The 2005 Yearbook of the
Rural Alaska Honors Institute
University of Alaska Fairbanks

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Others who contributed as well and whose names we have either missed or omitted for some reason are, with apologies, also thanked for their help with this publication...

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RAHI Students Make Good Choices
Denise Wartes, Program Coordinator

Students from the Rural Alaska Honors Institute (RAHI) have made the choice this summer to go to college. They earned between seven and eleven credits at UAF, giving them a headstart on college.

The University of Alaska Fairbanks Rural Alaska Honors Institute honored the accomplishments of 42 RAHI students at a graduation ceremony with a public reception following in the Brooks Building Gathering Room. Debbie Mekiana Toopetlook from Anaktuvuk Pass, a RAHI alumna, was the keynote speaker. Debbie received her bachelor's degree in Alaska Native Languages, with an emphasis on Inupiat Eskimo. She also earned a second bachelor's degree in Psychology, and a masters degree in Community Psychology, all from UAF.

The RAHI program is aimed at rural and Alaska Native students who have completed their junior or senior year of high school with at least a 3.0 grade point average. Proposed in 1982 by the Alaska Federation of Natives and the University of Alaska, RAHI emphasizes a challenging university curriculum and a residential program to acquaint students with college life and expectations. More than 275 students, after participating in RAHI, have gone on to earn associate, baccalaureate, or graduate degrees. Many RAHI alumni have joined Alaska's professional workforce with many more in the postsecondary pipeline.

We attempt to build a supportive community in which students participate in a rich academic setting, build a university transcript, and develop a long-term supportive network with peers, staff and instructors.

RAHI is sponsored by UAF's College of Rural and Community Development. The RAHI curriculum includes university courses funded in part by the National Science Foundation, the National Institutes of Health, UAF's Alaska Natives Into Psychology program and UAFs Business Administration Program. Students in a new course this summer video production, a joint venture between RAHI and the Fairbanks North Star Borough School District will produce a DVD chronicling the RAHI students experience.

Courses in writing at the college level make up the centerpiece of the curriculum, along with a choice of biochemistry, geoscience, math or psychology. Instruction in computers, Alaska Native dance, video production, online investing, swimming and study skills round out the college preparatory residency.
Dear Students,

The twenty-third summer of RAHI is nearing its completion and I hope all of you are soaking up all you can so that your journey from high school graduation to college graduation is a smooth one.

According to a government publication “Answers in a Toolbox” (1999) the two strongest indicators of whether a student will earn a bachelor’s degree are the “intensity and quality of the secondary school curriculum,” and the number of years of mathematics completed in high school. RAHI attempts to provide you with a rigorous academic setting so that when you matriculate at a university you have already experienced the intensity needed to succeed. Most of the time when I ask students who return to UAF which experience is harder, college life or RAHI, they respond RAHI. Part of this is logical since RAHI is six versus fifteen weeks for a typical semester, and the weather during the program beats the cold and dark of winter. But the other part of the challenge is by design. The hope is that when things get tough during your college experience, you will think of the obstacles you overcame in RAHI and you will realize you can do it again in college.

The second best predictor, highest level of mathematics studied, is something many of you still can do something about. The report found that finishing a course beyond Algebra II more than doubles the odds that you will complete a bachelor’s degree. If you are heading into your senior year, enroll in a challenging math class. In high school, the class will be free and you will have over 150 classes to complete the material. In college, you will take essentially the same course, it will cost you a minimum of $300 and you will have a maximum of forty-two classes to get through the material. You do the math. It’s far easier and more economical to come to college as well prepared as you can in math.

Looking at this summer’s RAHI, you are pretty similar to previous years. As usual, there are more girls than boys. This makes the dances a bit challenging, but it reflects a shifting demographic nationally. Girls of all ethnicities have shown a marked increase in college attendance and completion since the 1970s. Fortunately, there is a trend starting to develop to bring the rates for the boys up to those that the girls have achieved.

As in previous summers there are mandatory research papers at RAHI. If this trend continues, I can envision conversations about global warming or Botticelli’s Madonna of the Pomegranate becoming a regular part of the RAHI reunions. A final similarity this summer is that at least one student took the plunge into the Twin Bears Lake in dizzy-izzy during the Fun Olympics.

There were also several new aspects this summer. RAHI offered new classes in on-line investing and video production. The outgrowth of the latter class will be a DVD chronicling this summer’s activities. Each of you will receive a copy. In addition, it will be sent to schools to help recruit future students.

This summer also marks the first time a former RAHI student has come back a served as dorm director. January Scott has set a wonderful example that hopefully several of you will aspire to follow.

This summer should have given you much to think about, not only academic, but also to see how you respond to challenges. I would suspect you learned things about yourself that you never knew. Use the time between now and your enrollment in college to strengthen your weaknesses, and to find an area of study you are passionate about.

I will be looking forward to seeing many of you back at UAF in upcoming years as you progress down your academic trail.

Sincerely,

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Academic Coordinator
Administraion

Denise Wartes
Coordinator

Greg Owens
Academic Coordinator

Carol Hollingsworth
Administrative Assistant

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Residence Hall Director

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Ass't Res. Hall Director

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Tutor / Counselor

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Tutor / Counselor

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Writing / Study Skills

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Chem. Lab Assistant

Howard Maxwell
Computers

Tim Murphey
Reading / Writing

Greg Owens
Math

Teisha Simmons
Psychology

Deanna Strunk
Native Dance
RAHI 2005
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Avaiyak Amodt
Barrow

Daisy Barnes
Dillingham

Aaron Brown
Nunam Iqua

Jennal Burgett
Galena

Jessie Dybdahl
Hoonah

Harlan Esmailka
Allakaket

Alicia Ferreras
Barrow

Konrad Frank
Angoon

Tami Frankson
Point Hope

Irene Gallahorn
Point Hope

Carolyn Gamechuk
Manokotak

Megan Gregory
Kake
Erica's: Brentina, Carolyn, Mark, Jessie, Rebecca H., Lyle, Avaiyak, and Mike

David's: Rebeca I., Emma, Hannah, Megan G., Harlan, Brent, Serita, and Aaron

Sean's: Alicia F., Joyelyn, Louise, Megan R., Lindsay, Charles, and Nick

Sara's: David, Shane, Glen, Alicia K., Daisy, Rami, Tami, and Fanny Jo.

Rick's: Lawrence, Raina, Elena, Irene, and Kristina

Rachel's: Mary, Crystal, Maggie, Jennal, Dorothy, Jaclyn, and Konrad (Sean is just in the back)
The “Bests and Most Likelies” Awards
for the
Students of RAHI 2005

Most Athletic: Hannah Henderson
Mr./Mrs. Congeniality: Fanny Jo Newton
Most Photogenic: Daisy Barnes
Most Likely Sleeping: Raina Saxton
Cleanest Room: Joyelyn & Irene
Messiest Room: Raina & Carolyn
Most Injuries: Avidiak Aamot
Most Excuses: Jennal Burgett
Most Likely Studying: Megan Richards
Best Attitude: Fanny Jo Newton
Biggest Complainer: Jessie & Lindsey
King/Queen of Procrastination: Raina & Daisy
Best Male Roommates: Shane Mullins & Glen Marunde
Best Female Roommates: Maggie & Rebecca I.
Always Late: Tami Frankson
Checked Out the Most: Louise Kangas
Takes Longest to Get Ready: Megan Gregory
All Around Student: Megan Richards
Health Nut: Hannah Henderson
Best Camper: Tami Frankson
Worst Camper: Megan G. & Jessie
Most Likely to Get Lost: Emma Johnson
Caffeine Addict: Rebbecca Igtanloc
Most Energetic: Fanny Jo Newton
Biggest Flirt: Jessie Dybdahl
Best Dresser: Dorothy Walker
Kindest/Most Generous: Megan Richards
Most Shy: Megan Richards
Most Clueless: Lindsey Standish
Most Dramatic: Emma Johnson
Most Talkative/Loudest: Jessie Dybdahl
Best Hair: Megan & Megan
Best Smile: Irene & Kristina
Most Likely to Become a T/C: Fanny Jo Newton
Next Director of RAHI: Louise & Lindsey
Next RAHI Math Teacher: Maggie Lane
Next RAHI Writing Teacher: Megan Richards
Michael Ulroan
Charles Wong
Glen Marunde
Ross Apangalook
Nick / Shane & Glen
Konrad & Aaron
David Kunat
Ross Apangalook
Shane Mullins
Shane Mullins
Eric Dock
Glen Marunde
Raina & Carolyn
Ross Apangalook
Aaron & Lawrence
Eric Dock
Shane Mullins
Michael Ulroan
Shane Mullins
Nick Schmidt
Nick Schmidt
Mark Young
Mark Young
Eric Dock
Charles Wong
Shane Mullins
Brent Pete
Nick Schmidt
Nick Schmidt
Nick Schmidt
Glen Marunde
Lyle Nashookpuk
Lawrence Shoogukwruk
Shane & Aaron
Harlan & Mark
Shane Mullins
The 2005 RAHI Classes

During the course of the RAHI summer experience, a student attempts between seven and eleven credits, a load nearly equaling that of full-time college students throughout the nation. The paramount goal of RAHI is the formation of a group of young men and women of rural Alaska who have developed skills, work habits, self-awareness, and self-confidence sufficient to enhance their success-- and enjoyment-- in higher educational pursuits.

The design of RAHI's curriculum is responsive to the needs of rural students who have completed their junior or senior year of high school. Core and elective coursework comprise this curriculum. But what, one reasonably may ask, does the RAHI student actually study?

In Introduction to Academic Writing (ENGL 111X) and University Communications (DEVS 104), the student develops and hones the ability to write. More specifically, the student learns how (and how not) to select, research, organize, and write research papers, essays, and essay examinations, of course. Along the way, the student refines use of grammar, formatting, mechanics, and applications software; and whether he or she likes it or not, the student gains essential practice in oral delivery. These courses operate in conjunction with Study Skills Lab: Super Learning (DEVS 108) and Content Reading (DEVS 108), which develop comprehension, critical thought, and memorization skills required for the student who aspires to succeed in a university environment.

Core classes are supplemented by specialty courses in several disciplines. Biochemistry, Chemistry in the Modern World (CHEM 195) explores through lecture and laboratory the central role of chemistry in life with an emphasis on recombinant DNA and biotechnology. In RAHI Math Lab (DEVN 106), students undergo rigorous review of advanced algebra, analysis of functions, and computer-assisted image processing. Introduction to Alaska Native Psychology (PSY 195) explores Native social systems, religion, and education as they relate to individual and community psychologies. Through lecture, lab, and field study in Geoscience, The Dynamic Earth (GEOS 101X), students explore the materials and geologic processes that shape our planet. And Computer Software Applications (CIOS 105) provides RAHI students with hands-on experience with internet tools, web page development, and digital video to assist them with future academic, professional, and personal projects. Two new classes were added to the RAHI curriculum this year. Online Investing (BA195) looked at how to create and maintain an investment portfolio, and Video Production Basics (JR 195) which recorded and edited the happenings at RAHI this summer. This class culminated in a RAHI DVD to be distributed to students and used for recruiting. The array of our program's courses is broad, and the curricula intensive.

RAHI students, however, don't simply sit around Monday through Friday. They don't simply throw an occasional water balloon, or ride bikes to the library. All RAHIers take activity coursework in Swimming or Native Dance. In the former, students of all levels learn water safety essentials, learn and refine the major strokes, and play water polo-- all while developing a strength and cardiovascular foundation. In the latter course, students learn the traditional dances of a wide range of Native cultures, understand their meanings, and acknowledge the differences among them.

And yet, where would we be in RAHI without tutorials?
Introduction to Academic Writing

Study Skills Lab: Super Learning
GEOSCIENCE
The Dynamic Earth
Tutoring Keeps RAHIers On Track

The 2005 RAHI dorm staff and instructors helped make RAHI ‘05 a great success. Tutoring and mentoring make a big difference in this program. Without the dedicated academic assistance of the staff, many students would lose confidence and some might slip through the cracks or fail. In addition to academic help, the TCs also made sure that the students felt well, and were not homesick. The TCs kept every student on track, and also tried to keep students out of too much trouble. The best thing about the TCs was that they were not only your alternate parent, they will also be your lifetime friends. P.S. They also gave us $TIPEND$. Cool, huh?
These two were caught sleeping during study hall. The price for being caught is the cost of being ridiculed. :)

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