

**DEPARTMENT
OF
ALASKA NATIVE
AND
RURAL DEVELOPMENT**

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

PROGRAM REVIEW 2009-10

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SUMMARY

The Department of Alaska Native and Rural Development (DANRD) is an academic unit within the University of Alaska Fairbanks College of Rural and Community Development. The Department offers academic programs for indigenous and rural students and intends to develop community leaders throughout the state. DANRD offers BA and MA degrees in Rural Development. These degrees are offered at a distance through an innovative combination of audio-conference courses and intensive face-to-face seminars.

Official data show that the MA program in Rural Development (RD) had 45 majors in fall semester 2009. During the same period there were 66 BA majors. Of these RD majors 73% were Alaska Native, 3% were American Indian, 17% were White and 7% identified as 'Other' (See Appendix 4).

DANRD is involved in a number of important partnerships for expanding leadership in rural Alaska. The Department works closely with the National Park Service (NPS) through a grant that has, for the past ten years, supported seminars in a variety of locations. This series, developed by RD and NPS staff, has helped future Alaska Native leaders learn about the preservation of natural and cultural resources in a wide variety of locations.

DANRD has been highly successful in involving indigenous leaders in the program as guest lecturers or as "elders in residence" who continue participation through entire courses. This year, elders in residence included former Senator John Sackett; John Borbridge Jr., the former president of Sealaska Corporation; and Alice Petrivelli who, amongst a lifetime of leadership roles, was the first woman to head an ANCSA regional corporation.

Within the University of Alaska Fairbanks, DANRD partners with several programs that support master's degree students and facilitate their studies at the doctoral level. These include the Resiliency and Adaptation Program (RAP) and the UAF Indigenous Studies doctoral program. Several DANRD students have chosen to continue studies through the Peace Corps Master's International (PCMI) program.

DANRD is the result of a merger in 1996 between the Alaska Native Human Resource Development Program (ANHRDP) which provided non-credit training programs throughout the state, and the Department of Rural Development program which prepared students for management positions in Alaska's regional corporations. DANRD celebrated its 25th anniversary in 2009 and to date has produced 221 graduates. Of these 176 earned their BA degrees, while 43 students graduated from the MA program which began in 2000. The graduates of both programs are making a positive impact in rural Alaska and hold leadership positions ranging from tribal administrators to village and regional

corporation presidents and CEOs. Other graduates have entered government service and serve in state and federal positions.

In 1994, the RD program which had operated only on the Fairbanks campus began to deliver courses at a distance, thereby making it possible for students to earn their BAs from their home communities. Semester-based courses are buttressed by face-to-face seminars, each with a specific theme. Distance classes are taught primarily through audio conference, while seminars -- which usually last for 7–10 days -- are held in various locations. Recent seminars have been held in Juneau, Barrow, Anchorage, Arizona, and Copenhagen (for COP 15).

RD graduates include Marie Greene, the president and CEO of the Northwest Arctic Native Association (NANA) in Kotzebue; Mary Jane Nielson, the general manager of the Alaska Peninsula Corporation in South Naknek; Bob Charles, Calista Corporation vice president; and Melanie Edwards, executive vice president of Kawerak, Inc in Nome. Shauna Hegna is the vice president of shareholder development for Afognak Native Corporation, and Sara Lukin is the executive director of the Native American Contractor's Association (NACA).

The DANRD faculty and staff are led by Ralph Gabrielli, Interim director and Academic Program Head. Director Gordon Pullar is on medical leave but remains in regular contact with the Department. Full time faculty members include associate professor Mike Davis who is situated at the Bristol Bay campus in Dillingham, and assistant professor Mike Koskey in Fairbanks. In 2007, Gordon Pullar undertook a significant initiative to advance a decades-long UA expressed-but-unfunded goal by releasing three Native full-time faculty members from their normal workloads to pursue doctoral degrees. Assistant professor Miranda Wright is on leave while she completes her PhD coursework. Assistant professors Dixie Masak Dayo and Theresa Arevqaq John are also completing PhD coursework.

A core group of adjuncts bring specialized skills to the program: professor emeritus Joli Morgan specializes in climate change and international affairs; Arlot Hall from the Cooperative Extension Service focuses on business planning and development. JoAnn Ducharme brings years of expertise in cross-cultural and Alaska Native education, David Hoffman has a strong background in corporate management and anthropology, and RD graduate Jenny Bell-Jones assists in subsistence and Indian law and policy course development.

In addition to permanent faculty and continuing adjuncts, the Department is enhanced by elders in residence and by a roster of distinguished guest speakers including:

- John Borbridge Jr.
- Senator John Sackett (RD 600/492 seminar only)
- Alice Petrivelli
- Emil Notti
- Barbara Joe
- Willie Hensley

- Charles Etok Edwardsen Jr.
- Senator Albert Kookesh
- Former US Senator Fred R. Harris
- Larry Mercurieff
- Edgar Blatchford

The Department is ably managed by administrative assistants Kay Thomas in Fairbanks and Gail Staudinger in Anchorage. This experienced team provides top level support in a wide variety of ways including student advisement, record keeping, public relations and information dissemination, and budgeting.

I. Centrality of the program to the mission, needs, and purposes of the university and the unit

A. DANRD's mission is to strengthen leadership capacity for indigenous communities in Alaska and the circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for indigenous cultures, and commitment to community. The mission is reviewed bi-annually to assess currency.

B. Contribution to Institutional Mission: DANRD contributes to UAF's institutional mission through continuing involvement with graduate education, workforce and place-based education, research with emphasis in high latitudes, and economic development and community engagement.

The Department of Alaska Native and Rural Development maintains close relationship with PhD programs at UAF. Two DANRD faculty members, Professors Miranda Wright and Dixie Dayo, are working towards their PhD's through UAF's Resilience and Adaptation Program(RAP), while a third faculty member, Professor Theresa John, is pursuing her PhD in UAF's Second Language Acquisition and Teacher Education (SLATE) program. A RD MA graduate, April Laktonen Councillor, is also working on a PhD through the SLATE program.

Three RD MA graduates, Esther Stauffer, Mary Jane Nielsen and James LaBelle, are studying in UAF's Indigenous Studies PhD program. All of the RD MA graduates working on PhD's have representation from the DANRD faculty on their doctoral committees.

The Rural Development BA and MA programs both deliver classes to place-based students through the use of audio-conferences. There are students taking classes throughout Alaska, including small villages and regional hubs. There are a few RD students who call in to classes from the Lower 48 or international locations. An elective face-to-face seminar is held each semester that provides students the opportunity to meet faculty members and other students. A graduate-level seminar is held each fall and is required for the RD MA program.

DANRD faculty members have conducted social science research in the North and made presentations at a number of academic conferences. Among these have been Professors Rick Knecht and Theresa John at the 2006 Inuit Studies Conference in Paris, France, where they were also joined by RD MA students Angie Santa Ana, George Owlletuck, and Bob Charles (all of whom are now graduates). Professors Rick Knecht, Theresa John, and Gordon Pullar, along with MA student Pearl Brower, presented at the 2008 International Congress of Arctic Social Sciences in Nuuk, Greenland. Professors Dixie Dayo, Miranda Wright and Gordon Pullar presented at the “Transcending Borders” conference held in 2008 in Whitehorse, Yukon, Canada. Professor Mike Davis presented on his oral history research at a national oral history conference in Philadelphia in 2008. Professor Theresa John presented on her doctoral research at a conference in Mexico City in 2009.

Many Rural Development graduates are deeply involved in leadership and management positions throughout Alaska. These include positions in local governments, regional Native corporations (both for-profit and non-profit), village corporations, state government and the federal government. Some are also employed in higher education including Beverly Patkotak Grinage, the President of Illisagvik College in Barrow, the only tribal college in Alaska, and James LaBelle, a faculty member at the University of Alaska Anchorage.

II. Educational Programs

A. Programs Offered:

BA in Rural Development

MA in Rural Development

B. Similar program or programs elsewhere in the University of Alaska statewide system

N/A

C. Program Content and Organization

BA Program in Rural Development (initiated 1984)

The undergraduate RD degree in rural development provides students with a broad understanding of rural development in the global economy and a mastery of specific tools for effective community leadership. Among these are business plan development, written and oral presentation skills, budgeting and accounting, grant

proposal writing, community research and planning, and human resources and project management. Students work with faculty advisors to develop a plan of study and are encouraged to use their community and workplace as part of their “campus.” Flexible and innovative learning opportunities include internships and seminars, credit for prior learning, and individualized courses. There are many non-traditional students in the program who already have considerable life and work experience and add curricular value to younger students by sharing ideas and views not often accessed in traditional classroom settings.

Rural Development undergraduate students develop an applied concentration in one of five areas tied to jobs in rural communities.

- Community Business and Economic Development
- Community Research and Indigenous Knowledge
- Land, Resources and Environmental Management
- Rural Health and Human Services Management
- Tribal and Local Government Administration

The BA Degree is available both on the Fairbanks campus and throughout the nation via distance delivery. This provides a unique program across the State that enables place-committed students in rural Alaska to complete their BA degrees in Rural Development without leaving home. This innovative program builds not only on conventional distance learning by audio-conference but includes mentorships, internships, credit for prior learning, intensive seminars and field study. The MA program builds on this same model with the addition of an extensive face-to-face symposium in the first year.

MA Program in Rural Development (initiated 2000)

The MA program in Rural Development enables mid-career students to focus on issues at an advanced level, with greater emphasis on theoretical foundations of community and rural development and linkages between rural Alaska, the broader circumpolar North, the nation, and the globe. Major objectives of this program are:

- to educate leaders with a broad understanding of interrelationships between rural communities and the dynamic global economy;
- to offer a high quality program of advanced study for place-committed students in rural Alaska, combining personal networking with cutting edge distance delivery;
- to build strong ties to employers and leaders in rural Alaska to support program relevance and student success;
And
- to be an innovative model for circumpolar graduate study.

Special elements of the distance program at both graduate and undergraduate levels are the Rural Development seminars and symposium. Students from throughout the

program attend intensive week long academic meetings on topics of concern to rural communities. Recent seminars focused on community health and wellness, preservation of culturally important sites, understanding the legislative process at the state and national levels, and international leadership/climate change (which involved attendance at the United Nations Convention on Climate Change in Copenhagen, Denmark).

Currency of the Program:

The BA and MA programs in Rural Development build community leadership in Alaska and the circumpolar North. The currency of these programs is reflected in their alignment with other circumpolar education initiatives such as the University of the Arctic and the Peace Corps Master's International Program. The Rural Development program is designed especially for mature and non-traditional students who are committed to serving rural Alaska. Most students are already employed, and many serve as active community leaders. Many have family and other obligations that make it difficult to complete their degree in the traditional campus setting.

The program features innovative learning opportunities aimed at offering students the most flexibility and the highest quality of education. Students have the opportunity to encounter a wide variety of distinguished guest lecturers including state and national legislators, ANCSA corporation CEOs, and upper echelon state and federal employees. Additionally they hear the voices of Native elders whose presentations introduce students to lives that bridge the gap between the enduring traditional subsistence lifestyle and the corporate boardroom. The program offers students an exciting educational adventure that positions them to shape the future of rural Alaska.

Coursework is constantly under review by department faculty and new classes on the Alaska Native Claims Settlement Act (ANCSA) have been added in response to requests from the ANCSA Corporation CEOs with more being developed. The department endeavors to stay abreast of current issues that are of importance to rural Alaska as indicated by the special seminar offered in December 2009 which will take a group of students to the United Nations Conference on climate change in Copenhagen.

D. Time to Certificate, Licensure or Degree

BA and MA students in Rural Development have access to courses on a two year cycle, both at the Fairbanks campus and via distance delivery. The time to completion is in large part dependent on the number of credits a student has when entering the program. For example, some BA students begin the RD degree with as many as 80 credits, while others begin with around 30. For many, the RD baccalaureate degree provides a degree completion where only the RD core courses may be required.

Students applying to the distance BA program must have at least 30 credits to apply, and those students typically take from three to five years to complete their degree.

E. Programmatic Use of Library and Information Resources

In order to provide access and information services to RD and other rural students who study “at a distance,” the CRCD some years ago permanently funded a distance librarian position in the Rasmuson Library. This individual is available to help students develop and clarify ideas for papers and other assignments, narrow the scope of references needed, and expedite the provision of those resources to students. The availability of these services is highlighted in CRCD schedules and in RD syllabi.

To a significant extent however the need for hard copy reference material has been overtaken by the internet which is fast becoming more easily accessed by distance students. As this progression continues it may be beneficial to review and modify the charge to the distance librarian in the light of information availability. Faculty members update their own computer research skills on a regular basis in order to help students who are less skilled in this area.

F. Additional Questions for Graduate Programs

1. DANRD criteria do not differ from the general (or departmental) catalog statements. However, DANRD students at both the baccalaureate and graduate levels are furnished with a student handbook (see Appendix 12) that expands admission, degree progress, and graduation information beyond what is available elsewhere.

2. Role of research institutes

N/A

3. Interdisciplinary programs

Two MA students are currently participating in the Peace Corps Master’s International (PCMI) program. One is stationed in Macedonia and the other in Azerbaijan. Community, family and employment responsibilities keep most students from participating in this program. Nevertheless, for those who are able to participate, the PCMI program provides an international perspective and an unparalleled educational experience. It is not accessible for most RD students, but for those who can take advantage, its value is extraordinary.

G. Continuing Education and Non-Credit Programs

Public service, including the provision of lectures and talks about issues relating to rural development generally and to the specific areas of individual faculty expertise, is part of the workload assigned to RD faculty members

III. *Quality of the Program*

A. Instruction

a. Publishing Expected Outcomes

The department has been conscientious with respect to communicating course and program expectations. These are found, though to differing degrees, in the UAF catalog (wherein for example, each RD concentration is described in terms of (a) student interests that are satisfied, (b) what skills students will learn and develop, and (c) where students with these skills and knowledge may, most likely, find employment); in the Rural Development Student Handbook, and in the RD course syllabi. The catalog and handbook are both available electronically.

b. Assessment Plans: Assessment plans for BA and MA degrees can be reviewed under the “Assessment Plans” tab (Appendix 10).

c. Outcomes Assessment Summary – see Table 4.1

d. Undergraduate Research, Creative Activity and Scholarship

1. The Department centers its program on community based research, creative activity and the combination of indigenous and western knowledge. A detailed description of opportunities for both graduate and undergraduate research is included in Appendix 6.

2. Undergraduate Research, Creative Activity and Scholarship

DANRD has selected two recent RD 475 senior projects for inclusion in this report: please see Appendix 7.

Graduate Research, Creative Activity and Scholarship

Two recent graduate projects or theses have been chosen for inclusion in Appendix 8.

Graduate Employment Summary

It is the norm rather than the exception for RD graduates to find work immediately upon graduation, and in many cases, especially at the MA level, students are working

before they complete their degrees. A selection of graduates and their current employment follows:

- Beverly Melovidov received her MA in rural development in 2007 and works for the Bureau of Land management. She is also on the board of her village corporation, Tanadgusix.
- April Laktonen Councillor completed her rural development MA degree in 2006. She is currently the Alutiiq Language Manager at the Alutiiq Museum and Archeological Repository in Kodiak, Alaska, and is pursuing an interdisciplinary PhD at UAF researching the cultural significance of the Alutiiq Language New Words Council on Kodiak Island.
- Kelly Eningowuk is another 2007 MA program graduate. She is employed by the Inuit Circumpolar Council, Alaska, as their Executive Director.
- Shauna Hegna, a 2004 MA RD graduate, is the Shareholder Development Manager for Afognak Native Corporation and Alutiiq LLC.
- Sarah Lukin, who completed her MA in 2005, has recently been named the Executive Director of the Native American Contractors Association (NACA) working with 8(a) contracting in Washington D.C.
- Sharon Anderson received her MA in 2005 and is the project director of Spruce Island Development Corporation (SIDCO) in Ouzinkie.
- Brent Latham, RD Outstanding Student of the Year 2008-09, pursued a job with the Association of Village Council Presidents after graduation with a BA.
- Ulrich Ulroan, a 2006 graduate, won Alaska Marketplace funding to start a business that he planned in RD350. It stimulates tourist activity and provides jobs in Chevak, where he is now the Mayor.
- Dorothy Vent received her BA in 2008 and is currently working for Doyon, Limited in their legal department.
- Valorie Adams, a 2009 BA graduate works as Alaska Native Education tutor for the Fairbanks North Star Borough School District.
- Crystal Frank graduated with her BA in 2007 and is working for the Interior Aleutians Campus as a program assistant while she completes her MA degree.
- Jenny Bell-Jones completed her BA in 2007 and worked for a Calista Corporation subsidiary as a project engineer with oversight of a fast track utilidor construction project before returning to work for DANRD on course development and as an adjunct faculty member while completing her MA.

For a complete list of RD graduates see Appendix 11.

B. Research, Creative Activity and Scholarship

a. Research Summary – refer to annual unit plans – Table 4.6

b. Grant/Sponsored Project Writing Summary.

During the past three years DANRD faculty have been quite successful in securing grant funding. Gordon Pullar obtained monies from the National Park Service (NPS) to continue the RD seminar programs. Mike Davis secured funding from the National Science Foundation for a special course on Climate Change which includes attendance for 17 students, staff, and faculty at the UN Conference on Climate Change in Copenhagen. Mike Koskey has had two research projects funded during the study period: one, a traditional knowledge project on non-salmon fish in the Yukon Flats was funded by Fisheries Information Service (Federal Office of Subsistence Management), and the other, which is ongoing, is entitled, “Ethnographic Overview and Assessment of the Yukon Charlie Flats National Preserve” and is funded by the NPS. Ralph Gabrielli and Dixie Dayo are supported as outside program evaluators by federal grants.

The three faculty members who are working on their doctoral degrees all received grant funding for their studies: Dixie Dayo and Miranda Wright through the Resilience and Adaptation Program (RAP) at UAF, and Theresa John from the Andrew W. Mellon Dissertation Fellowship.

c. Faculty Research Highlights.

DANRD faculty have been active in research during the relevant period. Please see Appendix 9 for individual summaries of their work.

C. Service

a. Service Summary – refer to annual unit plans – Table 4.7

b. Faculty Service Highlights

The breadth of faculty service demonstrates the importance of RD program outreach to the community. Several faculty members are either located in, or travel regularly to, rural Alaska, and they play an important role in higher education planning, community development, and non-formal education in their respective regions. This

active role continues to expand. Urban based faculty are actively involved with ANCSA corporations and tribal entities that serve DANRD's student base in rural Alaska.

The department is central to UAF's mission of serving Alaska Native and rural students. This mission directs faculty activities from meeting local instructional needs, to community based research, to community service.

Some faculty members are involved with K-12 schools. One adjunct volunteers on a regular basis with the Effie Kokrine Charter School providing whatever assistance the school requires at the time. However, since students entering the distance BA program must have 30 credits completed to apply, the pool of applicants tends to be recruited from other university programs (certificate, a.a., a.a.s. etc) rather than from the public school system. In consequence, outreach and service are not strongly focused on K-12 students.

A sampling of individual faculty service involvement is highlighted as follows:

Mike Davis:

- Fall 2008-Spring 2009 Faculty Senate Member
- Spring 2009 Usibelli Award Committee, Member
- Spring 2009 DANRD Department Chair
- Spring 2009 KGLG Co-host, radio legislative call-in

Dixie Dayo:

- 2008 Planning Committee Member for the Borderlands Symposium, Yukon College, Whitehorse, Yukon Territory
- President, Bean Ridge Native Corporation, Manley Hot Springs

Theresa Arevgaq John:

- 2002-2007 Yup'ik Language and Multi-Cultural Committee, Kuskokwim Campus
- 2009 Alaska State Council on the Arts, reappointed three times
- 2001-2009 Traditional Native Arts Panel, Chair
- 2004-2008 Yuungnaqpiallerput Project, Committee Member

Miranda Wright:

- 1995-present Board of Directors, Doyon Limited
- 2002-present Treasurer, Doyon Limited
- 2002-present Board of Directors, Doyon Communications Inc.
- 2000-present Chair, Alyeska Alaska Native Scholarship Advisory Board
- 1995-present Chancellor's Advisory Committee on Native Education
- 1994-present Advisory Committee, Arctic Studies Center, Smithsonian Institution.

D. Additional Departmental Policies: N/A

IV. Demand for program services:

A. Trend in Student Credit Hour Production (from PAIR, see chart below)

Total SCHs produced for Academic years 2005 – 2009 were 1160, 1112, 1119, 939, and 1213 respectively. For the first three years there is little variation, and not much information to be gained. In 2008, however, there is a significant drop (about 18%) from the average of the prior years, and in 2009 there is a significant gain (about 8%) over the three year average. The drop coincides with the resignation of Dr. Rick Knecht and the reassignment of three full-time faculty to doctoral studies, and the gain coincides with the addition of Dr. Mike Koskey to DANRD’s full-time faculty roster.

UAF Program Review FY2010 College of Rural and Community Development Student Credit Hours without audited hours:			Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall			
Subject	Campus	Level	2005	2005	2005	2006	2006	2006	2007	2007	2007	2008	2008	2008	2008	2008	2008	2009		
Rural Development	Bristol Bay	LD	171	86	61	149	54	91	95			6	22		32			28		
		UD											7				9		4	
		GR		3																
	Chukchi	LD																		
		Interior-Aleutians	LD	5		38			28											9
	Kuekokwim	LD																12		
		UD				27														
		GR				3														
	Northwest	LD															10			3
		UAF Rural College	LD	9		1	6	21	56	48	36	30	7			23				50
	UD		213		240	234		210	276		180	282			234	276	15		256	
	GR		129		144	135		126	150	3	144	122			119	140			192	
	<i>Total</i>			527	89	484	554	75	483	597	39	360	440		430	425			542	
	RD faculty credit hours for courses taught through other departments:												21			69			6	225
	Total with other depts												381	440	0	499	425	21	767	

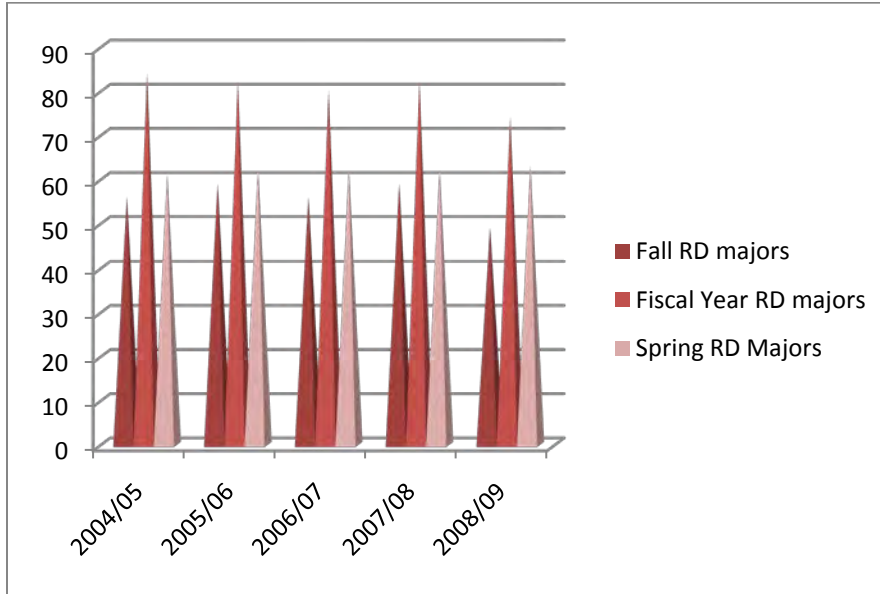
B. Retention:

Using the numbers of RD majors per fiscal year applied against the numbers for spring and fall semesters, a combined retention rate for the BA and MA programs was calculated. For the fiscal years 2005 through 2009 numbers of RD majors ranged from eighty four to seventy four (eighty-four, eighty-two, eighty, eighty-two, seventy-four). Of these, there were thirty two were MA majors in 2005, thirty two in '06, thirty three in '07, thirty in '08 and thirty in 2009.

In 2005 twenty-three majoring students from the combined individual semesters were not shown in the overall fiscal year count. For 2006 the figure was thirty-nine, and for '07, '08, and '09 the numbers were thirty-eight, thirty-nine, and thirty-eight respectively. As Figure 1 demonstrates, the numbers of students who continue their studies in the RD program remains quite stable. In 2009 there were ten fewer RD majors than in 2005, but

for the years 2005 through 2008 the number of students varied by two each year with an overall variation of four. The variation between 2008 and 2009 is eight.

Figure 1; Student Retention



C. Support of Other Programs and the Core Curriculum:

Faculty member Mike Koskey currently instructs one core curriculum class, ANTH 242 which is cross-listed with ANS 242. Professor Emeritus Joli Morgan teaches ECON/PS-F100X both for DANRD and for the Kuskokwim Campus as well as UAF’s Bachelor of Social Work cohort students. Mike Davis teaches a section of Political Science 101X. Ralph Gabrielli teaches English 414, Research Writing.

Faculty, in addition, serve on graduate committees outside the department and the college. For example, Gordon Pullar serves on four PhD committees for Indigenous Studies, and Mike Koskey serves on nearly two dozen non-RD committees.

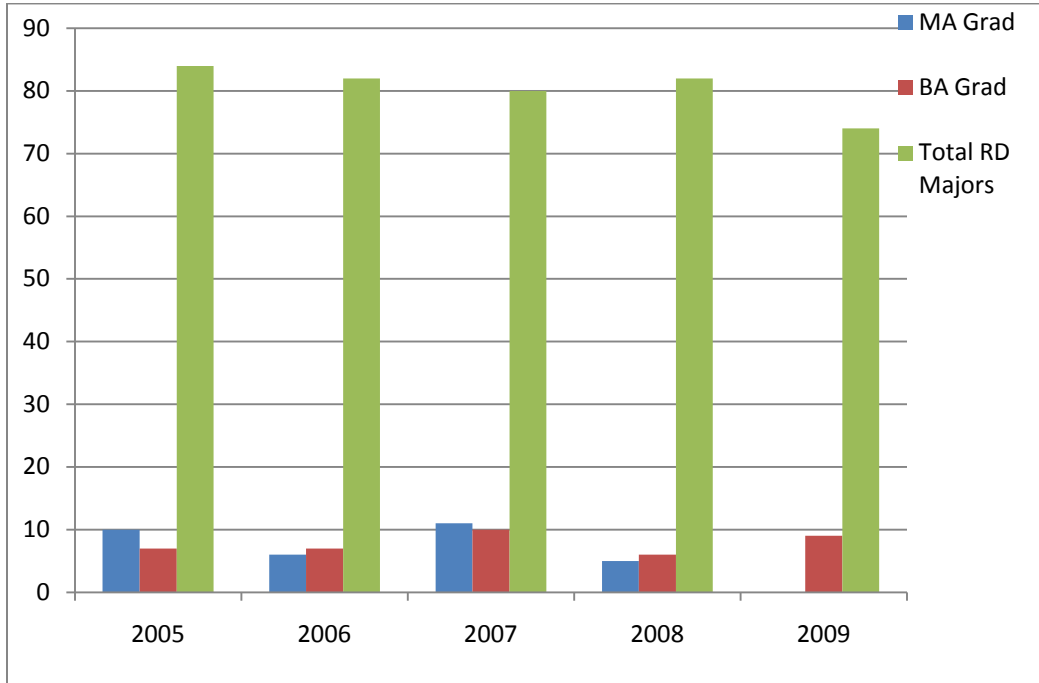
D. Trend in Number of Graduates

As Figure 2 shown below indicates, the number of RD graduates relative to majors each year has varied but is still significant. For MA graduates, figures show ten, six, eleven, and five for the years 2005 through 2008. BA graduates numbered seven, seven, ten, six, and nine for 2005 through 2009. The total number of graduates --71 in a five year period – suggests a good student progress rate when reflected against the total number of RD majors. The figures for fall 2009 graduation are not included. RD majors during the study years numbered eighty, eighty-two, eighty, eighty-two, and seventy-four respectively.

The drop in the number of graduates corresponds with the drop in retention shown under ‘Student Retention’ (see Figure 1 above) and both are for the most recent time period. No studies are in place at this time to explain this drop, but it must be remembered that most

RD students come from rural Alaska where the recent economic downturn has hit the hardest. Combined with rising tuition and fees, this downturn could certainly be a plausible explanation for the drop in numbers.

Figure 2; Trend in number of Graduates



E. Prospective Market for Graduates:

There is a high demand for DANRD graduates in the workforce. Our BA and MA graduates develop a variety of skills in resource management and community planning and health that create high value in ANCSA village corporations, tribal entities and organizations that -- wherever located -- focus on issues that impact rural Alaska. RD graduates and current students find employment in rural locations, and also find their skills in demand in urban areas where they are working in government, education, ANCSA corporations and tribal non-profits, and health consortiums. Because of the flexible nature of the program itself and its emphasis on adaptability, graduates are well positioned to take advantage of openings in a changing job market.

F. Continuing Education and Non-Credit Programs

N/A

V. Resources and Capacity

A. Faculty Qualifications and Numbers

1. Faculty Profile – see Table 4.2

DANRD strives to include faculty with conventional academic backgrounds together with those who have solid experience in rural communities and understanding of Alaska Native cultural factors. RD has found that this combination of formal education and practical experience best meets the unique needs of our student body.

The department works on an ongoing basis to build faculty resources and expand services in areas of the state currently underserved that include the Southeast, Northwest, and North Slope. To date, efforts to place fulltime faculty in these locations have been unsuccessful, and placing faculty for short time periods during the semester has not produced desired results. However the location of Professor Emeritus Joli Morgan at the Bethel campus has worked very well, and is being explored as a model for the Northwest and Kodiak campuses.

The faculty gender balance (including adjuncts) is 60% to 40% male to female. Four faculty members are Alaska Native, and one adjunct is American Indian while another is Métis. This high proportion of Alaska Native faculty is significant given the relative size of the department.

DANRD concentrates on building faculty resources from within, enabling those with strong experience in rural Alaska and experience with the program to continue their graduate work and secure advanced degrees. Currently three faculty members are close to completing their doctoral studies.

2. **Faculty Locations:** all fulltime faculty and adjuncts serve students statewide

- Mike Davis, Dillingham, Bristol Bay campus
- Dixie Masak Dayo, Fairbanks campus
- Ralph Gabrielli, Fairbanks campus
- Theresa Arevqaq John (on PhD leave), Bethel campus
- Michael Koskey, Fairbanks campus
- Gordon Pullar (on leave), Anchorage Office
- Miranda Wright (on PhD leave), Fairbanks campus

Continuing Adjunct Faculty:

- Joanne Ducharme, Anchorage
- Bill Hall, Anchorage
- David Hoffman, Anchorage
- Jenny Bell Jones, Fairbanks campus
- Joli Morgan, Kuskokwim campus

3. Faculty Evaluation Summary – see Table 4.3

As noted above DANRD has been successful in recruiting a diverse faculty and intends to continue this trend with ongoing outreach through established networks throughout rural Alaska and beyond.

4. Additional Departmental Evaluation of Instruction:

New course outlines and syllabi are reviewed by all faculty members as they are being developed. Seminar construction and content are discussed at weekly faculty meetings. An RD academic review committee has been formed and will implement a departmental plan for such things as syllabus review, development of a scope and sequence guide for both the BA and MA programs, and a general refocusing and updating of the program. DANRD has hired a three-quarter time academic research assistant to facilitate this process.

5. Evaluation of Instructors, Part-time Faculty and Teaching Assistants

Evaluation of instructors is based on their teaching and on their research and service in their respective regions. Evaluation is done by the director and academic program head. DANRD has developed a strong cohort of continuing part-time faculty who are evaluated less formally than permanent colleagues (no activity reports, no expectations of research, service etc) but who are held to the same standards and evaluated using the same criteria related to instructional quality as are full-time faculty.

6. Instructional Summary – Table 4.4

Approximately 90 percent of our courses are taught by fulltime regular faculty. The contributions of term and part-time faculty, who have particular skills and knowledge to offer, or who have strong foundations in the private sector are extremely valuable to the program.

Excellence in advising is essential to the program. Student guides for MA and BA students are designed to provide important information to all students. Each student is assigned an advisor, usually based on geographical location. Some adjustment can be made for individual needs and circumstances. An enrollment advisor is assigned to all graduate students until they have identified and finalized the members of their graduate advisory committee. The department is fortunate in having Kay Thomas and Gail Staudinger on the staff, both of whom have strong advisement skills.

7. Faculty Development – Table 4.5

The Department continues to expand faculty development opportunities to encourage junior faculty to pursue more advanced degrees. Three faculty members are currently completing doctoral degrees. Work continues to provide other appropriate opportunities to conduct research and publish results for tripartite (especially untenured) faculty.

Sabbatical leave: Faculty members who took sabbatical leave during the study period include Ralph Gabrielli and Mike Davis. In addition, faculty members Miranda Wright, Dixie Masak Dayo and Theresa Arevgaq John have been released from departmental responsibilities in order to pursue doctoral degrees. Each has made excellent progress, and all are expected to have completed their programs by Fall, 2010.

Travel Summary: No fixed amount is provided for individual travel. However, the department recognizes a responsibility to provide opportunities for professional development and to assist faculty, especially junior faculty, in building a history and a record of contribution of applied expertise. There have been very few instances of faculty being refused full support, for example, for conference or related travel when presentations or co-presentations have been involved. The opposite is the case; faculty are encouraged to seek opportunities to present their work at professional gatherings and also to attend department seminars even when they are not specifically involved as organizers or presenters. In addition, faculty continue to be successful in finding external support for themselves, their colleagues, and for their students to travel and present, even internationally. Recent examples include faculty-student presentations in Scotland and Paris, and, this year, Copenhagen where two faculty and fourteen students will attend the United Nations Climate Change Conference.

B. Staff

The department has two full time administration assistants. One is based in Anchorage and one in the Fairbanks office. Gail Staudinger worked for the Alaska Native Human Resource Development Program for 15 years before ANHRDP was merged with the Rural Development Program to form DANRD (1996), and Kay Thomas took over the Fairbanks office in 2009 after 25 years with Rural Student Services.

C. External Advisory Board(s)

N/A

D. Student Support Resources

1. Academic Advising:

Students receive academic advising support either in person or via e-mail or by phone depending on their location. An on-line list serve is utilized to notify students of academic and registration deadlines. Students can access both staff and faculty to assist with advisement concerns. Advisement quality, in the end, is a function of how good advisors are and how much they know. Professor Mike Davis was named UAF advisor of the year in 2004, and Kay Thomas served for several years as director of Rural Student Services.

While DANRD does not act directly to find employment for students, faculty and staff are active in supporting students with advice about employment possibilities and letters of reference. The informal RD network of current students, faculty, and alumni keep each other informed of job openings within the community and around the state and nation on a regular basis. Most graduates have no difficulty in finding employment, and many are employed before they graduate.

2. Co-curricular Activities:

DANRD's students are spread throughout the State of Alaska with some located outside the state, so bringing them together for co-curricular activities is something of a challenge. Additionally, students do not fit within the average age range for college student populations; it is the norm rather than the exception to have students ranging from their teens to their sixties all in one class. Many students work fulltime, have families, and are already very active in their local communities, leaving little time for student clubs or societies.

DANRD meets this challenge through its seminar programs where students meet face-to-face, usually for a week, for intensive study. These seminars provide an opportunity for students to network with each other and for peer mentorship relationships to develop. Many students come from a tribal background where peer mentoring is an integral part of the culture so it is easy for them to transfer this skill to the classroom and assist each other. One of the Department's goals is to create a life-long learning network between students where alumni will continue to participate and help newcomers to the program and, even more importantly, help each other throughout their careers in service to the state and all its entities.

E. Library and Information Resources

1. Access to Resources:

CRCO has a well established system for providing access to the library and reading materials for distance students. Students on campus can access the traditional library and all students have to take a library skills class before they graduate with a

baccalaureate degree. Most students choose to take this class early. Students on rural campuses can also make use of the Inter-Library Loan program if they wish.

2. **Training Opportunities:**

In addition to the class mentioned above, both CRCDC and UAF regularly offer training sessions for faculty and staff to update their skills in the various areas of information technology which now support the library. In turn they are able to use this training to assist students who may be having problems accessing material. Also, the Center for Distance education (CDE) is organized under CRCDC and provides a range of special services including IT training and support, and resource acquisition and bookstore functions for RD faculty and students.

F. Program Revenue and Expenditures – Table 4.8

G. Physical and Technical Infrastructure

In response to this section, all faculty and staff were surveyed and their input relative to the adequacy of sub-sections 1, 2, 3 and 4 below was sought. The responses were generally positive, but several deficiencies were identified as noted below. The cost of upgrading/purchasing new or replacement equipment has been determined (about \$35 – 40,000), and this equipment upgrade will be the top priority for end-of-year funding. These upgrades will assist DANRD to offer a welcoming environment to students and build cohorts of significant size both in Anchorage and in Fairbanks.

1. Equipment Condition and Adequacy: (See Appendix 5 for projected new equipment costs)

Anchorage

Netbook computers can be purchased for around \$350.00 and it would be very helpful for DANRD Anchorage to have a few of these available, both for student use and for PowerPoint presentations at seminars.

Fax machines and scanners are currently adequate but should be updated as needed.

The phones and phone system are about ten years old, and many or all of the phones will soon need to be replaced as speakerphones and mute buttons no longer work properly. A new phone system will be needed in Spring 2010 regardless of the actual office location.

The copier was purchased in 2001. At present it is adequate, but has had many service calls and several major overhauls. DANRD pays \$1,300 per annum for a maintenance agreement on this copier, and this money might be better spent on a new, more efficient updated copy machine.

Bethel: Equipment is adequate.

Dillingham: Equipment is currently satisfactory

Fairbanks: Current faculty computers were upgraded in 2008-09. With the distance delivered courses however, all faculty should be provided with a scanner for communicating with peers and students.

The Administrative Assistant's desk computer will need to be replaced in Spring 2010.

The fax machine, laser black and white printer, and phone system were upgraded in 2008-09. The color printer in the department is insufficient for the volume and quality needed and should be replaced with a professional grade copier that allows for higher volume and quality.

2. Condition and Adequacy of Facilities:

Anchorage

The lease for DANRD offices in Anchorage will expire this December 31st. While the space itself was very adequate with private offices, room for office machines, a small conference room, and access to a full-size classroom when needed, there is a question about its continuing availability. Negotiations are under way to renew the lease but this renewal is not assured and the cost is expected to double. The university has included an increment in the new capital budget that would potentially cover the rent but this is not approved as of the date of this report, and there is a question as to how the rental obligation will be met.

If DANRD remains in its current location, the office space/conditions need to be re-worked. During the recent past DANRD Anchorage has provided office space for the CHAP, RHS, and CRCD Health Programs faculty and staff, Social Work Department faculty and CES faculty. As the CRCD Health Programs grew, the space could no longer accommodate them and they moved to a bigger location. After they moved, office space was provided to JoAnn Ducharme for her work with the CRCD Dean's office. Soon thereafter, Professor Ducharme joined the RD faculty and continued to use this space. In addition, Dr. Tony Nakazawa from the CES is currently provided office space in the DANRD office. There is an immediate need to reconfigure work areas and provide adequate space with current computers for visiting faculty and student use.

At present, the DANRD Anchorage office is in two separate locations within the building. With the Health Programs no longer sharing the space, it makes sense to consolidate operations in one office location. In addition there has been an increase in the number of RD students in the Anchorage area and a dedicated place is needed for this cohort to meet in the future.

Whether DANRD remains in the current location or moves elsewhere, the following minimum setup will be essential:

- Four offices
- Classroom space
- Area for carrels with computers for student use
- Conference room area
- Area for office and other equipment
- Storage

Bethel

Professor Emeritus Joli Morgan currently has a desk in a cubicle that he shares with another employee at the Kuskokwim Campus. It is located in a large noisy storage area, and is not conducive to advising students or holding audio conference classes. It would be beneficial for the Bethel RD faculty advisor to have his or her own office, but Kuskokwim Campus overcrowding makes this unlikely in the nearest future

Dillingham

Professor Mike Davis has a dedicated office space at the Bristol Bay campus and no changes are currently needed there.

Fairbanks

The DANRD office space in the Brooks Building on the UAF campus is borderline adequate but the space is a little cramped. There is no dedicated area for visiting faculty or adjuncts to work or set-up lap-top computers and no area for students to work or study without being in the middle of the daily office activity. Audio conference classes usually take place in faculty offices which presents a seating problem if students on campus or guest speakers attend in person. The new academic research assistant shares space with filing cabinets and office equipment which restricts access to this equipment for others. Storage space is now completely full and there is no room for additional items.

A classroom across the hallway can be 'borrowed' if it is not otherwise in use, but its availability is not predictable. The addition of classrooms 104A and 104B to DANRD's allotted space would provide room and flexibility to conduct classes and audio conferences. The rooms would need to be equipped with smart classroom video and audio conferencing to accommodate multi-media presentations and phone conveners for distance participants. These rooms could also be used for MA students who need to take comprehensive exams, or defend their projects/theses, as well as providing meeting and lecture space.

Some of these growing pains may be remedied if the proposed merger with ANS takes place and the two departments are able to combine resources. If the merger with ANS becomes a reality, the third floor area currently used by that department may provide some extra space. ANS has six offices and two storage rooms on the third floor. Two are occupied by Alaska Native Language Center (ANLC) faculty who will have to be accommodated, two house ANS faculty, and one is being used by an ANLC post-doctoral student.

If the merger goes through a review will be needed to decide how make the best use of the combined spaces.

3. Technical Infrastructure:

DANRD technical infrastructure is adequate. The audio delivery system works efficiently and Blackboard provides a good delivery medium for course materials especially at rural locations, though the lack of student access to infrastructure continues to limit use of technology to not much beyond audio-conference and Blackboard modes.

Many RD students only have access to older equipment and some have no access to a home computer or internet service. If new conference, classroom and office space are allocated to DANRD in Fairbanks, retrofit will be needed to accommodate the media and communications equipment identified previously in this section.

4. Technology Training

On one hand, RD believes that the best teaching transcends technology and, that no technical modality can make indifferent teaching sparkle. On the other, though, not all faculty members are trained in the use of the most current technology for teaching. Some features of Blackboard such as Eluminate-Live, which lend themselves to distance delivery, are underutilized because of lack of faculty familiarity with the system. It would be helpful if training sessions specifically designed for the department could be arranged allowing all RD faculty to attend together and taking into account the unique nature of the RD student body.

However, as noted in sub-section 3 not all students have access to equipment and service which can access these features. So faculty training, while important, may be premature. Not all of DANRD's students come to the program with strong technological skills; the program attracts a high proportion of older non-traditional students and most of need technology support. These students are often in locations where there is no one to show them how to operate new programs. Having faculty better trained to assist these students would improve their educational advancement.

H. Capacity:

There is no doubt that the merger with the Alaska Native Studies (ANS) department that is currently proposed would increase DANRD's already considerable capacity to provide programs to additional students. DANRD recruits an extremely diverse student population with that diversity reaching across age, race, and location as well as prior educational background. This will be enhanced by the merger and, in turn, the merger itself will serve to further increase student diversity. With diversity comes increased opportunity to expand program offerings and achieve academic excellence. It is expected that the merger will increase the size of the Fairbanks cohort and this will allow more students to have face-to-face contact on a regular basis and build learning networks. As these networks grow, options for distance students to "attend" student get-togethers and study sessions can be provided via audio conference and computer list-serve groups.

VI. Program Productivity and Efficiency

A. Please see the spread sheet below for an explanation of program productivity and efficiency. During the study period there was an average of fewer than five full time faculty available at any given time.

There is sequential increase in both productivity and efficiency across the charted time, and currently RD seems to be exceeding the 9.2 UAF average. Nevertheless, small numbers, a foreshortened period of study, history, and common sense all counsel against identifying these results as a trend. Variation from year to year will continue to be significant and unpredictable, and attempts to link numbers to such factors as rural economy, out-migration, or employment, will be frustrated by reality. Meanwhile, two things: first, these present figures seem reasonably close to the UAF standard, and, second, an important – and achievable – RD goal to build student cohorts will increase productivity and efficiency ratios.

DANRD Credit Hour Production 2007-08, 2008-09, Fall 2009

	AY 2007-08		AY 2008-09			AY 2009-10	
	200703	200801	200803	200901	200902	200903	TOTAL
DANRD							
Lower Div	30	7	23	0		50	110
Upper Div	180	288	237	276	15	256	1252
Graduate	141	122	116	146		192	717
Subtotal	351	417	376	422	15	498	2079
Other dept chp	21	0	69	0	6	162	258
Subtotal by AY	789		888			660	2337
RD-Other CRCD Campus Courses							
Lower Div	17	25	54			40	136
Upper Div		8		10		4	22
Graduate	3						3
TOTAL	392	450	499	432	21	704	
Total by AY	842		952			Midyear 704	2498

	AY 2007-08	AY 2008-09	AY 2009-10 to date	Total Average
UG FTE Student: CHP/24	526 chp/24 = 21.92	626 chp/24 = 26.08	468 chp/24 = 19.50	1620 chp/24 = 67.50
GR FTE Student: CHP/18	263 chp/18 = 14.61	262 chp/18 = 14.55	192 chp/18 = 10.66	717 chp/18 = 39.83
DANRD Student FTE	36.53	40.63	30.16	107.33
DANRD Faculty FTE	4.6	4.6	3.2	12.4
Faculty Efficiency	36.53/4.6 = 7.94	40.63/4.6 = 8.83	30.16/3.2 = 9.43	107.33/12.4 = 8.65

B. Please refer to Appendix 9 for samples of faculty research projects

C. Faculty service usually accounts for around 10% of the overall workload assignments. Examples include involvement with local schools, membership in the Fairbanks North Star Borough Economic Development Commission, and volunteer activities at annual Native events such as the World Indian Eskimo Olympics, the Athabascan Fiddlers Festival, and the UAF Festival of Native Arts.

VII. Mission Fulfillment, Adaptation, and Sustainability

A. Mission Fulfillment:

The success of our former students speaks loudest; their employment shows that DANRD is currently fulfilling its mission of strengthening leadership capacity for indigenous and rural communities in Alaska and the Circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness and commitment to community with respect for indigenous cultures.

B. Departmental self-analysis

1. Departmental strengths:

The Department of Alaska Native and Rural Development Program is designed to meet the leadership and employment needs of Alaska's rural areas. Innovative use of technology has allowed DANRD to deliver courses and programs throughout Alaska bridging the gap between the academy and the practical vocational needs of Native and rural students. DANRD has an excellent success record: 176 BA and 43 MA graduates as of the writing of this report. These graduates are serving the state and their communities as corporation presidents and executives, managers, tribal administrators, professors, and lawyers.

Three faculty members have been focusing on doctoral studies which will serve in turn to increase the pool of knowledge available. DANRD faculty members have in-depth experience with rural development in Alaska and students know that they drawing from both theoretical and practical experience. Also, faculty are able to capitalize on their connections and experience by bringing a wide variety of high-profile guest lecturers to the program; these guests add depth and variety to the student's learning.

The sense of community within DANRD is strong; staff and faculty work together as a team effectively to build the program. A majority of faculty have longevity with the program and are able to mentor and assist new faculty in achieving the highest quality educational output. There is a community of students who learn from and support

each other. Communication between staff, faculty and students helps DANRD's curriculum and course content to remain anchored in rural Alaska.

The Department continues to develop strong partnerships with tribal, state and federal entities which provide opportunities for student training, employment and career development, and for developing seminars and presentations that focus on important current issues. Partners help the Department to reach across disciplines and draw in resources that keep the program offerings on the cutting edge. In addition they help DANRD achieve the goal of seeing students use legislative avenues and political processes to make positive changes that will improve people's lives.

Finally, the Department has vision and imagination which results in such academic activities as the present credit-bearing travel course to Copenhagen during which students will participate in COP 15 activities, and the Department promulgated initiative to merge with the Alaska Native Studies Program.

2. Departmental weaknesses:

Coverage by DANRD faculty needs to be expanded. Underserved areas need on-site faculty to attract and support students. The Department currently has only two tenured faculty and has lost its only full professor. There are only two doctoral level faculty (although this will change when the three faculty members currently working on PhDs complete their studies). Though one is being constructed, there is presently no faculty committee to review RD student capstone projects and theses.

Not all faculty are trained in the use of the most current technology for teaching.

Shortage of faculty equates with a shortage of time for faculty members to develop funding proposals.

3. Departmental needs:

As DANRD grows, a number of needs have been identified. Some classes are quite small and access to a small group audio conference room would be beneficial. The Fairbanks staff and faculty are outgrowing their office space and there is no designated area for faculty from the other campus locations to work when they visit Fairbanks.

Time needs to be made available for a staff or faculty person to establish strong relationships with outside funding sources in order to be able to further expand course offerings and research opportunities for students.

C. Adaptation and Sustainability:

As Alaska moves into the second decade of the 21st century, climate change and affordable energy top the list of concerns. DANRD is well positioned to prepare students to address these issues. Classes already focus on issues of sustainability and adaptation, and the Department itself is constantly adapting to deal with

change. Precisely because of its ability to adapt quickly to community needs and demands, DANRD is highly sustainable.

D. Future Goals

1. Goal: Successfully implement a merger with the UAF Alaska Native Studies department, maintaining the highest quality of program development and delivery.
 - Develop curriculum that encourages students to major in one area and minor in the other, or have a double major thus combining the best features of both programs.
 - Make ANS available by audio conference including the provision of the ANS major by distance delivery.
 - Expand international travel-study opportunities and course offerings to international students. Utilize appropriate technologies and partnerships to enhance program delivery.

2. Goal: Build significant cohorts of RD students in Anchorage and on the Fairbanks campus.
 - Offer site centered classes at both locations.
 - Develop and implement recruitment initiatives.
 - Provide a value-added curriculum that draws on distinguished speakers. and is organized around new thinking about pressing issues.
 - Broaden offerings of both ANS and RD classes.
 - Expand DANRD program funding and increase financial aid opportunities.

3. Goal: Build a strong program of outreach and community relations to forge appropriate partnerships and networks.
 - Build Elder's involvement in DANRD programs.
 - Formalize and strengthen RD alumni network.
 - Use technology to increase outreach and program visibility.
 - Expand partnerships both internal and external to the University including with key employers.
 - Improve regular communication with all students and graduates.
 - Develop and expand distance and technology capacities.
 - Ensure a full complement of faculty at statewide locations.

VIII. TABLES

Include completed Tables 4.1 through 4.8

IX. APPENDICES

1. Curriculum vitae.
2. BA Assessment Plan
3. MA Assessment Plan
4. RD Majors by Ethnicity
5. Projected new equipment costs.
6. RD News Spring/Summer 2006. Article by Ralph Gabrielli on Research Opportunities pages 17 through 19
7. RD 475 Senior research projects: Ulrich Ulroan and Jenny Bell-Jones
8. RD 698/699 materials: Beverly Melovidov and Kelly Eningowuk
9. Faculty Research
10. Integration Plan (draft) for proposed ANS merger.
11. Complete list of RD graduates
12. DANRD Student Handbook