U.S. Department of the Interior are primary sources of federal research funds for the Alaska Unit.

At present, the Alaska Unit sponsors 35 projects, 30 graduate students, and five post-doctoral researchers in research covering topics such as productivity of fish and wildlife populations and effects of contaminants on coastal ecosystems. Research ranges geographically from southeast Alaska rain forests to the tundra of southwest Alaska and the North Slope. A Unit Coordinating Committee composed of ADFG, UAF, FWS, USGS, and WMI representatives oversees the mission and program of the unit.

**Alaska Basic Neuroscience Program (ABNP)** - The Alaska Basic Neuroscience Program seeks to expand, facilitate, and stimulate neuroscience research as part of the human health research initiative at UA. The program incorporates interdisciplinary research to study mechanisms of neuroprotective adaptations, spanning the spectrum from behavioral to cellular and molecular aspects. Present research objectives concentrate on circadian rhythms and thermoregulation, hibernation as a model of neuroprotection, and neuronal regeneration and survival with an emphasis on the role of reactive oxygen species. This effort is further supported by strong collaborative research with other institutions and investigators in the United States.

**Alaska Geobotany Center (AGC)** - IAB's Alaska Geobotany Center, located in the Arctic Health Research Building on West Ridge, is dedicated to understanding northern ecosystems through the use of geographic information systems, remote sensing, and field experiments.

**Center for Alaska Native Health Research (CANHR)** - The Center for Alaska Native Health Research was established through a five-year grant awarded to UAF by the National Institutes of Health, National Center for Research Resources. The purpose of CANHR is to investigate weight, nutrition, and health in Alaska Natives. CANHR approaches this thematic focus from a genetic, dietary, and cultural-behavioral perspective. The funding comes through a program for Centers of Biomedical Research Excellence (COBRE). This project has been and is being developed in partnership with the Yukon-Kuskokwim Health Corporation (YKHC).

**Core Facility for Nucleic Acid Analysis (Core Lab)** - The Core Facility For Nucleic Acid Analysis, located in the West Ridge Research Building (WWRB), keeps IAB and UAF at the cutting edge of molecular analysis in evolutionary biology, molecular biology, and wildlife and fisheries management. The faculty supervisor is Bert Boyer, associate professor of biochemistry and molecular biology.

**IAB and Biology and Wildlife Computer Resources (Computer Lab)** - The IAB and Biology and Wildlife computer network is available to all faculty, students, and staff. Located in room 303 Irving I, the computer lab hosts 13 workstations, two flatbed scanners, one slide/film scanner, and a laser printer. The lab is used for computer-intensive courses and is available for general computing needs.

**IAB-Department of Biology and Wildlife Research Greenhouse (Greenhouse)** - The IAB-BW Research Greenhouse provides a reliable environment for growing plants for research and educational projects year-round. Facilities include four separate zones housing research projects and plant collections, and three climate-controlled growth chambers.

**Bonanza Creek Long-Term Ecological Research program (BNZ-LTER)** - The Bonanza Creek Long Term Ecological Research program is located in the boreal forest of Interior Alaska. The facilities are centered in the city of Fairbanks. Research at the LTER site focuses on improving our understanding of the long-term consequences of changing climate and disturbance regimes in the Alaskan boreal forest. Our overall objective is to document the major controls over forest dynamics, biogeochemistry, and disturbance and their interactions in the face of a changing climate. The site was established in Fairbanks, Alaska, in 1987 as part of the National Science Foundation’s LTER Program. The Bonanza Creek LTER has two primary research sites located in Interior Alaska: Bonanza Creek Experimental Forest (BCEF),
approximately 20 km south of Fairbanks at 64.8°N, 148.0°W, and Caribou-Poker Creeks Research Watershed (CPCRW), at 65.16°N, 147.5°W, approximately 45 km north of Fairbanks.

**Resilience and Adaptation Program (RAP)** - The Resilience and Adaptation Program explores the link among cultural, economic, and ecological conditions of Alaska and the North to offer integrative graduate training that prepares scholars, policymakers, and managers to address issues of sustainability. Students work with UAF faculty in a broad range of interdisciplinary research projects at community, regional, and circumpolar levels. RAP offers master’s and Ph.D. degrees in biology and wildlife, anthropology, resource economics, natural resource management, northern studies, and interdisciplinary studies. NSF-funded fellowships are available to Ph.D. candidates entering the program. RAP is sponsored through NSF’s Interdisciplinary Graduate Education and Research Training (IGERT) program. IAB administers the IGERT program at UAF.

**Spatial Ecology Lab (SEL)** - IAB’s Spatial Ecology Lab is a state-of-the-art laboratory for the spatial analysis of ecological data and the development, testing, and application of spatially explicit ecological models.

**Toolik Field Station (TFS)** - IAB’s Toolik Field Station is located in the northern foothills of the Brooks Range in northern Alaska on the southeast shore of Toolik Lake (68°37′N, 149°36′W, elevation 720 m, 254.3 km above the Arctic Circle). It is a world-renowned arctic climate change research station. Its location affords access to three major physiographic provinces including the Brooks Range, the Arctic Foothills, and the Arctic Coastal Plain. The station also serves as a base camp for researchers working along the ecological transect from tundra to taiga to boreal forest along the Dalton Highway, from Prudhoe Bay to Fairbanks. The TFS faculty supervisors are IAB Director and TFS Science Director Brian Barnes and TFS Associate Science Director and Associate Professor Syndonia (Donie) Bret-Harte.

**Collaborations**

IAB faculty regularly collaborate with faculty in other UAF units through shared grants and by co-mentoring graduate committees. The Bonanza Creek Long-Term Ecological Research program sponsors collaborations among UAF, UAA, US Forest Service, University of Florida, University of Edmonton, Middlebury College, and other faculty. The Toolik Field Station’s Arctic Long-Term Ecological Research site sponsors collaboration among UAF, UAA, University of Michigan, Marine Biological Laboratory, Utah State University, University of Alabama, and other faculty. The IAB and the Office of Polar Programs at the NSF have a Cooperative Agreement to operate the Toolik Field Station.

**Financial Resources and Expenditures**

In FY10, IAB is operating with a non-restricted annual budget of approximately $7 million. This budget consists of revenue from indirect cost recovery (ICR) (31%) and the State of Alaska General Fund (51%). The remainder of revenue is from other miscellaneous sources. Eighty two percent of the general fund budget is expended on personnel services, including faculty and staff benefits. The remaining 18% and ICR are then used to support IAB programs.
Facilities and Equipment

IAB has 58 faculty members with office and laboratory accommodations in the following buildings: Arctic Health Research Building, Irving I Building, West Ridge Research Building, Biological Research and Diagnostics Building (BiRD), and Toolik Field Station (35 buildings on site, including laboratories, support facilities, and residences).

IAB’s programs occupy space in nine ATCO units spread across West Ridge. The ATCO units are functional, but their use is not ideal; close proximity to the laboratory for graduate students is key to program growth.

IAB is currently faced with several issues: The institute’s current planned program growth exceeds its allocated space. Planned growth will require research laboratories with higher safety levels than we currently have. A Biological Safety Level 3 (BSL-3) laboratory is a future need for our researchers working with infectious agents. There is justifiable need for a secure, heated shipping/receiving facility in Fairbanks for use by Toolik Field Station staff and researchers.

Public Service and Community Engagement Highlights

Each year IAB hosts the Irving-Scholander Memorial Lecture, which brings an outstanding national or international life scientist to campus. The lectures are widely promoted in the Fairbanks community, and high-school science educators are specifically invited. Teachers have assigned the lecture to their students as part of their course requirements, and community members attend.

IAB faculty members regularly participate in the Alaska Statewide High School Science Symposium. The event is coordinated by Gary Laursen, and IAB faculty serve as judges, coaches, mentors, and advisers.

Research, Scholarship, and Creative Activity Highlights
Brian Barnes, IAB director, Oivind Toien, IAB research scientist, and co-authors received worldwide scientific and media attention for their paper, published in the journal Science, on surprising features of bear hibernation in 2011.

Bert Boyer, professor and director of the Center for Alaska Native Health Research, and other CANHR researchers are partnering with University of Washington scientists in a study that could lead to personalized prescriptions by identifying how genes could be used make medicines more effective and safer for patients.

Karsten Hueffer, assistant professor, received the 2009-2010 Outstanding Teacher Award, Department of Biology and Wildlife, from the University of Alaska Fairbanks College of Natural Sciences and Mathematics.

Abby Powell, associate professor, received the 2009 U.S. Geological Service Performance Award.

Barbara Taylor, associate professor, accepted a position as the director of Undergraduate Research and Scholarly Activity (URSA) at the University of Alaska Fairbanks in 2011.

Donald “Lee” Taylor, associate professor, was awarded the status of adjunct associate professor in the Department of Biology at the University of New Mexico in 2011.

Richard Boone, professor, and Kevin Winker, professor, received a $2 million grant to support a new GK-12 Program: The CASE (Changing Alaska Science Education) for Enhancing Understanding of Climate Change in 2011.

Donald Walker, professor, received a Fulbright Scholars Fellowship to work at Masryk University, Brno, Czech Republic in 2011.
International Arctic Research Center

Larry Hinzman, Director

http://www.iarc.uaf.edu
Mission

The mission of the International Arctic Research Center is to foster arctic research in an international setting to help the nation and the international community to understand, prepare for, and adapt to the pan-Arctic impacts of climate change. In accomplishing this mission, IARC serves as both mediator and driver to advance international collaboration aimed at comprehensive studies of the arctic system by integrating strengths unique to university, state, federal, and international support levels.

Description

The International Arctic Research Center (IARC) was established in 1999 as a cooperative research institute supported by both the U.S. and Japanese governments. IARC serves as a focal point of excellence for international collaboration and provides the arctic research community with an unprecedented opportunity to share knowledge about science in the Arctic, with an emphasis on global change research. More than 20 international groups and more than 60 scientists are collaborating with IARC, allowing the institute to meet the UAF mission and goals in a concrete way. IARC conducts an internationally popular summer school for young researchers. We convene workshops on the integration and synthesis of research (e.g., attribution of polar climate change; arctic carbon cycle; arctic climate; and hydrology). IARC facilitates international exchanges of data and enables international field activities such as cruises and permafrost measurement networks. IARC also supports several K-12 outreach projects that reach schools in Alaska, nationwide, and worldwide. Products created on climate change and other arctic science topics are widely used in Alaskan schools.

IARC’s primary functions are a combination of service, research, and outreach/education. Key service activities include organization and development of a center for arctic data and information and international synthesis workshops. We host project offices and secretariats, facilitate access to arctic research sites, and encourage international collaboration. Our scientific advances are achieved largely through partnerships with institutions in the United States, Japan, Russia, and Canada, as well as with other international organizations. Our science activities include a role in development, implementation, oversight/coordination, and utilization of an Arctic System Model. Our national and international public service and outreach/education programs have been expanded to enhance IARC’s visibility and impact. This is accomplished through a visitor program that targets postdoctoral scientists and senior scientists and through wide circulation of annual reports and newsletters. Education activities include teaching UAF graduate and undergraduate classes, training graduate students in research, and coordinating K-12 learning opportunities. These efforts are targeted at urban and rural schools in Alaska and, where possible, at broader audiences of students in cities in the lower 48, where we hope to improve “arctic literacy.” We are actively involved in helping Alaska communities understand, adapt to, and prepare for a changing climate. This includes training of students who will assume leadership positions in Alaska and throughout the nation. IARC researchers mentor undergraduate students via the National Science Foundation’s Research Experiences for Undergraduates (REU) program and the Arctic Region Supercomputing Center’s undergraduate summer program. IARC researchers serve on graduate committees as members or, when attached to a UAF college, as committee chairs. IARC researchers also contribute to some UAF course offerings. IARC strives to engage the broader populace via participation in campus open house events and attendance at community events such as the Fairbanks “Ice Alaska” and the Tanana Valley Fair.

Leadership, Management, and Organizational Structure

IARC functions under the vice chancellor for research and is lead by the director with the following faculty and staff leadership: chief scientist and President’s Professor of Climate Change, Science and Education Outreach director, executive officer and the operations manager. A full organizational chart is available in the Exhibits.
Committee Structures and Representation

IARC participates in appropriate governance venues.

External Advisory Board(s)

IARC Science Advisory Board (ISAB) - The seven-member IARC Science Advisory Board serves to help our institution reach its potential by providing scientific, technical, and strategic insights and guidance. Members of ISAB are leading scientists who have the broad perspective required to provide the guidance that will enable IARC to maximize its contributions to arctic research, education, and outreach in the international arena. A broad perspective and a familiarity with ongoing arctic research are essential for evaluating and guiding the integration and synthesis activities that form the cornerstone of the IARC program.

The ISAB meets in Fairbanks once each year to review the center’s recent activities and to evaluate its plans and progress in achieving its goals of advancing arctic climate research through international cooperation. It is our hope that these annual meetings and follow-up reports by ISAB will help IARC align its research capabilities with the scientific needs of the United States and other arctic nations by providing critical assessments of our ongoing and planned activities.

ISAB members are highly qualified senior scientists who are knowledgeable across broad fields of arctic disciplines, who are highly placed or influential in leading arctic national or international political circles, and who have an interest in promoting collaboration among international researchers. Board members have the prominence and authority needed to help IARC establish linkages with international research partners and government agencies.

Because Japanese support has played a large role in developing IARC, at least two positions on the ISAB board are held by researchers from Japan. We strive to have at least two other non-U.S. researchers as guiding members. ISAB members are asked to serve three-year terms.

JAMSTEC-IARC Collaboration Committee - The JAMSTEC-IARC Collaboration Committee (JICC) serves to guide our cooperative research efforts by providing scientific, technical, and strategic insights and advice. Members of JICC are senior scientists from IARC and JAMSTEC (Japan Agency for Marine-Earth Science and Technology). Committee members have the broad perspective required to provide the guidance that will enable this program to maximize its contributions to arctic research, education, and outreach in the international arena.

JICC will meet twice each year to review IARC’s recent activities and to evaluate its plans and progress in achieving its goals of advancing arctic climate, oceanographic, and terrestrial research through international cooperation. The first meeting will be in Japan during the annual meeting of the Institute of Observational Research for Global Change in March 2009. The second meeting will be in the United States between October and December at a mutually convenient location (such as the fall meeting of the American Geophysical Union) or in Fairbanks. It is our hope that these annual meetings and summary reports by JICC will help our collaborating researchers align their activities to address research priorities of our respective institutes. IARC and JAMSTEC collaborations should focus on topics that are of broad international importance, take advantage of expertise or resources at one or both entities, and address challenges where substantive progress may be achieved through the proposed research.

JICC is composed of six members, with three positions filled by researchers from JAMSTEC and three from IARC. These members include the IARC director, the chief scientist, and the vice chancellor for research. JAMSTEC members include the program director, the deputy, and one other who will be named by the program director and deputy. JICC members serve three-year terms, which may be renewed as appropriate.
UAF Management Team - The UAF Management Team assures that IARC meets its responsibilities as described in the Cooperative Agreement with NSF. In addition, the team advises the director on the overall activities and responsibilities of IARC in its relationship with the rest of UAF and with foreign partners.

The UAF Management Team consists of the vice chancellor for research, the provost, the UA vice president for academic affairs, the IARC director, and the IARC chief scientist. The UAF Management Team holds regular quarterly meetings, in addition to meetings as needed to address specific issues as determined by the chair.

The responsibilities of the UAF Management Team include: ensuring that IARC maintains an auditable system of records, including checks and balances to increase accuracy in reporting, to support the information reported in the management reports; ensuring that IARC develops, and submits in a timely fashion, the annual program plan and any reports required under the Cooperative Agreement with NSF; ensuring that IARC develops and maintains a set of science management and performance indicators for timely submission to NSF. These indicators will assist in gauging the progress of IARC in meeting its planned goals and timetable. At NSF’s request, any record of discussions or findings will be made available to the on-site review team; interacting with the Science Advisory Board and Program Steering Group to ensure that they can effectively perform their functions and assist in implementing their recommendations; reviewing and critiquing various aspects of IARC performance including relationships and agreements with external groups (e.g., JAMSTEC), overall direction, and efficacy of IARC as revealed in relevant documents and reports; providing assistance and support for IARC by facilitating IARC’s interactions with UAF/UA academic programs and administrative units.

IARC Program Steering Group - The IARC Program Steering Group provides advice and input as requested or as the group feels is appropriate. The members are queried frequently, either individually or as a group, to provide input on near-term decisions. We request their opinions on topics such as appropriate workshops to support, valuable partnerships to establish, and optimum investments to pursue. These are the closest advisors to the director, and their input is often sought and highly valued.

### Additional Unit Policies

IARC is almost 100% soft money funded. Teaching is done on a regular basis by one faculty member with joint academic appointment with the College of Natural Science and Mathematics. Research faculty members are involved in supervising undergraduate students, graduate students, and post-docs. IARC supports students through stipends raised with various funding agencies. Students work with their supervising faculty members on their projects. Usually those projects form the basis for their theses. In some cases, IARC research faculty lecture abroad.

IARC Promotion Guidelines for Research Faculty:

Associate Professor - A research associate professor has pursued a course of research to the point of establishment of a sound and well-founded line of scholarly investigation. Evidence of this is publication of a series of papers in refereed journals with a good proportion being first-authored. An additional and essential sign of maturity expected for an associate professor is demonstrated success in securing research funding through peer-reviewed competition. Other positive indicators of performance at the associate professor level are participating in international research projects and serving on international committees, mentoring of graduate students, teaching, and service to the university and the community at large. Mentoring and teaching are encouraged but not mandatory.

Full Professor - A research professor has gained an international reputation for excellence in research in a chosen field. Evidence of this achievement lies in published, well-cited papers in refereed journals, invitations to give talks at national and international meetings, writing of critical reviews of work in the chosen field, and leadership in both national and international research projects. Additionally, it is
expected that a research professor would demonstrate ability to obtain funding for him/herself and his/her post-docs, graduate students, and technical assistants. A research professor will be involved in service to the university and the community at large and may be credited with excellence in administration of a scientific enterprise. Mentoring graduate students and teaching are encouraged but not mandatory.

Workload Guidelines for IARC faculty:

The workload form is divided into three areas representing the three performance requirements that are the responsibility of faculty: teaching, research, and service.

Faculty provide a proposal for their workload for the upcoming year, delivering it by the prescribed date, usually in April for the 12-month period beginning July 1. Completion of the forms for those with joint appointments will reflect the proportions in the college and the institute. The expectation is that faculty with joint appointments will carry out their research at IARC and their teaching and departmental duties in the college part of their appointments. Service duties are a shared responsibility of the institute and college. Research faculty without a joint appointment will generally fill out their workloads in terms of their research and service and any graduate student supervision that they do.

The workload will be reviewed by the director of IARC (and the department head and the dean of the college for joint appointments). Any changes required in the review process require the acknowledgment of the faculty member by initialing the final version.

General guidelines are provided in the following examples:

1. For research faculty supervising or assisting with graduate student mentoring (who do not have a college appointment), this activity should be counted in the teaching part of the form and assessed as two units per student supervised and one unit per student if you are a committee member.

2. Research should be expressed in terms of papers to be written (normally allowed three units per paper), proposals to be written (normally allowed three units per proposal), and project work (assumed to be work required to conduct the research projects for which faculty are funded through external grants and contracts or agreed internally funded projects).

The workload statement is not a performance document, but rather a statement of work that is sure to be completed in the appropriate time. The number of papers and proposals should not be overstated. Two papers and two proposals are sufficient to fulfill requirements in most cases.

3. The normal allowance for service duties is four units for the year, expected to include average duties in professional service, reviewing and refereeing, and public service to schools and local bodies. Increased allocation is appropriate for those faculty with service as a department head, group leader, large project leader, or other similar duties.

The workload unit allocations should total 40 units for a 12-month appointment (and 30 units for a 9-month appointment.)

**Faculty and Staff**

**Faculty and Staff Numbers**

IARC has 18 faculty (from assistant to full professor, 2 joint with the Institute of Northern Engineering and 1 joint with CNSM), 5 postdocs, 15 Research Assistants, 21 staff, 1 director, 1 director of education.
and outreach, 1 chief scientist, and 2 professor emeriti. All faculty are located on the Fairbanks campus (Akasofu Building or Duckering Building).

Faculty Qualifications

All full-time faculty have a Ph.D. Two have a Ph.D. and another more advanced doctoral degree, as is common for advanced researchers in the Russian system.

Graduate and Undergraduate Teaching and Research Assistants

IARC supports 15 graduate students through research assistantships.

Collective Bargaining

IARC faculty are represented by United Academics.

Libraries, Information Resources, and Collections

The IARC building hosts the Keith Mather Research Library, the northernmost specialty library in the United States. The library currently receives 325 bound periodicals. It houses thousands of books on a variety of science topics and various unique data holdings. All qualified employees and students have full 24-hour access to the library.

Institutes and Centers

The Cooperative Institute for Alaska Research (CIFAR) - conducts ecosystem and environmental research related to Alaska and its associated arctic regions, including the Gulf of Alaska, Bering, Chukchi, and Beaufort seas, and the Arctic Ocean. CIFAR continues to facilitate the developed long-term collaboration between the National Oceanographic and Atmospheric Administration and the University of Alaska begun under CIFAR in 1994. Targeted research, technology, education, and outreach can be developed and sustained within this collaboration. CIFAR plays a central role in communication and coordination between NOAA, researchers, management agencies, non-governmental organizations, Alaska communities, and the general public in collaborative research, education, and outreach efforts.

The Center for Global Change and Arctic System Research was established in March 1990 to serve as the focal point at the University of Alaska Fairbanks for developing, coordinating, and implementing interdisciplinary research and education related to the role of the Arctic and subarctic in the earth system, and to stimulate and facilitate global change research in this region. The scientific focus of IARC is on understanding the physical, biological, chemical, and social processes of the Arctic that interact with the total earth system, and the relationship of those interactions to global change. In addressing this
interdisciplinary challenge, the Center draws on the well-established strengths of the university’s institutes and colleges in arctic biology, atmospheric chemistry, climatology, engineering, geophysics, hydrology, natural resources management, social sciences, and marine sciences.

Collaborations

Faculty with joint appointments with other UAF units (CNSM and INE) are involved in teaching.

Courses are taught at other UAF units by research faculty on an occasional basis. For example, a one-credit course, Climate Journal Club, was co-taught by several IARC research faculty. Additionally, an IARC summer course has been taught by local and outside scientists for young researchers every summer through UAF Summer Sessions.

IARC’s Collaborating Institutions - Almost every funded activity in which IARC serves as the lead institution is collaborative with researchers across campus, at other UA campuses, or nationally or internationally.

IARC directly sponsors research with faculty whose primary affiliation is the Geophysical Institute, the Institute of Arctic Biology, the Institute of Northern Engineering, the Institute of Marine Science, and the School of Agriculture and Land Resource Management. We also have close collaborations with the Arctic Region Supercomputing Center. Two IARC post-docs are supported by ARSC, and IARC uses ARSC supercomputers for many advanced modeling projects.

IARC is engaged in two NSF-funded projects with researchers at UAA and UAS, and is in the process of formulating new proposals in collaboration with them.

IARC has submitted many proposals with collaborators from across the United States, including:

University of Washington, Los Alamos National Laboratory, University of Colorado, University of Wisconsin, University of New Hampshire, City College of New York, Rice University Geophysical Fluid, Dynamics Lab (GFDL), Georgia Tech. University, Lamont-Doherty Observatory, National Center for Atmospheric Research (NCAR), National Snow and Ice Data Center (NSIDC), Naval Postgraduate School, New York University, Polar Science Center, University of Washington, University of Illinois, University of Washington, University of Wisconsin, Woods Hole Oceanographic Institute (WHOI), National Snow and Ice Data Center (NSIDC) and National Ice Center

IARC has received funded grants from: National Science Foundation (NSF), National Oceanographic and Space Administration (NOAA), National Aeronautics and Space Administration (NASA), Department of Energy (DOE), U.S. Fish and Wildlife Service (US F&WS) and North Pacific Research Board (NPRB)

IARC’s international partners include: Alfred Wegener Institute, Germany; Arctic and Antarctic Research Institute, Russia; Bedford Institute of Oceanography, Canada; Bergen University, Norway; Earth Cryosphere Institute, Russia; Institute of Ocean Sciences, Canada; Lomonosov Moscow State University, Russia; Obukhov Institute for Atmospheric Physics, Russia; Pacific Institute for Oceanography, Russia; Far Eastern Branch of Russian Academy of Sciences of the Russian Federation, Russia; University of Copenhagen, Denmark; Ministry of Education and Science: - Ocean-Earth Section: Agency for Marine-Earth Science and Technology (JAMSTEC); Japan Aerospace Exploration Agency (JAXA); Japan - National Institute of Polar Research (NIPR); Japan – National Research Institute for Earth Science and Disaster Prevention (NIED); Japan - Ministry of Education and Science; Japan - Hokkaido University; Japan - Tohoku University; Japan - Tsukuba University; Japan - Tokyo University; Japan - Nagoya University; Japan - Okayama University; Japan - Tokai University; Japan - Waseda University; Japan - Communication Research Laboratory; Japan - Forestry and Forest Products Research Institute; Japan - Meteorological Research Institute; Japan - National Institute for Agro-Environmental Sciences; Japan – National; Korea Adaptation Center for Climate Change on Cooperation in Research, Korea; Institute for Environmental Studies; Canada - Institute of Ocean Sciences; China - Chinese Arctic and Antarctic
Financial Resources and Expenditures

Current budgets will be listed on a centrally produced page for each unit, using information available.

**Research Unit-Level Historical Performance and Targets ($ in thousands)**

<table>
<thead>
<tr>
<th>Performance Metrics and Supporting Data</th>
<th>Historical Performance</th>
<th>FY10 Target</th>
<th>FY11 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Period: FY08 (July 1, 2008 to June 30, 2009)</td>
<td>FY05 FY06 FY07 FY08 FY09</td>
<td>Current New</td>
<td></td>
</tr>
<tr>
<td>1 Grant-Funded Research Expenditures</td>
<td>$8,751 $9,256 $9,505 $8,401 $9,309</td>
<td>$1,064 $8,400</td>
<td></td>
</tr>
<tr>
<td>2 Indirect-Cost Recovery</td>
<td>$1,114 $1,074 $1,096 $1,158 $940</td>
<td>$131 $788</td>
<td></td>
</tr>
<tr>
<td>3 Non-General Fund (NGF) Revenue</td>
<td>$13,846 $11,686 $14,072 $11,933 $14,724</td>
<td>$9,057 $9,000</td>
<td></td>
</tr>
<tr>
<td>4 Ratio of NGF Revenue to GF Revenue</td>
<td>4% or 1:22.6</td>
<td>6% or 1:16.3</td>
<td>6% or 1:16.2</td>
</tr>
<tr>
<td>5 TA/RA Positions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Students Supported</td>
<td>5 5 6 9 13</td>
<td>14 15 15</td>
<td></td>
</tr>
</tbody>
</table>
Facilities and Equipment

IARC faculty, staff, and students are located in the Syun-Ichi Akasofu Building, which contains office space, labs, and meeting rooms.

Like other units at UAF, IARC must deal with issues involving space. Visitors often assume we have ample space because of the relatively open areas in Akasofu 415. However, that area is under lease to the Japanese and they have very tight restrictions on how the space is used. We have been able to move a few researchers into that space by designing research programs that tightly align with the research goals of the Japanese collaborators. We also have very little laboratory space. Most of the lab space in the Akasofu Building is assigned to the Department of Atmospheric Sciences and is controlled by the Geophysical Institute, which has refused to allow use by IARC researchers. Limited access to laboratory space is one of our biggest problems.

Public Service and Community Engagement Highlights

GLOBE - IARC Director of Education and Outreach Elena Sparrow received the Emma Walton Distinguished Service Award from the Alaska Science Teachers Association. Elena has been instrumental in incorporating the use of GLOBE (Global Learning and Observations to Benefit the Environment) measurements in the Seasons and Biomes ESSP (Earth System Science Project). Students in GLOBE schools organized by biomes are using GLOBE protocols on atmosphere, soil, hydrology, land cover/biology, and phenology in addition to new GLOBE protocols. Currently, her climate research is focused on vegetation phenology and Earth system science as well as on science education. She is also leading efforts to use GLOBE and Native knowledge/observations in locally relevant environmental studies for students in rural Alaska.

Summer Schools for Young Scientists - Summer schools for students and early career scientists started in 2003 and have been successful from the very beginning. IARC gets significant exposure in the community through participation of students and scientist from other universities. Several former summer school participants have applied for positions at IARC and are currently (or have been) employed here. IARC has organized at least one summer school per year, held in locations such as Fairbanks (2003), Toolik Lake station (2004, 06, 07, 09), Barrow (2008), the Russian icebreaker *Kapitan Dranitsyn* (2005-06), jointly with our annual NABOS (Nansen and Amundsen Basins Observational System) cruise, and the Russian Forest Reserve (2007).
Coordination support for national and international programs (ISAC) - IARC co-houses the International Study of Arctic Change Secretariat (Maribeth Murray). IARC also served as the secretariat for the highly acclaimed Arctic Climate Impact Assessment (2005). This remains relevant due to our involvement with publications related to the Snow, Water, Ice and Permafrost in the Arctic (SWIPA) program. IARC has submitted a proposal to NSF to serve as the Science Management Office for the multi-agency Study of Environmental Arctic Change (SEARCH) program.

**Research, Scholarship, and Creative Activity Highlights**

IARC Chief Scientist John Walsh was awarded the Usibelli Award in 2009 and is recognized internationally as an expert on climate change in the Arctic. He was a co-author of the 2009 “Global Climate Change Impacts in the United States,” a lead author of the second volume of the Fourth Assessment Report from the Intergovernmental Panel on Climate Change, and a lead author of the 2005 Arctic Climate Impact Assessment.

Jointly with GI and INE researchers, IARC supports and facilitates activities on monitoring permafrost in Alaska, Greenland, and Eurasia. Activities include observational programs and modeling. This is a joint effort between several institutions from the United States, Canada, Russia, and Denmark.

Arctic Cruises - IARC scientists are involved in a number of research cruises conducted every year. Two campaigns—the Nansen and Amundsen Basins Observational System (NABOS) and the East Siberian Sea Study (ESSS)—are coordinated and led by IARC scientists in collaboration with scientists from Russia, Canada, Japan, Germany, Norway, Sweden, the UK, Poland, Estonia, and other countries. These two campaigns provide important information about ocean conditions in the Arctic Ocean, including unique data from the Russian Arctic (Kara, Laptev, and East Siberian seas), which is one of the least explored areas of the Arctic Ocean. These data are of paramount importance for future predictions of climate, including sea ice conditions.

Arctic System Model - IARC is taking the lead in developing a new paradigm of dynamically simulating processes occurring in the Arctic. This model will include the essential components of the climate system, but it will also incorporate resultant impacts of climate processes. An Arctic System Model (ASM) will strengthen our understanding of these interconnected components. It will advance scientific investigations and provide a framework for advancing predictive capabilities, thereby helping society to prepare for environmental change and its impacts on humans, ecosystems, and the global climate system. It will be a vehicle for harnessing the resources of the many sub-disciplines of the arctic research community to enable them to better serve planners and policymakers.

An ASM will build on previous modeling and observation, and it will benefit from ongoing studies of a variety of component models that are in varying stages of development. The initial core model will include atmosphere, ocean, sea ice, and selected land components and will be constructed in a manner that allows investigators to add or exchange components as the ASM project progresses. These will include ice sheets, mountain glaciers, dynamic vegetation, biogeochemistry, terrestrial and marine ecosystems, coastal systems, atmospheric chemistry, and human and social dimension modules.

Other Awards - Assistant Research Professor Katey Walter (joint faculty with INE) was chosen as one of the top ten visionary young trailblazers from around the world for 2009. *National Geographic*’s Emerging Explorers Program recognizes and supports uniquely gifted and inspiring adventurers, scientists, photographers, and storytellers who are making significant contributions to world knowledge through exploration while still early in their careers.

Associate Research Professor Vladimir Alexeev was awarded the Otto Schmidt Medal from the Institute for Earth Physics of the Russian Academy of Science in recognition for his contribution to education of young scientists and organizing a summer school and workshop at Bellingshausen, Antarctica.
Undergraduate research assistant Alice Orlich was the recipient of the Marion Frances Boswell Award, which recognizes the outstanding graduating female senior. Orlich earned a bachelor’s degree in geography in May 2009 and received many awards and scholarships during her undergraduate career. Her fieldwork has included time in the Beaufort Sea and two summers aboard an icebreaker in the Arctic Ocean. She also is the author of a chapter on field logistics and safety in “Handbook of Sea Ice Field Research Techniques,” which will be used in future UAF courses.

IARC graduate student Oceana Francis was named Young Engineer of the Year by the Alaska Society of Professional Engineers. Oceana also serves as vice president of the Fairbanks chapter of the American Society of Civil Engineers and is involved with the American Indian Science and Engineering Society and the Alaska Native Science and Engineering Program. She is actively involved in bringing science and engineering together.

The European Geophysical Union Hannes Alfvén Medal was awarded to Founding Director emeritus Professor Syun-Ichi Akasofu for his outstanding achievements in Solar-Terrestrial Physics, establishing the substorm as a fundamental concept of magnetospheric physics.
University of Alaska Museum of the North

Carol Diebel, Director

http://www.uaf.edu/museum
Appendix 2B: Academic and Research Unit Profiles

**Mission**

The University of Alaska Museum of the North, located on the Fairbanks campus, is the only museum in the state with a tripartite mission of research, teaching, and collecting. The museum’s botanical, geological, zoological, and cultural collections, primarily from Alaska and the Circumpolar North, form the basis for understanding the local as well as the global past, present, and future. Through collection-based research, teaching, and public programs, the museum shares its knowledge and collections with local, national, and international audiences of all ages and backgrounds.

**Contribution to UAF’s mission**

The University of Alaska Museum of the North’s mission intersects with UAF’s mission and themes. Specifically, the museum serves to:

**Educate:** Curatorial and other senior staff teach undergraduate and graduate courses in each of their affiliated schools or colleges.

**Discover:** The museum collects, exhibits, archives, and makes accessible its historical and contemporary collections as a discovery resource for archivists, scholars, learners of all ages, researchers (in science, art, and culture), and educators.

Museum staff conduct, exhibit, and publish scholarly research and creative works through grant-funded projects. In addition, staff support and engage graduate and undergraduate students in a variety of research, scholarship, and creative activities focused on museum collections and with an emphasis on the North and its environment and peoples.

**Prepare:** University students, technical students, and high school students are offered training, special activities, and professional development in the maintenance and development of natural, cultural and art museum collections. The museum provides opportunities for education, scientific research, and employment through a variety of grant-funded positions in collections, education, marketing, communications, visitor services and outreach.

**Connect:** The museum partners with different communities (e.g., university, military, scientific, art, Alaska Native, GK12 schools, rural and urban communities) primarily through grant-funded projects that target the overlapping interests and needs of the museum and each community. These projects are designed to enhance competencies needed to succeed in today’s life and work. Museums play an integral role in creating an engaged citizenry and competitive workforce. In addition, the museum hopes to engage students in learning about Alaska Native language and culture and to develop creative expression.

**Engage:** The museum strives through informal learning programs in science, art and history to provide collection-based knowledge gained through scholarly research and its acquisitions and collection programs. It engages the public through a mix of outreach programs, museum focused events and social media events through the internet, popular articles, professional publications, video, film and multimedia exhibitions or events. The goal is to help citizens build skills in information, communications and technology literacy, critical thinking, problem solving, creativity, civic literacy and global awareness.

**Leadership, Management, and Organizational Structure**

The University of Alaska Museum of the North, led by Director Carol Diebel, contains collection managers and technical staff who report to curators for mammals, archaeology, earth science, ethnology and history, entomology, film, fine arts, herbarium, ichthyology, and ornithology. Additionally, the museum has a head of public programs (exhibitions and education), a marketing, communications and advancement director, an operations manager and administrative support staff. A full organizational chart is available in the Exhibits.
Committee Structures and Representation

The Museum has the following committees: Executive Management Committee, Curators Committee, Collections Management Committee, Operational Planning Committee, Public Programs Committee (Education and Exhibits) and Marketing and Advancement Committee.

Management or Governance: Provost Council (1), Research Working Group (1), Curriculum Review Committee (1), Accreditation Steering Committee (1), Faculty Senate Committee on the Status of Women (2), Chancellor’s Committee for the Integration of Teaching and Research in the Sciences (1), Faculty Development, Assessment, and Improvement Committee (1), Faculty Oversight and Appeals (1) and UAF Laboratory and Chemical Safety Committee (1).

Academic/Departmental: Gavin Grants (1), EPSCoR student and faculty grants (3), Geist Fund Committee (1), UAF search committees (15), Kessel Award (3), Institute of Arctic Biology, Research Advisory Council (2), Biology and Wildlife Comprehensive Exam Committee (2), DNA Core Lab (1), Fisheries seminar committee (1), Biology and Wildlife Graduate Student Teaching Assistant Award (1), Global Change Student Grant Competition (1), MFA Admissions Committee (1), English Comprehensive Exam Committee (1) and English Library Committee (1).

Miscellaneous committees: Troth Yeddha’ Planning Committee (3), Public information officers consortium (1) and Campus Landscape and Outdoor Art Committee (1).

External Advisory Board(s)

Museum Advisory Council - The Museum Advisory Council (MAC) provides the director with citizen and business perspectives on issues of importance to the future direction of the museum. The council consists of fifteen community, civic, and business leaders who represent broad interests throughout Alaska and outside the state. Members serve as advocates for the museum’s mission and goals, helping to ensure the quality and vitality of programs and services through participation in funds development projects. Every member of the Museum Advisory Council understands and acknowledges the valuable and important role that the museum commands within the state and the nation.

Additional Unit Policies

Operational policies and plans for the museum include: Collections Management Policy (2007), Acquisitions Policy (2007), Institutional Code of Ethics (2007), Integrated Pest Management Policy, Conservation Plan and Security Plan. Museum staff wrote these policies and follow professional standards and best practices as developed and disseminated by the American Association of Museums (AAM), the International Council on Museums (ICOM), and a number of discipline-specific organizations. These policies are used on a regular basis and are communicated to faculty, staff, students, and volunteers through museum staff and committee meetings.

Access to the museum’s collections departments is described in the Collections Access Policy, which is part of the Collections Management Policy. This policy limits the opportunities for unauthorized use, damage, loss, theft, and/or destruction of collections. It also aids in the control of human traffic in the collections range and processing areas.

Individuals or organizations who wish to use the museum’s public spaces for events must comply with the museum and Regents’ Policy and University Regulation. Access to the public spaces is restricted only in the event of non-compliance with those regulations. These restrictions are outlined in the museum’s Institutional Code of Ethics.
Faculty and Staff

Faculty and Staff Numbers
Faculty FTE follows: Ornithology .75FTE, Mammalogy .75FTE, Documentary Film .75FTE, Entomology .75FTE, Earth Sciences .75FTE and Botany .75FTE.

Additionally, the museum has a faculty curator for the fish and marine invertebrate collections, but that position is not included in the faculty FTE because the salary is covered entirely by the School of Fisheries and Ocean Sciences. Currently the archaeology position is term funded (0.25 FTE) because of budget constraints. The equivalent of 4.5 FTE’s of the 8 collection managers are on term contracts funded through museum earned revenue and 1 FTE is grant funded. The remaining 2.5 FTE’s are state funded.

One recently refilled faculty position, the art curator, has its academic appointment in the College of Liberal Arts. Two vacant faculty positions—archaeology and ethnology/history—would have their 25% academic appointment in the College of Liberal Arts. These positions are vacant because of budget constraints. The vacancies prevent the museum from engaging in certain academic and collection-based programs as well as grant and foundation applications and may adversely impact future museum accreditation.

The staff is made up of 28 full-time benefitted positions; 15 temporary; 4 graduate students; and 20 undergraduate students.

Faculty FTEs

Graduate and Undergraduate Teaching and Research Assistants
The number of graduate students varies annually and is dependent upon grant funding. For the current academic year, the museum sponsors four graduate students with research assistantships.

Collective Bargaining
UNAC represents all faculty.

Libraries, Information Resources, and Collections
The archaeology collection contains the material remains of prehistoric and historic cultures from throughout Alaska, as well as comparative collections from cultures outside the state. The collection comprises more than 750,000 artifacts representing sites dating from as much as 13,000 years ago, and
has special strength in material from Interior Alaska, St. Lawrence Island, and the Bering Sea region. It is an internationally recognized resource for studying the human occupation of the Arctic.

The earth science collection contains more than 60,000 specimens in two sub-collections: paleontology and geology. The paleontology collection includes Quaternary mammals, fossil invertebrates, plants, microfossil samples, and the world’s largest collection of polar dinosaurs. The geology collection includes minerals and gems from Alaska and the Pacific Rim, ore samples from Alaska and arctic Canada, and meteorites.

The museum’s entomology collection contains more than 223,000 specimens from Alaska and other regions, including Canada, eastern Russia, and the contiguous United States. There are an estimated 8,000 species of insects in Alaska, many of them poorly documented, so the museum’s collection serves as a valuable resource for insect-related research in Alaska.

The ethnology collection contains more than 12,000 objects made and used by Alaska Natives from the mid-1800s to the present, including exceptional examples of basketry, beadwork, ivory carvings, masks, dolls, clothing, tools used in subsistence activities, and items made as souvenirs. The history collection contains more than 2,600 objects of Western manufacture representing Alaska’s history up to the present, including goods, folk art, tools, firearms, Russian-American material, aviation equipment, and other memorabilia.

The Alaska Center for Documentary Film has been documenting the changing cultures and issues of Northern peoples since the early 1970s. The collection now contains more than 400 hours of historic and irreplaceable visual and audio material. Award-winning films and videos produced by the film center detail the relationship of Alaska Native and other Northern peoples to the land, sea, and natural environment, as well as to their rapidly changing social, educational, and political environments.

The fine arts collection includes more than 3,700 works of art and represents an invaluable record of Alaska’s cultural richness and aesthetic diversity. The collection focuses on Alaskan art—historic through contemporary—and is composed of all major media of visual expression. The collection serves as an important tool for scholarly research in the art history of Alaska and for classroom support in the study of drawing, painting, photography, printmaking, and sculpture.

The herbarium maintains a permanent physical record of Alaska’s flora. Its systematic collection of pressed dried plants includes more than 223,000 vascular and non-vascular specimens from Alaska and the Circumpolar North. Specimens are labeled with information about their locality, date, habitat, and collector. Now the largest single collection of Alaskan plants, the herbarium attracts researchers worldwide who study the northern flora.

The Fish and Marine Invertebrates Collections: A set of collections presently consisting of over 8,000 lots of marine invertebrates and close to 5,000 lots of marine and freshwater fishes has been housed at the Museum since the 1970s. James Morrow, Ron Smith, and several other University of Alaska researchers established and built the nucleus of the collection. Amphibians and reptiles (Herpetology) are in a separate catalog of about 300 lots. Most of the data associated with both collections are in the Arctos database; however a significant number of records for marine invertebrates housed in the museum’s collections remain to be incorporated into this electronic resource. These collections were under the care of Nora Foster until 1998 and of Dr. Gordon Haas until 2006. Andrés López joined the Museum of the North as curator of fishes in the Fall of 2008. Recent additions to the collection include valuable voucher specimens used by Dr. Katherine Mecklenburg in her Arctic marine fish biodiversity research and in the development of the comprehensive Fishes of Alaska volume. Thanks to collaborative relationships with state and Federal agencies, the Aquatic collections are continuously growing and providing an improved representation of Alaska’s aquatic faunas. The mammal collection is the 10th largest in North America, with more than 100,000 specimens primarily from Alaska and adjacent regions of Canada and Russia. Specimens include skulls, study skins, postcranial skeletons, and frozen tissues. There are world-class
holdings of several marine mammal species, including ribbon seals, spotted seals, walruses, sea otters, and specimens from Southeast Alaska’s Alexander Archipelago. Tissue samples from more than 70,000 specimens are archived in Genetic Resources Facility.

As one of the largest collections of its kind in the world, the Genomic Resources facility contains over 160,000 tissue samples from voucher specimens archived in the Mammalogy, Ornithology, Ichthyology and Entomology collections. Collections of this type are vitally important as they preserve biodiversity associated with a specific place and time - diversity that is increasingly threatened by climate change, habitat degradation, and other factors. Subsamples of these tissues are made available to researchers worldwide, most often for molecular studies based on DNA or protein sequences. Such research provides insight into the origins, evolution, ecology, and conservation of species. As new technologies enable more information to be unlocked from well-preserved tissues, decades-old samples can be reanalyzed for a comprehensive view of changes occurring over large timescales. Thus, the value and utility of the collection only grows over time. It is the largest collection of such material from Alaskan species, with tissue samples dating back to 1936, though preserving fresh tissue did not become standard practice until the early 1990s. The storage facility consists of six ultra-cold freezers maintained at -70° C (-94° F) and three liquid nitrogen-cooled cryovats that maintain vapor-phase nitrogen at -170° C (-274° F). Under these conditions, biological and chemical activity that could degrade the tissues is halted, preserving the sample indefinitely. Liquid nitrogen for the cryovats is produced by the Museum’s liquid nitrogen production plant.

In addition to Genomic Resources, the Museum maintains two molecular labs. Curators, staff, students, other University of Alaska scientists, and visiting researchers use one of these labs for standard molecular work with fresh or frozen tissues. However, polymerase chain reaction (PCR) procedures are prohibited within the Museum to protect against contamination of our specimens as well as the other molecular lab, the Ancient DNA Laboratory. The Ancient DNA Laboratory is the only such facility in Alaska and is regulated to ensure the highest degree of sterility. DNA extractions from very old and/or highly degraded material (e.g., permafrost-preserved or mummified tissue, bone, and feces) can be performed in the Ancient DNA Lab with confidence that the risk of contamination from external DNA sources has been minimized.

The bird collection has the world’s largest collection of Alaska birds and includes the longest modern series for many species of birds from northwestern North America and eastern Asia. It has become the definitive collection for genetic studies of birds from this region. Approximately 24,000 specimens in the bird collection are preserved as skins, skeletons, and tissue samples. These represent almost all bird species and subspecies known in Alaska, including species that come from six continents and breed in Alaska.

According to the museum’s Code of Ethics, “The collections and associated data at UAMN are accessible for scholarly and educational purposes. Requests for access to research collections will be made to the departmental curator, who will assess the request. Access for research or examination may be limited by policy, space and staff availability as well as the care and security of the collections.” Access is provided through several means and is detailed in the Collections Management Policy.

Arctos, a multi-institution database founded at the University of Alaska Museum of the North with an NSF grant, enables researchers to search for, view, map, and download specimen data. At present, Arctos includes specimen data from the museum’s earth science, fish, insect, and mammals collections as well as the herbarium. There are future plans (dependent on grants) to eventually include all museum collecting departments in the Arctos database. Those departments not currently on Arctos have their collections on other databases not accessible via the internet.

The museum maintains at least three teaching collections that are available for hands-on learning opportunities.
Individual items or collections may be loaned to institutions or researchers, through the museum’s loan policy, fully described in the Collections Management Policy.

Exhibitions are one of the many ways of providing access to the museum’s research and collections. During FY09, more than 92,990 visitors accessed the museum’s work through its exhibits and programs.

**Collaborations**

The public programs department at the museum has several active collaborations. Through a partnership with the Geophysical Institute and with funding from NASA, a portable planetarium travels around the state. Also through NASA funding, a partnership between the Challenger Learning Center of Alaska and the Anchorage Museum delivers climate change-related content through exhibits and programming.

Faculty curators have quarter-time joint appointments, teach in five academic departments, and conduct research with five UAF institutes and five external entities.

**Financial Resources and Expenditures**

In FY10, the museum operated with an annual budget of approximately $4.09 million. This budget consists of earned revenue (29%); the State of Alaska General Fund (36%); and grants and philanthropic gifts (35%). Sixty-seven percent of the annual budget (restricted and unrestricted) is expended on personnel services, including faculty and staff benefits.

**Facilities and Equipment**

The museum is an 84,000-square-foot multiple-use facility with approximately 60 rooms used as offices, laboratories, and work areas. It houses four exhibition galleries, a university classroom, an auditorium, and five areas used by collections curators. The occupied portion of the facility comprises four floors (floors 0, 1, 2 and 3). An additional two floors (floors 4 and 5) are dedicated to mechanical infrastructure.

In addition, the museum occupies building FS 811, the “Dermestarium” (Bug Room). This 50-year-old structure consists of a 1530-square-foot framed building and three attached ATCO units with a total of 1527 square feet. The building is used for preparing and cleaning mammal (including large marine
mammals) and bird skeletons for the research collections and for storing specimens and field gear. This facility is in a dilapidated state and, if renovated, would require being brought up to code.

The curators of insects, plants, birds, and mammals all have a double bench aisle (totaling 696 square feet of lab space and 150 square feet of office space) in the molecular lab of the West Ridge Research Building (WRRB).

Major Equipment (on site) includes: Walk-in Freezer: 455 cubic feet, -20°C; Ultra-Cold Chest Freezers: 27 cubic feet, -80°C (7 total); Liquid Nitrogen Generation: Cryomech LNP40 liquid nitrogen production plant; Liquid Nitrogen Cryovats: Chart MVE1520he cryovats 22 cubic feet, -170°C (3 total); Paint Booth: Global Finishing Solutions paint booth 111 square feet; Fabrication Shop Dust Collection: Oneida Cyclonic Dust Collection System; Person Lifts - Ballymore model BL-315, Genie Model DPL-35S, Genie Model GS-3232; Overhead Hoist: 6,000 pound capacity.

Major Equipment (off site) - The Institute of Arctic Biology’s Core Facility for Nucleic Acid Analysis, immediately adjacent to the WRRB labs, includes two ABI 3100 automated sequencers, an ABI 377 automated sequencer, an ABI 9600 thermal cycler, an ABI 7900 Real-Time PCR machine, computers, and other equipment.

Public Service and Community Engagement Highlights
The museum currently offers several “free days” per year, including the annual Open House and Halloween events, which allow visitors to view both public and non-public spaces. During these events, curatorial staff display collection highlights and discuss research. The education staff supplements this with family-oriented activities in the education center and the galleries. Other museum events include Sparktacular (New Year’s Eve fireworks), Family Fun Days each month with theme related activities (e.g. dinosaurs, fish, Alaska Native culture, marmots, etc.), Military Appreciation Reception, Artisan Expo and our annual Chocolate Bash. Outreach programs include a docent-led school tour program, museum lecture series, and other family-oriented programs that take place throughout the year. We serve the broader state through a traveling planetarium program (offered in conjunction with the Geophysical Institute), which, since its inception, has served 28 on- and off-road rural communities around Alaska. There are three vacant positions in the Public Programs division and three in Marketing and Advancement division. These vacancies prevent the museum from full engagement in fundraising, partnership development, product development and a full calendar of public outreach programs.

Research, Scholarship, and Creative Activity Highlights
Curators advise a total of 34 graduate students; have published in 136 popular and scientific journals; and have generated $3.58 million in grants from FY06 through FY09.

In 2008, the American Association of Museums reaccredited the museum following review. This is the fourth time the museum has been accredited since the program was established in 1971. In the United States, 779 museums have received this highest honor, and, of those, only 117 (15% of the total accredited institutions) are university museums.

The museum hosts two to four changing special exhibits throughout the year, highlighting Alaska culture, art, natural history and issues of local and/or global importance. The program serves as a venue for UA faculty, staff, and students as well as community members to engage in creative activity and learn skills in problem solving, communication and technological literacy by serving as a guest curator. More than 100 special exhibits have been developed or hosted during the program’s 30-year history. Exhibitions may have theme related public events (e.g., Butterfly Pavilion: Butterfly Day, Coffee: the World in your Cup: Roast your Own Coffee Demonstration). A travelling exhibition program, including visits to rural communities, is planned for the museum-generated exhibition: Then and Now the Changing Arctic Landscape.
School of Education

Allan Morotti,
Interim Dean

http://www.uaf.edu/educ
Appendix 2B: Academic and Research Unit Profiles

Programs Offered
Elementary Education B.A., M.Ed.
Elementary education post-baccalaureate licensure
Bachelor of Arts and Sciences B.A.S. (non-licensure)
Secondary education post-baccalaureate licensure (various concentrations) M.Ed.
Counseling post-baccalaureate licensure M.Ed.
Special education post-baccalaureate licensure M.Ed.
Cross Cultural Studies M.Ed.
Language and Literacy M.Ed.
Curriculum and Instruction M.Ed.

Mission
The School of Education’s mission is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. SOE prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds. Such educators: respond to the individual needs of the child; seek to develop the classroom as an inclusive community of learners; work collaboratively within the community; and affirm the varied cultures and languages of Alaska’s children in the learning environment.

Contribution to UAF’s mission
Educate: Undergraduate and Graduate Students - The School of Education contributes to the Educate theme by preparing elementary and secondary education teachers for public and private schools in the state of Alaska and beyond. Graduates of the School of Education are currently teaching in Alaska, in other states, and in other countries.

The elementary education program is an undergraduate program with an option to obtain a master’s degree. The secondary education program is a post-baccalaureate program with an option to obtain a master’s degree. About 60% of the secondary students elect to enroll in the master’s program. The School of Education offers a master’s degree in counseling in which students can prepare for school counseling positions or for community/mental health positions.

All students seeking graduate degrees in the School of Education complete an original research project, which supports the Educate theme.
Discover: through Research, Scholarship and Creative Activity including an Emphasis on the North and its Peoples - School of Education faculty conduct original research on topics of concern to schools and community counselors. These include multicultural education, elementary and secondary schooling and teacher preparation, public school student success, substance abuse, and eating disorders.

All graduate students must complete an original research project and a written thesis. Graduate student committees are chaired by SOE faculty who guide students in planning, developing, and completing their research projects. All post-baccalaureate students complete an original research project in their specific discipline methods classes.

Prepare: Alaska’s Career, Technical and Professional Workforce - All SOE educator programs (all programs except the B.A.S.) prepare candidates to meet the qualifications necessary for teacher and counselor licensure in the State of Alaska. The elementary program is offered at the baccalaureate level. The elementary, secondary, counseling, and special education programs offer options at the post-baccalaureate licensure levels and as master’s degree programs. The master’s degree in counseling prepares students to obtain a state-issued certificate for public school counseling or community/mental health counseling.

Connect: Alaska Native, Rural and Urban Communities through Contemporary and Traditional Knowledge - The School of Education actively connects students and faculty with peers and colleagues from many geographical and cultural backgrounds within and beyond Alaska. Using various technologies, the school teaches approximately half of its classes in a “blended” format that connects the varied geographical and cultural experiences of campus-based and “distant” students. About 50 rural students per year spend time on the Fairbanks campus while still intending to return to their home communities as professional educators. Each year, about 20 Fairbanks-based students complete a one-week practicum in rural schools and communities. Through face-to-face visits and videoconference observations, faculty regularly supervise interns in schools and conduct research throughout Alaska. In recent years, the School of Education has hosted student and faculty visitors from Hawaii, New Zealand, Japan, and Canada.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - SOE faculty and administrators actively engage with colleagues in the Alaska Department of Education and Early Development, in public school districts, in other UAF schools and institutes, and in the other universities in the UA system to address issues related to preparing educators for Alaska’s schools.

Leadership, Management, and Organizational Structure

The dean leads the SOE containing three academic departments each with a department chair. The Dean’s Council, which is made up of the dean, and the three department chairs, meets on a regular basis for input from the chairs and any information the dean may need to be passed on to the rest of the faculty and staff. The team in the Dean’s Office consists of the dean, a fiscal officer, administrative assistant, and a personnel/payroll assistant. The dean reports to the Provost and is responsible for the administrative, academic and financial operation of the College; he supervises all SOE faculty members.

Committee Structures and Representation

On the UAF Campus: One representative on Faculty Senate and one representative on Staff Council, one representative on the Northwest Accreditation Steering Committee, one representative on the university-wide tenure and promotion committee.

Within the School of Education: Dean’s Council is made up of all the department chairs. The SOE Staff Council meets twice monthly; the dean participates in the first half of each meeting. The Curriculum Council is composed of the Dean’s Council and one faculty member who functions as facilitator. Full Council meets whenever there is a course or instructor approval request that warrants further review. Curricular proposals within the SOE are brought to the full faculty. The Professional Development
Committee recommends funding of professional development activities for the faculty. This committee meets separately and then makes recommendations to the dean for funding approval. The Faculty Research Fund Committee functions in a manner similar to the Professional Development Committee. Student admissions committees and scholarship committees have responsibilities typical of such committees within university schools and colleges.

**External Advisory Board(s)**

There are no formal external advisory boards for the School of Education. SOE faculty and administration work with colleagues in the public school districts on a daily basis. There are many working agreements between the School of Education and the local and statewide school districts in regard to such things as placing interns and hosting practicum experiences. School district colleagues assist in activities such as reviewing SOE students’ capstone projects and conducting practice employment interviews.

Two rural campus directors and three school district superintendents participated in the SOE strategic planning process during academic year 2009–2010.

**Additional Unit Policies**

The elementary program offers a baccalaureate degree in elementary education. The elementary, secondary, counseling, and special education programs at UAF all have post-baccalaureate licensure options and M.Ed. options. All admissions processes require letters of recommendation and interviews with the appropriate faculty. Students wishing to receive a master’s degree in elementary education, secondary education, curriculum and instruction, or counseling work with doctoral faculty members who chair their committees. At least two faculty members from the School of Education serve on each committee.

Every student who applies to the School of Education for admission to a program meets with one of the five in-house program advisors. The advisors outline the procedures required for admission, assist with the necessary initial paperwork, and refer students to various UAF offices to complete their admissions processes. All of the policies and procedures are outlined on the School of Education’s website.

**Educational Programs Offered**

**Joint or Shared Educational Programs with other Institutions**

The special education licensure and degree programs described above were developed in collaboration with UAS and UAA.

**Assessment and Program Review**

The 2010-11 program review process indicated that among the School of Education’s 7 academic programs, 7 (100 percent) had multiple measures of student outcomes, 7 (100 percent) had direct evidence of student learning and 6 (86 percent) used assessment information to improve the curriculum. All programs provided separate assessment plans for each program. However, 1 program (14 percent) did not provide summary information for all elements of their assessment plan, 2 programs (29 percent) did not collect and summarize assessment information on a regular basis.

**Specialized Accreditation**

The School of Education has been continuously accredited by regional accrediting organizations and approved by the State of Alaska to offer teacher preparation programs since 1966.
In April 2005, the School of Education gained initial national accreditation by the National Council for Accreditation of Teacher Education (NCATE) following a fall 2004 visit by the Board of Examiners. In May 2010, following a fall 2009 visit by the Board of Examiners, the school received continuing accreditation from NCATE with “all standards met.” This continuing accreditation will be valid through 2017 unless NCATE revises its accreditation cycle, which it is considering. Documents related to the NCATE Board of Examiners visit, September 2009

Faculty and Staff

Faculty Effective AY2010-2011

<table>
<thead>
<tr>
<th>School of Education</th>
<th>Full-time Faculty</th>
<th>49% FTE Faculty</th>
<th>Adjunct Faculty</th>
<th>Faculty with Doctoral Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Department</td>
<td>8 individuals 6.6 FTE</td>
<td>3 individuals 1.5 FTE</td>
<td>6-8 each year</td>
<td>3 individuals 2.0 FTE</td>
</tr>
<tr>
<td>Secondary Department</td>
<td>6 individuals 6.0 FTE</td>
<td>4 individuals 2.0 FTE</td>
<td>3–5 each year</td>
<td>5 individuals 5.0 FTE</td>
</tr>
<tr>
<td>Graduate Department</td>
<td>9 individuals 8.0 FTE</td>
<td>n.a.</td>
<td>6-8 each year</td>
<td>7 individuals 6.0 FTE</td>
</tr>
<tr>
<td>Multi-Departmental</td>
<td>1 individual n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>0 individuals</td>
</tr>
</tbody>
</table>

All School of Education faculty hold at least a master’s degree in education or a closely related field.

UAF SOE Faculty Vitae

Staff effective AY2010–2011 - The SOE staff comprises 12 individuals: 9 full-time, 1.75 FTE part-time.

Graduate and Undergraduate Teaching and Research Assistants

At this time, the School of Education does not have any undergraduate or graduate research assistants. The school has four graduate teacher assistants in the elementary, secondary, and graduate departments.

Collective Bargaining

All SOE non-adjunct faculty are represented by United Academics. All adjunct faculty are represented by AAUP/AFT Adjuncts.

Academic Advising

Five SOE staff members have advising functions as part or all of their position description: one academic advisor serves the baccalaureate elementary education program, one academic advisor/support staff serves the post-baccalaureate elementary education program, one academic advisor/support staff serves the post-baccalaureate secondary education program, one academic advisor/support staff serves SOE rural students and one academic advisor/support staff serves SOE graduate programs.
Libraries, Information Resources, and Collections

SOE maintains a small children’s literature collection, which contributes to candidates’ reading and children’s literature preparation.

Collaborations

The School of Education collaborates with all three UA system education units—UAF, UAA, and UAS—to deliver complementary and well-articulated special education licensure and degree programs. Three SOE faculty members hold joint appointments with other academic units: one with the College of Liberal Arts and two with the College of Natural Science and Mathematics. SOE faculty collaborate with various Alaska school districts on a daily basis on such things as placing and supervising SOE interns and leading P-12 co-curricular activities. Four SOE faculty members currently serve as co-PIs on research projects with other internal or external institutions.

Financial Resources and Expenditures (reported in thousands of $)

In FY09, the School of Education operated with a total budget of $3,892.7. Of that total, $3,501.9 (90%) was unrestricted and $390.8 (10%) was restricted.

FY09 revenue sources consisted of $2,466.1 in general funds (representing 70% of unrestricted and 63% of total); $910.7 in tuition and fees (26% of unrestricted and 23% of total); $123.9 in unrestricted university receipts (3.5% of unrestricted and 3% of total); $80.4 in restricted university receipts (21% of restricted and 2% of total); $310.4 in federal receipts (79% of restricted and 8% of total); and $1.2 in indirect cost recovery (<1% of both unrestricted and total).

FY09 total expenditures were $3,985.4 (of which $3,594.7 were unrestricted expenditures representing 90.2% of total, and $390.8 were restricted expenditures representing 9.8% of total). Expenditures for personnel costs, including salary and benefits, were $3,323.5 (83.4% of total expenditures). Expenditures for travel costs were $157.8 (4% of total expenditures). Expenditures for services were $116.8 (2.9% of total expenditures). Expenditures for commodities were $121.7 (3% of total expenditures). Expenditures for student aid were $239.0 (6% of total expenditures). Some minor miscellaneous and equipment and furniture purchases rounded out SOE’s FY09 expenditures, representing less than 1% of total expenditures.
Facilities and Equipment

Facilities - The School of Education is located on the 7th floor of the Gruening Building on the UAF Fairbanks campus. The school also has two classrooms, one computer lab, and one adjunct faculty office located in the University Park Building on University Avenue. Two faculty have offices in a semi-enclosed area at the back of the computer lab. SOE has three joint appointment faculty; all have offices in the buildings housing their major academic appointments. One 67% SOE faculty member has her office in the Gruening Building; two 50% joint appointment faculty have offices in other buildings. None of these faculty members have two offices.

In FY11, the Gruening Building offices for one junior faculty member and one administrative assistant will be located in former aesthetic spaces that, because of a lack of options, have been converted to offices. Several faculty offices are below the square footage recommendations in the UA Collective Bargaining agreement. It is not possible to further subdivide offices in the Gruening Building because no phone or internet wiring can be added without major renovation.

Over the past few years, SOE has installed videoconference equipment in two locations, fixed mount overhead projectors in four locations, and SmartBoard installations in three locations. The school has furnished and equipped a computer lab with ten workstations and a number of instructional peripheral devices for student, staff, and faculty use.

Public Service and Community Engagement Highlights

SOE faculty serve in a number of national professional organizations: Susan Renes is a Scientific Advisory Board Member for the National Student Assistance Association (2008–present) and a member of the Certification and Ethics Boards for the International Association of Eating Disorders (2009–present). Ute Kaden is an elected member of the National Association of Teacher Educators committee for educational technology in teacher preparation programs (2010–2013) and a member of the peer review committees for the federal FY09 Teacher Quality Partnership Grants program and the federal FY10 Teacher Incentive Grants Program. Cindy Fabbri served as a graduate student workshop facilitator for the University of the Arctic International Conference, Fairbanks, AK (summer 2010).

The following are examples of SOE faculty service in state professional organizations: Warren (Skip) Via served on the Virtual Schools Working Group convened by the Alaska Department of Education and Early Development (AY10). Anthony Rickard is a member of the board of directors of the Alaska Council of Teachers of Mathematics, a statewide preK-16 mathematics education organization affiliated with the National Council of Teachers of Mathematics.

Faculty also serve in a variety of activities in the local schools and community, including History Day, Kids Voting, Academic Decathlon, civics debates, art displays and contests, and geography and spelling bees (all annual and ongoing).

Research, Scholarship, and Creative Activity Highlights

The School of Education currently holds one active federally funded grant from the Office of Indian Education to support “The Alaska Native Teacher Preparation Project.” The proposal was co-authored by Bryan Brayboy and Eric Madsen. Beth Leonard is project director.

The following are recent examples of conference presentations given by SOE faculty: Beth Leonard co-organized a session at the American Anthropological Association Conference in Philadelphia, entitled “Other Contributions to the End/s of Anthropology” (December 2009). Susan Renes presented a paper at the Conference on the State of Higher Education in Washington, D.C., entitled “Using Technology to Enhance Higher Education” (June 2010). Patrick Marlow presented a paper at the National Association for Bilingual Education Conference in Denver, CO, entitled “Yupiit Nakmiin Qaneryaraat Picirayaraat-llu: Building a B.A. in Yup’ik Language and Culture” (February 2010).
School of Fisheries and Ocean Sciences

Michael Castellini, Dean

http://www.sfos.uaf.edu
Programs Offered
Fisheries B.S., B.A., M.S., Ph.D.
Marine Biology M.S., Ph.D.
Oceanography M.S.; Ph.D. with Biological, Chemical, Fisheries, Geological, and Physical Concentrations
Interdisciplinary degree for Seafood Science M.S., Ph.D.

Students

Mission
The School of Fisheries and Ocean Sciences is dedicated to the pursuit of excellence in education, research, and public service concerning marine and freshwater ecosystems, and to fostering the sustainable use of marine and freshwater resources for the benefit of Alaska, the nation, and the world.

Description
The School of Fisheries and Ocean Sciences (SFOS) was created by the University of Alaska regents in 1987 from existing entities housed at several campuses. It was placed under a single umbrella within the University of Alaska Fairbanks to strengthen and unify the programs in fisheries and ocean sciences, including degree programs in various marine science disciplines. The school has since developed a strong history of regional and world-class research, excellent graduate education, and outstanding service to the state and the nation. SFOS is one of the most diverse schools of the University of Alaska in both geographic distribution and academic mission. As a whole, the school achieves excellence through research, education, and public outreach.

The seven divisions of SFOS (see organizational chart), distributed throughout much of Alaska, possess an enormous subject range.

Institute of Marine Science - The Institute of Marine Science has the primary responsibility for basic marine research in oceanography and marine biology within SFOS. The institute director is Dr. Terry Whitledge. During FY09, the institute had $5.6 million in research expenditures. Major grants have been awarded by the National Science Foundation (e.g., Bering Sea Ecosystem Study components), the North Pacific Research Board (e.g., Ocean Acidification), the National Oceanic and Atmospheric Administration (e.g., the Russian-American Long-term Census of the Arctic), and private foundations (e.g., Sloan Foundation support of two Census of Marine Life programs). Fisheries Division - The primary responsibility of the Fisheries Division is to train undergraduate and graduate students for professional careers in a state, federal, or tribal conservation or management agency, the fisheries industry, or academia. Most of the faculty and students in the Fisheries Division are located in Fairbanks.
(with primarily a freshwater emphasis) or Juneau (with primarily a marine emphasis). Both the undergraduate and graduate degree programs are delivered at each location. Dr. Keith Criddle is the Fisheries Division director, and Drs. Trent Sutton (Undergraduate program) and Milo Adkison (Graduate program) are in charge of the Fisheries academic programs.

**Global Undersea Research Unit** - The Global Undersea Research Unit provides access to undersea technologies through management of the Kasitsna Bay Laboratory, a marine lab near Seldovia (Kachemak Bay, AK), and through the West Coast and Polar Regions Undersea Research Center. The unit director is Dr. Dave Christie.

**Fishery Industrial Technology Center** - The mission of the Fishery Industrial Technology Center is to increase the value of Alaska’s fishing industry and marine resources through research, technological development, education, and service. The interim director is Paula Cullenberg. Note that this structure has been changed by the Chancellor after a comprehensive review. FITC will no longer be an administrative unit. Faculty working there will either be affiliated with other SFOS units.

**Seward Marine Center** - The Seward Marine Center provides access to saltwater laboratories and the coastal environment with excellent laboratories, constant temperature chambers, and a running seawater system. It is home of the future NSF-funded research vessel. The director is Dan Oliver.

**Alaska Sea Grant** - Alaska Sea Grant is part of a national network of Sea Grant programs in all coastal and Great Lakes states. The program funds marine research, provides advisory services, and distributes information about Alaska’s seas and coasts to scientists, graduate students, and the public. Alaska Sea Grant is located in Fairbanks. The director is Dr. Dave Christie.

**Marine Advisory Program** - The Marine Advisory Program is a university-based, statewide outreach and technical assistance program designed to help Alaskans wisely develop, use, conserve, and enjoy the state’s marine and coastal resources. The program leader is Paula Cullenberg. The Marine Advisory Program has faculty distributed throughout Alaska, and offices are located in ten coastal communities: Anchorage, Nome, Bethel, Dillingham, Unalaska, Cordova, Juneau, Petersburg, Kodiak, and Ketchikan.

**Contribution to UAF’s Mission**

SFOS contributes to all essential elements of UAF’s mission and themes through education, outreach, and service activities as outlined below.

**Educate: Undergraduate and Graduate Students** - SFOS offers degree programs from undergraduate degrees in fisheries to Ph.D.s in oceanography, fisheries, and marine science. Over the last five years, faculty numbers have increased to 52.5 tenure-track and 18 research faculty FTEs. Faculty offer classes in various marine science disciplines and 113 students have graduated since 2005. Currently, 55 undergraduate students and 131 graduate students are enrolled in the various SFOS degree programs. Fifty-three students are supported through teaching and research assistantships.

**Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples** - SFOS is involved in marine research efforts on a global scale. Nevertheless, it maintains a regional focus on the North Pacific and arctic and subarctic seas. Funding for research activities is mainly secured through peer-reviewed grant competitions from agencies such as the National Science Foundation and the National Oceanic and Atmospheric Administration. These grants led to a total of 594 SFOS publications from 2005 to 2010. SFOS faculty members demonstrate leadership in their disciplines through, for example, membership in national and international scientific steering groups and research programs such as the Census of Marine Life, Bering Sea Ecosystem Studies, and the Russian-American Long-term Census of the Arctic. They often serve as referees for national and international funding agencies and journals.
Appendix 2B: Academic and Research Unit Profiles

Prepare: Alaska’s Career, Technical, and Professional Workforce - SFOS awards high-demand job degrees. From 2005 to 2010, the school awarded 85 degrees in fisheries; 37% of graduates are employed by Alaska Department of Fish and Game. In addition, the Marine Advisory Program supports workforce development in fisheries, seafood processing, and related coastal businesses through informal education such as the Alaska Young Fishermen’s Summit, the Alaska Seafood Processing Leadership Institute, and numerous regional informal workshops and trainings.

Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge - The Marine Advisory Program has SFOS faculty located in ten coastal communities in Alaska. Each faculty member consults with community members to develop educational programs related to community priorities. Many of the research and technical projects delivered by MAP engage Native and rural Alaskans and urban resource users in program design and delivery. MAP collaborates with Alaska Native non-profits and tribal governments on a wide range of initiatives, and it participates in research that utilizes contemporary and traditional knowledge. The Center for Ocean Science Education Excellence Alaska, which has both Alaska Sea Grant and SFOS as principal investigators, links traditional knowledge with researchers around the issue of ocean climate change.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development - The Marine Advisory Program is a statewide extension program that has been working in Alaska for 46 years. Program faculty provide information, technical assistance, and workforce development opportunities in the areas of seafood harvesting, processing, and marketing; shellfish aquaculture; tourism development; business management; marine safety; marine mammal and fisheries research; and public policy participation. MAP links science with community needs to solve resource questions. It partners with Alaskans to enhance coastal economic opportunities, build community capacity, conduct research related to community priorities, and link science with local adults and youth.

Leadership, Management, and Organizational Structure

The dean leads SFOS with administrative support provided by the business office in Fairbanks (O’Neill Building) with responsibilities in fiscal management, proposal development and submission, grant administration, human resources, payroll, travel and purchasing, and operations management. SFOS has seven administrative divisions covering a broad range of marine science issues. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

SFOS faculty and staff contribute to the following ten internal committees maintain high standards in teaching, research, and service: Academic Outcomes Assessment Committee; Advisory Council; Curriculum Council; Distance Learning Committee; FITC Policy Council; Promotion and Tenure Committee; Ship Committee; Space Usage; Management and Allocation Committee (Fairbanks); Student Assistance Fund Committee and Student Affairs Committee.

SFOS also has two representatives on the Faculty Senate, one on Staff Council, two on the university-wide tenure and promotion committee, one representative on the Accreditation Steering Committee, two on the Institutional Animal Care and Use Committee, and several contributors to other UAF, national, and international boards.

External Advisory Board(s)

The SFOS Advisory Council, appointed by the UAF chancellor, assists UAF in developing program direction and priorities for SFOS. The council also facilitates public understanding of SFOS goals and accomplishments and provides guidance in evaluating opportunities and priorities for program development. The group, whose participants come from a broad range of scientific, academic, industrial,
and citizen backgrounds, serves as a link between SFOS and the various constituencies. Similar boards exist for Alaska Sea Grant and the Fishery Industrial Technology Center.

**Additional Unit Policies**

SFOS unit criteria regarding faculty promotion and tenure have been developed and used for faculty in the graduate program in marine sciences and limnology, seafood science, and fisheries. These criteria provide guidance regarding unit specific expectations regarding research, service and teaching, which differ substantially between units and are based on faculty workload agreements. Policies regarding SFOS student admission are set by each academic group for the graduate program in marine sciences and limnology, for fisheries, and for the interdisciplinary degree. The program head or admissions leader for each group reviews the recommendations of the faculty, writes a summary view of the student applicant, and recommends acceptance or denial to the dean’s office. Minimum standards of grades and Graduate Record Examination scores are in place for each program and are listed in the SFOS student manual, which is updated yearly.

**Educational Programs Offered**

SFOS offers undergraduate studies in fisheries as well as graduate programs in fisheries, marine biology, and oceanography. It contributes to the UAF Core Curriculum with one class (MSL111X: The Oceans). The graduate program in marine sciences and limnology offers master’s and Ph.D. degrees in oceanography (with concentrations in physics, biology, chemistry, and geology of the ocean at the masters level) and in marine biology. An interdisciplinary graduate degree (master’s and Ph.D. level) is offered in seafood science and nutrition.

The Fisheries Division provides four degree programs and a minor: a B.S. in fisheries science, B.A. in fisheries, minor in fisheries, M.S. in fisheries, and PhD. in fisheries. Courses in each program are taught by Fisheries Division faculty at the Fairbanks and Juneau campuses of UAF and delivered throughout the UA system using distance-delivery technology.

The B.S. in fisheries science (revised in 2008) emphasizes the biology, assessment, and management of fish and invertebrate fisheries, while the B.A. in fisheries (new curriculum in 2009) focuses on the social, cultural, and economic aspects of fish and invertebrate fisheries. The emphasis of the minor in fisheries (new curriculum in 2008) is to provide a broad understanding of fisheries and fisheries-related issues. All three undergraduate degree programs emphasize experiential learning and are available to other UA campuses through a 2+2 option. Recently, articulation agreements have been developed for both the B.S. and B.A. degrees and the A.A.S. in fisheries technology at UAS.

The M.S. and Ph.D. in fisheries have the same goal, to provide advanced training and education in preparation for an agency, industry, or academic career in fisheries. The primary focal areas within the graduate degrees include stock assessment and quantitative sciences, ecology and biology of fish and invertebrates, or the socio-cultural and economic aspects of fish and invertebrate fisheries management.

The new (2008) interdisciplinary graduate program, marine ecosystem sustainability in the Arctic and Subarctic, uses case studies, courses, and seminars to teach the fundamental principles and analytical tools of fisheries science, oceanography, ecology, economics, management, marine policy, and anthropology. Its goal is to broadly train students in ecosystem-based approaches to living marine resources.

New classrooms and improved distance delivery technology have been installed in Fairbanks, Juneau, and Seward since 2006. Together with the use of other UAF resources (e.g., blackboard) they provide excellent remote access to SFOS teaching efforts.
Many Marine Advisory Program classes are offered for university credit and/or contribute to professional certification or continuing education requirements.

**Assessment and Program Review**

The 2010-11 program review process indicated that among the School of Fisheries and Ocean Sciences’ 8 academic programs, 8 (100 percent) had multiple measures of student outcomes, 8 (100 percent) had direct evidence of student learning and 7 (88 percent) used assessment information to improve the curriculum. All 8 programs (100 percent) provided summary information for all elements of their assessment plan. However, 8 programs (100 percent) did not collect and summarize assessment information on a regular basis and 4 programs (50 percent) did not provide separate assessment plans for each program.

**Non-Credit Instructional Units**

The Marine Advisory Program offers more than 75 informal education workshops and classes each year, reaching more than a thousand Alaskans in communities all over the state. These sessions include subjects such as fisheries management, seafood processing, fisheries technology, marine science, natural resource management, and environmental monitoring. They contribute to professional certification or continuing education requirements. Classes include Better Processing for seafood canners, Just in Time training for seafood processors, and port-to-port workshops for fishermen in marine refrigeration and marine electrical. The Marine Advisory Program teaches drill conductor classes required by the U.S. Coast Guard for fishermen, and it provides certification in the Hazard Analysis and Critical Control Point intensive course on fish food safety, which is mandatory for all fish processors in Alaska.

**Faculty and Staff**

**Faculty and Staff Numbers**

SFOS faculty numbers decreased prior to 2007 because no new personnel were hired to replace outgoing members. This was part of an extensive cost savings process to balance the SFOS budget. Once the budget was brought back to a positive balance, new faculty were hired to fill major gaps in seafood science, fisheries, and the graduate program in marine sciences and limnology. For the Marine Advisory Program, additional baseline funding was recently received from the legislature and via a reallocation from UAF central administration to sustain six positions that previously have been funded solely by external grants. Note that the SFOS numbers presented in the text and tables reflect the most current situation including recent hires, retirements, and resignations. Thus, they are slightly different from data from UAF Planning, Analysis and Institutional Research, shown in the graphs. This applies also to the following sections.

Table: Faculty FTEs (tenure-track/research) across SFOS administrative units/locations in FY09.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fairbanks</th>
<th>Juneau</th>
<th>Anchorage</th>
<th>Kodiak</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMS</td>
<td>15.5/6</td>
<td></td>
<td></td>
<td></td>
<td>0/5 (4 Seward, 1 Kasiloñ)</td>
</tr>
<tr>
<td>GURU</td>
<td>3/0</td>
<td></td>
<td></td>
<td></td>
<td>0/1 (California)</td>
</tr>
<tr>
<td>SeaGrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAP</td>
<td></td>
<td>0/1</td>
<td>3/1</td>
<td>2/0</td>
<td>3/4 (1 Dillingham, 1 Ketchikan, 1 Cordova, 1 Unalaska, 1 Juneau, 1 Nome, 1 Petersburg)</td>
</tr>
<tr>
<td>FITC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/0</td>
</tr>
<tr>
<td>Fisheries</td>
<td>6/0</td>
<td></td>
<td>9/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seward Marine Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Qualifications

With the exception of Marine Advisory Program faculty, all SFOS tenure-track faculty and research faculty have a Ph.D. in their discipline. UAF has determined that a master’s degree is a terminal degree for extension faculty. This applies to six MAP faculty members.

Graduate and Undergraduate Teaching and Research Assistants

The SFOS academic program has ten teaching assistantship positions (five in the graduate program in marine science and limnology and five in the fisheries program). During the 2009–2010 academic year, SFOS has thirty students on research assistantships and ten on fellowships. Research assistantship and fellowship funding depends on the success of faculty in obtaining external grant funding.

Collective Bargaining

Faculty members within SFOS are represented solely by United Academics (UNAC).

Academic Advising

Student advising is mainly conducted by tripartite tenure-track faculty within SFOS instructional units, but several research faculty are also active in student advising or on student committees. In addition, faculty from other UAF colleges and schools serve on SFOS graduate student committees and vice versa.

Co-Curricular Activities and the Learning Environment

Within the Fisheries Division, the UAF student subsection of the American Fisheries Society has a club at the Fairbanks campus and the Juneau campus. The membership of both subsections comprises undergraduate and graduate students, and the leadership structure consists of a president, vice president, secretary-treasurer, and faculty advisor. The two subsections meet monthly for committee and officer reports and a seminar given by an invited speaker.
The Fisheries Division sponsors four seminar series during each academic year. At the Fairbanks campus, a climate change seminar series is offered weekly during the fall semester, and a general Fisheries Division seminar series (with an emphasis on freshwater ecosystems and fisheries issues) is offered weekly during the spring semester. At the Juneau campus, a general Fisheries Division seminar, with a primary emphasis on marine ecosystems and fisheries issues, is offered weekly during the fall and spring semesters.

**Institutes and Centers**

The Institute of Marine Science, the Seward Marine Center, and the Fishery Industrial Technology Center are all part of SFOS. Their functions and contributions are described in the general description of SFOS.

**Collaborations**

Courses offered within SFOS attract students from other universities, such as the University of the Arctic. SFOS faculty have taken leadership positions in national and international research programs such as the NSF-funded BEST effort or the Census of Marine Life with partners within the state and nation, and worldwide. The Marine Advisory Program has community, industry, and agency partners across the state in programming and funding. For example, in FY09, it had more than 200 partners in communities across the state including local governments, tribes, NGOs, community groups, industry associations, and local educational institutions.

**Financial Resources and Expenditures**

In FY10, SFOS operated with a non-restricted annual budget of approximately $10.2 million. This budget comprises revenue from indirect cost recovery (19%), tuition and student fees (5%), and the State of Alaska General Fund (73%). The remainder of revenue is a combination of other miscellaneous sources such as intra-agency transfers and University of Alaska receipts. Eighty-seven percent of the annual budget is expended on personnel services, including faculty and staff benefits.

The figure immediately below shows several trends in the SFOS budget over the last five years:

The share of federal funding (external grants) had been decreasing through FY09. We attribute this to the declining number of faculty that conduct outside research, as discussed above. Given the recent replacement and hiring of new faculty, we expect the research funding proportion to increase.

The actual amount of indirect cost recovery has fluctuated, but has followed the overall trend in grants received. Once again, we expect this fraction to increase due to more faculty obtaining more grants.

Tuition revenues are not a major source of support for SFOS, but we expect this to increase as the number of undergraduate fisheries students increases.

Our overall budget of about $25 million has remained fairly constant.
Facilities and Equipment

SFOS faculty, staff, and students use resources at various locations in Alaska.

The Seward Marine Center, located in Seward, has nine buildings and one ship berthing dock (formerly used by the UAF-managed R/V Alpha Helix) with a gross area of 37,338 square feet. These facilities include research laboratories, research support and machine workshops, offices, an exhibit hall, hazardous and non-hazardous materials storage sites, utility space, and residential areas.

The Fishery Industrial Technology Center, located in Kodiak, includes three buildings with a gross area of 21,298 square feet. The primary facility is the Alfred A. Owen Building. Secondary facilities include a hazardous material storage building and a general storage building. The Owen Building includes a pilot fish processing plant, research laboratories, a study/library area, offices, teaching/seminar spaces, and general use and utility areas. Major equipment includes a respirometer, video densitometer, testing instrument model 1000, spectrophotometer, centrifuge, comitrol processor Urschel 170, smokehouse Enviro-Pak CHU150, fluorometer, autosampler, headspace sampler, Iatronscan, extractor, bubble slurry ice machine, and Sona-Tek dry system.

The Lena Point/Fisheries building, located in Juneau, includes two classrooms and one teaching lab, 11 laboratories ranging from computer labs for statistical analysis to wet labs with a running seawater system and saltwater tanks, a hazardous materials storage area, offices, conference and seminar areas, and general use and utility areas. The gross area is 31,085 square feet. Major equipment includes Breeze System waters 76B09000, DNA analyzer, microplate reader Bio Rad 690 XR w/ temp control, Gamma counter, video conference systems, fluorometers, robocycler 96, and a Stratagene gradient temperature cycler.

On the Fairbanks campus, SFOS utilizes space on the first and second floors of the O’Neill Building, all three floors of the Irving II Building, and dispersed spaces in the Arctic Health Research Building. Space includes offices, laboratories, teaching areas/classrooms, and general use areas.

Arctic Health Research Building assignable space by use currently includes a classroom, research laboratories, general storage, offices, freezer farm/research equipment storage, and research support and
storage areas. Major equipment includes analyzers, living stream system frigid Tank System w/circulating tank, sonograph, quaternary LC3D system, and underwater Seacam.

O’Neill Building assignable space by use currently includes scientific workshop space, offices, two teaching/seminar spaces, conference room space, laboratories, dive locker, a server room, and storage space. Major equipment includes SEASONDE CODAR systems, Wind & Solar Monitoring and data logging systems, SLOCUM underwater Gliders, Videoconferencing systems, ZooSCAN Biotom, and a SEALOGGER.

Irving II assignable space by use currently includes laboratories, storage, teaching/seminar spaces, and offices. Major equipment includes gas chromatograph, nutrient and other analyzers, Chart recorders, fluorometers, CTD profiler, photosynthetron, HPLC systems, and a calorimeter.

Co-managed space includes the West Coast and Polar Region Center’s Kasitsna Bay Laboratory, in Kasitsna Bay, Alaska. The laboratory is owned by the National Oceanic and Atmospheric Administration’s National Centers for Coastal Ocean Science, which operates it in partnership with SFOS.

The Marine Advisory Program is located throughout the state. Administration offices are located in Anchorage; auxiliary offices are located in Cordova, Juneau, Petersburg, Ketchikan, Kodiak, Dillingham, Unalaska, Bethel, and Nome. Spaces are either donated or leased.

The Alaska Sea Grant offices are located in Fairbanks in leased space at the Wells Fargo facility: this includes offices and public retail sales space.

Leased office space also exists at the Monterey Bay Aquarium Research Institute in Moss Landing, California, for Professor Geoff Wheat. He serves as regional coordinator for the West Coast and Polar Regions Undersea Research Center, which is contracted with NOAA to serve the entire U.S. west coast. Dr. Wheat serves as liaison to center-funded scientists and to the Monterey Bay Aquarium Research Institute, a key partner in the development and deployment of undersea research technology.

Public Service and Community Engagement Highlights

SFOS coordinates and runs the Alaska state section of the National Ocean Sciences Bowl each year, which brings high school teams together for an academic contest in ocean sciences. In 2008, SFOS also ran the national version, which brought the winning state teams from around the country to the national finals held in Seward.

Dean Michael Castellini has been part of a large national and international public relations, outreach, and education program (Polar Palooza) funded by NSF and NASA, focused on how the polar regions are involved in climate change. This program has toured more than 25 cities in the United States, China, Brazil, and Australia, and has worked with more than 50,000 schoolchildren, teachers, and members of the public.

The Marine Advisory Program acts as a statewide network that is used by agencies and researchers to support community monitoring for invasive species, harmful algal blooms, and shellfish toxins. MAP works in partnership with the Smithsonian Institution to monitor for invasive tunicates, with NOAA to monitor for invasive green crabs, with the Alaska Department of Environmental Conservation and local tribes to monitor for paralytic shellfish poisoning, with EPA and tribes to monitor for water quality in freshwater rivers, and with shellfish farmers to monitor for Vibrio parahaemolyticus.

The Marine Advisory Program builds capacity with youth by encouraging them to engage in careers in fisheries, seafood processing, and science. Examples of youth activities include the Alaska Young Fishermen’s Summit, The Alaska Seafood Processing Leadership Institute, and the National Ocean Science Bowl. The Alaska Young Fishermen’s Summit brings 75 young professional fishermen together for training in business practices, marketing, management, and participation in the regulatory process.
Research, Scholarship, and Creative Activity Highlights

SFOS personnel have been active leaders in international research efforts. Additionally, they published peer-reviewed scientific articles and took part in scholarly efforts engaging the general public. A major achievement was the completion of the design of the new research vessel *Sikuliaq* with input from the U.S. oceanographic scientific community. The design was finished in time to receive stimulus funds to start construction of this national resource as a legacy of the recent International Polar Year.

Marine Advisory Program faculty have produced more than fifty publications since 2005. Two examples of these are “Changing Climate Changing Alaska’s Fisheries” and the “Fisherman’s Direct Marketing Manual.” Alaska Sea Grant distributed 547 copies of “Changing Climate Changing Alaska’s Fisheries” and 471 copies of the direct marketing manual.

The Fishery Industrial Technology Center, working in close collaboration with the seafood industry, developed machine vision based sorting and evaluation techniques for whole salmon (weight and degree of watermarking), whole pollock (weight and volume), and pollock roe (weight, greening tips, vein detection), and for the quantification of gaping and bruising of salmon fillets.

In addition to a wealth of externally funded research efforts, faculty of the Institute of Marine Science participated as leaders in several interdisciplinary multi-investigator studies in the Gulf of Alaska (GLOBEC), Bering Sea (BEST/BSIERP), and the Chukchi Sea/Arctic Ocean (RUSALCA). One of the many IPY contributions is the involvement of IMS faculty in coordinating the translation and publication of the *Illustrated Keys to Free-Living Invertebrates of Eurasian Arctic Seas and Adjacent Deep Waters*, Vol. 1 (Alaska Sea Grant, 423 distributed copies) with Russian colleagues as editors.

SFOS developed two new degree programs, the B.A. in fisheries and minor in fisheries, and significantly revised the B.S. in fisheries science degree program. SFOS received funding from the NSF IGERT (Integrative Graduate Education and Research Traineeship) program in marine ecosystem sustainability in the Arctic and Subarctic to prepare professionals to solve problems arising at the interface between dynamic environmental and social systems.

Faculty in the graduate program in marine sciences and limnology took leadership roles in the international Census of Marine Life projects with two project offices in Fairbanks (for the Arctic Ocean Diversity and the Natural Geography in Shore Areas projects).
School of Management

Mark Herrmann, Dean

http://www.uaf.edu/som
School of Management

Programs
Accounting B.B.A.
Business Administration B.B.A.
Business Administration M.B.A.
Economics B.A., B.B.A.
Emergency Management B.E.M.
Natural Resources and Sustainability Ph. D.
Resource and Applied Economics M.S.

Students

Mission
The School of Management prepares undergraduate and graduate students to meet the challenges facing business professionals in Alaska and around the world. SOM emphasizes clear communication, problem-solving, and ethical awareness while providing students with a sound understanding of business principles and techniques. The school values practical and discipline-based intellectual contributions and offers services that improve student success and the economic health of Alaska.

Vision
The School of Management will be recognized for high-quality educational programs, hands-on educational opportunities for students, service to the community, and an accomplished teaching and research faculty. SOM strives to be acknowledged as the premier business school in Alaska.

Contribution to UAF’s Mission
The School of Management was formed in 1975 as one of five professional schools at UAF. In 1988, the Association to Advance Collegiate Schools of Business (AACSB) accredited the School of Management’s undergraduate and graduate business administration and accounting programs. Only 177 business schools worldwide hold this additional specialized accreditation for their accounting programs. SOM was the first business school in Alaska to be accredited by AACSB, and it remains the only business school in the state that has the dual school and accounting accreditation.

The School of Management is a professional school that primarily serves a vast region that includes Fairbanks and many smaller communities of Interior Alaska. SOM offers undergraduate degrees in accounting, business administration, economics, and emergency management. It also offers a masters degree in business administration (M.B.A.), a master’s in resource and applied economics, and a Ph.D. in natural resources and sustainability.
Appendix 2B: Academic and Research Unit Profiles

Educate and Prepare: All degrees awarded by SOM are categorized by UAF as “high demand” degrees. Currently the School of Management has 498 undergraduate majors and pre-majors, 81 master’s students (the M.B.A. has 58 majors), and four doctorate students. At the undergraduate level, business administration is the largest (314), followed by accounting (148) and economics (25) (the rest are undeclared undergraduates). The number of students taking SOM undergraduate courses has increased by 23% over the past three years with three-year increases of over 200% in M.B.A. graduate courses. Placement rates are very high for SOM students with nearly 100% placement for accounting graduates.

Outside the classroom, SOM puts a great deal of effort into its six student organizations: Associated Students of Business (ASB), Great Alaskan Accounting People (GAAP), Native Alaskan Business Leaders (NABL), Students Who Enjoy Economic Thinking (SWEET), Students in Free Enterprise (SIFE), and Students Offering Leadership Development (SOLD). The success of these student organizations is paramount to the school’s strategic goal to improve student learning. These are active organizations giving students a place to socialize, network, and expand their academic training through professional and community involvement.

Discover and Engage: Much of the School of Management’s education program focuses on experiential/active learning both in and out of the classroom. This program is our equivalent to undergraduate research for the sciences. For example, the Student Investment Fund (SIF) is one of the nation’s original investment funds where students manage a $650,000 endowment. Students perform research on potential buys and sells and must convince other students on the “board” of their position. These students are in class daily at 7:30 a.m. to perform trades. Since 2004, SIF students have obtained 44% of all Alaska Permanent Fund Corporation internships given nationwide. The SIF has been featured on CNN, in Fortune magazine, and in other media outlets.

Another example of in-class undergraduate research is the Business Ethics course in which students performed an intensive investigation and analysis of salary levels of university presidents. This effort led to a featured article in the January 22, 2010, Chronicle of Higher Education. A substantial portion of SOM undergraduate and graduate courses have significant experiential/active learning components.

SOM faculty members disseminate their research through a variety of outlets. They have published a total of 110 peer-reviewed journal articles over the last five years. Faculty research is basic to the academy and applicable to Alaska. One example of applied research is a book on natural gas development published in 2003 by Douglas Reynolds. Alaska’s U.S. Senator at the time, Ted Stevens, ordered 100 copies of the book, and it was also widely distributed to the Alaska Legislature.

Connect: The School of Management regularly reaches out to the community with regard to economic development. For example, in one M.B.A. course, students run the highly regarded Arctic Innovation Competition. Last year more than 200 entrants from around the world competed for a top prize of $10,000. In another M.B.A. course, students work with the finalists of this competition to develop business plans for Fairbanks businesses. The Northern Leadership Center (NLC) hosts a Summer Leadership Institute each year to develop leadership skills for students in grades 9–12. Other SOM student organizations include Students in Free Enterprise (SIFE), whose projects have included teaching for the Osher Lifelong Learning Institute. SIFE students have also started a SWEET organization at West Valley High School in Fairbanks, have worked with Kids and Conservation, which brings recycled art projects into grade schools, worked with kids at risk for Joel’s place, and have many more service activities.

SOM faculty serve on many outside committees among others dealing with the state’s natural resource and development industries. These include the Scientific and Statistical Committee and the Crab Plan Team of the North Pacific Fisheries Management Council.
Leadership, Management, and Organizational Structure

The dean leads SOM with an associate dean, and the school does not have academic departments. Instead, this school has a faculty of the whole with directors for the doctorate program in natural resources and sustainability, the masters program in economics, the masters of business administration program, and the undergraduate programs in accounting, business administration, economics, and emergency management. A full organizational chart is available in the Exhibits.

Committee Structures and Representation

There are two types of committees within the School of Management, defined along either strategic or tactical lines. At a minimum, all faculty members participate in the internal faculty governance of the school through the special committee of senior faculty peers charged with review of tenure and promotion petitions and/or through participation on various committees charged with overseeing the programs of the school.

Strategic and Executive Management Committee -
The Strategic and Executive Management Committee consists of the dean, the associate dean, the program directors (accounting, business administration, economics, emergency management M.B.A., and M.S. economics), the advisor of the Assurance of Learning (AOL) Committee, and selected committee chairs, with support and data assistance from an assigned staff member. The Strategic and Executive Management Committee coordinates continuous quality improvement, strategic development, and the other committees, with the ultimate authority to monitor and administer the teaching, research, and service/governance programs in the School of Management. The committee advises the dean on issues of general interest to all faculty but of specific importance to the dean. The committee forges agreement on recruiting strategies and processes; clearly states expectations of faculty; advises the dean on individual faculty evaluations of teaching, research, and service; encourages and recommends merit awards; coordinates faculty mentoring; and oversees faculty recruiting. The Strategic and Executive Management Committee also maintains the faculty handbook and supervises the documentation of all standing and ad hoc committees.

Peer Review Committee -
The Peer Review Committee consists of all tenured faculty. Its chair is elected in the fall with support and data assistance are provided by an assigned staff member. The Peer Review Committee is charged with ensuring that those granted tenure or promoted meet the general expectations of the University of Alaska Fairbanks and the specific expectations of the School of Management, consistent with our strategic goals. It typically meets in the fall to evaluate junior candidates who are standing for tenure and promotion to associate professor, and associate professors who are standing for tenure or promotion to full professor. The committee evaluates candidates according to the long-term strategic requirements for the school in the areas of teaching, scholarship, and service, as described by the unit criteria for the School of Management.

Sabbatical Leave Committee -
The Sabbatical Leave Committee consists of faculty members who have received a sabbatical leave in the past. The committee oversees the sabbatical process for the School of Management with support and data assistance by an assigned staff member.

Undergraduate Curriculum Review and Assurance of Learning (AOL) Committee -
The Undergraduate Curriculum Review and Assurance of Learning (AOL) Committee consists of the director of undergraduate studies, the AOL advisor, and program representatives. The committee forges agreement on programs, program overlap, program development, and curriculum. It is responsible for the Assurance of Learning process for the BBA. The committee advises the dean and the Strategic and Executive Management Committee on various issues as they relate to other schools within the university. In addition, the committee determines ways to optimize the SOM curriculum and leverage faculty resources to best meet the simultaneous needs of all programs.
M.B.A. Curriculum Review and Assurance of Learning (AOL) Committee - The M.B.A. Curriculum Review and Assurance of Learning (AOL) Committee consists of the M.B.A. director, the AOL advisor, and program representatives. The committee oversees admission processes and scheduling for the M.B.A. program and is responsible for the Assurance of Learning process for the M.B.A. program. It advises the dean and the Strategic and Executive Management Committee on various issues as they relate to other schools within the university. In addition, the committee determines ways to optimize the curriculum and leverage faculty resources to meet the simultaneous needs of all programs.

M.S. Committee - The M.S. Committee consists of the M.S. director and tenure-track economics faculty. The committee oversees admission processing and scheduling for the M.S. and is responsible for the learning outcomes for the program. The committee forges agreement on programs, program overlap, program development, and curriculum. The committee advises the dean and the Strategic and Executive Management Committee on various issues as they relate to other schools within the university. In addition, the committee determines ways to optimize the SOM curriculum and leverage faculty resources to meet the simultaneous needs of all programs.

Ph.D. Steering Committee - The Ph.D. Steering Committee consists of SOM and SNRAS faculty as appointed by the deans of the respective schools. The committee oversees the admission process, scheduling, and management for the Ph.D. and is responsible for learning outcomes for the program. The committee forges agreement on programs and program overlap, program development, and curriculum. The committee advises the deans and the Strategic and Executive Management Committee on various issues as they relate to other schools within the university. In addition, the committee determines ways to optimize the SOM curriculum and leverage faculty resources to meet the simultaneous needs of all programs.

Faculty of the Whole - The Faculty of the Whole Committee consists of all full-time faculty of the School of Management. This committee meets periodically to recommend any major changes to SOM policies. In addition, the committee provides a forum for discussion of issues of collective concern.

SOM has a faculty member on the University-Wide Faculty Appeals and Oversight Committee, two members and an alternate on the UAF Faculty Senate, a member on the University-Wide Curriculum Committee, a member on the University-Wide Pre-tenure Review Committee, a member on the University-Wide Post-Tenure Review Committee and a member on the University-Wide Tenure and Promotion Committee.

External Advisory Board(s)

The School of Management has two external advisory boards. The Business Advisory Council (BAC) advises SOM as a whole and the Accounting Advisory Board (AAB) advises the accounting program.

The BAC is a 17-member board. Its mission is to provide support, guidance, and leadership to the dean on issues pertaining to the school’s academic excellence. Members have at least some of the following responsibilities: attend two meetings a year; develop a shared vision and contribute to the strategic plan of the school; communicate perspectives on the needs of the business community for the skills and education required of SOM graduates; support the school’s reaffirmation efforts for the Association to Advance Collegiate Schools of Business (AACSB); serve as guest speakers in classes or help in obtaining guest speakers; interact with appropriate campus constituencies regarding career development, internships, and active learning opportunities; assist in Assurance of Learning; support SOM events including, but not limited to, Business Week and Business Leader of the Year; publicize the accomplishments and capabilities of the School of Management to the broader business community; and assist SOM in fundraising efforts.
The AAB is a 14-member board. Its role is to provide input to the accounting program covering a range of pertinent issues. The purpose of discussions is to create non-binding guidance that assists in maintenance of a quality program and to produce graduates who are capable of meeting employer expectations.

Additional Unit Policies

The School of Management has three major policies (1-3 below) that are unique to the school. We have a formula to identify teaching loads and two major areas related to accreditation (determination of faculty sufficiency and faculty qualifications).

(1) Workload Assignments (pertaining to teaching): SOM supports individual faculty tripartite strengths by allowing flexibility in terms of research, teaching, and service assignments. In particular, in support of SOM’s approved tenure and promotion criteria, the school actively recognizes research by offering course reductions when possible. Thus, the standard course load expected of tenured or senior level untenured faculty depends upon the research productivity (number of peer-reviewed journal articles published or demonstrated equivalent) over the last five calendar years, which are entered in the Sedona database by December 31 of the preceding year. For faculty with no published peer-reviewed journal articles, the standard course load is seven courses per academic year or six courses per academic year and a special project assigned by the dean. For faculty with one published peer-reviewed journal article, the standard course load is six courses per academic year. For faculty with two to four published peer-reviewed journal articles, the standard course load is reduced to five courses. For faculty with five or more published peer-reviewed journal articles, the standard course load is reduced to four courses per academic year. Additionally, faculty members who are no longer considered academically qualified, as defined in Appendix II, will not be approved to be a chair of a Ph.D. committee.

For junior tenure-track faculty, the standard workload is four courses per academic year to help foster a strong research agenda for tenure.

All SOM policies are found in the SOM Faculty Handbook (August 23, 2009).

The School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The important components of AACSB accreditation are centered on mission, strategic planning, sufficient resources, faculty sufficiency, faculty qualification, and assurance of learning. Most of these are addressed elsewhere in this report. Two that are somewhat unique are faculty sufficiency and faculty qualification.

(2) Faculty Sufficiency (AACSB requirement): AACSB divides faculty into two categories: participating and supporting. Participating faculty members deliver at least 75 percent of the school’s annual teaching at the college level (either contact or credit hours) and at least 60 percent in each program (undergraduate accounting, business administration, economics, and the M.B.A. program).

SOM definition of a Participating Faculty Member: A participating faculty member actively engages in the activities of the school in matters beyond direct teaching activities. The role of “participation” is as much an attitude as it is playing a vital role in meeting professional obligations within SOM. Specifically this participation will be evidenced by the faculty member’s meeting of her/his professional responsibilities to the school’s mission, including activities that support the offering of educational opportunities that exceed classroom teaching.

The determination of faculty sufficiency will be made early each spring. The list of activities that count toward participation includes, but is not limited to, the following: regularly attend school and program meetings; actively engage in the activities that allow a faculty member to maintain qualification status (AQ or PQ); participate in Assurance of Learning; participate in school and university committees; substantially participate in student organizations and related functions; participate in other extracurricular activities beyond attendance (Accounting and Business Week, Business Leader of the Year Banquet, Arctic Innovation Competition, etc.); participate in the Student Investment Fund; actively participate in...
Appendix 2B: Academic and Research Unit Profiles

community service; participate in outreach and development activities; continuously and substantially participate in student advising; participate in undergraduate research; and participate in graduate research.

Generally, a faculty member will be considered eligible for the participating designation if he/she is considered to be employed at least half-time by SOM and his/her position is considered “permanent.” However, other term-funded instructors and adjuncts may be considered eligible for participation if their appointments are considered more or less permanent, they sufficiently participate in the life of the school, and their students have ample opportunity for adequate valued educational interaction beyond classroom instruction.

“Definition of Participating and Supporting Faculty Pertaining to AACSB Standard 9” (October 29, 2009)

(3) Faculty Qualifications: According to AACSB standards, “at least 90 percent of the faculty are either academically or professionally qualified”; “at least 50 percent of the faculty are academically qualified”; and “qualified faculty resources are distributed across programs, disciplines, and locations consistent with the school’s mission.” According to AACSB standards, “in the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high-quality performance of all activities in support of the school’s mission.”

The entire policy can be found at “School of Management’s Expectations of Academically Qualified and Professionally Qualified Faculty.” A brief summary is given below.

School of Management Expectations of Academically Qualified Faculty: Original Academic Qualifications - The school’s designation of a faculty member’s current academic qualification is based upon academic preparation, current teaching assignment, and record of intellectual contributions. There are five paths to establishment of academic qualification, with the most common being a doctoral degree in the area in which the individual teaches. Academically qualified faculty members are expected to be involved in a variety of intellectual development activities that are directly related to their teaching responsibilities. To remain academically qualified, the faculty member must meet one of the following criteria: be within five years of having completed a doctoral degree; publish three peer-reviewed journal articles during a rolling five-year period as part of an intellectual contributions portfolio; publish two peer-reviewed journal articles during a rolling five-year period as part of an intellectual contributions portfolio, and have at least two other intellectual contributions; Publish two peer-reviewed journal articles during a rolling five-year period, and have significant professional development relevant to the teaching area; publish two peer-reviewed journal articles during a rolling five-year period, and have significant practical experience, which does not violate UAF’s ethics policy, relevant to the teaching area; be within three years of having passed the comprehensive exams for a doctoral degree.

School of Management Expectations of Professionally Qualified Faculty: Original Professional Qualifications: The school’s designation of a faculty member’s current professional qualification is based upon academic preparation, current teaching assignment, and record of professional experience and contributions. To be selected as a professionally qualified faculty member, the individual should normally have 1) at least a master’s degree in a field related to the area of the teaching assignment and 2) professional experience at a substantial level of responsibility that is relevant to the teaching area at the time of hire.

To remain professionally qualified (PQ), faculty members are expected to be involved in a variety of intellectual development activities that are directly related to their teaching area. This currency may be demonstrated through a combination of “current relevant practical experience” (which does not violate UAF’s ethics policy). This may include intellectual contributions and participation in professional meetings, workshops, or other professional development activities.

All SOM policies are found in the SOM Faculty Handbook (August 23, 2009).
Educational Programs Offered

New programs include a baccalaureate degree in emergency management (BEM) approved by the regents in 2006 and a Ph.D. in natural resources and sustainability approved by the regents in 2008.

Contribution to Core Curriculum

The School of Management offers Econ 100X (Political Economics) and BA 323X (Business Ethics), which are UAF baccalaureate Core Curriculum classes under Perspectives of the Human Condition. Students have the choice of taking either PS 100X or Econ 100X for the required political economics course. Students can take one of six courses to satisfy the ethics component.

Joint or Shared Educational Programs with other Institutions

Economics faculty in the School of Management are involved with both of the NSF-funded Integrative Graduate Education and Research Traineeship (IGERT) programs. Economics faculty were co-PIs on the Resilience and Adaptation Program (RAP) and continue to be participating faculty on the steering committee and instructors in the RAP courses. Economics faculty are also on the steering committee and participating faculty for the IGERT Marine Ecosystem Sustainability in the Arctic and Subarctic (MESAS) program.

The School of Management offers a baccalaureate degree in emergency management (B.E.M.). This degree requires that the student first complete 33 units from the UAF emergency services A.A.S. degree or any regionally accredited fire science A.A.S. degree. Most of our students complete their associate degree at the UAF Community and Technical College.

The School of Management jointly offers a Ph.D. in natural resources and sustainability with the School of Natural Resources and Agricultural Sciences (SNRAS).

Assessment and Program Review

The 2010-11 program review process indicated that among the School of Management’s 7 academic programs, 5 (71 percent) had multiple measures of student outcomes, 7 (100 percent) had direct evidence of student learning and 5 (71 percent) used assessment information to improve the curriculum. All 7 programs (100 percent) provided separate assessment plans for each program. However, 1 program (14 percent) did not provide summary information for all elements of their assessment plan, and 4 programs (57 percent) did not collect and summarize assessment information on a regular basis.

Specialized Accreditation

The School of Management and the accounting program are both accredited under the Association to Advance Collegiate Schools of Business (AACSB). This is the premier accreditation for business schools, and just 177 schools worldwide have the dual business school and accounting accreditation. In 2011, the school was notified that it had received reaffirmation.

All reports from the accreditation team are confidential. These are saved on a Google Documents site and can be shared with evaluators by contacting School of Management Dean Mark Herrmann.

Faculty and Staff

Faculty and Staff Numbers

The School of Management employs 34 faculty and/or adjuncts of which six are in the accounting program, 19 in business administration, and nine in economics (see Table 1). Overall, SOM employs
Appendix 2B: Academic and Research Unit Profiles

19.75 full-time equivalents (FTEs) of tenure-track faculty, 4.5 FTEs of non-tenure-track instructors, and 1.6 FTEs of adjuncts for an overall 25.85 FTEs of faculty and/or adjuncts. Due to the need to fund the sizeable annual union raises that our faculty receive each year, SOM is often not able to fill tenure-track faculty positions when a faculty member leaves UAF. This is making it difficult to deliver all of our programs. We have cut back most of our concentrations within the bachelor’s of business administration and are having difficulties delivering our marketing concentration and our accounting degree. A reduced budget has caused a reduction in faculty in both of these areas. The difficulty in hiring accountants is due to skyrocketing salaries in that field.

The School of Management employs seven staff members. Six of those are full time and one is half time. The employees include a fiscal officer, a director of development and outreach, an advisor/recruiter, a publications editor, and administrative support to the dean and the faculty. SOM also employs two half-time student workers during the academic year.

Table 1. School of Management Faculty and Adjuncts for Academic Year 2010.

<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees</th>
<th>Tenure-Track</th>
<th>Non Tenure-Track Instructor</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Masters = 2, Ph.D. = 4</td>
<td>4.0 FTEs</td>
<td>2.0 FTEs</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>J.D. = 4, Masters = 8, Ph.D. = 10</td>
<td>8.5 FTEs</td>
<td>1.5 FTEs</td>
<td>1.6 FTEs</td>
</tr>
<tr>
<td>Total Economics</td>
<td>Masters = 1, Ph.D. = 8</td>
<td>7.25 FTEs</td>
<td>1.0 FTE</td>
<td></td>
</tr>
<tr>
<td>Total SOM</td>
<td>J.D. = 4, Masters = 11, Ph.D. = 22</td>
<td>19.75 FTEs</td>
<td>4.5 FTEs</td>
<td>1.6 FTEs</td>
</tr>
</tbody>
</table>

Faculty Qualifications

Table 1 lists the highest degree earned by each of our faculty. A detailed list of our individual faculty qualifications is found in the manuscript “AQ and PQ by Faculty.” The following is a summary by each discipline.

In accounting, SOM has four tenure-track faculty members, all with Ph.D.s, and two non-tenure track lecturers, both with master’s degrees. In business administration, SOM has nine tenure-track faculty members, all with Ph.D.s, three adjuncts with J.D.s, four adjuncts with master’s degrees, one adjunct with a Ph.D., one non-tenure-track instructor with a J.D. degree, and one non-tenure-track instructor with a master’s degree. In economics, SOM has eight tenure-track faculty members with Ph.D.s and one non-tenure-track instructor with a master’s degree.
Graduate and Undergraduate Teaching and Research Assistants

We currently have eight graduate teaching assistantships (four for M.B.A. and four for M.S. resource and applied economics) and one undergraduate research assistant. These numbers have been very consistent over the years.

Collective Bargaining

Faculty in SOM are represented by United Academics (UNAC).

Academic Advising

SOM student recruiting and advising was centralized as a staff position in 2004. This change has resulted in the majority of the UAF schools and colleges moving to the same system giving staff advisors a cohort of colleagues working toward the same goal. It has also allowed advisors to become familiar with specialized advising software such as Degree Works. Staff advisors also keep track of recruiting activities by communicating with students in a variety of venues such as Facebook, Twitter, and texting. SOM enrollments and retention have greatly improved with the use of staff advisors.

Co-Curricular Activities and the Learning Environment

The School of Management spends a great deal of time and resources on its exceptionally active student organizations:

Students Who Enjoy Economic Thinking (SWEET) was created in 2006 and has been very active in the community. SWEET’s speaker series has brought in U.S. Senators Ted Stevens, Lisa Murkowski, and Mark Begich; U.S. Secretary of Commerce Carlos Gutierrez, U.S. Congressman Don Young, and Governor Sean Parnell, among others. The last speaker, U.S. Senator Mark Begich, drew 330 people. SWEET faculty advisor Sherri Wall was named the UAF student organization faculty advisor of the year.

Students in Free Enterprise (SIFE) was created in fall 2006, and during its second year won the regional championship in Seattle, Washington. Its projects have included teaching for the Osher Lifelong Learning Institute, assisting Burmese refugees living in Thailand in developing markets for hand-woven products, Project Ummid, starting a SWEET organization at Pune University in India and at West Valley High School in Fairbanks, working with kids at risk for Joel’s place, teaching financial literacy in rural communities, and working with Kids and Conservation.

SOM employs a professional staff advisor for the Native Alaska Business Leader (NABL) student organization. This organization effectively helps Alaska Native Students to make the transition from rural to urban life.

Associated Students of Business (ASB) is the oldest student organization in SOM. In 2009, the group hosted a Business Week, an “Icebreaker” social for UAF students, and the 33rd annual Business Leader of the Year Banquet honoring Dr. Cary Keller (drawing over 300 attendees). ASB meets weekly during the school year. The past two UAF commencement speakers have been SOM students who were ASB members.

Great Alaskan Accounting People (GAAP) has won the most coveted UAF Student Organization Academic Achievement award eight of the past nine years. GAAP gives Voluntary Income Tax Assistance (VITA) to UAF students and the community, preparing more than 100 tax returns per year. GAAP also hosts UAF Accounting Week every October.

Students Offering Leadership Development (SOLD) is the newest SOM student organization and has hosted leadership workshops around the state.
The Student Investment Fund (SIF) is one of the nation’s original investment funds where students currently manage a $650,000 endowment. The students in SIF make presentations to organizations such as the SOM Business Advisory Council and Alaska high school students. Its students have dominated the number of Alaska Permanent Fund Corporation internships given nationwide, having obtained 44% of the all internships since 2004. SIF has been featured on CNN and in Fortune Magazine.

Institutes and Centers
The School of Management houses the Northern Leadership Center (NLC), which provides a variety of services to UAF. NLC sponsors a Summer Leadership Institute for high school students and a leadership course in the spring to UAF juniors and seniors. NLC offers Leadership Fairbanks to the Fairbanks Chamber of Commerce, hosts a leadership speaker series, holds bi-semester leadership task force meetings, and coordinates a variety of other functions.

Collaborations
SOM economics faculty are involved with both of the NSF-funded Integrative Graduate Education and Research Traineeship (IGERT) programs. Economics faculty were co-PIs on the Resilience and Adaptation Program (RAP) and continue to participate on the steering committee and as instructors in RAP courses. Economics faculty are also on the steering committee and are participating faculty for the IGERT Marine Ecosystem Sustainability in the Arctic and Subarctic (MESAS) program.

Jim Collins of the business administration program is the director of entrepreneurship (housed in SOM) and coordinates many collaborative efforts across UAF and between UAF and the Fairbanks community. A good example of this is the Economic Opportunity Task Force, which brings together researchers from across UAF and an eight-member entrepreneurship team from the Fairbanks community.

Financial Resources and Expenditures
In FY10, SOM operated with an unrestricted annual budget of $4.97 million, which accounted for 97.9% of its entire budget. The budget comprises revenue from tuition (18.2%), the State of Alaska General Fund (79.2.8%), and a combination of other miscellaneous sources (2.6%). Eighty-Eight percent of the annual budget is expended on personnel services, including faculty and staff benefits.
Facilities and Equipment

The School of Management is located in the Bunnell building on the Fairbanks campus. Faculty and staff are all located on the second floor. The school has a computer lab on the first floor (Bunnell 111) which is just converted to a distance classroom with a $45,000 grant. SOM has also invested $40,000 in distance delivery equipment in a third floor classroom (Bunnell 313). SOM has the right of first refusal on this room if its classes are being distance delivered. The school also has a Student Investment Fund (SIF) lab in Bunnell 216, 216A and 216B.

Public Service and Community Engagement Highlights

Economic Opportunity Task Force (EOTF) - Through the Economic Opportunity Task Force (EOTF), UAF researchers and business people from the Fairbanks community come together to discuss entrepreneurship ideas.

Business Leader of the Year (BLOY) Banquet - The Associated Students of Business, in its thirty-fourth year, and the School of Management host an annual Business Leader of the Year Banquet, which draws more than 300 attendees. The highly coveted Business Leader of the Year is the most prestigious business award given in Fairbanks.

Voluntary Income Tax Assistance (VITA) - The SOM student organization Great Alaskan Accounting People (GAAP) administers the Voluntary Income Tax Assistance program in which SOM students trained by the IRS prepare tax returns free of charge for UAF students and members of the community who cannot afford tax assistance.

SCORE Counselor - UAF adjunct faculty member James McDermott, as a SCORE counselor, offers free advice to members of the public who are in the process of planning, starting, or expanding a small business. SCORE, “Counselors to America’s Small Business,” is a national association headquartered in Herndon, Virginia, and Washington, D.C., dedicated to educating entrepreneurs and helping small businesses grow and succeed.

Research, Scholarship, and Creative Activity Highlights

School of Management faculty have published 110 journal articles over the last five years. Below is a brief sampling of some of their accomplishments.


This paper won a certificate of appreciation in the Institute of Management Accountants’ annual Lybrand Awards manuscript competition. The Lybrand Awards were established to honor William A. Lybrand for his thirty-one years of service to the institute. Medals and certificates are awarded to the members of the institute who make outstanding contributions to the literature of industrial accounting during the year.


This article was given Honorable Mention (second place) for the coveted Dr. S-Y Hong Award for the year’s outstanding article in *Marine Resources Economics*.


School of Natural Resources and Agricultural Sciences & Agricultural and Forestry Experiment Station

Carol E. Lewis, Dean and Director

http://www.uaf.edu/snras
Programs Offered
Geography B.A., B.S.
Natural Resources Management B.S., M.S. (with Peace Corps option)
Natural Resources Management and Geography MNRMG
Natural Resources and Sustainability Ph.D.

Students

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, to 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.

Contribution to UAF’s Mission
The UAF School of Natural Resources and Agricultural Sciences (SNRAS) includes the Agricultural and Forestry Experiment Station (AFES) as its research arm and one of the seven institutes at the University of Alaska Fairbanks. Together SNRAS and AFES provide research, education, and outreach relevant to the sustainable development, use, and protection of Alaska’s natural resources. They develop new economic opportunities, build the relevant workforce, and improve environmental quality and the quality of life in Alaska and the circumpolar North. SNRAS administers the UA statewide Geography Program. SNRAS, AFES, and the Alaska Cooperative Extension Service (CES) carry out UAF’s land-grant mission. Unlike the majority of land-grant institutions, CES is not a part of a school or college related to natural resources, food, and agriculture and is not administratively connected to the AFES as is common. Rather it is housed under the UAF Provost and combined with the Vice-Provost for Outreach. The AFES and CES are connected, however through the federally mandated Plan of Work and the UAF Plan of Work has been used as an example nationally of exemplary cooperative and integrated efforts. In the United States, the land-grant system is a partnership between the federal government and the states. Agricultural experiment stations and cooperative extension services receive formula funds from the U.S. Congress to carry out research, education, and outreach in agriculture, forestry, and natural resource management. These programs are designed to sustain individuals, families, and communities with activities relevant to states and the nation. Land-grant programs are committed to developing and applying knowledge important in the real world for the successful long-term management of natural resources to meet human needs and values and to provide for sustainable ecosystems.
The School of Natural Resources and Agricultural Sciences offers baccalaureate degrees in natural resources management (BS) and geography (BA and BS). It offers two master’s degree programs: the M.S. in natural resources management (NRM) and a professional master’s in natural resources management and geography (MNRMG). Students in the M.S. or MNRMG who are accepted into the Peace Corps can participate in the Peace Corps Masters International Program. The school also offers a Ph.D. in resources management and sustainability. All degree programs emphasize sustainable management of Alaska’s resources and the resources of the circumpolar North. They train students to enter the changing workforce of the 21st century, to be responsible citizens of the earth, and to apply critical thinking in a lifetime of learning. SNRAS also provides informal education through workshops and practical knowledge seminars in agriculture, forestry, natural resources management, and geography. The school conducts professional seminars for people wishing to update their employment skills. It also offers training through workshops and non-credit classes and learning experiences through the Osher Lifelong Learning Institute. SNRAS houses five formal K-12 programs that train teachers and students in the pedagogy of natural resources management and geography.

The SNRAS/AFES participates in research, education, and outreach programs that promote sustainable living, biodiversity, and ecosystem services in the North. These activities are focused in four areas: sustainable and efficient use of Alaska’s energy resources, adaptation to a changing climate, food and agricultural security, and economic, social, and cultural resilience of communities and families and development of a 21st century workforce. As a part of the land-grant mission, these activities function in close cooperation with CES to assure that the knowledge and technology developed by faculty and staff in SNRAS and AFES are used for the benefit of stakeholders.

Alaska is affected by a strong rivalry between rural and urban interests. Areas of conflict include subsistence versus commercial and sport use of resources, traditional versus contemporary knowledge, and economic factors that affect the cost and availability of food, feed fuel, and fiber. SNRAS and AFES through planned programs that encourage food production in rural and urban areas and provide efficient and cost-effective uses of energy. They explore renewable sources of energy, incorporate traditional knowledge into research and education, and investigate sustainable land and resource uses to help policymakers as they shape the directions of the state of Alaska. The school and experiment station engage Alaska residents and communities in participatory research, particularly in the areas of food and fiber production to assure that the knowledge and technology transferred will be resilient and will be a part of an emerging, responsible culture.

Leadership, Management, and Organizational Structure

SNRAS and AFES is lead by the dean of the school and director of the station. Leadership also includes an associate dean of SNRAS and an associate director of AFES, an administrator for the Palmer Center for Sustainable Living, and the SNRAS/AFES/CES Business Office Executive Officer. There are currently four academic departments led by elected department chairs (2-year term) who are members of United Academics; Humans in the Environment, Forest Sciences, High Latitude Agriculture, and Geography. The undergraduate Natural Resources degree contains three options: High Latitude Agriculture, Forest Sciences, and Humans in the Environment. The UA Geography Program offers both a BA and BS degree and has focus areas in Landscape and Climate Change, Environmental Studies and Geographic Information Systems and Technology.

Committee Structures and Representation

SNRAS representation on UAF and UA governance bodies and committees:

University-wide committees: UAF Accreditation Review Committee, 1 representative; UAF Accreditation Steering Group, 1 representative; UAF Curriculum Council, 1 representative; UAF Faculty Senate, 2 representatives, 1 alternate; UAF Provost’s Council and Research Working Group, 1
representative; UAF Dean’s Council, 1 representative; UAF Research Planning Group, 1 representative; University-wide Promotion and Tenure Committee, 1 representative; University-wide Recruiting Coordinators Committee, 1 representative.

SNRAS Committees: Accreditation Review Committee; Curriculum Council (reviews new course submissions and curriculum and course changes); Fairbanks Farm User’s Committee (provides input to farm manager on project needs at the Fairbanks Experiment Farm); Matanuska Farm User’s Committee (provides input to farm superintendent on project needs at the Matanuska Experiment Farm); Graduate Selection Committee (reviews graduate applications and recommends admission or rejection); Outcomes Assessment Committee (compiles and analyzes outcomes-assessment data for all SNRAS degrees); Scholarship Selection Committee (reviews applications for scholarships administered through SNRAS); Strategic Planning Committee (periodically reviews and updates SNRAS strategic plan, assesses coordination of all programs with strategic plan); Unit-Peer Promotion and Tenure Review Committee (composed of all tenured faculty members); SNRAS/AFES Executive Team (SNRAS/AFES dean and director, SNRAS associate dean, AFES associate director, administrator of the Palmer Center for Sustainable Living, SNRAS/AFES/CES business office executive officer). The SNRAS Executive Team and the four department chairs meet monthly.

External Advisory Board(s)

The Board of Advisors for the School of Natural Resources and Agricultural Sciences was established in 1993 and is currently being reorganized and reconstituted as a Board of Advocates. The original Board of Advisors was composed of 11 members appointed by the UAF chancellor. Board members represented a broad range of science, industry, government, and citizen interests in resource management and development. This advisory group met twice a year to advise the SNRAS/AFES Executive Team on diverse issues affecting statewide instruction, research, and service. The future Board of Advocates will be shaped according to Strategic Plan 2010. It will focus on renewable energy, food security, climate change, and community and economic initiatives. Among those initiatives is the development of the workforce from associate and certificate programs (in cooperation with community campuses), baccalaureate degrees, and advanced degrees.

Additional Unit Policies

AFES, and the Cooperative Extension Service produce a five-year Plan of Work and Annual Plan of Work Reports. The Plan of Work is an integrated strategic plan and the reports an evaluation for most of each unit’s activities (those related to agriculture, forestry, and resource management). Accomplishments are tracked in detail on an annual basis. Both are required to receive federal land-grant formula funds under the Hatch, McIntire-Stennis, and Smith-Lever Acts. The required match for these funds is 100% from the state passed through the University of Alaska system.

For acceptance into SNRAS graduate programs, GRE scores must be provided, and a 3.0 GPA in undergraduate work is the norm. The student must provide an applicant letter identifying a graduate degree plan. Changes in policies are developed by faculty, adopted by a majority vote of faculty, and communicated to students in written documents and through graduate advising and graduate seminars. A new graduate student handbook is being prepared.

UAF provides for the adoption of unit criteria for the annual evaluation of faculty, tenure, promotion, and pre- and post-tenure review. SNRAS faculty have adopted unit criteria for promotion and tenure.

Educational Programs Offered

SNRAS offers a B.S. in natural resources management (NRM) with three options: forest sciences, high latitude agriculture, and humans in the environment. It offers a B.A. and a B.S. in geography. The B.S.
in geography has three options: environmental studies, landscape analysis and climate change studies, and geographic information science and technology. The school also offers an M.S. in natural resources management and a master of natural resources management and geography. Students in these programs may also choose to participate in the Peace Corp Masters International Program. The Ph.D. in Natural Resources and Sustainability is also offered jointly with the School of Management.

During the past five years, the following new academic program implementations have occurred:

The Ph.D. in Natural Resources and Sustainability was approved by the regents in April 2008; The Peace Corps Masters International Program was incorporated into the M.S., NRM and MNRMG degrees under approval by the UAF chancellor, also in 2008. The professional Master’s in Natural Resources Management and Geography was approved by the regents in 2008.

SNRAS is a cooperator in Integrative Research Education Training /Resilience and Adaptation Program (IGERT/RAP), an interdisciplinary graduate degree program funded through the National Science Foundation. During the period of review, SNRAS became the locus of tenure for the program director.

SNRAS cooperates with the Northwest Campus to offer the certificate in high latitude range management on the Nome campus. It cooperates with the Bristol Bay Campus in its offering of a certificate in Environmental Science, and is developing a Horticulture certificate also in cooperation with Bristol Bay.

**Contribution to Core Curriculum**

SNRAS offers NRM 303: Environmental Ethics and Actions yearly under the “Perspectives on the Human Condition” component of the Core Curriculum.

**Joint or Shared Educational Programs with other Institutions - Doctoral Programs**

Ph.D. students in IGERT/RAP have the option of spending three semesters at UAF and the remainder at another institution, and this option has been exercised. The Ph.D. in Natural Resources and Sustainability is collaborative with the School of Management.

**Assessment and Program Review**

The 2010-11 program review process indicated that among the School of Natural Resources and Agricultural Sciences’ 6 academic programs, 6 (100 percent) had multiple measures of student outcomes, 4 (67 percent) had direct evidence of student learning and 5 (83 percent) used assessment information to improve the curriculum. However, 6 programs (100 percent) did not provide summary information for all elements of their assessment plan, 3 programs (50 percent) did not collect and summarize assessment information on a regular basis and 2 programs (33 percent) did not provide separate assessment plans for each program. These discrepancies have been duly noted and will be in place before the next program review cycle.

**Specialized Accreditation**

The forestry option of the undergraduate B.S. NRM degree has been nationally accredited by the Society of American Foresters (SAF) since 1996. SAF is the primary accrediting body for forestry programs in the United States. SNRAS’s forestry curriculum was most recently reviewed in 2006 and accreditation renewed for a ten-year period. The accreditation self-study reports and the SAF accreditation committee report are available on the SNRAS website. General information on SAF accreditation can be found on the web.
Non-Credit Instructional Units

SNRAS offers non-credit courses involving a wide range of the faculty who provide leadership training, practical educational workshops, and field experiences in agriculture, forestry, and natural resources management. Opportunities are available for mid-career professionals to update skills. Lifelong learning experiences are offered to community members, including instruction in hobbies and crafts and practical life activities. Leadership training and practical education workshops are given throughout the state often in collaboration with CES. Topics include FFA (Future Farmers of America) leadership training, vegetable and floral production and gardening, meat cutting, and log cabin construction. Mid-career professional skills involve professional continuing education workshops sponsored by the Society of American Foresters and the American Water Resources Association. Faculty members also participate annually in training National Park Service interpretive naturalist staff. SNRAS faculty assist or co-lead workshops with the Cooperative Extension Service, the Alaska Division of Forestry, and federal agencies. They work with professional organizations for technical training in GIS and remote sensing, ice-bridge design, and general science education. Lifelong learning classes are given in conjunction with the Osher Lifelong Learning Institute.

Faculty and Staff

Faculty and Staff

In SNRAS/AFES, faculty hold tenure in the school and also can hold appointments in the experiment station if they have an approved Hatch or McIntire-Stennis formula fund project. In addition to teaching, research, and outreach, they also serve as undergraduate and graduate research committee chairs and can serve as department chairs if they hold tenure and are elected by their colleagues.

Faculty and staff are not assigned to departments. They are presently only delineated as members of the NRM academic program and the Geography academic program. The school and station is interdisciplinary in its research, teaching, and outreach and faculty can and do teach and do research and outreach across departments. The curricula for each option in NRM and each option in Geography are cross-populated and current curriculum planning is looking at also cross populating NRM and Geography. The school employs term faculty that do not have tripartite appointments. These faculty may also span more than one department. Additionally, staff, including administrative staff and research professionals and research technicians, are employed across departments.

The Geography program has a number of programs providing service to state, industry and to K12. The Scenarios Network for Alaska Planning (SNAP) program provides high resolution modeling regarding climate change across the state. Math in a Cultural Context creates and delivers K12 math curriculum culturally relevant to the Yupik community. The Alaska Geographic Alliance works with GoogleEarth to provide teacher and student training in maps and Google technology. The Global Learning and Observations to Benefit the Environment (GLOBE) Program and MAPTeach both work with K12 teachers and students to share techniques for gathering scientific information about their environment and sharing the information with other students nationally and internationally.

The Geography Program has 13 faculty total. Of these, 1 is a Chancellor’s Distinguished Professor; 5 are tenure line, 1 of which is joint with the NRM Program and associated with Scenarios Network for Alaska Planning (SNAP); 1 is with Math in a Cultural Context (MCC); 6 are term funded positions. Staff total 13. Of these, 5 are administrative with 2 of these 5 assigned to MCC and 1 of the 5 is in charge of K-12 education for the Geography Alliance. The remaining 8 are associated with research, all in SNAP.

The NRM Program has a total of 17 faculty. Of these, 13 are tenure line; 4 are term funded. There are 29.5 staff: 1.5 are in the public information office, 5 are in the business office, 7 are administrative
including the dean and director, 3 are associated with the Fairbanks Experiment Farm, and 13 are research professionals and technicians.

Faculty and staff have permanent assignments at the UAF campus and the Palmer Center for Sustainable Living in Palmer, Alaska (7 faculty, 1 jointly appointed with CES and 2 term funded positions, 2 administrative staff, 1 laboratory staff, and 11 research and farm maintenance staff). Faculty also work at the Nome Research Site associated with the Reindeer Research Program, the Delta Research Site focused on agronomic crop production, and the Bonanza Creek Experimental Forest operated cooperatively with the U.S. Forest Service.

SNRAS lacks faculty in forest health, an important area of study as we place more emphasis on climate change and renewable energy. Food science will be critical for a healthy and sustainable food supply for Alaskans. New faculty will be needed to deliver new curricula in cultural and physical geography, climate change, and landscape analysis. We are lacking sufficient faculty to provide depth to our programs as the number graduate students and the enrollment in our senior thesis and senior seminar offerings continue to grow.

Faculty Qualifications

All tenure-track faculty except one have a Ph.D. The exception is our policy and law faculty member who holds a J.D. in environmental law and policy. All instructors hold a master’s degree, and all adjunct faculty hold a master’s or Ph.D. degree.

Graduate and Undergraduate Teaching and Research Assistant

SNRAS graduate enrollment has been rising significantly, but the number of teaching assistant and research assistant positions has remained flat. In FY10, there were 15. SNRAS sponsors two TA positions; RA positions fluctuate with the number of funded projects. A reduction in research assistantships in FY09 was due primarily to researchers’ inability to find suitable applicants and secondarily to a decrease in sponsored funding (partly because of the timing of grants). Sponsored funding for assistantships increased in FY10, and open positions (available in FY09) were filled.

Collective Bargaining

All faculty are represented by United Academics. Three classified staff are represented by the Alaska Higher Education Crafts and Trades Employees Union – Local 6070.

Academic Advising

The majority of faculty participate in undergraduate advising. Graduate advising depends on faculty expertise and ability to obtain grant funds. Student evaluations are very positive about the accessibility of
our faculty for advising. SNRAS has an enrollment management director (EMD) who guides undergraduate students through the admissions and enrollment process. The EMD assures that undergraduates have a faculty advisor, and he acquaints students with ‘roadmaps’ through our curricula to help them to finish their degree programs in a timely manner. The EMD works with the Graduate Admissions Committee in SNRAS to assure graduate applications are processed efficiently, and he assists applicants in contacting faculty in their areas of interest. He works with the department administrative assistants and advisors to ensure that required graduate school deadlines for specific benchmarks are met.

Co-Curricular Activities and the Learning Environment

The Resource Management Society (RMS) and the Geography Club are student organizations sponsored by SNRAS. Each has a faculty advisor. The clubs elect officers each academic year and typically hold monthly meetings. The RMS is open to students from other disciplines. Membership ranges between 5 and 15 students in each club. Clubs have sponsored lectures, panels, and fundraisers. Also within SNRAS are two national student clubs, FFA and the Society of American Foresters. SNRAS offers internships in natural resources management and geography (website for handbook) and short-term volunteer opportunities with agencies and non-government organizations.

Libraries, Information Resources, and Collections

The Palmer Center for Sustainable Living has a small library open for student use. The most important part of it is the “archives,” which contains publications in national and Alaskan areas of interest relating to agriculture and dating to the mid 1800s. The library holds a complete collection of publications produced by the Agricultural and Forestry Experiment Station and a photo, slide, and film collection. Students on the Fairbanks campus have access to all UAF libraries, including the BioSciences Library, the Keith B. Mather Library, and the Elmer E. Rasmuson Library. SNRAS students who live in the Matanuska Valley have access to the UAA library system, which includes the library at the Matanuska-Susitna Community Campus.

The SNRAS/AFES public information and publications office maintains a complete collection of the AFES research magazine Agroborealis. The SNRAS/AFES website (http://www.uaf.edu/snras/) has a publications page that provides access to most of the school and station’s publications. The Georgeson Botanical Garden, a part of the Fairbanks Experiment Farm, maintains a collection of its newsletter and other publications. In cooperation with the UAF Cooperative Extension Service, SNRAS/AFES publications are offered on distribution racks at public venues. With the exception of one book title, all SNRAS publications are free to the public. Up-to-date information about the school and experiment station (research, events, students, faculty, and staff) is posted at www.snras.blogspot.com and on our Facebook page. The school also has reference sample collections of Alaskan soils and tree rings important for long-term monitoring. The dean and director’s office archives copies of all theses and dissertations for use by students and researchers.

Institutes and Centers

AFES is one of seven research institutes at UAF and is part of a formal national organization of agricultural experiment stations. The station has a statewide mission and includes the Fairbanks Experiment Farm, the Matanuska Experiment Farm, the Delta Junction and Nome Research Sites, and the Bonanza Creek Experimental Forest (managed in cooperation with the U.S. Forest Service). The Palmer Center for Sustainable Living is a part of SNRAS/AFES, as are the Georgeson Botanical Garden, the Reindeer Research Program, and the Controlled Environment Agriculture Laboratory, located at the Fairbanks Experiment Farm. The dean of SNRAS is also the director of AFES.
Collaborations

Major collaborators include the USDA Agricultural Research Service, the USDA Forest Service Boreal Ecology Cooperative Research Unit, the Cooperative Ecosystem Studies Units Network, the U.S. Geological Survey, and the Alaska Cooperative Extension Service, which is also administered by UAF.

SNRAS cooperates with the USDA Forest Service and the Institute of Arctic Biology in the Long Term Ecological Research program. Major collaborators in the private sector are Chena Hot Springs Resort, which produces ‘Chena Fresh’ greenhouse vegetables year-round and field vegetables seasonally, Pike’s Landing and Resort, which maintains a greenhouse seasonally that is operated by FFA members, and Kawarek Reindeer Herders Association headquartered on the Seward Peninsula.

Financial Resources and Expenditures

SNRAS and AFES had total expenditures in FY10 of $13,588,000. Of the total, 40% was grants and contracts, 17% was federal formula funds, 1% was sales and other revenue, and 42% was general fund including indirect cost recovery and tuition.

Facilities and Equipment

Faculty on the Fairbanks campus are housed in the O’Neill Building, the Arctic Health Research Building (AHRB), Fairbanks Experiment Farm. SNAP and MCC are located in off-campus facilities leased by SNRAS/AFES. The university is aware of these inadequacies, but it has not had sufficient funds to fix them. These problems also affect faculty and staff in the School of Fisheries and Ocean Sciences. Renovations taking place in AHRB will provide modern and appropriate laboratory and office space for the faculty and administration housed there, as well as a state-of-the-art 4,500 square foot greenhouse and a headhouse and associated storage and workrooms to serve as the new greenhouse under construction. Graduate students are currently assigned space in ATCO units (modular housing or “trailers”) or in laboratory space not designed for offices. Our farms, established in 1906 in Fairbanks and 1915 in Matanuska, suffer from age and deferred repairs and maintenance. The Fairbanks Experiment Farm is served by UAF Facilities Services, and the Matanuska Experiment Farm is maintained by SNRAS and AFES. SNRAS does minor repairs and maintenance on both farms with its own staff and budget. The school has had to devote considerable time
and planning resources to deal with proposals from UA Land Management to eliminate or seriously cut operations at the Matanuska Experiment Farm through sales of its lands. Approximately 45 acres have been sold for construction of a hospital and adjacent medical facilities and a booster station for power. In Nome, faculty housing facilities are leased from the private sector. The Northwest Campus provides an office and laboratory. Research sites in Delta and Bonanza Creek are operated as field sites with no faculty or staff in residence. Maintenance and building upkeep is the responsibility of SNRAS and AFES. Equipment at the farms and research sites is the property of SNRAS and AFES and is maintained and repaired by farm staff. Equipment is aging, and considerable time is spent on maintenance and repairs. When replacement is necessary, it is more cost effective to obtain vehicles from surplus sales rather than lease them from UAF. Heavy equipment, boats, and generators for our research sites are also obtained from surplus. ATVs and boats are purchased new as required. Laboratory equipment is primarily purchased with grant or contract funds and, except in the case of specialty maintenance requirements, is maintained by research technicians.

Public Service and Community Engagement Highlights

Scenarios Network for Alaska Planning - Scenarios Network for Alaska Planning (SNAP) is a collaborative organization linking UAF with non-government organizations and state, federal, and local agencies. SNAP projects are based on user-defined needs involving local climate change projections and scenarios of future climate conditions in Alaska. Work has expanded to some extent in Canada and a new collaboration is forming with the American Pacific island nations. Primary products of the network are datasets and maps projecting future conditions. Rules and models are developed based on historic conditions and trends.

Reindeer Research Program - The Reindeer Research Program (RRP) was established in 1981. Its mission is to further the development and promote the production of reindeer in Alaska through research and collaboration with producers and local communities. Important Alaska partners include the Kawarek Reindeer Herders Association and the city of Nome. The RRP delivers a certificate program in high-latitude range management in cooperation with the UAF Northwest Campus, the principal source of training for the local workforce in the industry.

Georgeson Botanical Garden - In 1991, the demonstration flower garden at the UAF Agricultural and Forestry Experiment Station became the Georgeson Botanical Garden. The GBG is a nationally registered botanical garden and ranks highly on the list of attractions in Fairbanks. More than 30,000 visitors enjoy the gardens each summer. The GBG provides hands-on educational experiences, research in vegetables and flowers, and outreach to home gardeners and commercial growers. It has recently become active in the development of peonies as cut flowers for international markets through the newly established Alaska Peony Growers Association.

Climate Tree Ring Laboratory - The work of the Climate Tree Ring Laboratory contributed to early awareness of the climate change issue and its policy implications nationally and globally. In response to strong media interest, an active outreach program has developed, and articles have appeared in major publications in Japan, Finland, and the United States. The laboratory’s media outreach program has been involved in invited testimony at three Congressional hearings and in seminars of the American Meteorological Society and National Academy of Sciences. The outreach effort has included field trips for U.S. presidential candidates and trips, meetings, and talks for public officials at all levels of government. Scientific advice and recorded interviews have been provided for numerous radio and video programs, some of which received national awards. The director of the laboratory served as lead author for the 12-nation Arctic Climate Impact Assessment.

Wood Utilization Research (WUR) - The SNRAS Wood Utilization Research (WUR) program is one of 11 centers funded by Congress at 13 universities nationwide to stimulate innovation and new knowledge in wood products technology, primarily in non-timber uses of forest products. The goal is to balance the
Appendix 2B: Academic and Research Unit Profiles

sustainable use of forest resources with the need to maintain a vigorous, globally competitive domestic forest products industry. With WUR assistance, the Ketchikan Wood Technology Center helped create new grade stamps for three Alaska tree species, resulting in a 15–20% increase in value for wood products. An example of an innovative, Alaska-focused project responsive to existing demand is a log home building workshop in which international experts and experienced Alaska builders teach the building or renovation of energy efficient, quality log structures. Project OneTree travels to a different community in Alaska each year to explore art and science through the maximum utilization of a single tree.

Geography and Environmental Studies - The Alaska Geographic Alliance (AGA), in collaboration with the National Geographic Society, provides professional development for teachers and supports initiatives to promote the geographic fluency of Alaska’s teachers, children, and teens.

The AGA collaborates with Google’s Geo Education team to provide outreach programs to Alaska’s pre-college students and teachers. Together with Google’s Geo Education team, the AGA works in classrooms throughout the state, sharing toolkits to help students conceptualize, visualize, share, and communicate information about the world around them.

MapTEACH is a hands-on education program for middle and high school students in Alaska. The program is focused on understanding the local landscape from multiple perspectives. It teaches students to make and use computer-based maps of scientific, cultural, and personal significance. It emphasizes the integration of geoscience, local landscape knowledge, geography, and geospatial technology (GPS, GIS, and remotely sensed imagery).

Global Learning and Observations to Benefit the Environment (GLOBE) is an international hands-on environmental science and education program that connects K-12 students, teachers, and scientists around the world for research collaboration and cross-cultural enrichment.

Research, Scholarship, and Creative Activity Highlights

Bonanza Creek (boreal forest) Long Term Ecological Research Site - The Bonanza Creek Long Term Ecological Research (LTER) site is a cooperative effort of the National Science Foundation, the USDA Forest Service, and UAF. Bonanza Creek is part of a network of 24 LTER sites across the United States and Antarctica. Scientists of the LTER network received the 2010 Distinguished Scientist Award by the American Institute of Biological Sciences, presented annually to individuals or groups who have made significant scientific contributions to the biological sciences. The overall research effort at Bonanza Creek LTER focuses on improving understanding of the long-term consequences of changing climate and disturbance regimes in the Alaskan boreal forest.

Alaska soil survey, carbon in frozen soils - Chien-Lu Ping has made a number of significant contributions to soil science, carbon cycling, and users of information about northern soils. Dr. Ping described and named a new soil order, the most fundamental level in the system of soil classification. Dr. Ping’s soil survey effort provides leadership for international teams that have contributed substantially to the understanding of the formation and classification ice-affected soils. This research has impacted road, rail, and pipeline construction in Alaska, on the Tibetan Plateau, in northern China, and in Mongolia. In Alaska, SNRAS soil survey work has contributed to a new understanding and classification scheme for wetland soils, impacting policy and regulation in the state. Dr. Ping was a leader in developing procedures for reclassifying soils affected by volcanic ash, and he helped to develop a new taxonomic system that is now in place worldwide. Dr. Ping was a major contributing author to the European Union Joint Research Commission’s Circumpolar Atlas on arctic tundra and cold soils classification.

Biomass Products and Biofuels - The Biofuels Research and Development Laboratory, located at the Palmer Center for Sustainable Living, focuses on use of low-value biomass for fuels and chemicals, mostly through thermochemical means (gasification, pyrolysis, supercritical fluids). The lab is energy
self-sufficient and operates successfully off the electricity grid. The lab also works with biomass composition, nutraceutical products, and pharmaceutical characteristics and studies the chemical characterization of Alaska’s timber and non-timber species. The lab director is a member of a National Academy of Sciences committee to study the economic and environmental impacts of increasing biofuels production.

**Plant Breeding and Commercialization** - The original work of the UAF Agricultural Experiment Station—identifying, breeding, and releasing well-adapted crops—continues. Recent projects include the release of the new hulless “Sunshine Barley.” This early-maturing, non-waxy barley is specifically adapted to northern environments, and is the product of long-running field testing, nutrition analyses, and food preparation trials. It can be used as a food or feed crop or in brewing. Another crop breeding effort involves a new cultivar of sunflower, Midnight Sunflower. SNRAS made a significant contribution to the identification of superior nutrient and anti-oxidant properties of Alaska blueberries and lowbush cranberries, and pioneering work is continuing on methods of blueberry establishment and cultivation. A strong commercial demand for peony flowers has emerged, and the Georgeson Botanical Garden’s partnership with the Alaska Peony Growers Association will bring Alaska peonies to international markets.

**Reindeer Research** - The SNRAS Reindeer Research Program produced the first reindeer calf in the world using frozen/thawed sperm and artificial insemination techniques that are widespread in the cattle industry. A considerable number of challenges must be overcome before reindeer artificial insemination becomes practical on a significant scale, but the advantages to reindeer production of achieving affordable transfer of genetic enhancement are great.

**Teaching Excellence and Student Success** - John Fox, associate professor of land resources, received the Emil Usibelli Distinguished Teaching Award for 2009. He was recognized for consistent, effective, and in-depth presentation of courses focused on managing natural resources wisely for human benefit through a rational, science- and ethics-based approach.

**Recognition and Awards**

Ph.D. student Martin Wilmking received the Sofja Kovalevskaja Award for outstanding young scientists and scholars from the Alexander von Humboldt Foundation in Germany. The award is one of the most highly endowed scientific prizes in Germany and the world. It gives scholars with outstanding research records an opportunity to concentrate on high-level, innovative research of their own choice in Germany. Wilmking earlier received the Cannon Scholars National Parks Fellowship and the NOAA Global Change post-doctoral fellowship.

SNRAS doctoral student David D’Amore was named the 2009 National Field Soil Scientist of the year by the U.S. Forest Service. For his dissertation, under the guidance of graduate committee chair David Valentine, D’Amore is examining soil properties in streams draining through watersheds of southeast Alaska and how soils in temperate rainforests influence carbon balance. D’Amore, a soil scientist at the Pacific Northwest Research Station in Juneau, collaborated with land managers and researchers in his efforts to scientifically understand the cause of the die-off of yellow cedar in Southeast Alaska.

The film “Voices of the Caribou People,” shot by doctoral student Archana Bali in collaboration with indigenous communities, was the first place winner of the UA International Polar Year (IPY) video contest.

Ph.D. student Kimberley Maher was awarded a Berkeley Community Forestry Fellowship. This nationally competitive program promotes mutual learning among graduate students and forest communities about the conditions and practices that promote the sustainable management of forests.