

Exec. Committee
SWOT compiled
8-16

Budget

- The budget cuts to the USGS will have some future effect.
- Bring SFOS budget up to a level where faculty/staff salaries can be paid from fund 1.
- Trends toward less government money going toward education. This will affect UAF's ability to continue its current level of teaching, research and service.
- We have to figure out a way to get other funding to run the day-to-day operations of UAF, because we can no longer rely on the legislature to give us everything we ask for. This has to happen in order for us to continue any kind of growth.
- Funding, trying to secure enough funding without a rise in tuition costs.
- More and more money needs to be found from grants to help pay for research and teaching positions within this arm (Geophysical Institute) of the University. With funding from the state legislature always a question mark until the last minute funding sources need to come from elsewhere and somebody has to do the footwork to keep the money coming in.
- Funding decreases by legislature will dictate a necessary increase in private fundraising activities.
- Advancement efforts can affect all aspects of the university and its strategic plan.
- Potential loss of revenue from royalties and taxation of the petroleum industry which will in turn lower state funds available for higher education. I believe this will influence services more than teaching or research
- Increased \$\$ for advancement, development and faculty salaries. Advancement efforts can affect all aspects of the university and its strategic plan.
- The potential for reduced funding from state and federal governments is a challenge for which we have to be prepared.
- Political environment may cause programs to be diverted from Fairbanks to Anchorage because of the population concentration. I believe that because of these challenges and for other reasons, UAF will shift towards even more research activities, to the detriment of teaching.
- Continuing tight budgets regardless of the state or national fiscal situation-- worse if the state and national budget situations are stagnating or negative. ----
- Increasing demands for accountability--not just fiscal accountability but real results and not bean counter results of numbers graduated but results of positively affecting the economic and social situations in Alaska. -

- Legislators want to see practical results for the money spent on the university.
- Government funding of educational institutions will not increase in the future at the rate that it has in the past.
- Funding. If UAF does not get the funding it needs to provide the level of programs and services it should be, students will look elsewhere for their education.
- Federal Funding Problems
- State funding will probably not increase enough to keep pace with increased costs, and tuition revenue will likewise cover only part of the additional expenses. So external funding of research will necessarily become more important. This change needs to be managed carefully. If research units retain and increase their state funding in proportion to other units, and if they retain their current share of OH recovery, they will likely prosper, albeit with some stresses linked to the increased cost of doing business. However, other units with little access to external research funding will be the increased costs of units with little external funding are borne by the major research units, then it's likely that they will suffer from reduced ability to recruit and retain excellent faculty, and a vicious cycle of declining research revenues. There is no easy answer, but I think there needs to be a combined strategy of encouraging and facilitating increased external funding, even in units with little past success; continued advocacy for sufficient levels of State funding; some internal redistribution of Fund 1; and in the worst scenarios of State funding, a hard look at the long-term viability of certain programs.
- Continuing budget crises at the state level that depress faculty research opportunities, classroom services, wages, and services to students.
- There is a funding crunch both within the University and in most (or all) of the ---
- Outside funding agencies that the University depends upon to support research. -The trend over the last few years is for the funding problems to get worse with time, and there is no sign of this letting up any time soon.
- How can we advance when our resources are already stretched too thin? It may be a victory to retreat less than expected, with significant advances perhaps beyond what we can hope for -- unless the University itself can pry loose additional support from the state.
- Funding and wasteful spending
- Increased interest in executive staff and faculty to seek out new sources of funding such as federal, state and private. Direction may vary depending somewhat on the requirements and interests of funding sources.
- Linking all expenditures (budgets) to a specific need and justifying their importance to people (why they make a difference) and how they are inline with UAF's mission. Being able, then, to turn around and justify this to potential funders (especially private). This will be increasingly

important in areas of Operations and Maintenance. How will we, for instance, justify the expense of planting flowers and mowing lawns on campus with increased fuel costs and reduced funds received from the legislature?

-Federal funding is changing and will greatly impact research and teaching at all universities, but especially at small schools. Funding is becoming more competitive.

-Budgetary concerns are always going to have one of the greatest influences on changes, good or bad.

-Smaller state appropriations;

Communication

Internal: Staff and Students/ Faculty and Admin.

- There could be more collaboration between depts. to communicate research and teaching and production by having conferences which bring all the depts. together.

- Communication systems that work effectively: what are they and how can we improve?!

-Upper and lower campus have distinct needs, but each are envious of the other, and I believe that is through lack of knowledge of what is going on at upper and lower campus. There doesn't seem to be a happy medium between the two.

- My department and those up on the ridge have indifference to the lower campus as we are not included in some situations, nor do we see lower campus exempt personnel on upper campus in the various departments. Subsequently we do not participate for the most part in anything to do with the lower campus nor do they with us.

- Somehow maintain relationships with individuals in UAF's community...Have leadership maintain communication lines with individual students to have an understanding of their perspective

-UAF is an ok university if all you want to do is to go to school and have no other contact with the school. It is not student friendly.

-Sometimes a breakdown occurs in the exchange of information and time frame of response. This breakdown mentioned over and over several times not only by me but by others as well. At other times, the response of "Mother Campus" faculty/staff not timely to suit rural information requirements/needs.

-Our Rural Student Services program is also extremely important but there are, at times, disconnects between the great work they are doing to support students and the other offices on campus that also support students. The more these areas can work together and increase the acceptance of native students on campus the better UAF will be.

Q8-I think students enjoy interacting with senior officials of the university like the UA president and the Chancellor, etc. I enjoyed it when Dr. Mark Hamilton was a guest lecturer and discussion leader in

one of my MBA classes not long ago.

Q8-Facilitate interchange between rural and campus students. Informal faculty/student interaction: brown bag lunches, discussion interaction, activities attempting to bring together students, faculty, and administration in a social way.

Q8-Better integration between the campuses (upper and lower in Fairbanks and the rural campuses) would provide more opportunities for students.

External:Community

- The partnership between Alaska Lifelong Learning and UAF is an excellent example of an effective partnership between the University and the public.
- The university needs to clarify in everyday language what it spends for the public to know. Also, real consideration for the opinions of those in the community and state on how it should run and what should be happening.
- We need a closer relationship with the community.

Q7 Get involved with the National Agenda in any way - terrorism studies - first responders work - disabilities - domestic violence - disabilities accessibility model or study - alternatives to violence - restorative justice etc Best of the Best Practices - or by becoming a part of the "community coalition" or in the international interests in some way.

Q8-Overall, the education at UAF is great. We need to develop a better sense of community. In order to do that UAF must have effective facilities readily available and welcoming, friendly and customer-service oriented staff and faculty, low-cost activities for all users, and structured programming for group activities that always welcome not only students, but their families and friends as well.

Community Outreach

Not enough links w/ community

- Q7 Bring it out of the 70's, our school is unfriendly
- Q7 Increase our 'college town' atmosphere and support of student interests. If students, for instance, are interested in recycling and sustainability, figuring out how-as a University community of staff, faculty etc.-can support their efforts.
Consider linking up students from out of town with host families in the community so they can have a local contact.
- Q7 Become a friendly university.
- More emphasis on volunteer opportunities and community-wide public debates/forums etc.
- We should let students, faculty and staff know about community service opportunities in a coordinated way.
- Service--more outreach to the general public, individuals, and NGO's.

- I think a lot of Alaskans don't completely understand what goes on in terms of research at the University. Perhaps an annual campus-wide open house for the public to come and see what it is we are working on.
- More collaboration with the arts community better notifications about what is happening on campus that the community might enjoy.
- Maybe we can try harder to let the public know what is going on here.
- Actively survey Alaskans every year to determine what they want and how we are doing.
- I would recommend providing increased support for TVC courses and programs, as those are most helpful to the local community. We should also consider providing better meeting space for non-UAF groups.
- UAF needs to look at the use of its facilities by community-based groups and assess the outcomes of such use in terms of finance, community relations, educational benefits, and UAF visibility.
- Employers and other visitors to campus continue complaining about the lack of an inviting atmosphere
- I certainly have a positive relationship with the university. There are many dedicated people here and hopefully they will stay. But there are many people that I know who have left who were not treated fairly and are fairly bitter. Now that is not good for our reputation in the world and face it we do have to care about our 'outside' relationship
- Remember that individual contact is the most effective way to foster a good relationship
- Offer more service / education opportunities to bush communities or people who live in remote areas. Especially, offer nutrition/health workshops to educate families on how to provide healthy meals for their families, while continuing a native tradition.
- Science and sports. Both bring a tremendous amount of positive attention to UAF from outside the Fairbanks community
- Many people have left because of personalities; this has gone on way too long
- Sciences definitely appear strong. I'd like to see all established programs continue to grow stronger and prosper, perhaps especially Education.
- I think the athletic and recreation programs here are very good, but also with a lot of room for growth. Athletics is important for a lot of reasons, but we are the "window" to the university for a lot of people.
- I strongly believe we are doing a very good job developing outstanding young men and women in life beyond the classroom. It is important that what is seen be viewed as positive, and will enhance support for the university.
- I'd like to see the promotion of the recreation programs emphasized more for the mental and physical health of the students. I think it would be great if each floor or residence hall had someone actively promoting student involvement.
- University needs to continue to make all services more user friendly. -

University needs to manage both good news and bad news to maintain creditability with the public. Always better to be on offensive than defensive.

-The parking issue impacts community involvement on the campus.

Communication/ Community Calendar, Customer Service

-I'm in support of the state virology lab. Not only would it provide research opportunities and bring in grant money, it would also be highly beneficial to the community.

-I see a lot of expansion of facilities and academic/research programs. This is good. We need to make sure the outreach programs, especially those reaching Alaska natives and other native Alaskans, keep pace.

-Universities, with their wealth of knowledge, have an obligation to make their surrounding community be the best it can be, through service.

Q8-Train staff to be friendly and welcoming (see esp. parking, registrar, cashier)

-UAF does appear to be focusing on some of the strengths of its location as a sub-polar institution of higher education. What needs to be done is to extend the results to the people and not just measure things by the number of journal articles or conference presentations. Service as part of the tenure and promotion process appears to only apply to institutional service and service to professional societies. True service to the people of Alaska is so insignificant in the process that UAF needs to be honest and admit that service to Alaskans does not matter in the promotion and tenure process. Lip service to the concept of community service is readily transparent and one of the reasons higher education has a negative image to many audiences

-Restorative justice movement - work with possibly Police Department - Courts - Schools - community - to implement or study possibilities - provide coop opportunities for students - possibly handle bullying - etc-

-Popularity of home schooling may continue or grow: home school graduates may be more likely to consider independent study high school home schoolers may be candidates for "honors" courses offered electronically

-There probably will be a reduction in earmarked federal funds available to CES. Their needs to be a focusing of who Extension serves or alternatively UAF needs to adopt a variant of Oregon State University's university wide Extension outreach. It will be hard enough to focus Extension let alone try to get institutional buy into public service.

- As a rule UAF faculty / staff really don't know what the service component of the land grant mission is.

-In addition, we seem to be experiencing growth in the Fairbanks business climate.

- In order to stay in touch and be the first choice for support, the University must continue to strengthen its business relations within the community

-Family members with students enrolled in the university or alumni have a demonstrated interest in the institution. People that value education and who have a broad world view also recognize the need for investments in education. Unfortunately, many people do not have a direct connection with the university and they hold negative views of the money wasted in the "egg heads" at the university. Unfortunately, this reputation is often deserved because the university too often demonstrates limited direct practical impacts on the daily lives of Alaskans.

What needs to be changed is to begin living up to the land grant mission of the university of being the people's university. We are trying to be a major research institution for what appears to be issues of prestige and forgetting why we are doing the research--to serve Alaskans.

-With service I believe that a Military group for wives/ husbands/ significant others dealing with someone deployed. There is no support for the military shown very well within the college. Support is greatly needed.

-I expect continued growth in coordination efforts between the UAF and local business leadership.

-UAF's role as a research leader should continue with special emphasis on being 'user-friendly' to the local community. The emphasis includes recognizing that the local community is our 'client', to whom we provide services.

-Central UA office responsible for the planning and logistics of getting university staff and faculty into Alaska's schools would greatly increase our ability to serve the state. It is too cumbersome for researchers to build effective relationships with individual schools or teachers within the schools.

- A statewide position that can facilitate such interaction and perhaps even provide some travel funds or salary for time spent at schools would give more faculty incentive to reach out with their expertise.

-Cash is tight and this has a negative effect on our ability/willingness to enter into any agreements or cooperative efforts that require any expense on the part of athletics. This degrades marketing, community and industry relations. These areas roughly fall into the category of service.

-Moving away from the outreach component as mandated by the tripartite mission of the Land Grant Institution. Decreased Federal funding and the need/requirement that all University funding formal is based on For Credit Classes and FTE - the result is a reduced CES division, and therefore a decrease in the natural outreach to Alaskan citizens the CES offers to the University.

-Public's expectation that university public service component should involve greater service to the public rather than internal activities;

- Public's expectation that the university should be a more active, involved community member.
- Reduced military may decrease student base and increase need for community service
- Expanded distance delivery will increase competition.
- The senior community has a very positive relationship with UAF....especially with the Alaska Lifelong Learning program. This connection is positive for a number of reasons....the connection of UAF to the community, keeping alumni involved with the university, and most importantly, education is a critical factor in the health and quality of life as one ages
- Focus on community needs and making those programs available.
- Every department at UAF should focus on being more customer service oriented. It makes a difference.

Economic development and impacts

Development

Q7 Pay closer attention to New Zealand, Pacific Island nations, and Australia.

- Investments. We should pay cash. Bonds are a bad idea they cost us too much in interest.

Alumni & Development

-Buy-in from alumni and friends, and their engagement in the university, is crucial to these efforts.

- Relationship building is key
- Alumni and other stakeholders /relationships need to be built. Need more outreach to donors, alumni, family and friends as well as w/ faculty/staff for morale. Donors/ need to focus on building those we have and cultivating new relationships
- The Alumni Association has not been used as much as it should to branch out and contact its alumni and families. I know that this has recently changed. Since we are still a young school, we won't have the older aging talent quite as much as other east coast schools, but we will.
- Alumni are an untapped resource
- In my experience with a dozen or so other university systems, we do a terrible job with using our alumni as a resource to tap for development.
- Alumni
- Alumni are underserved and thereby don't give as much as they probably would
- Have current students calling alumni for an annual donation
- Alumni.
- Alumni

- Alumni. UAF must maintain contact with alumni, study and understand them in relation to their professional lives, and develop financial vehicles that they feel comfortable giving to.
- Alumni!
- It's not exactly overlooked, but UAF has had much less success than most institutions in garnering alumni contributions. While the reasons for this are fairly clear (UAF's alums in the age range most likely to make substantial contributions are still relatively few), that will change. Probably this hasn't been overlooked, either, but UAF's largest single contributions (as far as I know) often came from older people who are no longer state residents, but who spent their pre-retirement years in Alaska. I don't know exactly how to reach this group, though.
- The State of Alaska already receives the most grant money of any state, so I believe all funding sources have been exhausted. Perhaps branching out to Alumni's would be of help.
- Alumni. Look at many local businesses and individuals that could give more and give on a sustaining basis if approached and asked.
- Alumni, educational organizations, friends
- Make friends; try to be more in the public eye with information similar to that in the second paragraph of the introduction to this questionnaire.

Fundraising

- Kresge foundation for expansion of lab school?
- Rasmussen foundation for ECE expansion?
- All of them. Most critical is that the cultivation and building of relationships has not been a priority. Fundraising takes time, and the longer we wait to implement new strategies, the longer we'll have to wait to see results.
- UAF really needs to press supporting the UAF foundation. I'd be more than willing to do a payroll deduction to support UAF but it needs to be more than one e-mail sent once a year offering vague results from whatever would be contributed. UAF lags far behind fundraising compared to other institutions I'm aware of.
- By improving the communications between the private/public sectors gives the opportunity for future funding opportunities.
- I'm not sure what kind of staff the fundraising office has, but they do a great job. Maybe they need more folks to hit the streets. I understand there is a great deal of grant money out there, but the process seems cumbersome and very time consuming.
- Title 3 funds for native people
- Private foundations
- b) Better support of faculty to be competitive on the national sector (providing more salary for writing proposals, and thus acknowledging the amount of work that is needed to be competitive)
- c) Co-coordinated efforts to develop integrative research proposals for national agencies

- Joint research partnerships with AK companies and state depts....
- CAR WASHES!!! Also, you could plan cool sports promotion events like an annual Profs vs. students' softball game with a couple of dollars admission, or something like that. Get smarter about using the resources we have in this community, such as food and stuff. Break that exclusive UAF food contract and things would probably get cheaper.
- UAF has the potential to increase awards by Foundations and Private entities. Supporting Development officers in various departments on campus, who specialize in creating relationships on and off campus, is integral to success.
- UAF doesn't seem to do much fund-raising, as far as I can tell.
- Research Park on campus
- Partnering with industry related fields. For instance, CDQ programs such as Norton Sound Economic Development Corporation offer grants for infrastructure in fishery related programs. NSEDC is a 60 million dollar organization. Twice a year they accept proposals from the public for any type of fishery related program
- I don't know what the Native corporations contribute, but as I say someone should be convincing them that not just a small part, but also a very large part of dividend money should be going to education.
- Selling some of their land
- There has been a party line that it is pointless to head to Juneau to try to get funds to support our oceanography program. I don't buy this. There are both dollar-and-cents and intangible arguments to be made for more state support. So much of our state (jobs, industry, tourism) is dependant upon the health and quality of our ocean environment yet the state has historically chipped in for one paltry day of ship time a year on the Alpha Helix. This year the Alpha Helix is tied up at the dock because of lack of support. The University of Washington vessel gets 40 days of state ship time per year and their vessel costs \$25,000/day to operate: TWICE what the Alpha Helix costs on a daily basis. The University of Washington vessel is spending 84 days in Alaskan waters this summer. I also believe that there should be a greater push to encourage both industry and private foundations to support endowed chair positions.
- OIL.
- When was the last time UAF had a symposium or event that welcomed local and state businesses to campus to highlight our offerings and show our shortfalls? Have a partnering day where Chamber of Commerce members, major business leaders, legislators, etc could come to UAF and be given tours of our major areas with on the spot presentations of our shortfalls. As a Director of an area that is woefully under funded and understaffed to meet what our mission should be, it would be great to present to industry what we could do if adequately supported by the community.

- Attracting global conferences for arctic issues, science, and art.
- Private Foundations:
 - SOROS, Bill & Melinda Gates etc. Quasi-public: e.g. World Bank
- Alaska is in a great location for trade with Asia and Europe... what can we do to nurture those relationships?
- Associating corporate education and research opportunities with fund raising activities
- We should be involved in some way with the oil in Alaska. Providing workers, research or other things that attract funding from the industry
- UAF has overlooked the role that Alaskan industries and businesses might play as partners with the University.
- Private Corporations
 - We need to have a campus-wide fund raising campaign to raise money; the campaign needs to be a focus for the university. Currently fund raising is not a focus for the university and while we will be successful in some areas we can be more effective if we all work together.
 - Get the student bodies to fund raise for specific items. RHA and ASUAF could be great resources if used correctly.
 - Domestic violence studies - best of the best recommendations - these studies direct the spending as well as the setting of all the criteria for FEDERAL GRANTS. They could be conducted at the university and fully funded would draw students as well as be fully funded - students could handle lots of the clerical criteria as well as the routine record keeping. The learning disabilities field is open and there could be funding there for programs to study of sociological impact etc research.
 - Expanding trio program as Missoula Montana did with their intensive 5-year program to help students esp. - minority ones to successfully complete the doctorate program in psychology. Huge Federal grant. Some work with native community to develop program (samsua preference will get the funding) that fulfills both their agenda and the university, as in Riverton Wyoming with the native community there.
 - I think part of the permanent fund should be set aside so the interest can fund education.
 - Approach biotech companies for funding. Many companies are looking to create technology based on testing aquaculture. UAF can partner deals with these groups to provide genetic markers or cheap labor (grad students like me) to help develop technologies in the use of fish management. Molecular genetics is going to be an exploding field in the next 5 - 10 years.
 - Philanthropic foundations, e.g. Pew, Moore, are active in support of conservation in Alaska but not of UAF.
 - Hosting spaghetti feeds with the local politicians and the populace would be a nice start.
 - I understand that master's degrees in fund raising and philanthropy are offered at certain universities. Perhaps that is a new major or minor

to be adopted. Look at the Fund Raising School and The Center for Philanthropy at Indiana University-Perdue University.

- The university, as a land grant institution, should begin selling more land parcels to fund the university, as was the original intent of land grants.
- My preference is that you go to the interest groups in the state (Tourism & Fisheries) and ask them what they need from the University. When you have accomplished these goals then ask for money from them.
- UAF has many strengths but regardless of which are identified as "strongest" relationship building must begin from the donor's point of view, not the institution's needs.
- The university can only be better with additional funding for new or expanding programs. However, the university as a whole needs to get better at finding outside sources of funding for both research and programs (i.e. endowments, commercial use of land grants). Relying so heavily on state and federal funding is not a stable long-term solution.
- Native Corporations
- The strongest units are those that combine strong research and education programs, like CNSM and the affiliated institutes IAB and GI (but the lack of overhead return to the teaching arm of this group, CNSM, is a problem), or SFOS (although SFOS currently has little in the way of undergraduate programs). Other units, so far, don't do this as successfully, because they lack substantial external research funding, have a small population of majors, or both.
- Obviously all units need to work on increasing external funding where they can, with help from UAF administration and administrative services. Some have little access to such funding, though, and even have difficulty attracting many majors. While I think we need to maintain them at a level sufficient to provide quality undergraduate education, these are not the areas to grow from a practical standpoint.
- I believe UAF should get more of the gross revenues from Nanook Hockey games at the Carlson Center. When I reviewed the terms of the agreement in 1997, UAF was getting the short end of the stick on ticket sales.

Fundraising office

- How about a fundraising office? Last time I checked, the development office is UNMANNED. How are we supposed to "ramp up fundraising" if there is nobody on campus completely dedicated to just that?
- It is not so much an issue of overlooking fund raising opportunities as much as one of investing the resources in fund raising. If UAF wants to raise money it will need to spend money. A fully staffed development office with that as its single focus will not be cheap. The function of fund raising needs concentrated attention handled by fund raising

professionals. IF UAF is not prepared to make this kind of investment then fund development will not be successful.

Program Partnerships/Internships

Q8-Develop more opportunities for student intern programs with state and federal agencies, large and small businesses, non-profit organizations, elementary and secondary school systems, etc.

- Be sure that partnerships are mutually beneficial.
- Q7 Guarantee an internship somewhere in the local community. This would strengthen job experience, community relations, and provide students with real world experience.

- I am attempting to partner with more corporations not only in Fairbanks, Alaska, but those in the lower 48 and around the world. No easy solution for partnership. It is a relationship that develops over time and starts with trust.

- Effective partnerships between the borough school district would increase our exposure to potential students, while serving the public good.

- Regarding teaching, adjunct faculty should be competent, knowledgeable and apt to teach, but not necessarily drawn from the educational community. Talented, knowledgeable, and experienced men and women reside in this area that are, or could become, excellent teachers.

- UAF needs to pay closer attention to its cognate locations in the Pacific Rim. Malaysia and Indonesia are moving quickly into high tech areas that could benefit from our expertise in remote sensing. The University of the South Pacific wants a close collaboration with the Center for Distance Education. We all deal with "islands". These partnerships could leverage significant research funds

- The local business leadership has wisdom from experience as well as academics. The challenge is for UAF to attitudinally recognize that UAF does not have all the answers.

- Effective partnerships: Continue fostering student internship in the local areas. Work to facilitate timeliness and cost-effectiveness for funding research that is grant-funded from non-UAF sources. Consider a hard-hitting analysis that contrasts decision time needed by UAF versus a local contractor for contracts varying in value from \$5,000, \$25,000, \$100,000, \$500,000, to over \$1 million. (I suspect you will discover it takes 5 times longer to get a decision from the UAF system than from private enterprise.)

- We should develop cooperation's with NGO's such as village corporations, CDQ groups, rural industry groups such as BSFA--to help them develop certificate programs and to bring their constituents into our degree programs

- Provide additional educational opportunities that serve the state's

industries; a. Talk not only with elected community officials, but with small business owners to learn what the university can do to serve them
b. Collaborate with UAA and UAS to leverage each campus' respective strengths and increase the quality of overall service to the state;

c. Actively seek research partnerships with private industry both within and outside Alaska;

d. Create a Chancellor's Advisory Group from civic and industry leaders to help identify partnership and service opportunities;

e. Vigorously support faculty innovation and collaboration with industry; and

f. Work with industry to create meaningful internships for students.

- Partnerships with healthcare sector, to increase university knowledge of community needs

- Offer a pre-med program that inspires doctors to return to rural health. Make rural and village living worthwhile by providing innovative ideas for self-sufficiency such as modern agriculture techniques, etc.

- UAF could do more research in the oil and gas field, this would strengthen the partnership between UAF and the many oil and gas companies.

- UAF is a first rate science institution and every sector from healthcare, to military, to natural resources development, to fish and wildlife to cold weather engineering, could utilize students and faculty as mentors and developers. Private/public sector has mostly dropped the ball in developing the programs to utilize this underutilized resource of talent

- Partnerships: list serves among partners! Cross links on Web pages to partners. Network marketing!! (Or Networking our access efforts to be PC) Partnering for grants and other funds.

Creation of think tank CRA region

- CES is an established, proven, effective partner between the university and the public but we need internal financial support as well as administrative agreement that outreach/engagement is an important component of the university mission.

- More funding through foundations. It sometimes seems difficult for individuals to write for more funds given the restrictions on grant writing.

- Working with the other MAU's to streamline degree offerings to reduce some costs and move money into other areas

- Encourage interdisciplinary working groups as linkages between institutes (e.g. between IARC, GI, Biology, SFOS) on unifying themes. Thus working groups should be funded through UAF (not the individual schools) to discuss science

- Once again, this is an area where we are not as "enlightened" as members of the staff and faculty (speaking from a student's perspective). I think we should be so involved with Alaskan Affairs that the distinction between "Alaskan" and UAF is difficult to make. We are a unique

community; small and relatively close knit in the core of the North Star Borough. UAF is such a significant portion of the community, and that gives us an advantage to be a significant member. We have this huge student population that could be active in internships and community work, as well as faculty and research potential to aid the Fairbanks area and Alaska. Who knows, the University may have the ability to change the closure of Eielson if we find some functioning relationship with the military (beyond ROTC).

-Partner with the health and educational organizations, as well as the traditional IRA offices in rural Alaska. Those three areas continue to be where the majority of rural Alaskans work, or hope to work.

-Currently, there is an INCREDIBLE opportunity for partnerships in the Mat-Su Valley. The AFES experiment station in Palmer is a prime target for real estate developers due to its location within the valley. Rather than selling off the farm chunk by chunk to the highest bidder, this land must be managed responsibly for the benefit of ALL ALASKANS. Not only must the integrity of the mission of AFES be maintained, but lands sold and/or leased should be done so in a manner that allows for educational opportunities in conjunction with the new use of the land. In order to do this in the best manner possible, the university should develop a system wide perspective to garner feedback from the most immediately affected constituents and all interested Alaskans.

-Within the Native community there are village councils that can use our expertise to equip members with skills to address current issues, such as land use planning. Internships with federal and state agencies could build expertise both ways and increase exposure of the University's strengths.

-Educating the public on what the fisheries program is trying to do in terms of managing local fisheries would be helpful. Strong partnership with the Auke Bay laboratory should continue to be fostered. Form relationships with groups like the Nature Conservancy, the World Wildlife Fund and Wild Salmon Center in Portland. Work to use the knowledge we are gaining up here to use in the lower 48 where habitat degradation is a bigger issue

-Reaching out to secondary education to assure that their final products are truly prepared for UAF attendance; put funding into dual credit courses and use distance education more often; put more video conference equipment into more rural communities; begin to prepare relationships with local government, tribal governments for the future good of community and tribal members as well as use of public facilities for educational purposes.

-I feel that the service component in many disciplines of UAF could be improved.

-Being familiar with the Bush schools, it would be nice to try and figure out how to bring rural student skills up to par before they get on

campus. The drop out rate could slow down if there were some way to improve there.

-The teaching component seems to have overtaken all other aspects of UAF mission. Research and Extension either are or have the capability to work together to partner with public and private sectors but there appears to be a disconnect between teaching and either research or service. UA has become less territorial but there still remains some turf issues when working around some rural campuses. I have seen too many instances where the focus of rural campuses is academic credit even if the stakeholders do not want, need or use academic credit. Charging stakeholders for services is fine but don't make people take academic credit. Faculty/staff need to be encouraged and rewarded for developing partnerships with public/private sectors. Currently the greatest evaluation is credit teaching.

-No state government conference or large public/private meeting should occur that the University hasn't offered to host. For example the recent meeting on modifying the permanent fund that occurred at UAF was a great success in terms of government and the University working together.

-I know NANA Regional Corporation had a dormitory but has since closed down. These types of arrangements need to be continued to assist Alaska Native students from dropping out

-Again, where are the needs and shortage? Be proactive in seeking these out and finding partnerships such as you have done with nursing and the hospitals and APIC and the petroleum industry. Many more such opportunities out there and UAF should be the leader.

-I am excited by the partnership between the Reindeer Herders and the Reindeer Research program. He has repaired a broken relationship between Nome and UAF, his research has developed a locally produced feed that has produced the best tasting reindeer yet, he visits local schools, and his program has produced a curriculum for K-12 schools. Someone should sit down with name (withheld) and find out what he is doing right, and use it as a model

-The current sustainability initiative would be an incredible initiative to meet the needs of Alaskans. It needs effective partnerships with rural communities, the city of Fairbanks, businesses, and agencies

-Seek out the 12 regional corporations education department to advertise or inform them of the opportunities that await their shareholders for empowerment; and how not only can their corporations assist them with funds but how the universities can also aid under privileged students with funding by applying for scholarships. Filling out scholarships is a big task for some students, knowing who can provide the assistance is an important factor. Inform and educate them with the possibilities that are open to them. It's like forming a partnership with them... isn't it?

- UAF and FNSBSD would both benefit from co-planning with regard to instruction and instructional technology. UAF could deliver needed services to FNSBSD such as teacher preparation and enhancement; FNSBSD could provide better classroom situations for interns.
- Perhaps further the partnership with UA schools in all areas of Alaska.
- Actively solicit companies to visit departments...speeches on projects..
- UAF engages in significant field research. Each of the field research events is an opportunity to encourage rural populations to become familiar with the advantage of intellectual efforts to solve observable problems. Researchers should be encouraged to share methods, raw data, and research questions with the rural populous through multi-year sustained communication. An easy way to do this is to include data sharing as a necessary part of fieldwork with the boat drivers, remote sensing operators, and logistics people in villages. Fisheries and Natural Resources are prime places to begin
- Need to truly work WITH their partnerships instead of dictate to their respective partners, meet the need.
- Partnerships need to be built with renewable energy entrepreneurs, not just the oil industry.
- Networking is a huge part of success and it seems like UAF does not take part in networking with local communities or local knowledge vessels as much as could be done
- Without effective partnerships to assure quality communications between the UAF and remote sites will curb the ability for future expansion. Example: The University's CIO has worked on creating an ATUC (Alaska Technology Users Consortium) board. This has the potential of assuring the continuous improvements that is needed throughout the state.
- Trying to be a support for new business and entrepreneurs is a good place to start developing effective partnerships
- There should be more cooperation between Alumni and Corporations and teaching. I can only talk for Accounting and Business, but I think an advisory committee with alumni at different major companies.
- I think additional emphasis should be placed on student participation in internships. I attempted to set up an internship program last year between my CPA firm and UAF. My firm would have paid interns a wage that was very close to starting pay for graduates, while they gained real world experience. No one applied.
- The Engineering Department should require, and help find internships in respective fields.
- Integrated teaching and research faculty positions are essential. They help keep the faculty research in touch and relevant. I also see IGERT as a very positive program, bringing and keeping top students here. I see the Reindeer Research program and the Georgeson Botanical Garden as two highly visible programs that reach the communities, here and in the

bush. I would like to see internships developed within both of these programs.

-Specific possibilities of private industry partnerships? Medical, agricultural technology, computer/electronics technology, transportation technology, environmental technology, natural resources management.... Value-added industries.

-Q7 Support the expansion of programs that help students move from studies to 'getting a job', like Career Services, rather than their reduction.

-Treat students as a valued asset.

-Q7 More internships for high school students from out of State (sort of a foreign exchange program)

-Q8 Promote internships with companies. I know this is being done but search out more

-We need more internships with local businesses

-Q8 Help students research careers and internships. Is there an office for this? If there is, you need to publicize it more and if there isn't, open one.

Q8- Offer more hands on experiences, like summer jobs/internships/field courses, etc. I think summer field courses would be a hit in areas like ecology, wildlife courses, botany courses, resource management courses, etc. But they would take a lot of time and energy to facilitate. Check out University of Montana's summer field courses. . . they're awesome.

Q8-Have internships as part of the major degree requirements as more businesses are hiring through interns than other ways.

Faculty/Staff/Administration

Q8- The administration needs to come face to face with what staff and faculty are up against.

Salary

-Faculty salaries need to increase substantially, especially in the Humanities and Social Sciences. Salaries are still below average nationwide, and health costs have eroded whatever gains were made. Regrettably a weak union has done very little to improve the very poor financial circumstances of most faculty.

-As an instructor, I am very aware of how many instructors leave Alaska or UAF in order to find jobs that pay a living wage. This means that people who have very little experience with UAF and its students are teaching classes that, for reasonable pay, would be taught by better teachers.

-I would like to see faculty treated more equitably, e.g. bringing our wages up to national standards for our disciplines, and having truly shared governance

-Overall there is a positive relationship with UAF and the workplace within my work area. There is the usual friction of pay not keeping up with the cost of living increases. What with the increase in health

insurance, parking, and other incidentals I am making less now than when I started five years ago. Granted I have gone up on the scale and steps during that time, but when you take the other figures into account it comes out a negative. I am not alone. I would imagine that it might be difficult to attract researchers and professors if they have the same problem.

-What I would suggest is conservation of existing funds in the form of cuts to exorbitant salaries.

-Q8 Need to reward excellence in teaching instead of simply paying lip-service to it and having a token teaching award every year

- My relationship with the University is mostly positive. Pay that is competitive with what I could earn in a similar position elsewhere would improve it considerably.

Faculty

-As a staff member I have a positive relationship with UAF.

As an Alumnus, I have a negative relationship with UAF. To solve this problem, searches for faculty positions left open through retirement need to begin within days of the announcement being made. Saving salary is a poor reason to leave lines open

-The tenure system is a major obstacle to UAF or any land grant institution fulfilling its original mission. The institution will never be able to respond quickly to the needs of Alaskans because the institution's hands are tied by a specialty workforce that cannot be retooled to meet changing needs. The institution's response to changing needs is to retain faculty who have outdated skills and to retain unproductive faculty while adding a new faculty member to placate an outspoken constituency. There simply are not the resources to hire the people with the needed new skills when you are required to retain a workforce of faculty who do not serve the people's needs.

-Q7 Spend less money on administrative positions, and enhance educational programs. DO NOT ELIMINATE TUITION WAIVERS. That will cut your enrollment severely.

-Our constituents in fisheries science are mostly public agencies charged with natural resource conservation. We have a history of providing excellent graduates and excellent research to those agencies. We will lose that good reputation as the quality of our faculty declines. The needed change is good if not excellent support from our state for our faculty and facilities.

-UAF needs to re-invest in its faculty and programs.

-We continue to work on improving our services and resources. I think we can do more, with sufficient internal personnel change.

-As for office specifically, the necessary resources must be provided in both staff and operating budget in order to carry out our mandate of accelerated advancement efforts.

-UAF is a liberal school in a historically Republican state. Hiring future

faculty members with differing opinions to those in their department (so long as they still are qualified) would force students to see and contemplate all sides of an issue, and not just be prepared to respond to one. I think that this would be better for them in the long run, as then not just philosophy majors would learn to think in various ways, become better problem solvers because of it, and be more prepared to lead Alaska and the rest of the country into the future.

Q8 I think it is imperative to continue to attract top-notch faculty.

Q8. A key is recruiting excellent faculty with strong interests and abilities in teaching and graduate advising as well as research.

-Hire more teachers that care and get rid of the ones that don't care or want to retire or just do research.

-Be conservative with spending, but pay the professors more.

-I see the UA system losing some of its best and most successful (defined in any number of ways) faculty as it continues to slip relative to other institutions in the area of faculty compensation.

-The increasing workload and modifications of benefits is going to make recruitment and retention more difficult. This will impact the quality of staff and faculty at the University in many ways, which impacts all three areas.

-Advancement is under-funded, under-recognized, over-utilized and understaffed

-The idea of lifetime employment for professors needs to be examined. If a professor does not perform he/she should be dismissed.

-It has become increasingly clear over the past few years that providing a high-quality graduate education is not a priority, thus my view of UAF is disintegrating rapidly. Two primary things need to change to promote a healthier graduate student climate at UAF: one, departments need to be supported to have adequate teaching faculty for their upper-division

-To attain the next level in teaching, we need numerous endowed chair positions that can be filled with faculty who need not devote time to chasing grants. This will allow these faculty members to devote the proper time to graduate and undergraduate teaching responsibilities.

Under the current system of research faculty who additionally teach occasional classes, the students all too often lose out because of travel, fieldwork and other deadlines required keeping a functioning research program going.

-I see a large number of our faculty approaching retirement age.

-Graduate programs are already losing students due to a failure to keep up with the rate of graduate pay. I would suggest we increase graduate pay and encourage programs like JUMP-start to become large enough to support several graduate student teachers through the summer.

Needed staff for faculty support

Q8-Hiring quality faculty.

Q8-Need more faculty

-Lack of funding is keeping departments from hiring the faculty/staff they need to run classes and programs, therefore, current staff are suffering from burnout.

-Spend more money on working positions, and less for top-heavy positions.

-It is sometimes frustrating how things get lost in the bureaucracy, which could be improved by full and adequate training of student employees and new staff members.

-Geography needs further funding and full time staff.

-I am in physical anthropology...it's a one-man program (in that we have only one instructor), but lucky for us students, he's an excellent instructor, researcher, and advisor. If you want to expand a program, we could use a molecular anthropologist or a forensic anthropologist, as that is where the student interest is in the physical anthropology.

-We need more professors to meet growing needs, which supports our existing academic strength.

-If anything is needed it would be staff. No more leadership!

-I think additional teaching and research efforts are needed, rather than so much interest in administrative involvements by the faculties. Going back to the old movie "Teachers", I remember the Nick Nolte line when the school board was trying to impose its will on the school. Nolte's line was something to the effect "They [students] are not here for us [faculty] - we [the faculty and administration] are here for them [the students]."

-Q8 Keep the quality of teachers and staff; keep up on maintenance on buildings, infrastructure, and equipment as an ongoing multi-year goal.

-Q8 Attracting and keeping a strong teaching staff is critical.

-Q8 Continue funding the best faculty we can get.

-Our Department (Advancement Services) is one of many I am sure that are being asked to do more with the same or less resources. We have almost 3 full positions on soft money and need to move those over to Fund 1 as well as hire more people to meet our mandate of accelerated advancement efforts.

-There should be a full-time administrative position to work on sustainability within the campus. Students do care where their money is being spent, and having talked to many of them I believe sustainability is a major concern.

Chasing Grants

-UAF has many strengths, but regardless of which are identified as "strongest" relationship building must begin from the donor's point of view, not the institution's needs

-Additional staff to manage implementing and tracking of grants, proposals and monies awarded.

-Each school needs grant writers and grant administrators. If they already have them, they need more--except in the science departments

-Here are grants that could be given to the Interior Aleutians Campus that go unwritten due to the lack of personnel to administer them. If the 3 campuses could cooperate rather than compete, I think the state could better attract students in all campuses.

-I would recommend that several grant writers be hired exclusively for addressing rural campus needs of all types from staff/faculty to plant facilities. As I view it, the upper echelon of UA already insulated from inconvenient building conditions creating work disturbances. The strength of UAF lies in the protection of its rural campuses, which are important to the UAF's continued success.

-Get the private sectors more integrated with the actual classes. I could see someone coming in and talking with Engineers about work that is available to those that graduate in Alaska.

-There seems to be too many layers of bureaucracy internally in the UAF system that is cumbersome to the staff and students and employees in accomplishing the job of communicating, ordering books, and having instructors on line: paperwork and computer issues.

Faculty evaluations should be utilized

Q8- Holding professors to task about how they teach courses. Many students do actually put a great deal of time and effort into filling out course evaluations, so they should be utilized to sort out professors' strengths and weaknesses. Following up on these with mandatory teaching seminars for professors not meeting a minimum performance level may actually result in improved course instruction. Certainly more so than the current light slap on the wrist for deplorable course evaluations

Q8-We could get rid of faculty that are NOT teachers. We have no mechanism to get rid of a bad "hat", especially if they are tenured. Many kids ask me what the point of the evaluations are at the end of the term, since if they say a teacher is bad, that teacher is back again the next semester anyway.

Q8-Student evaluations should be a strong factor in promotion and tenure criteria. Students should be treated with consistent fairness and courtesy, and as our valued customers. Student success should be a priority both of teaching faculty and support staff. Hire exceptional faculty and offer challenging courses.

-Generally, UAF is a positive environment in which to learn, but speaking from a student perspective I really don't think many of us feel we have a strong enough (or for that matter, ANY) relationship with the administration. Aside from those who work in student government, not many of us get to interact with the president, chancellor, provost, etc; and those students who do don't feel they are being listened to a good deal of the time. Administrators should be more involved in the student's lives. Come down and meet us, really talk to us about what direction we want UAF to go in. Also, the beaurocratic process needs to be

streamlined. Every time I go into an office with a problem, it seems like no one there knows how to solve it and I am sent to another office with a form that needs 10 signatures. Could we please coordinate a little better than this? Put everything into a computer, under one file per person, cataloged by student ID so it is easy to find. In an information age, there is no reason to still be making 7 copies of everything and filing them where you'll never find them again.

Courses

Moral

-Faculty is being inundated with more bureaucracy and if this does not change it will be a disaster for creative research. And then there is again no point of making a 5-year plan. I feel that this university has so much potential of being a wonderful place. There are many people who care; the administration needs to keep them here by not burning allowing them to burn out.

-I am an Adjunct professor and there are many improvements that could be made to improve the relationship with part time staff. For example, we deal with students daily but are never asked for input when departmental policies are concerned. Also, the university tries to save money by hiring part time people, but some of the full time people you hire are not as experienced, haven't taught very long, or are just plain not as good as some of the adjuncts. I think if an adjunct has taught for a long period of time, and the courses are popular and prevalent that the dept. should consider growing and making their programs better so you could hire more full time professors.

-As a faculty member I note that UAF often sends us mixed messages. For example, we are supposed to bring in more external funding, but then UAF pushes proposal deadlines forward, which makes it harder for us to finish quality proposals. We are supposed to produce more graduate students, but institutional support (TA positions and so on) is static or declining. There are many more examples. Often UAF puts policies in place that either create barriers for us, or simply make it harder and more time-consuming to do our jobs. Yet we are expected to do more. How are we to do this? Our jobs already intrude upon our evenings and weekends, what more is left?

-The mechanisms for feedback from staff are either unclear or unused. Providing more opportunity for staff input into changes and goals will improve the relationship between staff and UAF

-Some colleagues are disgruntled.

-A trend that needs to be reversed is one of increasing bureaucratic load on the faculty. Somehow the Administration must be convinced that we do not have infinite free time on our hands to deal with increasing bureaucratic hurdles.

-I feel that staff is not often recognized or made to feel like a worthwhile contributing member of the UAF team. The leaders are really lacking in

this area. They are quick to let us know when they think we are not living up to expectations but rarely say "well done". I see too much "Good Old Boys Club" going on and would like to see that go away and know that career advancement within the UA system will be based on merit and ability and not who you know

-I believe that the university isn't interested in retaining valuable employees by giving raises and not taking away those raises by supposed increases in other areas.... health care and parking.

-Morale is better but it's important to keep staff informed and continue to ask for their input. I also think

-It's important to continue to recognize staff for their efforts. There are many talented faculty and staff at UAF and some go unrecognized.

Additional Infrastructure

Needed: Question #4 Is additional infrastructure needed to maintain UAF's strengths? If so, what is needed and where?

-I once heard that the top administrative executives should reflect the mix of society in order to serve its constituents; I'd like to see an infrastructure that reflects just that.

- Buildings and refurbishing are less important than programs and support to develop programs. A special grant initiative from the chancellor could help in this regard.

- YES YES YES YES. The facilities here in Juneau are absolutely abysmal. I have worked in 3 university laboratories in 3 countries and 3 biotech companies in the Bay Area. These labs are without a doubt the worst I have ever seen. There is no space, the equipment is outdated and broken. There is no lab space, no desk space. We are all crammed in tiny spots and have to share equipment to the point of frayed relations in the lab. I will be working weekends when no one is around (hopefully) just to get time in the instruments and have bench space to work on. The University MUST solve this problem to continue to attract good grad students and carry out top-notch research.

-I propose we develop a department specifically responsible for informing students, faculty and staff about services and events available to them. This would require email notifications, signs (not paper taped to doors 3 hours before an event!), fairs etc.

-Yes.

1. More robust wireless access in all parts of the campus.
2. Centralized directory services.
3. Centralized cross-platform backup of files to university systems.

- Yes, we need (and will plan for) a new Business School Building to grow our program [especially for life-long learning] (but it will be based on a private funding model).

-Biology buildings for wet labs.

-A new student union.

- A community area for upper campus to relax in, and at.

I realize this hits the local businesses, but...I have always spoken about a hotel on the grounds of the University for visitors to stay at that the students of the engineering department draws up the plans for, the building of the hotel would have students of UAF working with experienced builders, the business department puts students and graduates through their paces by making the running of the hotel as a part of their degree, it creates more jobs for students, visitors of the university have a close place to stay and if you put a restaurant in, the hutch center food program could run it and gain experience from. This is just a dream, but also a thought of how to incorporate the knowledge of the youth into reality.

-Student Affairs is inadequately funded.

-The department formerly known as DC&C (now a part of Statewide? Again?) Needs more funding and manpower; Specifically, the networking portion of DC&C. People like (name withheld) have a vision for the UAF network and that vision is the direction in which we should be moving. Let's face it... UAF's network has been very messed up for a very long time. (Name withheld) direction is moving us toward fixing things. This has been needed for a long time. Some of the steps will be painful, as people have gotten used to doing things the wrong way; however, once these subnet rollovers have been completed, for instance, people will be happy. To accomplish these things takes more people and more money. Right now, the UAF network is grossly under staffed for the size network we have.

-UAF needs more space to grow and develop.

-UAF should pick up the tab for O&M on the Alfred Owen Building in Kodiak and the lease we need with the Kodiak Island Borough for the space we use in the Kodiak Fisheries Research Center and the associated apartments in Kodiak.

-I think better use of money is the weakest part of the infrastructure at UAF. It is spent foolishly to some extent and students get left out of the planning processes.

-A well staffed writing center 24/7

-More space for the art department.

-Enlargement of the Bunnell House is very important, but it isn't often discussed.

-If we are to be a leader in ocean research within the state and/or the country, we need to upgrade the Seward marine science facility and get the Alpha Helix replacement built. This requires more (and active) support from the university leadership. Seward facility upgrades will cost \$25M; the vessel replacement will cost \$75M. Without this vessel we should drop the "Ocean" from the SFOS and just be the School of

Fisheries, because we will not have a viable oceanography program. With half of the nations commercial ocean harvest coming from Alaskan waters, this would be a true embarrassment.

-What is needed--improved organizational infrastructure especially in terms of communication and identification of common, state needed goals.

-Infrastructure and institutional support are weak. Research is what distinguishes UAF from UAA and UAS, more than any other factor (comprehensiveness is another factor, but this is declining in importance as UAA creates more new programs). Research also brings in a lot of money. We need not only more support for research, but also for the academic departments related to them.

Facilities

Offices

-Q8 Make the campus more accessible to those with physical disabilities.
Q8-Better facilities.

- It would be really nice if all of the offices were in the same building, like at UAA and Texas A & M. This could be a one-stop place for everyone.

- Office space is an absolute nightmare here on campus; our department of 8 people is currently crammed into a space of approx. 750 square feet (it was 88 degrees in here last week)! We are told that we have to move but there is no space, so while we are making due, this is not the best atmosphere for maximum production. The university needs to build some administrative office space as soon as possible.

Q8-Fund CLA Day-to-day, however, students are more likely to notice that there is a line at fee payment, sidewalks aren't shoveled, and their classroom is about 10 degrees too cold for comfort. So, meticulous attention to services and facilities is important too.

Maintenance and upgrade of new & aging buildings sidewalks steps etc.

-Improve facilities

-Q7 Expansion of the Women's Center, see what University of Rhode Island is doing: www.uri.edu.

-Space is at a premium on campus new buildings for research and teaching do not address increased staff needs when building any program. Advancement is being relegated to what's "left," not the best impression to give our alumni and friends of their importance.

-UAF needs a new bookstore now. The bookstore has a big impact on parents visiting with sons and daughters examining potential institutions

-The roads and sidewalks are either not complete or falling apart. Then handicap access is horrible if not even absent to ALL buildings. My sister visited two years ago, she's blind and uses a cane. In order to take her around campus, we had to transverse stairs that were falling apart

- because there were no ramps at convenient locations or nonexistent. UAF is lucky that she or anyone else has not sued for such violations.
- More sun lights in winter on campus - and graded - walkways - paths wide enough to be safe for disabled in housing area
 - Need decent walking paths from the top of campus (North) to the bottom of campus (South). The hill proved a natural barrier, but we need to break down this barrier with good paths for year-round use. How about a covered set of stairs? A tunnel? A wind-proof walkway? We depend on cars WAY too much just to get up or down campus. Campus must feel good to students, not dis-jointed and hard to manage.
 - Q7 Honestly, the physical appearance of UAF means a lot in initial impression when students visit. The landscaping --> maintenance <-- at UAF main campus is... lacking.
 - UAF's infrastructure is in need of greater support. Although it supposedly passes tests, Gruening and other buildings are inadequately vented and environmentally supported. Many of the staff have higher degrees of illness due to the ventilation.
 - I foresee that it will be essential to upgrade existing buildings in light of new development in order to keep all resources as top-notch as possible.
 - Need to avoid the backlog of deferred maintenance.
 - Gruening is a sick building--most of my houseplants died within my first year here. I have only one electric outlet in my office, from which I must operate my printer, computer, monitor, and desk lamp. The classroom technology in Gruening is unreliable, e.g. in 208 it was down about 1/3 of the time this year. There are no DVD players in the large lecture halls. Some major building maintenance needs to happen in CLA's building.
 - Space is extremely limited on campus new buildings for research and teaching do not address increased staff needs when building new/existing program.
 - As Superintendent of Maintenance I have seen increasing square footage responsibilities with decreasing funding per square foot. Delayed maintenance and renewal is causing creating a wide range in the quality of any given space. I think we need to bring some of our existing buildings up to a reasonable level before building more new space. No air-conditioning in many buildings including Elvey, Forestry and Eielson to name a few. No air handling system at all in Eielson. I could go on but you get the drift
 - I see that the residence halls are cracking down on problematic issues, creating a better learning environment for the students.

Research Labs/Supplies

- One teaching lab (there is currently none) specifically for the fisheries education program at UAF.
- We desperately need a good science library to serve the research needs of West Ridge. The library should have adequate space, now severely

lacking, should have computer lab space, teaching and meeting spaces, and funding sufficient to meet researchers' needs for rapid and accurate delivery of information

-Additional laboratories for the Physics department

-Lab access is the biggest problem I have had here at UAF. We need a share lab. We also need to have a streamlined process for students to use the ancient DNA lab when it is constructed.

-ADA

-We need research space for those colleges and institutes that are doing well with research dollars, and for those colleges that have grown or been consolidated and are out of room.

-In my own field of fisheries and ocean sciences teaching and laboratory facilities are poor, both on campus and at off campus sites. We have virtually no classroom and teaching laboratory facilities devoted to fisheries education, for instance. Bricks and mortar facilities are sorely needed.

-The infrastructure needs improvement. For marine science, lab facilities and teaching facilities are on the level of the 1970's and lack far behind opportunities for researchers in many other regions. We do not have a modern research vessel; we do not have a modern coastal research facility to be competitive in several fields of research (marine genomics, marine microbiology, experimental autecological studies,).

-Q7 In my field (fisheries science) provide basic facilities (classrooms, teaching laboratories) and a minimally adequate faculty (more than 1) to support an undergraduate degree program to support the state's largest industry.

-A shared laboratory -- one that could be used as a training and research site for comparative DNA studies and forensics. One that provides facilities for molecular genetic techniques (DNA extraction, PCR, electrophoresis, automated DNA sequencing). One where reagents would be available...alocated by a lab director. One where primers and other products could be ordered. A lab to bring the university community together. Not a professor's individual lab and not a lab that requires committee approval to use.

-We appear to have researchers who need quality project space both Laboratory and Office.

-Q7 By just slightly increasing the infrastructure (a teaching lab) and one or two more faculty, the undergraduate fisheries program could be a recruitment tool & grow - currently, the program is not something that is satisfactory to anyone involved in it.

-The university has some excellent research facilities and even more in the works (the ancient DNA lab); however, you have to make sure that all students who want to, and are qualified, can access these facilities. There is going to be a greater need for hands-on science education, especially in molecular biology/DNA analysis and we need to ensure that students from multiple departments and not just those on the West

Ridge have access to these facilities. As an anthropologist, I'd like to think I could gain access to these facilities for a DNA and forensic analysis. I'd love to see the university develop a shared molecular laboratory. If you want to see an excellent example of one that works very well, see San Francisco State University's Conservation Genetics Laboratory -- they have a web site, do a quick search. This lab serves the university community and visiting researchers. UAF absolutely needs a laboratory like this for the future. We can't keep forcing researchers to take their research to outside labs. It's expensive and the university loses...in students, grant money, and intellectual property

-I see our laboratory equipment aging and little opportunities to upgrade it.

-If research is being asked to provide more of its own support (and perhaps support teaching and service activities as well) it's clear that more research facilities are needed, and also modernization of existing facilities.

However, teaching facilities are needed as well, particularly laboratories. Biological Sciences teaching laboratories (essentially 60s or 70s vintage, with a few add-ons) are inadequate for teaching modern biological techniques. SFOS has no real teaching labs at all.

-Q7 We are already seeing space problems due to the growing student population. Increased physical space is needed, this means more buildings. For instance the Physics dept is spread out over 3 buildings, and we are cramped for space. We would like our own building. I know buildings are very expensive.

Classrooms

-There are major space constraints, as in most universities. Major progress is limited more by time than by infrastructure

-There is a lack of teaching spaces suitable to lecturing 150+ students. This is limiting class size. Students can't get the classes they need, when they need them, because there isn't room. The university has started growing again. Larger lecture halls are needed.

-We do not have the capacity in terms of classroom space or faculty to be teaching more students than we currently are.

-More smart classrooms are needed.

- More classrooms or better scheduling of existing classes to optimize their use

Q7 Improved teaching facilities- The math department has worked with space planning for several years because we do not have room for faculty and graduate students. Our instructors, who typically teach 4 sections per semester with a total of 200 or more students, share office space. We can only offer TAs office space; other graduate students do without. To date we have heard no proposed solutions to our space needs.

-The need for improved classroom space is very evident if you go to Gruening at class time changeover. It is packed.

- We desperately need classroom and rehearsal space in music and classroom space in the other arts and humanities. A new music wing with a small recital hall will open some space and relieve the extreme pressure on Davis Concert Hall. Classroom space is a bigger challenge, but could be included in the new wing mentioned above.
- Need additional classroom space! The role of the classroom is changing rapidly. New classroom space needs to be flexible to take on a multi-role function of classroom, banquet/conference/meeting space, as well as other events or functions that may be necessary. Achieving maximum usage of the space over time is much more cost effective than dedicating the space to one particular role.
- Classroom space is desperately needed on Westridge as well as on "lower campus." A centralized area for class meeting spaces will promote interaction between students both within and between programmatic areas. Classroom space that also includes open study/meeting space could help promote this interaction as well.
- More smart classrooms are needed.
- More auditoriums, which seat 150 students.
- My biggest gripe is the blandness of classrooms and food. Plants and windows make such a better working environment
- The campus classrooms seem crowded during peak seasons and empty during the summer months. Most of the office space seems cramped at the main campus.
- We need classrooms, additional courses and dorm space. We can't increase our enrollment if there are no classrooms, no sections of Engl 111 for students to register for, or no space for students to sleep.
- Need additional classrooms on West Ridge.
- Q8- better infrastructure (e.g. long distance delivery tools, better classroom environments)

Parking/Shuttle

- Parking garage(s). Covered, heated sky bridges between buildings.
- Parking will continue to be a problem. Please build a parking structure or two or three.
- A solution to the parking problem would be nice
- Many more students mean more parking problems
- The road behind NSF to GI needs to be completed and adequate parking lots between the new biology building and GI need to be put in. People park at NSF and ride the bus to GI because there is no parking at GI. Now there is no parking at NSF.
- Q7 I think that having a parking garage just like the down town center would be attractive to both present and prospective students because we have such harsh cold winters.
- "Parking" for staff is not friendly and is too costly. We are the only state "employees" with out parking. (Free)

I would suggest a reasonable flat fee, not the extorted fee changes that regularly occur. \$220 is too much.

-Need to address the parking situation.

-Functional parking...we have space. I believe Toronto has a model of incorporating parking structure into the infrastructure. The parking issue impacts community involvement on the campus. Taku parking area is underutilized.

-Brown phones for the disabled to call shuttle /on the 4th floor? When the elevators are out -the process is impossible - stranding some for hours and blocking access until repaired - days later - better shuttle service and weekend hours for (disabled) those who live on campus -

-A parking building is needed on lower campus

-Parking is horrendous. Wickersham Hall is the only residence hall without parking for it's residence located next to it. Granted there are two lots right next to it, but they are reserved parking for staff and administrators. Along with that, visitor parking is so far from the buildings of the campus, the same for the students. Many feel unsafe to park their vehicles so far from places.

-Q7 Make the campus more user friendly; constructively address the parking problem.

Q8-Have more available parking for students. Since many of the students are non-traditional students, many of them drive to classes. It is very difficult to park on campus and not have to walk a very long way.

-Always need to look at improved parking and access to the campus.

-Improve parking esp. for handicapped

-As a student, my daughter felt that her ability to have a safe parking situation in the winter was compromised. Many times the plug-in wasn't even working

-Making sure you take care of the staff & students so they have a safe place to park and not have to worry about the vehicles on upper campus

-Parking is a major issue. Parking garages may cost plenty, but it is the first and last place staff is at on campus. Let's do something positive to make people leave here smiling. Flowers in summer do that as well, but winter is brutal on people and cars. There doesn't seem to be much help in this area, except - make 'em pay!

-Parking is an issue in the winter months at the GI and having the availability to plug in for the winter. For those who cannot afford an Auto Start it can be quite a hassle

-Parking

-UAF does not have the parking needed to support the number of students and employees that we have. But, I don't think they should raise the price of parking in order to do so. I've never had a job where I had to pay to park just to get to work...that is insane.

-More parking. Shuttle service that runs on time (every 5 min.s is a joke-I have arrived 15 min.s early for class and still been late waiting)

-PARKING ON UPPER CAMPUS A PROBLEM

-Revisit the parking meters and gold sticker policy. It is frustrating to see so many empty slots and still not be able to park. The shuttle busses are helpful. Make sure people from "off campus" know how accessible and fast they are. Re-think the parking appeals process. I was unfairly ticketed and appealed, completed with PHOTOS proving the sign was covered with snow, and they still would not rescind the ticket!

-The only concern I have is the lack of parking on campus.

I'm not averse to taking the shuttle, if they ran ON TIME! The campus is beautiful and the facilities are state of the art, but the basic needs of the students, staff and faculty aren't being met with the terrible parking conditions.

-Parking structures are necessary and soon.

-Q7 Have better parking

Q8-parking is a downfall for this University.

Q8-Offer more classes in NP for those who live & work out that way more would attend as it is too far to drive in the winter with the poor parking on upper campus and lack of head bolts. Also make sure the shuttle runs as late as some of the classes.

Transportation/Buses

-I was hoping for better transportation to and from the military bases. I have to buy a car just so I can work on base and go to school. The bus system only goes as far as the North Pole. I don't have the money to get a taxi from there to Eielson AFB.

Student Center

-I have a good relationship with UAF. I have been employed within residence life for 3 years now and will be returning for my third. I think that UAF offers a lot to the student body and the ones who complain the most about it are the ones who don't take the initiative to utilize what is offered to them. One thing I would like to see is an upgraded Wood Center. It could, and should be the most common meeting grounds for students at UAF. It currently has much wasted space (given its design) and a somewhat drab atmosphere.

-More accessible facilities. Bookstore, barbershop, eating places not accessible. More awareness of creating facilities that are easy to reach and use.

-We could use a lot more student apartments. Greatly preferred over the dorms.

-We need a student center. Somewhere people can hang out not just a big room with couches, we need an actual bookstore, not where you fill out a form and then give it to a person who then gets your books for you this is not 1970 anymore other schools do not run it like this. Our school is still in the dark ages. People need to get out of their little offices and go and see what other schools are doing out of state.

-Creating a central place on campus, such as a dynamic student center, will help bridge the upper and lower portions of campus.

-Q7 Build a new bookstore

Athletics/Patty Center

-Athletics needs a better weight training area. Athletics needs improved concessions in the Patty Center. This is particularly true in the case of rifle. Athletics needs more and better equipment storage facilities.

However, deferred maintenance is probably the overall greatest challenge Q7 The sports programs could be bolstered. Plain and simply sporting achievements equals increased recruitment. I work within the fields of science and engineering and It's not an easy thing to admit but sports sell better then science, liberal arts, community service and everything else

-We have some serious issues in athletics regarding time and space. A few years ago there was talk of adding an auxiliary court for practice, which would allow much greater flexibility when working around all necessary schedules.

-Expand the size of the Patty Complex; include arena locker rooms to accommodate a larger group (male/female). Replace outdated bleacher in the Patty gym with modern bleachers.

Natural Resources and alternative energy

-Need decreasing reliance on natural energy

-Alternative energy fuel sources

-More experimental renewable energy development such as wind and solar to serve the dormitories and the rest of the campus.

-There will be a continued need for education related to natural resources, such as oil, gas, minerals but with particular attention to refining methods and spin off industries like petrochemicals. As Alaska grows as a tourist destination especially in the fall/spring, we will need to keep an educated pool of students in Alaska.

-The impact of base closing and the natural gas pipeline are pretty obvious.

-New economic development that includes oil, gas, and mineral development will require the University to strengthen its ability to provide a wider range of bachelor and graduate level programs to the Rural Campuses. More degrees in fisheries, education, nursing, economic development need to be incorporated into the rural campus system.

-General national shift toward high tech and service industries possible change in economics of oil production, also changes in military resources

-High employment reduces the demand for increased education

-Gas pipeline may eventually go through approval of legislative channels demand for construction and enviro-accessments.

-The building of a gas line or oil exploration and development on ANWR would substantially influence the job market, and consequently the demand for certain degrees.

-I'd like to see the University get involved in the research and development of alternative and renewable energy sources. I feel that Alaska is going to experience serious economic problems in the next 10 to 20 years as oil production decreases, and I feel a proactive approach to future deficits might be to become a leader in the burgeoning field of alternative energy, particularly fuel cells.

-Changes in the economy of Fairbanks and Alaska associated with growth in the tourism industry, the need to increase efficiency of energy use and to reduce fossil fuel use and associated "greenhouse" gas emissions, and the need for increased alternative energy development.

-The future of Alaska's natural resource development as well as the development of its People could be undertaken at the same time as the implementation of the strategic plans for both Statewide and its MAUs. The use of ISER information gathered over the past 2-3 years, organized into common readable information has been helpful in the past and continues to be helpful in the development and re-development of information use and formatting.

-Environmental issues must come to the front of the field- to counteract the slant of the political climate towards development.

-I think more time/energy will be spent in areas of alternative sources of energy, specifically in the science and engineering fields.

-The University needs to concentrate on a strategic plan to lower the cost of energy to all of our communities in the state of Alaska. Without low cost energy we cannot have economic development that will create new jobs, keep our young people in our villages, and make sure that our villages remain viable communities with low cost energy.

-I think viable research into alternative energies (not just fuel cells) needs to be pursued here with an emphasis on personal energy production. As an oil-producing state, we need to be at the forefront of energy-producing technology as our oil production capacity has been in decline for over a decade now, and we can't just drill forever. Means to produce effective hydrogen production, cheaper solar cells, and wind generation should be pursued, perhaps in such a way that individuals could construct these devices themselves. I want to point out that the emphasis on personal energy production is not a moneymaker, so the state will have to invest in itself here. The returns will be security in the populace so that the state can focus on other problems and social programs that would improve our quality of life

- UAF could set a good example by eliminating waste.

Organization/Efficiency

-The biggest problems I have are with the administrative sides of UAF. In general it seems as though departments are disorganized and do not communicate/work efficiently with one another. Some examples of the negative side of UAF: The bookstore is always completely disorganized when the semester starts and people need to buy books. Practically every

semester my book order is lost. It is very frustrating and time consuming. Little things like this happen all the time when dealing with different admin aspects of UAF.

-It does seem to have more red tape and protocol than would be expected for an organization its size, i.e. most business aspects of UAF seem to be as difficult as most federal agencies.

-I think the first step is for the university to become less interested in new grass areas that are only seen 3 months a year and concentrate on the students' needs

- What about cutting costs by policies that facilitate our doing more purchasing locally?

Programs

High Demand jobs/programs

- The UA system should study, and to the extent possible, get involved in secondary education in the state. AK needs both higher education and vocational/technical education. The UA system should identify the job needs of the state and the status/needs of secondary education in the state, by region and by ethnic group. Both these must be understood for the UA system tailor its programs and influence the general situation in an effort to help Alaska's young people find their places in the work force.

-Q7 Encourage the development of programs focusing upon industry and government needs. The predominant student is attending UAF in hopes of bettering their employment opportunities.

-An evaluation of the degrees students want should be reviewed. As noted Geography and Justice have great student interest but they do not seem to be supported by their administrations in getting funding or support

-Q7 Offer degrees that have a good chance of resulting in a good paying job

-In areas where the demand for graduates exceeds the supply, try to recruit high school students into those fields with accurate and truthful information explaining earning power, rewarding work, challenging opportunities. In these same areas, invest in building up the faculty of those departments with high demand graduates. These areas are engineering and business.

-Identifying UAF's strongest programs requires the establishment of criteria. A criterion that the legislature and general public appear to endorse is the instructional productivity. Instructional productivity should focus on the number of degrees produced by programs. A quick perusal of recent commencement programs reveals that programs having an applied nature as well as theoretical basis produce a significant number of the graduates: programs within the School of Management, several TVC programs, programs within the School of Engineering and Mining, School of Education programs, and the Justice, Social Work and Psychology programs within the College of Liberal Arts.

-Apparently the most growth in the next few years will be among the Health Fields like Physical Therapy, Pharmacy etc. If we can offer the programs for students, like Nursing and Radiology, and they graduate through Anchorage, why can't we just develop the program in Fairbanks? We should be able to admit 35 or 40 students if we can accommodate them, not 12 every year.....

Best Programs

-Q7 The Alaska Scholars program is an excellent opportunity for students. I would like to see the Univ. make an unused scholarship available to another student from the same school.

-Q7Scholars program is paying off and should be continued.

-Q7Continue the UA Scholars program.

- Keep the UA Scholars program...it made me attend school in state.

-Q7Put funding into continuing Emerging Scholars Program

-Q7Continue Alaska Scholar or Presidents Scholarship program.

-The Alaska Scholars program is a great success, and should be continued.

-Biology and Wildlife and associated Institute of Arctic Biology: serving state, federal, and commercial businesses with research findings, training of students for employment, especially through the graduate program.

- Strongest programs may be research.

- I guess you would have to define what was considered a strength...reputation in education, job placement within field of study, research publication of faculty (faculty "fame" within the discipline)...? I would venture to guess that many of our science programs are probably our strongest as we have unparalleled opportunities and in several disciplines within the sciences.

-UAF has a very strong science and engineering programs.

-Biological sciences research is best, geophysical research second.

-Strong programs in natural sciences

-The natural science and engineering programs are the best that I have seen in the US. Because of the teachers, equipment and location, we have some really unique and advanced opportunities for research. There should be more of a private/public partnership when it comes to research here in Fairbanks

-I believe that UAF has a very strong natural/physical science department.

- Strong in geophysical research

-Arctic Biology because of location. Business because it is in demand everywhere. Engineering - because of a combination of the prior two reasons. Justice - Seems to have a number of graduates who excel.

-I think the Fisheries program is very strong based on the faculty that teach here in Juneau and because of the location of the campus.

-Biology undergraduate program is strongest

-Natural Sciences

-Certainly research - looking at the money brought in by grants as compared to other similar-sized universities shows the strength of UAF's research community

-There are many strong programs, high latitude science, high latitude languages and culture.

-I think the strongest UAF program is the bio/sci area. It seems this is the area that gets UAF it's dollars for many things

-Physical and biological sciences, computer science, and petroleum engineering. These programs could benefit from continued expansion and the offering of new and relevant coursework. I feel there is a general distaste for mathematics and science in general among these populations, and many of these people "fall back" on liberal arts since they "don't like" science or math.

- The strongest programs here are the ones being funded well, like the SAR satellite facility and the engineering departments. Liberal arts majors like psychology also bring in research grants, but are basically ignored when it comes to distributing funds. Please give the liberal arts programs more money; they make up a sizable chunk of the student and faculty populations and they deserve to be treated as well as the science majors.

-I think our science programs are very strong. Our student population is steady; we have high quality grads with good jobs after graduation

- According to Wikipedia UAF has a strong math program. I would like to see more funding for the math and computer science departments, they could be world class. Also the computer science program is well suited to Alaskan industry, as companies can start with minimal cash outlay.

-Computer Science is, in my opinion, one of our strongest programs. I do not say that just because I am a CD graduate, either.

-College of Rural Alaska - Leadership

-Geological programs appear to be the strongest in this university.

-Engineering-they have high admission standards, they can study arctic engineering.

-Chemistry and Biochemistry are strong

-The sciences. Why?...for the obvious reasons they have the most funding than any other college or school. They also conduct real research that benefits the science world.

-PETROLEUM ENGINEERING!!! Also mining & arctic engineering.

-The strongest programs by reputation are the hard sciences.

-UAF's strengths are in the Natural Sciences. These are the programs given the greatest resources by the university, so it is no surprise that they remain strong.

- UAF Rifle Team. 7 total National Championships.

-Engineering-Bridge building, Ice Arch, Snow Machine with 4-stroke engine. It has been about the facility in that department since I arrived here in 1973. The faculty were (are still?) available to the students.

Study session every Friday night to prepare the students for the "Engineers Intelligence Test." Didn't matter which branch either - Electrical, Mechanical, Civil, or any of the others.

-UAF does appear to be focusing on some of the strengths of its location as a sub-polar institution of higher education. What needs to be done is to extend the results to the people and not just measure things by the number of journal articles or conference presentations. Service as part of the tenure and promotion process appears to only apply to institutional service and service to professional societies. True service to the people of Alaska is so insignificant in the process that UAF needs to be honest and admit that service to Alaskans does not matter in the promotion and tenure process. Lip service to the concept of community service is readily transparent and one of the reasons higher education has a negative image to many audiences

-Obviously the science programs are strong because the university has traditionally supported those programs

-The strongest programs are the sciences

-The strongest programs are generally those that explicitly study Alaskan issues (anthropology, linguistics, climate, ecology, hydrology, etc.). The current interest in sustainability is a very exciting development that could link these current strengths in a more cohesive way to meet the needs of Alaskans, especially those in rural areas and in fishing communities that are suffering economically.

-My response is biased towards those on West Ridge because this is what places UAF on the global map. I can speak primarily of Biology & Wildlife - the department has a wealth of friendly top-notch faculty and resources to conduct cutting-edge research

-Programs in the Arctic Physical Sciences

-Among the strongest programs at UAF is the English Department's Creative Writing program. The program is ranked in the top 80 or 90 in the country out of literally thousands in the country (virtually every university and many colleges have Creative Writing programs).

-The biology/wildlife seems strong. I think it is best to improve already good programs instead of having tons of "half good" programs.

-Geophysics, arctic ecology, oceanography, fisheries, Native linguistics, music.

-Science-related programs are the strongest at UAF because that's where all the big money/best facilities and instructors are

-I always describe UAF as strong in the sciences

-UAF's strengths both in teaching and research are the high latitude sciences. The quality of the faculty and support staff in these areas is superior, and Alaska provides the ideal setting for experimentation.

-Integrated teaching and research faculty positions are essential. They help keep the faculty research in touch and relevant. I also see IGERT as a very positive program, bringing and keeping top students here. I see the Reindeer Research program and the Georgeson Botanical Garden as

two highly visible programs that reach the communities, here and in the bush

-IAB, GI, GINA Each of these organizations tends to take a proactive and aggressive (in a positive way) approach to identifying and meeting the developing research and service needs of the arctic in general and Alaska in particular

-The strongest units are those that combine strong research and education programs, like CNSM and the affiliated institutes IAB and GI (but the lack of overhead return to the teaching arm of this group, CNSM, is a problem), or SFOS (although SFOS currently has little in the way of undergraduate programs). Other units, so far, don't do this as successfully, because they lack substantial external research funding, have a small population of majors, or both.

Obviously all units need to work on increasing external funding where they can, with help from UAF administration and administrative services. Some have little access to such funding, though, and even have difficulty attracting many majors. While I think we need to maintain them at a level sufficient to provide quality undergraduate education, these are not the areas to grow from a practical standpoint.

-One of the strongest programs is the "No Child Left Behind" program for educating the teacher aides. These students are locals from the perspective villages and to further their education to become local teachers is a very exciting concept that can/will work.

-The Nursing program is another example of success for the University as well.

-Northern engineering, biology, atmospheric sciences, climatological studies. Because of computers, geographical location and faculty. Business curriculum and infrastructure to implement findings from research generated by above programs.

-I believe the rural colleges are a great asset to the state. I believe they need to remain strong and will serve many non-traditional students who cannot attend college otherwise.

-Strongest: School of Management, TVC. The School of Management cultivates a community atmosphere with its students and its community constituency. Some graduates are competent and valuable assets to the workforce locally and nationally. TVC provides the programs necessary to train the vocational workforce - those employees who are the backbone of every organization. In general, these are local students who will be employed locally. This is a critical need area and the need is being met effectively through TVC's programs.

-Engineering

-Oceans/fisheries, arctic biology, and geology/geophysics are the three programs which stand out because of their numbers, the quality of research being conducted, and the laurels awarded to faculty members and students by outside agencies/organizations. The great achievements of these departments serve to attract high-caliber students who would

otherwise never consider perusing their education in Alaska.

-Engineering and Business. The state and national demand for Engineers and business graduates is very high and increasing. The Sciences are well established at UAF and some of the science graduates go on to good things, but many (the majority?) graduate with a degree in the sciences and don't find employment in their fields

-Engineering and sciences; business; although limited, the School of Fisheries.

-Our sports teams are pretty good, and the engineering program is good.

-UAF's English department is a strong program; the advisors are helpful, offering advice, contacts, and experiences to students.

-Biological sciences: Being in the north, there are interesting phenomena that occur here in the biological field

-Some of the strongest programs are science, and arctic studies. They are strong because of our location

-Strong programs are NRM

-The rifle team is certainly strong. Science, Engineering, Management, and research all seem to have good reputations.

-I feel that science programs on this campus are strongest and have the greatest funding support. They are also making advances in the greater world of science.

-Research at the Geophysical Institute. The ability for the GI to operate their own books and facilities seemingly as a separate entity from the rest of the university has allowed them to breed an atmosphere of excellence. That atmosphere is lacking in part at the other research units because of the non-centralized, spread-out-over-many-buildings atmosphere. Somehow spatial gaps within a department seems to weaken the glue holding it all together and thus impedes it's functioning as a cohesive unit. I would place an emphasis on consolidating the West Ridge departments and units that are under the same organizational umbrellas.

-Obviously UAF is an excellent university in the area of the sciences.

-TVC, they are self-sufficient and have good leadership, faculty and staff with the students uppermost in their minds.

-Overall, I think the research programs at UAF are its strongest programs

-Profit-generating majors such as those that service the oil industry are the strongest because they are prioritized.

-I consider the Justice Dept, the Music Dept, and the Physics Dept to be the strongest programs at UAF.

-Strongest programs: Graduate programs in science and anthropology. This is where UAF's emphasis has been for some time and where external funding is available.

-The UAF's strongest programs are the nursing and engineering programs.

-Strongest programs: Arctic engineering, civil engineering, engineering

science management, petroleum engineering.

Why: We have a unique leadership position to serve circum-polar needs in arctic climate studies, design, and construction methods.

Next strongest programs: Business management and rural studies.

Why: Business skills are only somewhat transferable from the smaller US states. Our diverse culture and our vast transportation separation encumber us to tailor our methods to fit our environments. Rural studies are one of UAF's highlights-to-the-future for the rural communities. I am delighted to see people I know from the Yukon-Kuskokwim delta region studying here at UAF, rather than at UAA.

-I think that UAF's strongest programs are those found in the sciences. It has historically been this way.

-Solid faculty and staff. Good focus on polar aspects of life and living in the North Country. Good academic standards. GI of course is international acclaim. IARC is good. University Museum is solid.

-UAF is known for its research in natural sciences.

-Overall the Math and Science appear to be solid with the SOM having some good majors. I think Finance is the strongest of the SOM programs with the Accounting having some great students that have been successful with major international accounting firms.

-I believe UAF's business and engineering programs to be its strongest.

-The strong programs are those that fill up classroom slots the quickest and those programs that have strong or consistent student interaction and follow up with learning tracks that show forward movement toward educational goal or achievement. It seems to me that for the most part, UAF has excellent staff that assures appropriate program development; assure constant flow-through of both students and class requirements.

- Science/research.

-I consider UAF's strongest programs to be in the fields of natural and physical science. I believe these programs get the most publicity and support from the university administration and most likely also have the most funding

- Certainly the whole area of sciences related to northern latitudes is good, as well as other sciences. Many of the engineering and business courses (accounting) are very good. Programs such as the nursing program, imaging technicians program, and training for the process industries are outstanding.

-I am familiar with their business programs and feel that they prepare students in an exemplary fashion. I have been impressed with the programs that are affiliated with the Geophysical Institute. It would be sad if the programs that started the college (land-grant based) were phased out. This is an agricultural college and that component should be kept in the college.

-UAF's science and research programs are it's strongest programs. These are the programs that distinguish it from the other MAUs. This is not to say that the liberal arts programs should be left behind.

-Hard sciences are very strong, due to external funding
-I think the development education program along with student support services are vital to helping Alaskans. Many who come from rural villages are not prepared for college. Study skill classes should be beefed up, possibly even required for students who did not have at least a 3.0 in high school. I took a similar class as a college freshman and it really helped me to figure out what worked for me. These classes help Alaskans to get a higher education. Without these many of the Alaskan students would not make it through. I feel allowing these students who are behind to catch up and get a degree is advantageous for the entire state. College of Rural Alaska is vital in this respect, but other departments could help in this manner as well.

Programs needing improvement

-Q7. A better track record of successful job placement upon graduating. Don't just quote the success of those in the sciences, but also the Liberal Arts.

-Q7 UAF could offer more vocational two year or certification programs to students.

- Q7Make the well varied degree options better known

- Q7.Developing new programs and polishing the programs that need it most. In the way of the sciences I feel that bioinformatics is the field of the future. Separate from the above suggestion, I also think it is long overdue to have more interaction of West Ridge biologists and faculty in the GI with the faculty on lower campus (particularly with the computer science and mathematics faculty). It is more or less a standard anymore for incoming graduate students in Biology and Wildlife to take at least one semester (or several) of some statistics course(s).

-Q7 Offer more variety of courses.

Q8- Plan service events that unite students from many programs, and offer credit for some of them. Get creative with 1-credit event options and plan a bunch of them. Obviously create a limit, such as 10, or something that can count toward your degree, but they would undeniably be fun.

-Q8Offer more majors that tap into the current trend in creative arts, especially computer art

-Q7Give more attention to programs other than hard sciences. Promote an idea that UAF is preparing our youth for the future, and then hold to that promise.

-Q7 Expand tech programs

-Q7Get a profile. Make the good programs better.

Q8-Unfortunately I do not see much growth in educational advancement outside of undergraduate degrees. Doctoral degrees are needed in Alaska for the social problems and the growth that is eminent with a new gas pipeline and other projects that will bring people in. Social sciences, earth sciences, medicine, engineering. People have to leave Alaska to

attain these degrees and the goal should be to avoid brain drain.

I have examined course offerings and while I see there is masters in clinical psychology there needs to be more course offering via distance in the graduate level and there is no place but out of state to go for a doctoral degree. For a student with disabilities this is full of barriers

-Offer more Web-based classes since our population is so spread out across the state and we cater more to non-traditional students who work full time.

-Take into consideration whether life/work experience is an allowable substitute for basic classes and make it reasonable easy to apply for credit for this. The current program is not very good.

-Make it easy for a 2 yr. student to turn into a 4 yr. student. This would be mutually beneficial to both the student and the university. Currently it is not very easy to move from being a 2 yr. student to the other without practically starting over.

-To attract more students we need a wider variety of baccalaureate and post-baccalaureate degree programs.

-Social science programs are generally under developed

- Q7More web courses? University of Phoenix did that and it worked pretty well, right?

- Need to key in on areas of need and worker shortage for the future.

- I would like to see the business programs expanded both in Fairbanks and in rural area campuses. In the past, I have worked with both small and medium sized businesses in the Fairbanks and rural areas and recognize the need for expanding the business program into areas of information systems, entrepreneurship, and government/nonprofit management.

-This community needs adequate general education course offerings to assist students toward vocational certificates and two-year degrees. Bachelor degrees in Business and Criminal Justice seem to be desirable. Information should be obtained from the Delta Mine Training Center's director, and DGSD's vocational education instructor, to gain their perspectives and insights.

-Natural resources programs seem to lack some pragmatism but natural resource management is very important in Alaska. UAF really needs to get more rural Alaskans with degrees in natural resource management, teaching, geology, and economic development.

-It would be great to see UAF/Rural Campuses move toward developing more in the vocational technical fields to prepare Alaskans for jobs in Alaska

-Programs like business, education, etc. should be thought of as areas to be pursued in support of the core programs of the university.

-There needs to be greater unification of programs that have commonalities but are located in various colleges or institutes.

Oftentimes the internal structure thwarts collaborative efforts. I would like to see an institute for community services that would serve

educational needs from training through masters education in such fields as justice, paralegal studies, emergency services, social work, human services technology, and rural human services technology. The existing programs share students, have related curriculums, and serve statewide community needs.

-Advancement is under-funded, under-recognized, over-utilized and understaffed

-UAF should emphasize teacher education in mathematics. We have one faculty member in this area. There is a great demand for more highly qualified math teachers throughout Alaska.

-There may be an opportunity to start a graduate program in institutional research at UAF. Very few institutions have any programs in this area and the national association is funding the development of programs.

-Education seems to be a needy area for this school.

-UAF should have a strong program in renewable natural resources by merging the fisheries, wildlife, and natural resources management programs into one program. Currently these programs are in three different administrative units.

-I am in physical anthropology...it's a one-man program (in that we have only one instructor), but lucky for us students, he's an excellent instructor, researcher, and advisor. If you want to expand a program, we could use a molecular anthropologist or a forensic anthropologist, as that is where the student interest is in the physical anthropology.

-I am not familiar with the undergraduate programs and thus can only comment on graduate studies. Within those, I would hope for a better integration between disciplines on unifying themes as outlined above.

-Being that UAF is a research school, many liberal arts programs are not as developed as I believe they should be. The helping professions in particular are not encouraged. I would love to see UAF offer a social work and sociology master's program, as well as more rural education services.

-I would like to see further development in the fisheries and natural resource management programs

-UAF needs to establish stronger nursing programs (not satellite) and a MSW program. It is extremely difficult for anyone from Fairbanks to participate in satellite programs. Any courses that could be offered in Fairbanks should be offered in Fairbanks

-The arts and humanities are the largest college on campus and have their own levels of excellence. There is tremendous potential for growth here and these areas can soon be as renowned as the sciences with appropriate support and planning!

-I think that the liberal arts need to be further developed, and fully funded, as they provide context that is vital for success into today's world.

-I don't think there are enough professors doing research on humans in

the biology and chemistry departments. I'd like to see more human-based research. The neuroscience department is an exception...you've got some great people there.

-I think that rural education can be developed further. I was a rural student once and I had to be super determined to be a student to get what I wanted done because there are so many obstacles versus an on-campus student's process to get into classes and get all the paperwork done.

-I would like to see more development in the business and accounting programs because I believe that they are under-served, especially the accounting program. I wish that there were more top ranked professors/instructors that are comparable to the other universities that I have heard about like UCSD for example. I feel like I would learn better if we had not just good professors, but top ranked or well reputed professors known for their teaching success.

-The liberal arts areas need to be looked at and funded where necessary.

-I am concerned by what I perceive as a downgrading of the prominence of the accounting program.

-Geography needs further funding and full time staff.

-Establish more of a music/arts program here. I feel these departments need more students and more opportunities for studying their field.

-Programs that could grow are the MFA degree in the art dept, especially with out new museum... also lots of artists would love to come to Alaska to do work as lectures, guest professors, etc. The new museum could also grow this way-- both in art and science. There should be more arctic/global warming programs.... this is a global concern that could attract many scientists and artists from around the world.

-We need more emphasis on fisheries, land management, environmental engineering to help us find ways to make protecting our natural resources feasible as we develop oil, gas, and mineral resources in our regions of the state. An example; is fishing and mining development in Bristol Bay feasible? We need local people who have grown up in Rural and Remote Alaska to be a part of the intellectual resource development process that will help find the answers to these kinds of questions. Those of us who live in Rural and Remote Alaska do not want to be research specimens who are studied and what is concluded never revealed to us. We want to help direct research projects so that those research projects give us solutions to everyday problems of lowering our cost of energy, environmental protection, economic development and its implications, fisheries strategies to localize the wealth of value added processing and marketing, and create wealth for all Alaskans regardless of where they live.

-Student Services needs improvement

-Geography, Justice, and other programs that students want but departments continue to struggle for space, staffing, and support

-Athletic Department

- Programs such as the Nanoscience Technology program should definitely be supported, especially with their potential to open up this area to a new job market
- The Justice program should be further developed
- The Biology and Wildlife graduate program has more applicants than they can take every year.
- Further develop International Relations programs, the Special Topics CS programs (like the new Information Assurance ones and Cryptography), and further diversify the biology program to include more emphasis on genetics and topics that could be of interest in studying/preventing/FIXING any possible bio-terrorism. This would make UAF a school whose graduates would be much more in demand in all sectors.
- I admittedly am biased and feel the English and history departments should receive more respect and options to enable them to reach out to the freshmen entering college. English 111 has a reputation of turning students away from the liberal arts and I feel that is a shame. If anything, this mandatory, introductory class should embellish and engage, instead of demand and dictate
- I'm really only familiar with my own school's programs in ocean sciences and fisheries. We do not well serve what should be a large undergrad population in a state in which fisheries is a dominant industry, the dominant industry in coastal communities. We can serve that population if we can develop and support a faculty devoted to teaching that population and if we provide them with facilities.
- Further develop the arts.
- Fisheries education in Fairbanks could be strengthened
- The art department is pretty neglected and so very important.
- Our School of Engineering should be strengthened with a goal of excellence in both teaching and research.
- Sciences definitely appear strong. I'd like to see all established programs continue to grow stronger and prosper, perhaps especially Education.
- I think the athletic and recreation programs here are very good, but also with a lot of room for growth. Athletics is important for a lot of reasons, but we are the "window" to the university for a lot of people.
- I'd like to see the promotion of the recreation programs emphasized more for the mental and physical health of the students. I think it would be great if each floor or residence hall had someone actively promoting student involvement.
- UAF needs more outreach and responsive relationships in the direction of rural communities as well as support for those programs which already support that population: CRA and CES.
- Oceans/fisheries, arctic biology, and geology/geophysics are the three programs which stand out because of their numbers, the quality of research being conducted, and the laurels awarded to faculty members and students by outside agencies/organizations. The great achievements

of these departments serve to attract high-caliber students who would otherwise never consider perusing their education in Alaska. However, when students who are deciding between UAF and other schools such as Stanford, U Washington, etc. discover the disdainfully low level of graduate instruction and the pitifully meager (compared to cost of living) stipend package offered at this institution, they are rarely likely to choose UAF over more attractive offers

-A better pre-med program should be supported with a direct link to a medical school group or consortium

-I think that our counseling center here at UAF is great, but that they could use more counselors. We have so many high risk people in Alaska, sexually abused, sons and daughters of alcoholics, drugs, SADS, domestic violence. I think we would be wise to increase this service on the campus and try to get as much help as possible to these kids. I also think that the counseling group should be able to forward needy kids to the Food bank, as I know that financial aid doesn't always cover the student's needs for a semester

-Foremost, TVC! Expansion of programs and establishment of additional programs will continue to make TVC the best option for vocational education, will keep students local, and will stimulate economic growth through a ready supply of trained workers

-The College of Liberal Arts has the most students represented at commencement, it seems logical that they are the largest college in the university. They need better funding for their many programs and departments. They cry that they need more students to make the programs stronger needs funding.

-Now that we have the Teachers program back on line, I feel we need to pursue a Nursing program.

-The English department has a great basic department. But it needs more support and a Ph D program. Rhetoric programs are at a premium.

-Consultants with Ph D degrees can command considerable compensation. Why not train them here?

-I think the arts are very neglected at this university, especially computer art and video science and art. Many creative people leave the state and don't come back because the opportunities to make serious movies, documentaries, commercial art, e-magazines, and the like--don't exist here. A good department would encourage the local talent, which is considerable, as well as attract students from other places, and encourage private industry in those areas. One computer art professor is ridiculous. See what those departments are like in other universities and see what you are not tapping into right now.

-I believe that drama, music, dance, figure skating, and other forms of art and creative athletics should be encouraged, funded and the proper faculty found to teach in those areas. There is no reason why someone trained here shouldn't be more competitive nationally if not worldwide. M.A. and Ph D programs should be offered in more of them. And

perhaps merging some programs, such as computer art, film studies, and broadcast, could provide a better system of delivery.

-The anthropology department is heavy on archeology. There are at least two other major disciplines within anthropology--physical and cultural. And why does it have to all be geared toward Circum-Polar studies? That is a specialty well-worth supporting, but it seems that undergraduates and master degree students should be able to get a better background in other areas as well. In fact, one of the problems I see at the university is the rigidity between departments. Professors and departments need to be more fluid and encourage students to combine classes for majors tailored to their interests and talents. Arguments between how to retain Alaska's natural state while encouraging industry will get more intense with time. Journalism, political science--and other departments as appropriate--should be encouraged to be in the thick of it with funding for undergraduate and graduate faculty, programs and research.

-I have examined course offerings and while I see there is masters in clinical psychology there needs to be more course offering via distance in the graduate level and there is no place but out of state to go for a doctoral degree

-I see science as UAF's strongest program because of our unique sky, land and sea environment. Insuring the safety of the environment is an area where it can be further developed.

-I do think the sciences are very strong here, psychology, and music.

-Licensed practical nurse program, or other short-term medical certificate programs should be developed, as medical personnel shortages are nationwide as well as here.

-I think the science programs are very important and should be further developed. A strong background in science is important especially at the undergraduate level. If you want to further establish a program, fund the sciences. Get more labs, more hands-on education. I like courses that teach by doing and not just out of a book. I'd like very much to see an anatomy program developed at UAF. Students cannot learn anatomy without cadavers. Such a program would benefit biologists and anthropologists, and perhaps others preparing for medical programs.

-The undergraduate fisheries program at UAF is under-resourced and is smaller than it should be given Alaska's history in fisheries.

-Alaska needs to home-grow our own teachers. Students are not encouraged enough to go into the teaching field. The retention of teachers would be much higher if we had Alaskans filling teaching positions.

-Our Department (Advancement Services) is one of many I am sure that are being asked to do more with the same or less resources. We have almost 3 full positions on soft money and need to move those over to Fund 1 as well as hire more people to meet our mandate of accelerated advancement efforts.

Summer Programs

-During the summer it is hard to determine what programs even exist
-I strongly believe that UAF needs to be offering more classes during the summer. Summer is a much more suitable time of year in Alaska to be attending on campus classes. I believe student performance would be better in the summer along with fewer absences

Graduate Students

-I feel that as a graduate student we are sometimes taken for granted. I feel that it is UAF's duty to separate the graduate school more effectively from the surrounding undergraduate community. By this I mean UAF should delegate separate fees (e.g., the student bond fee is quite ridiculous!) as well as create a campus-wide graduate student union. I think it is imperative to have events specifically tailored for the graduate student community so that there is more interaction among departments

-The graduate program at UAF is outstanding, however, UAF administration seems to ignore graduate student issues on a regular basis.

Q8- Provide health care for graduate students. It is absurd that they have none. It is better to pay them a bit less and put in a bit so that they have good health coverage so they are healthier and therefore more productive and happy.

-To enhance its research UAF must be competitive for the best graduate students, and stipend levels are rapidly becoming non-competitive. This also limits access to students from lower socioeconomic groups, who tend to be debt-averse and who can't rely on family financial resources

-As a grad student (finishing an MS after 3 years), I feel there has been a subtle emphasis on grad students as cheap labor for university professors. I have read books about people who went through grad school in the 40s and 50s, and grad students then basically worked for a professor for a reasonable amount of time (1.5-2 years for MS, 2-3 for PhD), and moved through the system without stagnating or becoming cynical and/or complacent. I know of many masters students here in the biosciences that have been around for 4 or even 5 years. The excuse generally given is "the short field season in Alaska". In my opinion, this is unacceptable, and accounts for people not reaching the job market until their thirties (while friends of theirs who chose not to go to school are well-established union members, etc). There has been a trend in the UK to eliminate masters programs in order to prevent just this from happening as it is destructive at a societal level by unfairly postponing peoples lives and requiring many to remain in academia at taxpayer expense (another source of discontent from the general public).

-Q7 For graduate students, provide more affordable on campus housing. That may be true for undergrads also.

-More graduate student scholarships (both RA and TA) in a competitive process

Programs needed

- Programs in the hot careers like nursing, building and technical trades and sciences; making the enrollment/admission/financial aid process easy to manage; working with private businesses for college credits, etc.
- Q8- Introduce a fifth year program where the BS/BA student spends one year abroad (outside the North American continent) as a foreign student
- Q7 Unfortunately I do not see much growth in educational advancement outside of undergraduate degrees. Doctoral degrees are needed in Alaska for the social problems and the growth that is eminent with a new gas pipeline and other projects that will bring people in. Social sciences, earth sciences, medicine, engineering. People have to leave Alaska to attain these degrees and the goal should be to avoid brain drain. I have examined course offerings and while I see there is masters in clinical psychology there needs to be more course offering via distance in the graduate level and there is no place but out of state to go for a doctoral degree. For a student with disabilities this is full of barriers.
- Q7 Expand academic programs or provide additional academic programs that are desired by students.
- Q7 Offer programs to those to who have to go elsewhere to finish their doctorates.
- Q8-Make more short course travel programs available during breaks.
- Q8-More degree programs offered,
- Supporting and creating more Centers of Excellence. With the increase of Alaska's aging population, continuing our work with the elderly. Potentially creating a Center on Aging, similar to the Center on Aging at the University of Maine, Orono www.umaine.edu/mainecenteronaging/index.htm. Also, considering having an adjacent or on campus Senior Housing Center.
- More Grad degrees in social sciences
- Distance Education, UAF should be leaders in offering complete degree programs online.
- UAF should emphasize mathematics teacher education at the undergraduate and graduate level.
- UAF should try and get with the American Bar Association to figure out what steps need to be taken to gain a degree in law at UAF and not just a justice degree
- Nanotech is shrinking everything. Robots are becoming rolling Star Trek Planetary Tricorders instead of bulky lab curiosities. Robotic data logging is becoming reality. UAF needs to build a program teaching students how to build and use robots as explorers and 24/7 data loggers for geophysical research. UAF already has dozens of robotic data loggers in the field. They are all one off productions. Currently UAF is involved with robotics challenges in the grade schools, the middle schools, and the high schools. Yet when students graduate there are no robotics programs here at UAF. A robotics-focused program at UAF should be developed

incorporating current strengths in the EE, OEM, and GI. This field will only grow; we need our own program in state.

-Offer a pre-med program that inspires doctors to return to rural health. Helping to make rural and village living worthwhile by providing innovative ideas for self-sufficiency such as modern agriculture techniques, etc.

-Should add a post bac for accounting that would help filling the accounting classes and to make it stronger and more profitable for the school. If the school could bring out 20 more students in Accounting per year we could easily hire 10 more of them.

-I would like to see more religious programs

-Living in Rural Alaska, I would mention the shorter-term education tracks that lead to employment more quickly is what the non-traditional students are looking for. "Get trained, get educated, get a job that pays so my Life can continue for my family and myself."

-Graduate level business options in accounting, information systems, entrepreneurship, and government/nonprofit management should also be considered.

-The development of an economics dept.

-Each science and research program should have degrees from associates through doctoral

-The University has an opportunity to play a greater role in providing the expertise, research, etc. in the social services in view of the class 2 status of the borough. Attracting outside funds to address/assess these issues would be a win-win situation. The Geriatric Education Center is an example.

-Find out what jobs are going to be necessary in Alaska in the next few years and if we don't offer that training or that major, work on developing a program.

-I feel UAF should start up a biomedical research and mental health center at some point in the future. We have very little in the way of health-related occupational training and such a center could bring in a lot of money for the university, as well as deal with health problems unique to rural populations

-We need a Bryophyte class to add to our current list of botany classes available. Bryophytes are huge in Alaska and few people know anything about them. Also, an undergraduate degree in botany would be great to have.

-As a non-traditional student I chose my own major because it was 100% job placement (accounting). Surprisingly, demand within Alaska for this profession far outstrips supply. It is terrible to find that many Alaskan firms are recruiting heavily in places such as Montana State and Wyoming although they do prefer Alaskan students. I do have fears that UAF's (and for that matter UAA's) students will become a poor 2nd choice hire within our own state.

There may be other Alaskan job need areas that are not being addressed, I have heard that we lack preparation in many areas of the medical professions that are so desperately needed within the state.

-On the student affairs side, I think we need programs on volunteer/community service. High school students have those programs available to them while going to school and they are expecting them when to come to college. Leadership is another area - the president has guaranteed the citizens of Alaska that we will graduate strong leaders - Leadership at UAF is in its infancy and it has a lot of potential.

-I think that a law program should be established here at UAF.

-I would like to see no programs cut and more opportunities for graduate school here to keep our kids in Alaska.

-Programs that should be developed - Biotechnology and Biomedicine

-We need a program in Bioinformatics

- To attract more students offer a law school. UAF is losing many students and money because there is not a law school in the state of Alaska.

-We are not focusing on programs that will help people get jobs.

-UAF should establish a program for Native students in affiliation with AFN that may promote careers in areas of need through out Alaska besides Education.

-Language programs and exchange programs should be further developed. Globalization is going to be even more influential in the future, and foreign languages are going to be a big asset for students.

-What is needed is a Ph.D. program in English. Currently, we are the only state in the US (with the exception of Vermont which is surrounded by Ph.D. granting institutions), which does not offer a Ph.D. in English. What is more, a recent survey shows that there is a demand for a Ph.D. in English from the many college teachers in Alaska who have the MA. Some in fact have taken Ph.D.s from bogus mail-order institutions because they have been unable to get a Ph.D. in English anywhere in Alaska.

-Marine policy education could be added

-Special Education needs to be added as there is need throughout Alaska, but nowhere in Alaska where you can get this training.

-Executive programs (both on-line and face-to-face) and classes geared toward the working population would benefit the Alaskan populace.

- We should look into the future and see a Pharmacy School and a Medical School. Again, outreach needs improved. You could say everyone is underserved- We've got some great programs going, though, and those should be applauded.

-Develop a fisheries undergraduate program that will allow students to have a fisheries major and a eg. business or conservation, or natural resource minor.

-The music department could use a little growth.

-A public relations program should be reinstated--whether thru journalism or business. That is why I transferred here, and then the program was dropped. :(

Programs needing cut

-I believe that the philosophy department should be reduced. The program has a handful of graduates, and it is a waste of money to have an entire degree dedicated to philosophy. Offer some philosophy courses, but don't offer the degree.

Review Core

-Review current programs for applicability to Alaskan job

-ARSC is a great resource, however they seem to neglect the requests of grad students

Q8-Revise the CORE and make it stimulating and challenging; a common comment I get is "I had more demanding courses in high school."

-I feel that imposing stricter core academic requirements on the student body could strengthen much of the liberal arts colleges.

-UAF's CORE curriculum needs to be revamped to make it attractive and challenging

-Put a class about Alaskans on the core curriculum

-We need to revise the CORE curriculum.

-Q7 Revise the stale CORE curriculum and make requirements that are stimulating and challenging to attract and retain potential students.

-Q8 Establish clear and meaningful prerequisites for all introductory classes so that students are not completely overwhelmed when they enter as freshmen

-I would like to see the university adopt a trend towards paying attention to student individuality. Because I am a non-traditional student. I have spent more than 4 years on an undergrad degree because I take classes that interest me and I don't take too many at one time so that I can concentrate on them. I am upset with my last semester because there is absolutely no leeway in exchanging more interesting and challenging classes for those that are required in my degree program. It's funny because the classes I would prefer are a lot harder and I feel I would learn a lot more. I want to be inspired by every class, as is, it's a rarity

-Q8-Perhaps add ENG 212 as an option in the core along with ENG 211X and 213X. Many students complain to me about the LS course and the Art Music Theatre course in the core also.

-Quit using English classes (ENGL F111X) as Women's Studies courses.

-Q8 I think core requirements should be shorted 6 credits and the major have 6 credits more.

-Q8 I would like to see the core curriculum pared down a bit. Many of the core classes I have taken I don't see as beneficial to my college career; not because they weren't pertinent information, but because more emphasis is placed on being in the courses than actually learning anything. What you must take in the core should be more flexible.

Instead of having students choose from a limited list of things for "science" or "perspectives on the human condition" requirements, you should allow them to pick classes within these fields that interest them, or pertain to their degree better than the classes you've selected. Many colleges do things this way, and I think it is a more efficient way to learn, since it allows you to weave your core requirements into your interests.

-Q8- Review the Core Curriculum. Make sure that those required courses are meaningful and are taught by faculty who: 1. are capable of teaching and have good command of the material, 2. are capable of inspiring students 3. are committed to do a good job teaching. Too often the comments back from students (I've been here 16 years) is that the Core Curriculum courses are taught by instructors who don't care about the material, are not prepared, don't understand how to teach to the dynamics of a large class, are more interested in making political statements . . . etc.

-I think the development education program along with student support services are vital to helping Alaskans. Many who come from rural villages are not prepared for college. Study skill classes should be beefed up, possibly even required for students who did not have at least a 3.0 in high school. I took a similar class as a college freshman and it really helped me to figure out what worked for me. These classes help Alaskans to get a higher education. Without these many of the Alaskan students would not make it through. I feel allowing these students who are behind to catch up and get a degree is advantageous for the entire state. College of Rural Alaska is vital in this respect, but other departments could help in this manner as well.

-I've been disappointed in many of my classes, particularly the core classes. It frustrates me that I pay this much money to attend a seemingly dumbed-down course with lots of (sorry) busy work where the answers come verbatim from the text and require no thought or real effort. It seems wrong for the students of a major university to associate success with rote memorization as opposed to the ability to connect ideas and solve problems.

Underserved Population

-Cooperative Extension Service has many underserved audiences. Every household in the state is a potential audience for CES programs, especially those in Home Economics.

-Military, Adult students working in low paid positions need access to scholarships for part time attendance.

-Underserved are those who can't attend the traditional campus. One example is Master's programs in education that should not be done by Oregon and other schools.

-Under-served populations are Alaskans who need workforce training, not undergraduate degrees. Since UA combines undergraduate education with the community college UAF needs to better develop

quality certificate programs and associate degree programs.

-Under-served populations - young males, older youth males and even the older males. I think that we don't see much of those is that they're too busy working, subsisting, to take care of self and family that no extra money to pay for classes, continued educational endeavors and lastly, because they're personally uncomfortable in the classroom for whatever reasons.

-I think that the Military Science and Political Science Depts. are the most under served departments

-Believe there should be more graduate programs offered in the liberal arts - definitely an under-served population. (Currently, only anthropology offers a Ph.D., and this is a soft science.)

-I will address the question of underserved populations: Single parents, partnered parents, Native Alaskans, Home School students, students who are not white.

- Underserved populations include people with disabilities, especially deaf students, and old people.

-Yes, I've seen the numbers. They all indicate that this is not a problem, but walk into a junior level class at this University. It isn't diverse, and its students are not the ones we most need to provide educations to in this state.

-I feel the underserved populations are the part time staff.

-Rural students are underserved! New programs are not considering that rural students do not have the same technological knowledge or opportunities as students in Fairbanks and Anchorage. For instance, all students were asked to update information in the new EDIR directory, however, the process was so complicated and there was little help provided from the statewide help desk, that it was impossible to have the rural students complete this. This is only one example of the way that rural students are not served as well as urban students.

- I am not familiar with all programs so it is hard to say. I have had some experience with student athletes in my class. There seems to be support for hockey and basketball. I did have a rifle team member who failed my course. He did not attend and there was one conference with the coach but to little effect.

-I don't think we are doing enough to develop and encourage our appreciation of the multi-cultural population. This needs to support Alaska Natives and encourage cultural understanding of other groups that live here and are under represented in the program. This was (name withheld) point and has implications for how our university community reaches out beyond the campus to educate the citizenry and hopefully will lead to better decisions on a global scale.

-Under-served populations are Alaskans who need workforce training, not undergraduate degrees. Since UA combines undergraduate education with the community college UAF needs to better develop

quality certificate programs and associate degree programs

Scheduling Problems

-I enjoy excellent faculty and a good program within the SOM. I do have problems with scheduling for my major (BBA Accounting) as class availability and timing can be frustrating and disappointing. Class schedule conflicts, 7am classes in addition to classes that get out at 10 pm, advanced courses I want to take not being taught...

-Make classes more available. Regularly students are waiting for required classes to be offered to fulfill degree requirements. For example, offer sections of all classes on various times/days. If one starts taking classes in the evening then getting to a required class that meets 4 days a week from 8-9:00 a.m. is not reasonable, that class needs to be offered at alternate times also. CDE is not the answer to this issue either.

-Q7 You should offer enough Freshman and Sophomore classes at registration in the spring rather than waiting to hire for and schedule these classes at the last minute.

-Q8 Keep the courses consistent, meaning don't have alternating semester courses. That way, more students will be able to take them and also additional courses as they are offered.

-Q8 Expand class offerings. Vary days/times of classes offered to include entire community. Also offer functions in the evenings or on weekends. It seems ASB and GAAP do all of their activities during lunch hours.

-Longer hours for evening classes.

-I believe that many students consider UAF a second-rate institution for liberal arts. Putting more effort/time/money towards these programs could change that perception.

-I am a distance student and have yet to see the mother college in person but will be visiting this summer. I am looking for a way to advance in psychology degree. I have examined course offerings and while I see there is masters in clinical psychology there needs to be more course offering via distance in the graduate level and there is no place but out of state to go for a doctoral degree. For a student with disabilities this is full of barriers.

-It would be nice to have more compatible academic and athletic/extracurricular schedules. We work very hard to recruit talented student-athletes to UAF, yet we lose some almost every year because it is impossible to find time for both. Limited facilities, limited class offerings.

-Greater number of evening classes offered from beginning to end of degree programs. In addition, there should be consideration made for concentrated evening or weekend degree programs. Many respectable schools for example offer business degrees with all of the classes scheduled during hours that work around "9-5" careers.

-For service, UAF is not tapping the adult market. Many more citizens could and would take advantage of UAF courses if they were offered at

non-traditional times and schedules. Wayland offers courses in weekend seminars - that could and should be done at UAF if it wants to attract more students and have the potential to meet more students' needs.

Recruitment, Retention, & Graduation

-Q8 Cap student enrollment at 5500 and focus on improving the quality of education for the students that we have. A smaller student body will mean fewer students with low motivation and generally better classes for those students who are admitted to UAF.

Q8-Find more ways of retaining students and providing and informing students of financial aid opportunities are what I see as very important for the overall ed. experience for students.

-Q7 Maintain the quality of programs, staff and facilities. Success in recruiting feeds on itself

Q8 Require a college orientation course--study skills, time management, critical thinking skills, classroom etiquette, etc.

-Q8 Seek info from past students, both alumni and those who didn't complete. Find out why

-We need to partner with Japanese, Korean and Chinese companies to have scholarships to UAF for visiting students. We have lots of foreign grad students, but few foreign undergraduates. The major companies need to be approached and asked to sponsor deserving students to come and do their undergraduate program at UAF. If the top 100 companies each sent 10 students, we would have to build another 2 dorms! If we do our job well this could only grow. After a few years a relationship will be built up with these companies and opportunities will happen. The best fund raising is active research programs

-Offer a more comprehensive list of majors with the opportunity to do independent work and projects.

-Offer more post-graduate degrees.

-Offer better scholarships

-Q7 Home schooling recruit students from IDEA and the Kenai Peninsula's Connections and other such programs.

-Q7 Recruit

-Q7 Offer programs targeted specifically to the military.

-Q7 Get to know the military needs

-Q7 Have UAF students contact Alaska high school students as "pen pals" extolling the virtues of UAF and its programs.

-Q7 Improve outreach activities as part of tasks for faculty and admin - do we have an implemented structure to allow for financial support of outreach activities on the national and international level (we have a very high fraction of international students).

-Q7 If want more Alaskans, they need to mount a campaign effort in all of Alaska. They need to go back to the old days of recruiting and send a warm body to each school district and make a connection. For Rural Alaska, utilize Rural Student Services. RSS is the single most important

rural outreach program that UAF has

- Q7 Promote ADVENTURE with GREAT EDUCATION.

Q8-As an older student, a more in depth information on what is offered for part time students like loans scholarships etc.

-Q7The departments, which have success, should get more resources.

The departments that do less, have less success, etc., should get less.

Professors should be required to take admissions recruiting seminars and learn how to sell UAF to prospective students. Everyone at UAF should be involved in marketing to some degree.

-Q7Having famous figures grace our campus (and publicizing it to the community) would be a nice start. We already do that with sports, and it would be nice to do it with education. A promotional video (shown on movie screens) and an annual yearbook would also contribute to the UAF experience.

-Q7Develop recruiting strategies in Canada and in the northern tier states of the lower forty-eight

-Q7Get UAF reps into the local high schools and even middle schools. Give locals fun tours of campus

-Q7UAF should enhance targeted recruitment efforts, touting its academic programs, aimed at increasing the number of these students who come to UAF.

-Q7 Better advertising of programs nationally--i.e., the outdoors angle, and e.g., Field and Stream. Sports A field.

-Q7 Recruit students from the lower 48 more vigorously with different types of tuition waivers for the best and the brightest. The top 10% in Alaska is not good enough. We need to get the top10% from Washington, Oregon, California, etc. Make Fairbanks a place where students WANT to go with better "campus life". Have a better dining hall with better food, better dorms, a better climbing wall and recreational facilities. Believe it or not, many students base a college decision on food, housing, and fun.

-Here is a suggestion for your strategic plan: do not adopt the new SAT. The Economist magazine had an article on it, saying it will put American Universities backwards as it will measure achievement more, raw aptitude less, so will shift to favoring the privileged class, away from underprivileged kids who have ability but never got a fair chance.

-Q8 Take care of freshmen by making sure they are assigned counselors. The first year in college, for young people and older students, can be confusing

-Q7 You have no idea how many students you could attract if you had representatives across the Western Undergraduate Exchange states. Just talking to people in my overcrowded home of the Bay Area, I have many friends who are considering coming to Alaska for adventure, lower cost of living and tuition and a smaller student-teacher ratio. Milk the frontier for all it's got. Adventure, huge University, tons of degree options, personal advisers for every degree-seeking student, career

services...(there are a lot of Universities that are not as caring). Two words "Open Enrollment." Go to college campuses around the country and say those two words and you will double your student population instantly. I would gladly act as a representative of UAF throughout the Bay Area when I return post degree.

-Maybe we could offer some type of relocating assistance in the form of an emergency loan. Students moving up here from Colorado, for example, have to front a lot of money to move up here and then wait a few weeks to receive financial aid checks. If we offered an emergency loan, it would be easier for the student to get up here.

-Balance teaching/Education w/job training

-Q7Nationally and internationally market the unique programs we offer.

-The perception is that UAF is leaning toward job training rather than Univ. Ed.

-Electronic student recruitment

-Marketing and perceptions of Univ. need to be looked @

-Alaskan students should be the highest priority population with special consideration for students from rural areas.

-Q7The University has done a good job of attracting more Alaskans, now needs to look at attracting more Out-of-State students. Especially since a non-resident provides a lot more tuition than a resident student, and because our non-resident tuition is "a bargain" compared to many other schools

-Q7 Lots of people don't like the cold, you can't help that. I could see more people attending school here during the summers if they were told all the opportunities they have for learning in Fairbanks during that season

-Q7 As an Adjunct Instructor and current High School Teacher, I get a lot of feed back from current and former students. The college bound students want the out of state experience; we could look towards ideas to bring them back the last two years. The current scholar program awarding scholarships to the top 10 per cent is great, keep it available to students their last two years of college as an incentive to return. We have a lot of non-traditional students. Programs offered through TVC are meeting these needs.

Advising

Selectivity /Honors

-Q8-Make classes in the honors program more accessible for upper level students (or at least make it possible to change upper division classes into honors credit more simply).

-Have a better strategic plan in relation to avoiding upper level required classes in selective majors from overlapping much.

- I think the standards of acceptance should be raised at UAF. I have had college students who can't spell, write sentence structures, etc... This would bring in better teachers, and students and the learning atmosphere would be more inspiring.

-Q7 Open enrollment may be a necessity, but it means many incoming freshmen really have no business being in college because they lack the background. But the Alaska Scholars recipients are the best homegrown students, and we should do everything possible to get them here.

Q8- Raise the standards for acceptance. This would bring brighter students, challenge professors, and improve the U overall. I also think the departments could grow more and hire more full time professors. Improving opportunities for the best students to excel is important, whether via an enhanced honors program, increased selectivity of admissions to baccalaureate programs, or other means.

-Strengthen programs (rigor) so that employers nationally look at UAF undergrads. Get the candle out from underneath the bushel basket.

-Here is a suggestion for your strategic plan: do not adopt the new SAT. The Economist magazine had an article on it, saying it will put American Universities backwards as it will measure achievement more, raw aptitude less, so will shift to favoring the privileged class, away from underprivileged kids who have ability but never got a fair chance

-Q7 I think if academic standards continually climb, the perceptions of parents and students will become even more favorable.

-Q7 I would work on attracting better students.

-Q7 Raise its standards. As a state university, it's known, especially by locals to be a school that you go to if you "settle" or have little ambition. - While economically a good opportunity, UAF isn't exactly ranking high among even public universities. UAF is okay to go to if you plan on moving on to graduate school, but otherwise is not the most career-friendly school you could pick for most disciplines.

-Q7 Change priority from more student bodies to more excellent students. This would improve the reputation of UAF, which in the long run would improve the recruitment of students.

-Q8 We need to cease the practice of having open admission. Raising the standards for admission and raising the standards in terms of what we, as faculty, expect from our students will have the greatest impact on the overall quality of the educational experience

-Q8 Find smarter students. Attract students who like to read and learn. Raise standards. Make it more competitive to get in.

Q8-Do not admit marginal students who will perform poorly and thus hurt UAF's current and future reputation, as well as frustrate the excellent students UAF does get.

Q8- Really make a push for improved standards; get rid of the lower echelon of students, who don't need to be hand-fed to help them learn to learn.

Transfer Students

-I think the certificate programs that transfer in the cases of the student deciding to go on to AA or above are a great start.

-I think UAF should unequivocally accept all of UAA's credits when a student transfers. Both UAF and UAA are part of the UA system; credits obtained at each of these universities should transfer over equally to the other university.

Q8-Improve the transferring of credit

Public School visits

-Q7 More high school visits by professors and counselors alike. Higher-profile marketing (TV ads, more print pubs) would also elevate our status

-Q7 Better recruiting at high school and even junior high levels throughout the state. Explaining the degree programs that exhibit demand for graduates, and explaining starting salaries. I am not saying to brainwash potential students into engineering, business and computer science, but to simply give them accurate information on future careers.

-Q7 Look for new ways to be a statewide presence in the public schools on a regular basis. Continue to develop events like jazz festival and the summer academies with recruiting as a focus! Find ways to have our students recruit through projects, presentations and performances in public schools throughout the state.

-Q7 Get the best UAF teachers to talk at high schools.

-In areas where the demand for graduates exceeds the supply, try to recruit high school students into those fields with accurate and truthful information explaining earning power, rewarding work, challenging opportunities. In these same areas, invest in building up the faculty of those departments with high demand graduates. These areas are engineering and business.

-Give more attention to the university/public high schools partnership. I learned from my mother that UAF has a partnership with West Valley, but I had no idea from the UAF side. Encourage Fairbanks youth to be involved in UAF stuff, get college students involved more in the community.

-We need to get more UAF faculty into high schools occasionally; especially the best teachers and researchers. The personal connection makes a real difference in recruitment and retention.

-Q7 From a parents standpoint, get out into the high schools more that once a year and let students know what is available. Survey them so you know what to offer. Get professors/researchers into the schools as part of the educational outreach programs. Allow time for workers to volunteer in the community for PR purposes.

Improved advertising

-Q7 promote sports such as a hockey, and highlight the natural environment.

- Q7 Market its strengths and core programs to students interested in sciences, engineering, etc. to students outside of Alaska. Advertise in publications read by people who enjoy adventure and the outdoors.
- Q7 Use Alumni to market the school by sending out marketing packages. Use advertising with information from current Alumnus.
- Q7 Better recruiting of Alaskan population, getting the word out to other locations, targeting high schools in locations that already have some attendance on campus.
- Q7 The marketing plan should be one that attracts local students to attend school locally while simultaneously attracting students from the rest of the state and outside.
- Q7 Emphasize the land, sea, and space grant status of UAF.
- Q7 Find out from its present students what attracted them to come and what appeals to them to stay.
- Q7 The two biggest things UAF fisheries have to offer are the faculty and the pristine habitat of Alaska. Fund good research, continue to hire top-notch faculty, market Alaska's environment and the ability to study species in an intact environment.
- Q7 Certainly we should draw a lesson from the 90s, which is that there **is** such a thing as bad publicity. Whatever challenges we face, we need to manage them so that we still offer a very good education to students, in reasonably attractive and fully functional (well-maintained) facilities. I am no expert in marketing, but it seems to me that we can do best if we can highlight (and improve) the things that Fairbanks does best, e.g., undergraduate research, small classes compared with many out-of-state public institutions, more regular faculty teaching courses (vs. adjuncts and TAs), and the "arctic adventure" with, however, nice, comfy well-heated facilities for those who prefer the great indoors.
- Q7 There are students out there who want a good quality education, and want to be close to nature and outdoor activities. This is Alaska...play it up! It's beautiful up here! Use that "Last Frontier" image to lure people up for a completely different experience. Tell them they can cross-country ski, snowboard, or go sledding between classes. Tell them you're about an hour from Denali. Also emphasize the fact that the university is small in population...lots of access to professors, equipment, facilities, etc. Show people that by coming to UAF they will have a unique experience.
- Q7 Student-to-student appeals from UAF upper level students directly into the high schools. Continue the career days whereby high school students visit UAF.
- The UAF athletic department needs more support from the institution in regards to marketing UAF. For example, summer camps bring hundreds of potential students to UAF's campus each summer, yet these camps are being hamstrung by bureaucratic red-tape and rules which are not made for athletics (they are created for the academic arena and are forced upon athletics). UAF teams represent the university all over the

country at scores of events each season. Regardless of one's feelings for athletics, team members are de-facto ambassadors. These teams need to have better support.

-We need an effective website for out-of-state recruitment that emphasizes the unique features of the university and the state. UAF also needs a strong in-state recruitment effort (1) to engage more Alaska Native students and (2) to persuade top students from urban high schools that they can get a top notch education here (e.g., an active honors program).

- Q7 I have never understood why the university isn't more active outside of Alaska advertising the unique opportunities that we offer here in the North.

-Q7 I think with the advance of technology, more rural students will enter the system. Internationally we have a lot of good students come into both graduate and undergraduate programs. We do a good job of recruiting internationally. Perhaps more advertising/recruiting from the lower 48 would be a good source of new students. The student jobs program is very good to help students pay for their college.

-Q7 UAF should focus more on attracting students from large metropolitan area such as New York and Los Angeles. These are the students who most appreciate the fresh air and find Alaska different and attractive

-3 words: "Word of mouth". I believe in our CS department so much that when I am asked by younger people about computers and how they can learn more, I am happy to recommend UAF. I spend a lot of personal time online, conversing with many "computer geeks" and people interested in furthering their education. I am always recommending UAF's Computer Science dept and I have been personally responsible for getting 3 or 4 people (that I know of) to attend here. In my opinion, the more alumni we get out in the world spreading the good word about UAF, the better we will be. You just can't pay for that kind of advertisement.

-The success of our students and faculty are "published" in the Cornerstone and the engineering department has their own newsletter, but that's preaching' to the choir. The success of our students needs to hit all the Alaska newspapers in all the cities and villages. When the bridge team wins a regional award and is heading to nationals it needs to get into the Fairbanks, Anchorage, Juneau, paper. The hometown paper of the participants if from out of state should have it. I know-the paper prints what it sees fit to print, but professional relationships need to be fostered not hindered. You know what I'm talking about

- To attract more students Emphasize the closeness to the outdoors, to wilderness, to pristine environments - and the challenge of living at 50 below.

- Really highlight the town of Fairbanks in the materials you send out; a lot of people probably avoid going here because they fear it will be an icy

wasteland with nothing to do. Showcase that Fairbanks spirit you always talk about.

-Q7 We need to Increase international recruitment.

-Q7 Emphasize opportunities for winter outdoor activities, cross country skiing, snowshoeing, ice carving, dog mushing, etc.

-Q7 Perhaps an advertising campaign across the lower 48 about UAF? Kids just don't know about us, or are afraid to be that far away from home?

-To attract more students we need to Promote our strong academics. Show students that we are up to date technologically by the way we sell UAF on the road. Capitalize on the beauty and intrigue of Alaska. Come up with a focus and make sure the entire campus knows what our focus is. Do we want to be known as the premier academic university of the north? Do we want to be known for our research? Each employee needs to know what UAF's brand so to speak is going to be, and then we can support it. Then all the Deans and the Chancellors cabinet need to have a focused plan. Not each area doing their own thing, but each one capitalizing on their strengths but as a part of the whole. What is our motto? Do we have one?

-Our materials that are sent to prospective students should have pictures of how beautiful Alaska is not just pictures of people. If we want to make someone curious about UA then let them see how green it is in summer, how lovely the mountains are. Not just students sitting in their dorm room. Our printed materials should be more attractive-not brown!

-Initial contacts with students are being done electronically at many schools outside. E business cards are a big one. Students can pick up a CD no bigger than a business card, put it in their computer and have a virtual tour of UAF along with fast paced video and links to UAF websites. It cheap to mail out and saves lots of paper. We are sending massive amounts of paper to students and I wonder how much ends up in the garbage can. Digital imaging is another paper and time saver.

- Hire students to do the attracting. Invest in this!

-Many of my friends and their children have come to or are going to UAF. I don't see much about UAF in the paper. Many people do not know that we are one of the top ten business schools (I know we used to be). Also many don't know about the Mathematical modeling competitions that UAF participates in, we consistently rank high in those competitions. I think that's a big deal.

-We focus a lot on athletics to the public and that's great, but what about our strong academic programs?

- Outreach to more job fair events.

-Appears to be a gradual demographic shift in students (your own data will agree/disagree w/ this). Increase in older part time students and those not born in the U.S.

-Increase in student population meaning more money for the university. This could help expand the university.

- Block semesters, curve grading, mentoring vs. advising; most summer courses conflict with time constraints, meaning more than two classes are allotted in the same time-frame and in the same session... this is for most Business courses.
- Education is a large barrier between the different citizens.
- Smoother paperwork system would help for those that take that big step to enroll.
- Related to the changing demographics of university students is the proliferation of distance delivered programs. Students are no longer bound geographically, and universities must compete to attract students that in the past would have attended just because of geographical location. While this factor increases competition for attracting students, it also offers opportunities for universities that are willing to step forward and offer entire programs through distance learning venues.
- Increased enrollment of Alaskan residents as the economy weakens, decreased enrollment of non-resident undergraduates
- Increased costs of tuition and fees will make it more difficult to attract students and require more students to seek financial aid payment plans to pay for even part-time attendance.
- UAA now has a provost with a science degree from Harvard. I suspect that UAA will offer (in the future) a BS in physics or in nanotechnology. As UAA increases its science degrees I think we'll lose more of our students to this larger city.
- Customer Service: As the cost of transportation and education continue to rise, students will demand, more and more, the most "bang for the buck." Their time must be better spent and their interactions with faculty and staff must be positive. A knowledgeable, committed workforce is critical for continued retention and growth of the institution. Tolerance for mediocrity and inefficiency will decrease exponentially in the coming years.
- Changes in Alaska's demographics;
- As an English teacher I believe that No Child Left Behind is going to cause an increase in the number of students who do not enter college with the English skills necessary. I believe that it is essential for this open enrollment institution to require students to take the developmental courses they test into.
- Non-traditional students: This is a big part of the student population. If you could offer financial assistance to these people (like me!). We work hard, take care of our families, and go to school. We are SERIOUS about our education and I feel we value our education more than a kid out of high school riding on a full scholarship. If our performance in education is worthy, then reward us and more will come!
- If we continue to see more and more students entering college with minimal writing and reasoning skills our jobs will become more difficult.
- I would hope greater student success-retention is a priority
- More Alaska high school graduates see UA as a good option

Research

- More research
- More grant money
- Generic vs. State research
- Make community aware of what we are doing
- Research should be economically impact driven
- Should the Univ. have to resign itself to a business model? Is it necessary to be profit driven?
- Build the Cold Climate Research Center. Perhaps at a different location??? But build the facilities that highlight the partnership, coordination, and synergy efforts between academia and the business communities.
- Research should be done regarding the health (mental and physical) of people and animals living in northern areas
- Research--better interaction with North American researchers--Canada, other states; in Alaska, there is a tendency to develop a unique group (balkanization?) that then tends to ignore other's efforts because they are not Alaskan-oriented
- Research infrastructure is needed in Rural and Remote Alaska. We need fishery research facilities in Bristol Bay, Arctic/Yukon/Kuskokwim, and Central Alaska. More research dollars need to move into Rural and Remote Alaska to help us that live out here find solutions to our need for low cost energy, environmental
- Continue to grow in the area of climate and global research; environmental issues combined with indigenous knowledge.
- Bioinformatics is the wave of the near term future. With the right staff members supporting the right faculty members, UAF could be a beacon in the field.
- I'm in support of the state virology lab. Not only would it provide research opportunities and bring in grant money, it would also be highly beneficial to the community.
- Consider fish farm research gas hydrate explore/production
- Applied and Action Research are gaining momentum, and people feel that money spent needs to be spent on collecting relevant data.
- I expect national funding agencies and the state legislature to expect the university and its research enterprise to be increasingly accountable to provide information that is useful to society. This provides an opportunity to bridge the gap between basic and applied research more explicitly and to think how the university can address the major needs of Alaskans and the nation.
- I am a 62-year-old very non-traditional student in the graduate program in Northern Studies. My expectations in coming to UAF were centered on research in areas that are unique to Alaska and the high latitudes. I found what I perceive to be less interest in research and more interest in

job training for students. I think a greater interest in research and teaching versus training to join the work force after graduation is in order.

-I feel that continued development of West Ridge (I refer to research buildings here) is imperative to the lifeblood that drives the University. This will help fuel research that currently does not have a great presence at UAF and attract faculty from abroad to help increase the diversity among researchers.

-A significant increase in the amount of tech transfer occurring at UAF with existing and new research 2) A significant decrease in federal funding in basic research; more emphasis on applied research at Colleges and Institutes 3) more interdisciplinary work between the colleges and institutes so that we have "one UAF"

-Engineering, and Science strongest programs

-Research-- more environmental studies, alternate energy

-I am aware through my position at the Geophysical Institute that the International Polar Year held in 2007-8 will hopefully be a huge influence to our University if we are able to be one of the world's leaders in this project. I believe that there can be many benefits for our University if we are able to do this, such as recognition, growth in science in hopes of growth of faculty, researchers and students.

-Anything to assist in providing electrical energy to Alaska, i.e. fuel cells.

-Management of Alaska's lands concerning fires.

-Need for alternative sources of fresh water.

-The University needs to move more of its research into Rural and Remote Alaska away from the East side of the Alaska Range. Too much concentration of research dollars is located in only larger urban communities. This does not allow for technology transfer and does not give our children in the REAAs access to high-level research.

-We have a very good relationship with our Rural Campuses. We, however, do not always have a smooth working relationship with the larger University community. What needs to change is a greater commitment to the Rural Campuses and more resources need to be directed to them. We need more research dollars to move away from the larger urban communities of Alaska, which are located East of the Alaska Range. This will bring more dollars where they are needed and bring higher education opportunities closer to our students who are served by the REAAs.

-We need to show how research dollars are being spent and how this research is relevant to solving village problems such as low cost energy, social implications of economic development, environmental implications of oil, gas, and mineral development on Native lands, water, and air, and strategies on how to combat alcoholism, drug abuse, sexual abuse, and other self-destructive human behavior.

-For research: the impacts of climate variability will be more visible in Alaska and should be a major research focus of UAF. This could be a

unifying theme for the campus with social, economical and natural sciences together trying to understand the consequences for Alaskans (native and non - native) and develop predictive models to support decision-making processes of our government.

-If UAF is the flagship research institute, then make it so. Right now, very large amounts of money are being spent at UAA and they are pushing to have PhD programs, which would be fine if we had a large state. But we do not and good research is done in the smaller town atmospheres (see all the major state universities and their locations). If this is not dealt with in a realistic way then neither institute will prosper and there will be two mediocre universities.

-IPY offers UAF a chance to showcase its programs, and it's important to seize this opportunity before it is lost. Greater research and service with specific emphasis on State needs may help to diversify funding sources and improve relations with the Executive and Legislative branches, but the \$ return will never equal Federal sources. Proprietary and applied research offers some opportunities, but they are largely unfamiliar to existing faculty, and more difficult for UAF to build because of a relative lack of long-term relationships with industry. So, UAF must strike the right balance, and that will be tricky.

-Global warming and related energy issues will drive research dollars.

-Increase in disparity between big-bucks basic research and research that Alaskan's perceive as "meeting state needs"

-We need greater institutional support in dollar-cost matching to individual research projects to be able to effectively leverage funds available from the federal government. We are not competitive in many areas because other institutes that have a larger base of in-house support can out compete our grants much too easily. Often these other institutes can provide support for all needed hardware, requiring the projects to only submit proposals requesting salary.

-The recent land grant from the state could provide much in the way of research opportunities, if managed properly

-I worked in biotech through the 1990's and saw a rapid, increased interest, dependence and need on molecular techniques. This is now happening in the field of population genetics and conservation. UAF will need to attract funding for research in this area and teach these concepts to students.

-Critical data for Arctic research exists in many forms; all of which must be managed and stewarded for the maximum public good and accessibility. The need for discovery of and access to these data has grown exponentially in the past 5 years. Critical research and management decisions at regional, national and circum arctic scales require coordinated services provided by appropriate institutions throughout Arctic and boreal regions. Agencies and initiatives (NSF, SEARCH, NSSI, IPY, NASA etc) have acknowledged the changing needs and the evolving role of research institutions in serving regional, circum-arctic

and global communities as well as their own researchers and students. UAF administration would be very wise to proactively foster and fund efforts toward organized, collaborative and cooperative data development and data management for research and land management. UAF should by every right act as a key node in a network of circum-arctic institutions, and should take a leadership role NOW, rather than acting as a passive, though complicit, cooperator.

per above: 1) Explicitly acknowledge the efforts of UAF faculty, staff and students who participate in such efforts. For faculty, increase the value of such service in considerations of things like tenure review. For students, link such efforts to additional funds for conference/workshop travel, or opportunities for professional development. For staff, link it to annual evaluations, or perhaps offer small honoraria.

2) Consider assigning someone to help coordinate UAF's efforts at the university level. Many PIs and staff have already contributed a great deal of time and energy to initial scoping of these initiatives, but the additional workload of central organization: planning meetings, tracking developments, summarizing results and recommendations etc is more than should be expected of otherwise very busy people. Someone assigned to coordinate these things would greatly enhance the efficiency and efficacy for everyone.

-Fewer federal research dollars: greater need for competitiveness;

-My main concern in the area of research is maintaining honesty if and when surveys, etc. are done online.

-I've noticed the trend to do away with the stand alone research institutes For example folding INE into the College of engineering and Mines. This is probably a good thing and nicely ties academics with the research institutes. I imagine continuing that trend with other colleges and research entities would result in places like Institute of arctic biology joining the college of science and math. I know there was reluctance at first with INE faculty and staff but it definitely added cohesion

-If UAF is going to claim to work on Fisheries it should devote funding to this. The Seafood Industry looks upon SFOS and UAF as largely irrelevant to their needs.

-The Arctic Region Supercomputing Center is a great resource, however they seem to neglect the requests of graduate students and/or give graduate projects very little assistance.

-We need the Alaska Region Research Vessel. The political support from within UAF has been inconsistent.

-Central support and coordination for regional and circum-arctic research and management initiatives would pay high dividends, increase UAF's stature and funding, and attract more and better personnel.

Rural and Community Development

-Distance Education

- To attract more students we need more Distance Delivered degree programs
- It's clear that Alaskans, for a variety of reasons want or need to get their education at home (or at least, without leaving home for long periods). Graduate programs that combine distance delivery with limited-duration, intensive face-to-face sessions appear to be meeting these needs successfully, and UAF should consider expanding this approach to other fields
- To attract more students we need more distance and correspondence classes
- System of support for existing technology in villages. Learning and delivery technologies must increase in effectiveness or it will remain a weakness. Need more trainers in technology, especially as we get grants to buy hardware and new software around the CRA region. Especially true for adjuncts and rural students who have limited access to training!!
- Distance Education, UAF should be leaders in offering complete degree programs online.
- Telecommunications is the key to success throughout the state. Once we can reach the perspective students with opportunities without requiring them to leave their villages will be a powerful tool to future success.
- UAF and FNSBSD would both benefit from co-planning with regard to instruction and instructional technology. UAF could deliver needed services to FNSBSD such as teacher preparation and enhancement; FNSBSD could provide better classroom situations for interns.
- Develop the vocational training programs mentioned in the rural campuses...
- UAF must also continue to improve its distance delivery capabilities; several graduate degree programs are increasing cooperation with other institutions, e.g., Psychology with UAA, Neuroscience with U Montana, and Subsurface Science with INRA institutions.
- The Delta/Greely community needs a functional and productive program conveniently located in the Delta Community and accessible to all its students. The recently constructed Delta Career Advancement Center in the vicinity of the Delta High School is a logical location to begin. The program should, however, take great care to not become simply an embedded entity of DGSD
- Support of the extended campuses both physically and with faculty appointments
- It would be great if every village with more than say 300 residents had access to TV or VHS or other distance learning sources at home.
- Need 100 percent reliable distance delivery technology
- Build up the distance/correspondence program--more instructors, more classes

-Classes should be offered through rural high schools and communities to help prepare the rural students for university classes. Some schools do not have the teaching resources available to prepare the students for college.

-The distance education department is my top priority. I feel it should be further developed to include all areas of rural Alaska.

-Develop closer education opportunities for outlying communities along the road system. Local facilities for distance or local education in Delta, Tok, Glennallen, Healy, Nenana, etc., can help to keep students in those communities in the community without having to seek education elsewhere.

-It would be great to see UAF/Rural Campuses move toward developing more in the vocational technical fields to prepare Alaskans for jobs in Alaska

-Chukchi needs a larger facility.

-Q7 Improving the opportunity for "Satellite Classes" will attract more students within Alaska

-I think that rural education can be developed further. I was a rural student once and I had to be super determined to be a student to get what I wanted done because there are so many obstacles versus an on-campus student's process to get into classes and get all the paperwork done. I think the underserved population are the rural and AK Native students. I think that Student services need more attention and monies. RSS, Upward Bound, and RAHI have done wonders for AK Native students and these programs do not get the funding they need to really serve a population that could help UAF meet its goal to be an AK Native oriented institution

-UAF needs more outreach and responsive relationships in the direction of rural communities as well as support for those programs which already support that population: CRA and CES.

-Much more attention should be paid to education, particularly distance education. UAF should be the preeminent institution in the world for the development of distance delivery and technologies.

-The under-served populations I see are the people from rural Alaska. The university should offer more online courses. Intensive weeklong or 2/3 weeklong classes seem to work well for those who are working fulltime and for those who depend on a subsistence lifestyle.

-I see a greater need for distance and correspondence learning. I have taken many courses this way, and feel it is of the utmost importance to keep this service growing to meet the needs of rural students like myself.

-With the poor status of our high schools I think UAF should be offering more distance education in the general subject matter to better prepare high school students for college courses. Have them taught via satellite or even VHS tapes. Or for that matter homeschoolers who want options to take higher-level courses that their parents can't teach.

- UAF needs to establish stronger nursing programs (not satellite) and a MSW program. It is extremely difficult for anyone from Fairbanks to participate in satellite programs. Any courses that could be offered in Fairbanks should be offered in Fairbanks
 - We need to make sure the outreach programs, especially those reaching Alaska natives and other native Alaskans, keep pace.
 - The University should create the "University of Rural Alaska" within the University system. We already have a U of A Southeast, Anchorage, PWS, etc. This would help in bringing program control over what we need in Rural and Remote Alaska and help to focus more precisely what our residents in over 200 communities want for their higher education goals
 - The University needs to move more of its research into Rural and Remote Alaska away from the East side of the Alaska Range. Too much concentration of research dollars is located in only larger urban communities. This does not allow for technology transfer and does not give our children in the REAAs access to high-level research.
 - Rural and community based industry development will require culturally driven outreach to rural areas.
 - Rural development will demand growth in RD Degree programs as road systems are developed around extraction industries.
 - Student services for rural students is very important as they are usually not familiar with the processes involved with a college education. It can be very confusing and it's important to have someone who can explain it in a respectful way.
 - Reaching out to rural youth to help guide their lives into the world outside their village. Influencing youth by bringing them to the university to talk to professors, researchers, mentors - helping them get acquainted
 - Q7 CRA: Take more classes to communities out in the rural areas, instead of asking students to come into centers or hubs. Single parents are left out, as are working parents. Create more distance learning centers (small) in rural communities with computers, faxes, printers etc. where people can go to study without having to leave village.
 - Q7 Expand distance delivery
 - Enhanced development of School of Education programs to include the development of distance delivery classes.
 - The University should work cooperatively with DGSD, Raven Correspondence School, and Galena City School District's IDEA programs, but must be isolated administratively from those organizations.
 - With the poor status of our high schools I think UAF should be offering more distance education in the general subject matter to better prepare high school students for college courses. Have them taught via satellite or even VHS tapes. Or for that matter homeschoolers who want options to take higher-level courses that their parents can't teach.
- Student Life

Dorms/ housing

Q8- Continue the emphasis on excellent teaching, research and service. In addition continue to build a college life experience through traditional sports, spirit and campus life traditions and activities.

-Q8 Almost anything we do, if we do it with quality, will increase the student experience.

-Q7 This is a tough battle between lowering tuition and changing climate. Student facilities could use some improvements.

-Q7 Continue to build a college tradition and atmosphere.

-Q7 Plan entertaining events to become traditions, like that softball game.

Q8- Create a better campus life for traditional (18-22 years old) college students. Better dorms, better food, better recreation. Sell our strengths (outdoor activities, etc.) Is it fun to go to UAF? Is there stuff to do? Can I get into graduate school or professional school? Will I get a job? For an 18 year-old, however, FUN trumps jobs.

Q8-Make UAF a fun place for students - we need to embrace old traditions and create new ones. We should want our students to be proud they attended UAF and take with them memories for a lifetime.

-Q7 get the word out of what organizations are up here and what they do and where they meet etc.

-Q8 The Greek life here is very weak. I didn't even know there was a sorority up here until February. Part of college life is joining social clubs.

-Q8 Would it hurt to have a concert once a semester? The comedy show(s) are great, but what about a concert?

-Q8 More out-of-class activities.

-Q8 A better student union.

-Q8 I think the school itself is great, but that most students are living on campus is the hard part, because we need a comfortable environment to live in, and if it's not comfortable, then our education suffers as well.

-Q7 Fund the Campus Life Master Plan - yes students come to universities for the academic programs, BUT they also come for campus programs, community (clubs and organizations, housing), and leisure activities and for UAF, outdoor activities.

-Q7 Improve dorm conditions, more emphasis on wintertime activities.

-Q7 Make it FUN. Academic and non-academic schedules need to mesh. STUDENT services need to be central to most everything. Improve the dining experiences...seriously. Help them get here, help them enjoy the process, help them succeed. Recruit ACTIVE/HEALTHY people, and get them involved. Create programs and services that are attractive to the UAF "model" prospective student.

-At UAF main campus, re-develop the Residence Life program to foster community growth. Currently, a free-for-all "dormitory" mindset prevails

-More option in housing. More single rooms. Better dorms.

-Better dorm life. If other students heard about how nice it was, they might be tempted to come. As of now, a lot of things need to be worked on in the dorms, such as RA selection (I think having students do this is unethical and cause for questions.) Also, dorm food and services could be improved. The food is ok. Elevators in the dorms break down a lot and the lack of help in maintenance is a bummer. It takes a long time to get things fixed.

-Q7 First off, UAF would need more residence halls.

-Q7 Return to being more student oriented

Student/Staff relations

-A re-focus into benefiting the students. We need to realize that this university and the experiences here are for the students, not to just put money in our pockets or give unnecessary perks to the university staff.

-Student services need to be increased.

-RA and TA stipend levels in most departments are well below cost-of-living

-The administration, faculty, and staff need to treat the students as adults, trust them as adults, and allow them to be adults. The programs and activities should be on an adult level, not some immature teenager level.

-Q7 Train departments that directly serve students in customer service;

Facilities

-More hours available for the library to stay open.

-Q7 Expand writing center hours (have it open during exam week) and computer lab hours

-Q7 Improve student housing options

Partner with the city to build and expand a campus town with a grocery store within walking distance

-Q7 Work with municipal planners (local committees) to develop a stronger "University Town" in the proximity of UAF. In other words, work to encourage businesses that appeal to students to open in the area and beautify buildings and property in the area. Students need a small, locally run, full-service grocery store (similar to New Sagaya) close to campus

Q8-Expand computer and writing center hours

Food

-I think combining the dining service in the wood center would be good because it is more centralized.

-How do you plan to nourish hard working minds with over-priced junk food?

-More flexibility regarding food options.

-Food service... make the meal plan optional.

-Have better food.

-Q8 Make the meal plan optional and have better food.

Make it so that rather than having 7 meals a week and 300 munch money, that all of it is munch money (much like the masters students and graduate students are able to get.) Make it so that not all of the meals have to be redeemed at the commons. Allow students to use their meal tickets at the wood center for lunch and dinner.

-Q8 Better quality food, not just junk food.

Health Care/Services/spiritual

- I think UAF needs a chapel/religious center. I think in the long run this will help with alumni support of the university, since religion supports the ideas of community and of giving.

-There are a number of areas where the individual's rights to make their own choices are sacrificed by UAF policy for the "good of the whole." I think this paradigm is a very bad thing for young students to be learning to accept. An especially disturbing example is the mandatory health insurance policy

-I think that our counseling center here at UAF is great, but that they could use more counselors. We have so many high risk people in Alaska, sexually abused, sons and daughters of alcoholics, drugs, SADS, domestic violence. I think we would be wise to increase this service on the campus and try to get as much help as possible to these kids. I also think that the counseling group should be able to forward needy kids to the Food bank, as I know that financial aid doesn't always cover the student's needs for a semester

-Q7 We should Offer health coverage for students, or at least graduate students.

-Q8 Be more responsible for students' well being, such as having a doctor, pharmacy, and house-call service on campus for students.

-Q8 Support funding for more counselors.

-Q8 Offer drug and alcohol counseling.

-Q8 Offer testing for learning disabilities and styles

-The university needs to offer a health insurance package that is appealing to older students who are no longer dependent upon their parents and who may have dependents of their own.

-The lack of affordable health insurance with a reasonable level of benefits is another problem.

-I think the services available at UAF are widely underused and under advertised. Students have no real central location to access student activity information (or if there is one, we don't know about it, because I've asked around.) Most students find out about what is available to them when a situation or problem arises. This shouldn't be the case; students should be well informed of services available to them regardless of whether or not they need the services at the time.

-Domestic violence -learning disabilities application and accommodations more user friendly

-While most modern businesses are working to capture all aspects of their business (e.g., tourists travel on the vendors boats and buses, stay in their hotels, eat at their restaurants, and shop at their gift shops), higher education is going the opposite direction. Students commonly buy their texts online; buy the minimum food service, etc. While students appreciate the flexibility, higher education is clearly not following business models that have been highly successful.

Daycare

-Daycare at the university needs to be more available to student parents

-Q7 Increase the number of slots for quality daycare at the university.

-It would be nice to offer day care for students and employees (in addition to the Bunnell House, which is small and available for older children only).

-Expanded lab school to serve infants and toddlers

-UAF could have a referral program for student parents to daycare facilities in the area. It is difficult to place a child in a quality program without having a car, and on-campus care would be really ideal. I, along with other nontraditional students, would be willing to pay a premium to have caregivers that are on-campus

Instruction/ Teaching

Q7- Concentrate more on research and education, and not on job training.

Q8-Need Higher standards of education and instruction

Q8- Provide for an excellent faculty and excellent facilities. Pay its faculty at or above national standards.

Q8- Like I said before, technology and practical world experience. I wish I had more classes that were oral intensive simply because they require me to use real world skills. Also, I think we should have a system of required writing, critical thinking/analysis in classes, so that students are able to develop these skills. Each student should have a required number of papers etc they have to write in their major (two writing intensive classes do not prepare us adequately for the real world)

Make us use computers more! There are so many liberal arts majors who barely have an understanding of microsoft office. It should be required, because for real world employment, it essentially is.

-Q8 Take school outside of the classroom more.

-Q8-Allow the teachers more time to be able to serve the educational needs of its students. We should also allow more grading flexibility than A through F. Bring back the plusses and minuses of grading.

Q8-With every class, students should have an option to practice concepts, not as extra credit, but as a supplement to learning. These opportunities should be diverse, ranging from computer learning to writing assignments that can be viewed by the instructor with feedback

-Teaching--reduces grade inflation; improve written English

communication by using faculty who can write clearly for the real world (not grad students, many of whom can't write). College writing (freshman and sophomore level) must be more than prose and poetry in terms of the arts--it is essential for the business world and the world we all live in. This writing thing is one of UAF's greatest weaknesses.

-I do not feel higher educational institutions should be four-year technical training institutions.

-Q8 More labs...more hands-on experience. Educational activities that bring the classroom to life. Make the educational experience relevant. A lot of students won't go on to graduate work, so show them how they can use chemistry, mathematics, physics, anthropology, or whatever courses they choose in their daily life. Emphasize critical thinking at the undergraduate level.

- It seems that professors already are more concerned with research than with teaching. Somehow the quality of teaching and the students learning need to be reconsidered as top priority

-I think more emphasis should be placed on teaching and less on research. While research is important, it should be secondary to teaching.

-Get more labs, more hands-on education. I like courses that teach by doing and not just out of a book.

-More field oriented research....such as taking lab classes out of the lab and into the field

- Teaching - higher standards. Too many faculty teach with videos instead of providing cohesive lectures or class discussions, because those are too much effort. Some faculty teach exclusively with videos!

Ridiculous!

-Q8 UAF suffers from grade inflation, which began when we instituted student evaluation of faculty instruction. Get rid of student evaluations.

-Q8 Make it harder and stop the grade inflation

-I wish that there were more top ranked professors/instructors that are comparable to the other universities that I have heard about like UCSD for example. I feel like I would learn better if we had not just good professors, but top ranked or well reputed professors known for their teaching success.

Technology issues related to instruction

-Lateralization of classes to include on-line, face-to-face, and web-based instruction for all students.

-Laptop requirement for all students

Q7 Offer classes on TV.

-Greater incorporation of technology into instruction by staff.

-Courses taught using a variety of technology perhaps half online half in person or various arrangements and combinations

-I teach classes face to face and via audio. The trends I see for the audio courses is that more and more villages are getting access to the internet

which makes it easier for people in those villages to take college courses, web based or audio using blackboard. I expect more rural residents to begin taking college courses. More audio/web-based courses will be in demand. Video courses are also starting to pick up.

-UAF needs to become more attuned to collaborative program and course development through the expansion of instructional designer resources and enterprise wide software applications that encourage distributed workgroups.

-I think the university needs to be more involved in technological advances. Not only instructors, but also students need to be using various media to convey information. It is essential to our function in the "real world" that we are taught to present information with video clips, PowerPoint and other presentation materials that we will be expected to have knowledge of. For this, we need more "smart classrooms" and educational opportunities to utilize these skills.

-Humanities and social sciences need to have faculty with higher standards for student performance

-Need to focus on weak liberal arts

-Build up distance delivery Ed.

- Teaching them to 'Think' so they are prepared for the potential jobs of the future in Alaska.

-Teaching is moving from less memorization to more focus on thinking processes and the ability to handle and/or research real situations.

-With regard to teaching, student demographics are changing with older students composing an ever-increasing proportion of the student body. Such students have different needs and expectations from the typical student of the past who attended a university immediately after graduating from high school. General university core requirements need to be reviewed with this in mind. The new students are looking to the university as a means of improving their opportunities in the workforce; often have family financial and personal obligations; and must attend school while maintaining employment. If they are to earn a degree within a reasonable time period, curriculums need to be streamlined and offered in a manner that provides scheduling flexibility.

-One of the reasons I liked UAF when first reading about it was the student-teacher ratio, which I have found in recent classes (upper division courses) has been getting worse. Essential to the learning experience is adequate instruction and attention given to each student. Professors with too many students will forgo valuable research paper writing or presentation experience in exchange for tests (which are easier and take less time to grade.) We need set requirements of diversity in class work that allows students to be well rounded, and at the same time does not overburden Professors.

-Greater emphasis needs to be placed on the level and quality of teaching in this institution. Too many degree requirement courses are either not

taught or are poorly led by instructors with little more knowledge in the subject than the students.

Adjuncts/Instructors/Teachers

-Q8 Need to have more consistency among its faculty - fewer adjuncts and more professors that stay at UAF more than 5 years.

Q8- Do not allow grad students to teach undergrad courses. Generally the quality of instruction is very poor, and it makes for a bad experience.

-TVC programs are often funded with too many adjuncts and not enough full time faculty.

-More adjunct training in technology: i.e. use of Blackboard, audio delivery teaching skills and tips. Help our valuable adjuncts out in CRA become better instructors

Q8- Students expect to be taught by full-time faculty, not teaching assistants. Instruction of core courses by teaching assistants should be curtailed. UAF indicates that teaching is its number one priority but its reliance upon teaching assistants and adjunct professors does not support that assertion.

- There are a lot of areas that are just plain jokes. You get the class and the grade, but no substance.

There are some wonderful teachers out there and some who should be let go - period!

-The math department is small compared to other institutions of our size. The typical UAF student does not see a PhD mathematician in class because MATH 103 (old 131) 107, 108, 161, 262 and 272 are taught by adjuncts or instructors not tenure track faculty. This is unusual in our college and is not accepted by higher quality institutions.

-The tutor labs for math students are a great idea but is understaffed and sometimes staffed with students who are unqualified. I am referring to the math labs for developmental math. I have not heard good things about the math department math lab either, but I do think these labs (free tutoring) are a great service and should be developed further to ensure the quality and quantity of tutors needed is available.

Teacher Preparation

-Alternative routes to certification will become more streamlined with duties and expectations and certification. More demand for special education teachers; that will continue to grow.

-On a national level-our children are falling behind in math skills and other subjects compared to other countries. Our teacher unions are fighting testing for teachers (of course-that's what unions do).

-We need to better prepare our teachers.

-Be more innovative in research concerning problems specific to Alaska students relative to "No Child Left Behind" and then applying that research to UA education classes.

Q8- Get better professors who are committed to the students learning. I think that some of the problems arise from professors being overloaded with things to do and students are not the top priority (at least it seems this way).

Technological modernization

- Students today expect cutting edge technology and we are not there
- Better Tech support/services upgrade computer services
- There is no doubt that this century will bring more integration of technologically mediated learning to higher education. Historically mediated learning has been the provenance of distance education. The advent of educational technology in the classroom blurs the lines. Our greatest challenge will be to use thoughtful redesign of the learning experience to enable appropriate use of connecting technology whether in a classroom or not.
- Learning does not just happen at certain hours with certain experts. We are entering the next generation of distance modalities that brings a much different alignment to our strategy of matriculating and graduating
- In terms of classes, I see more technology related influence being put into UAF.
- Q8 Enable enterprise wide social software applications to leverage the collaborative seeking of constructed knowledge. We are unpacking that at the Center for Distance Education with collaborations with the NKI Fjernundervisning, in Norway, the largest Scandinavian distance learning organization
- Q8 Improved IT resources in the classroom and in labs.
- Forward thinking instructors.
- Every classroom at UAF should have a ceiling mounted projector to facilitate computer projection.
- Q8-More interaction with actual applications/business to make it more hands on.
- If we experience increased enrollment, we need additional high quality classrooms
- While technology supplements rather than substitutes for good teaching, UAF is not a leader in this area, and students have increasing expectations.
- More computer/electronic media based classes/research/job opportunities.
- More robust wireless access in all parts of the campus
- There is a growing need in this state for teachers. I see that we will need to continue to focus on providing excellent teachers for Alaska's schools and perhaps look into new ways to attract teacher education students from outside to help meet this growing need.

-As a student network technician: UAF does a very good job of providing for the technical aspects of the school, given what it has. But its networking equipment is largely archaic, some not even vendor-supported anymore. --Allocated funds to upgrade more of the core and replace what is near death would result in even less downtime and increase university efficiency.

-Automated access to resources seems to be a key and our ability to deliver in this area is critical.

-The workplace demands competency with technology - from the most basic to the most advanced. All students, regardless of age, discipline, etc., should be immersed in technology while at UAF. Additionally, the demand for effective and interactive distance education will continue to increase as non-traditional students seek education as a way to make themselves more marketable. The technology at UAF must be expansive, current, and available in order to meet the needs of our students and their future employers. And, with the boom of technology, keeping up with reporting requirements, etc. technologically is a challenge I see for the next 3 - 5 years.

-Campus-wide wireless access.

- Enhance technology infrastructure and laptop access

-Something has got to be done about computing and all of the spam and viruses. The problem with the network printers and static IP addresses. Every professor and every Admin should be able to have their own static IP address so that they can do their work efficiently.

- BETTER computing services. Improve DCC. Overhaul DCC

-There is a need for better telecommunications infrastructure for the entire UAF system not just the Fairbanks campus. The remote sites are the poor stepchildren of the institution.

-. Probably the biggest infrastructure need is where UAF used to be tops, electronic communication. We certainly are better off then we were ten years ago but we need to maintain a cutting edge on distance delivery and electronic communication. It can be pretty difficult trying to access the latest technology available to UAF when located off-campus

- By focusing on science and research, UAF has to commit to maintaining up to date technology and facilities. This requires a developed approach to capital projects planning and implementation. In that area, there has to be better integration between lower campus and upper campus, and with rural campuses.

- More open research; a web research portal would be great. Right now it's hard to find out what's going on at the u.

- Q7 Go to fully online registration process

Let students choose their own email address @uaf.edu to increase usage

-Q8 Take care of the technology on campus. It's frustrating for a "smart classroom" to turn stupid because there is no one or any funds to maintain it

-Q8 Improve the E-mail interface? Can't even use mine

Q8- Update and maintain classroom technology

Q8- We need better multi-media connections (audio and video conferencing), and hosting programs/classes at rural campuses for students to go to from Fairbanks or the other MAUs (anthropological digs for example).

Miscellaneous

a. The number of Alaska high school graduates is expected to peak in 2006. b. Eielson Air force Base may close. c. The population of Alaska and the US is aging. d. Mining is clearly on the rise in Alaska.

- Student Affairs needs to be relocated along with key student affairs department - the Campus Life Master Plan address this issue, but the whole plan may die due to lack of funding.

-Continuing cultural shift to the right that erodes academic freedom, threatens faculty satisfaction, changes priorities.

-Global trade, long-distance travel, bio-technology, communications, natural resource extraction and processing, alternative energy sources, global environmental issues, global health are eight areas which will see increased activity in the next 5 years. (All of these things can also be linked to China--potentially the world's largest consumer and producer.)

-Technology, globalization, and the importance of collaboration

-Need for energy alternatives, climate trends, increase in fires in Alaska, changes in fisheries

-Off the top, it's pretty easy to see the continuing need for improved energy technology, conservation, and sources. Generally, I see a great need for improving the quality of education and life in Alaska.

-I think you should have an industry board for Tourism and for Fisheries that advises the University about the industry needs in terms of new employees

-Chukchi and Linc Saito are real assets to our community

-UAF (UA?) should have an institutional research unit that provides real time information for management. For example, when the number or percentage of student withdraws is large for a class, the department chair and dean should be made aware of this quickly. Often the damage is done before any supervisor knows

-If the focus of education is for health - (there are those that predict health insurance companies will pay for education because lifelong learning keeps the brain active and healthy

-Q7 Address practical issues of jobs, and social services that inhibit those students who did poorly in High School and are not succeeding in rural areas after high school. Start the information to the High Schools early. There are no academic counselors in this district- so information about programs does not get the attention it needs.

-Perhaps teams of UAF employees can visit the principals at the district meetings and encourage them to find the students that will succeed with

the special programs rather than just putting up posters somewhere in the communities.

Q8: What could UAF do to improve the overall educational experience for its students?

-Q8 More interdisciplinary emphasis.

-Q8 Perhaps a more aggressive exchange program.

Q8- Emphasize more student involvement, especially for undergrads, in research related to UAF's mission.

Q8- More emphasis of faculty-undergraduate interactions instead of such a strong emphasis on research. Greater involvement in the real world by faculty so that they can work with students to get jobs in the private sector and select public sector positions that are not research oriented or simply problem-solving--how to make a venture run; how to get the job done.