

UNIVERSITY OF ALASKA FAIRBANKS

APPENDIX

ACCREDITATION SELF-STUDY

2001



Appendices Notes

Many of the documents in the printed appendix that accompanies the Self-Study are available on the Web, as are many of the publications and other information referenced on the Documents List for each standard.

This online appendix includes the entire Documents List for each standard, and links where available.

APPENDIX

STANDARD ONE

Institutional Mission
and Goals, Planning
and Effectiveness

Standard 1 Documents List

Appendices

- A1.1 UA and UAF Mission Statements (extracts from UA Regents Policies)
- A1.2 Documents describing UAF Mission Statement Revision Process
- A1.3 UAF Institutional Plan (graphic)
- A1.4 UAF Strategic Plan 2005 (<http://www.uaf.edu/univrel/plan/draft/>)
- A1.5 Annual Report from UAF Administrators Memo
- A1.6 UAF Academic Development Plan
http://www.uaf.edu/provost/academic_plan/index.html
- A1.7 Inventory of Documents that Demonstrate the Appraisal of Institutional Outcomes
- A1.8 Academic Planning Model
- A1.9 Updating the Strategic Plan - Beyond 2000

Exhibits

- G1 UAF Catalog (<http://www.uaf.edu/catalog/index.html>)
 - G2 Regents' Policy (<http://info.alaska.edu/bor/index.html>)
 - G3 University Regulation (<http://info.alaska.edu/bor/index.html>)
 - G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
 - G6 UA in Review (<http://www.alaska.edu/oir/Review/index.html>)
 - G7 UAF Home Page (<http://www.uaf.edu>)
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- E1.1 Chancellor's Update Newsletters (<http://www.uaf.edu/univrel/chanupdate>)
 - E1.2 Draft Master Plan (fall 2001)
 - E1.3 Enrollment Management Planning Documents
 - E1.4 Master Planning Purpose, Committee and 1991 Master Plan – <http://www.uaf.edu/mastplan/>
 - E1.5 *An Analysis of Public Opinion in the State of Alaska*, Evans/McDonough Company, 1994
 - E1.6 UAF mission statement in effect from 1988 to 2000 (<http://www.uaf.edu/univrel/mission/>)
 - E1.7 UA mission statement in effect from 1983 to 2000
 - E1.8 Strategic Plan: UAF 2000 – <http://www.uaf.edu/univrel/plan/>
 - E1.9 Chancellor's Workshop Reports
 - § Workshops Reports, 1997, 1998, 1999
 - § Conference Report, 2000
 - § Provost Reichardt Memo Regarding Chancellor's Spring 2000 Conference
 - E1.10 Measuring Quality at UAF: New Ideas on Growing Production Year by Year
 - E1.11 The Accountability Report – <http://www.accountability.alaska.edu/>
 - E1.12 1990 University of Alaska Six-Year Plan
 - E1.13 Program Assessment Documents: UAF Action Plan and last summary sheet
 - E1.14 Academic Planning Process – <http://www.uaf.edu/provost/fy03/index.html>
 - E1.15 Review of Graduate Programs: <http://www.uaf.edu/gradsch/programreview.html>
 - E1.16 Spring 2000 memo from Provost to deans/directors on program review process
 - E1.17 Annual Reports from UAF Administrators
 - E1.18 Cornerstone newsletters (<http://www.uaf.edu/univrel/cornerstone/>)
 - E1.19 *Economic Impact of the University of Alaska*, McDowell Group, 1998
 - E1.20 *A Survey of the Higher Education Priorities and Needs of Alaska Households*, McDowell Group, 1998
 - E1.21 Noel Levitz Institutional Priorities Survey, 2000
 - E1.22 *University of Alaska Employee Opinion Survey*, Statewide Office of Human Resources, 1999

- E1.23 Student Housing Business Plan by Brailsford and Dunlavery, 1999
- E1.24 Reports of Specialized Accreditation
- E1.25 George Kaludis Associates, Inc. June 1992 Phase I Report
- E1.26 Career Services Graduation Reports 1998, 1999, 2000
- E1.27 University of Alaska Scope and Role, 1997
- E1.28 Progress Toward Year 2000 Strategic Goals Preliminary Analysis and Working Document, Chancellor Wadlow, August 1998
- E1.29 Documents Regarding Planning, Analysis and Appraisal of Institutional Outcomes
 - § Summary of Things Deans and Directors Would Like Changed in Five Years, 2000
 - § Progress Report on Five Year Changes, 2001
 - § UAF Administrative Services in Support of Strategic Plan: UAF 2000
 - § Strategic Planning Leadership Committee Memo, February 1996
- E1.30 Key Performance Measures for FY2002 (often referred to as “Missions and Measures”)

Additional Web Sites

- W1.1 Statewide Planning for Initiatives <http://www.alaska.edu/swacad/>
- W1.2 Graduate Enrollment and Productivity <http://www.uaf.edu/gradsch/Statistics.html>

APPENDIX

STANDARD TWO

Educational Program
and its Effectiveness

Standard 2 Documents List

Appendices

- A1.1 UA and UAF Mission Statements (extracts from UA Regents Policies)
- A1.4 UAF Strategic Plan 2005
- A1.6 UAF Academic Development Plan
(http://www.uaf.edu/provost/academic_plan/index.html)
- A2.1 UAF Educational Effectiveness Policy
- A2.2 Regents' Policy on Educational Effectiveness
- A2.3 Methods of Assessment: Undergraduate Certificate and Degree Programs
- A2.4 Methods of Assessment: Graduate Certificate and Degree Programs
- A2.5 Inventory of Documents that demonstrate the Appraisal of Educational Outcomes
- A2.6 Provost's Memo on Program Review
- A2.7 Inventory of Degree Programs that have been Added or Deleted in last Five Years
- A2.8 UAF Degree Awards by Major and Type, FY 1996-2000
- A2.9 The Baccalaureate Experience: Core Curriculum Requirements
- A2.10 UAF Graduate Programs: Admissions/Degree Requirements and Statement of Faculty
- A2.11 UAF's Specialized Accreditations
- A2.12 Organizational Chart Showing Relationship of Continuing Education to Academic Units
- A2.13 Summary Listing of Off Campus Programs, Directors, and Sites
- A2.14 Policy and Procedures for Institutional Approval of Off-Campus and Special Programs and Courses
- A2.15 Approval Process for New Courses and Course Changes Flow Chart
- A2.16 Approval Process for Program Additions and Deletions Flow Chart
- A4.2 Table #1, Institutional Faculty Profile
- A5.1 UAF Libraries Organizational Chart

Exhibits

- G1 UAF Catalog (<http://www.uaf.edu/catalog/>)
- G2 Board of Regents Policy (<http://www.alaska.edu/bor/>)
- G3 University Regulations (<http://www.alaska.edu/bor/>)
- G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
- G6 UA in Review (<http://www.alaska.edu/oir/Review/index.html>)
- G7 UAF Home Page (<http://www.uaf.edu>)
- G8 UAF Class Schedules (<http://www.uaf.edu/reg/schedule/index.html>)
- G9 Yellow Book (<http://www.alaska.edu/swbudget/yellowindex.htm>)
- G10 Red Book (<http://www.alaska.edu/swbudget/redindex.htm>)
- G11 Faculty Senate Home Page (<http://www.uaf.edu/uafgov/faculty/index.html>)
- G12 UAF Faculty Senate Directory & Handbook
(<http://www.uaf.edu/uafgov/faculty/fsdir.html>) and
(<http://www.uaf.edu/uafgov/faculty/fscom.html>)
- G13 Faculty Senate Course & Degree Procedure Manual
(<http://www.uaf.edu/uafgov/faculty/cd/cdman.html>)
- G14 Union Contract UNAC (<http://www.alaska.edu/labor/current/united/table2001.html>)
- G15 Union Contract ACCFT (<http://www.alaska.edu/labor/current/accft/Contract/table.html>)
- G17 Faculty Advisor Manual (http://www.uaf.edu/acadadv/Manual_TOC.htm)
- G18 Advising Center Home Page (<http://www.uaf.edu/acadadv/>)
- G19 Graduate School Home Page (<http://www.uaf.edu/gradsch/>)
- G22 UAF Strategic Plan 2000 (<http://www.uaf.edu/univrel/plan/index.html>)

- G24 1990 UAF Accreditation Self-Study Report
- G25 Initiative Planning & Budgeting Process (<http://www.alaska.edu/swacad/planninGhtml>)

- E1.3 Enrollment Management Planning Documents
- E1.5 *An Analysis of Public Opinion in the State of Alaska*, Evans/McDonough Company, 1994
- E1.20 *A Survey of the Higher Education Priorities and Needs of Alaska Households*, McDowell Group, 1998
- E1.26 Career Services Graduation Reports 1998, 1999, 2000
- E2.1 Memo from Executive Dean Gabrielli to CDE&IL on assessment of Core Curriculum courses
- E2.2 Draft Revision of Core Curriculum
- E2.3 Guide to the Evaluation of Educational Experience in the Armed Services
- E2.4 Instructional Faculty Summary Information
- E2.5 System-wide Academic Council white papers on distance
- E2.6 President Hamilton's presentations on UA Economic Role in the State
- E2.7 Evaluation report from NASC on Tanana Valley Campus related instruction 1992
- E2.8 List of government and professional certifications approved for course equivalencies at UAF
- E2.9 Graduation Checklists for all programs
- E2.10 Graduate School Program Reviews
- E2.11 Noel Levitz Student Satisfaction Inventory, 2000
- E3.6 ACT Student Opinion Surveys 1993, 1994, 1997, 2000
- E3.7 Cooperative Institutional Research Program (CIRP) Surveys 1998, 1999, 2000
- E3.8 Noel-Levitz Student Satisfaction Inventory (SSI) 2000
- E3.11 Student clubs list (http://www.uaf.edu/woodctr/activity/clubs/club_list.html)
- E3.18 Brochure regarding transfer of credit
- E4.16 Experimental Program to Stimulate Competitive Research (EPSCoR) Documentation
- E5.19 Off-Campus Library Services Report
- E8.16 Technology Refreshment Program

Notebooks of specific interest

Core Curriculum notebook
Outcomes Assessment notebook
Developmental Studies notebook
Distance Delivery notebook
International Programs notebook

Additional Web Sites

- W2.1 Center for Distance Education and Independent Learning <http://www.dist-ed.uaf.edu/>
- W2.2 Outcomes Assessment <http://www.uaf.edu/provost/outcomes/>
- W2.3 Retention Data <http://www.uaf.edu/pair/99ffretent.html>
- W2.4 AAHE Assessment principles <http://www.aahe.org/assessment/principi.htm>
- W2.5 AAHE Assessment Conference Notes http://www.aahe.org/assessment/2000_notes.htm
- W2.6 Alaska Summer Research Academy <http://www.uaf.edu/csem/asra/index.html>
- W2.7 Rural Alaska Honors Institute <http://www.uaf.edu/rahi/>
- W2.8 Upward Bound Classic <http://www.uaf.edu/upbound/>
- W2.9 Upward Bound Math/Science <http://www.uaf.edu/ubms/>

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| W2.10 Summer Fine Arts Camp | http://www.uaf.edu/music/artscamp/index.html |
| W2.11 Athletics Summer Camps | http://www.uaf.edu/athletic/camps.html |
| W2.12 School of Management Finance Camps | http://www.som.uaf.edu/fep/ |
| W2.13 Cooperative Extension | http://www.uaf.edu/coop-ext/ |
| W2.14 Alaska Marine Advisory Program | http://www.uaf.edu/MAP/ |
| W2.15 Computing and Communications On-line Help | http://www.uaf.edu/DCC/help/online.html |
| W2.16 Summer Sessions | http://www.uaf.edu/summer/ |
| W2.17 Career Services | http://www.uaf.edu/career/ |
| W2.18 Office of International Programs | http://www.uaf.edu/oip/index.html |
| W2.19 Northwest Association of Schools and Colleges | http://www.cocnasc.org/ |
| W2.20 Honors Program | http://www.uaf.edu/honors/ |
| W2.21 Admissions | http://www.uaf.edu/admmrec/ |
| W2.22 Rural Student Services | http://www.uaf.edu/ruralss/ |
| W2.23 Off-Campus Library Services | http://www.uaf.edu/library/libweb/services/off- campus_services.html |
| W2.24 Adjunct (UNAC) Faculty Contract | http://www.alaska.edu/labor/indexes/Adjuncts.html |
| W2.25 Graduate Enrollment and Productivity | http://www.uaf.edu/gradsch/Statistics.html |

APPENDIX

ACADEMIC DEPARTMENT/DIVISION SUMMARIES

DEPARTMENTAL SUMMARIES

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College of Liberal Arts

Alaska Native Language

Mission: The Alaska Native Language Program has four essential goals to its mission:

- To provide education in and about Alaska Native Languages,
- To conduct research on Alaska Native Languages in the interests of documenting and preserving them (in conjunction with the Alaska Native Language Center),
- To train instructors of Native language and culture, and
- To work statewide to support Native language programs at all levels.

Certificate and degree programs: The Alaska Native Language Program offers BA degree programs in Inupiaq Eskimo and Yupik Eskimo, as well as Certificate and AAS programs in Native Language Education, with emphases in either Inupiaq Eskimo or Athabaskan language.

Location: All faculty and staff offices are located on the Second Floor of the Eielson Building on the Fairbanks campus.

Student and faculty numbers: During Fall, 2000, the Program had the following number of students and faculty:

| Undergraduate majors | Native Language Education AAS students | Native Language Education Certificate students | Full-time Faculty | Part-time Faculty |
|----------------------|--|--|-------------------|-------------------|
| 3 | 5 | 18 | 3 | 11 |

Full-time faculty are full-time with ANLP. Two others (listed here as part-time) have joint appointments with ANLP and ANLC. Other part-time faculty have appointments in other departments and teach occasional courses for ANLP. Native Language Education students are typically off-campus and attend summer courses at the Fairbanks campus.

Weaknesses: ANLP's off-campus programs rely on grant-funded non-tenure track and part-time faculty for teaching and some administration. At least one tenure-track position would help anchor the program. umbers of majors in the B.A. programs are low. Teaching loads are unequal in some cases.

Strengths: The program provides a unique course of study in rarely taught languages and is internationally known. Students have gone on to fill leadership roles in Alaskan education programs and other positions involving Native language and culture. Joint appointments make for a close relationship with the Alaska Native Language Center and cross-fertilization of projects.

Projection: We are looking at ways to increase numbers of majors, working jointly with related programs like Alaska Native Studies and experimenting with a variety of teaching goals and techniques. We plan to expand Native Language Education programs to better serve Eskimo languages.

Alaska Native Studies

Mission: The Alaska Native Studies Department seeks to provide the student with a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the contemporary Native experience in the plural society of North America. The student's academic program will be interdisciplinary as it is built upon a combination of appropriate courses currently offered in other specialized disciplines and of an integrated set of core courses offered by the ANS Department.

Certificate and degree programs: B.A. in Alaska Native Studies

Location: All faculty and staff offices are located in the 5th floor of the Gruening building on the Fairbanks campus.

Student and faculty numbers: During Fall, 2000, the Program had the following number of students and faculty:

| Undergraduate majors | Full-time faculty | Part-time faculty |
|----------------------|-------------------|-------------------|
| 6 | 3 | 3 |

Weaknesses: Since 1994 when one faculty member resigned and the position was not filled, the department has insufficient faculty to teach all of the courses required in its major, a fact which has a demoralizing impact on students and faculty alike. In addition, the budget for the its most important programs, Rural Alaska Honors Institute, the elders-in-residence program and the Festival of Native Arts have remained the same or lower since their highest levels in the mid 1980s. While Festival of Native Arts receives many grants and donations, the other two programs are less well endowed. A more important problem, particularly in light of the

new UAF Academic Plan to emphasis Alaska Native peoples, is that there is no Alaska Native Studies course in the core curriculum.

Strengths: The greatest strength of this department is that it has an academic core focused exclusively on indigenous issues in the humanities, social sciences, and politics, which fully complies with the new UAF academic plan. Also, two of the full-time faculty are Alaska Natives with doctoral degrees from prestigious universities. With the Elders-in-residence program as its capstone course, ANS maintains a continuous intellectual bond with the indigenous cultural centers of Alaska. Through the annual Festival of Native Arts, the department maintains constant rapport with traditional cultural leaders in all of the rural communities, and thus is in the forefront of changes as they occur among Alaska's Native people. In addition, it takes the lead through the Rural Alaska Honors Institute in bridging the cultural gaps between students emerging from indigenous cultures and western academia.

Projection: A core course (Aesthetic Appreciation of Alaska Native Performance, ANS 202X) has been introduced, and is being reviewed by the Curriculum Review Council and the Core Review Committee for inception in 2001-2002. The CLA dean and other faculty members in CLA are very supportive of this course, which has been taught on a trial basis as a section of Humanities 201X with great success. President Hamilton is directly supportive of the Rural Alaska Honors Institute, and we anticipate that through his sponsorship, this important bridging function will gain added funding and support throughout the University of Alaska. During the past year the Alaska Native Language Center (ANLC) has co-sponsored some of the elders that ANS has brought to the campus. In addition, ANLC has helped to develop a special language tract in the ANS B.A. program to allow students who earn two-year degrees through their Alaska Native Language degree program to proceed with a four-year degree in their chosen language concentration. These and other partnerships with ANLC suggest a very encouraging synergy for the two departments when co-housed in the Brooks Building beginning in 2002.

Anthropology

Mission: The Department of Anthropology is a center for teaching and research in anthropology with general focus on circumpolar regions as well as research projects and instruction covering a variety of world areas. Departmental research and teaching covers all four subfields of the discipline: archaeological, biological, social/cultural and linguistic anthropology. The undergraduate program aims at giving students a solid

introduction to the discipline with the possibility to concentrate in subfields. The graduate program maintains an emphasis on empirical and applied studies in various parts of the world.

Certificate and degree programs: The Department of Anthropology offers BA, BS, MA and PhD degree programs with specializations in all four subfields of the discipline.

Location: All full-time faculty and staff offices, labs and graduate student study areas are located in the Eielson Building on the Fairbanks campus. Faculty with joint appointments have offices in the University of Alaska Museum and the Library.

Student and faculty numbers: As of spring 2000 the Department had the following numbers of students and faculty members:

| Undergrad majors | | Graduate students | | Faculty | | |
|------------------|------|-------------------|-------|-----------|-------------|---------------------------|
| B.A. | B.S. | M.A. | Ph.D. | Full-time | Split appts | Affiliated in other depts |
| 35 | 5 | 18 | 13 | 6 | 5 | 2 |

Three faculty members have 1/4 appointments, 2 joint with the UA Museum and 1 with Oral History. The Department typically hires 2 or 3 lecturers each semester to teach lower division service courses.

Weaknesses: Retirements and deaths in the department have had a significant impact on continuity in advising and program offerings, especially the graduate program. Low salaries, not commensurate with national averages, have had a significant negative impact on recruitment and are having an impact on retention of young faculty. Low salaries negatively affect morale and the stability that is critical to maintaining the PhD program. The departmental budget is devoted almost entirely to salaries and benefits and resources are focused on meeting curriculum demands. Lack of budget and budgetary control for faculty development, equipment, faculty and graduate student travel, and such activities as films and guest speakers significantly hampers maintaining a dynamic research and teaching environment. Many faculty members feel overburdened by service duties.

Strengths: The department has a national and international reputation for research and teaching about peoples of the North with a strong concentration of specialists in Alaskan and Siberian studies. The Department of Anthropology is the only department in the College of Liberal Arts with a PhD program. Most faculty have active field projects or maintain active communication with field sites and have had considerable success in receiving funding from a wide range of sources. The program currently attracts graduate

students and prestigious visiting scholars from across the U.S. and around the world. The department has hosted statewide, national and international conferences on topics relating to northern research.

Projection: We are working to obtain funding for research that will additionally provide some of the necessary budgetary capacity and control needed to maintain the department's high profile in northern research. We anticipate that UAF will be the next site for the secretariat of the International Arctic Social Science Association, 2001-2004. The anthropology department will be integral to the administration of IASSA and we expect that the focus on Fairbanks will help to maintain the department's high profile in northern research, attract visitors and enhance research ties.

Art

Mission: The Art Department mission is two-fold: (a) to encourage independent, original, critical/creative thinking skills, and (b) to prepare students for careers in art.

Certificate and degree programs: The Art Department offers a B.A., B.F.A., and M.F.A. degree programs.

Location: All faculty and staff offices and our art studios are located in the Art Department within the Fine Arts Complex on the Fairbanks campus. Art History and Aesthetic Appreciation are taught in various location on the Fairbanks campus; e.g., Art History and Aesthetic Appreciation have been taught in the Bunnell auditorium, Gruening, and the Media Classroom in the Library. Computer art and Digital Photography are taught in 128 Bunnell, which is located on the Fairbanks campus. Animation has been taught in Butrovitch. Computer Art has been taught in Bunnell.

Student and faculty numbers: During the Fall 2000 semester the Art Department demographics broke down as follows:

| Undergraduate majors | | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|--------|-------------------|-------------------|-------------------|
| B.A. | B.F.A. | | | |
| 99 | 23 | 4 | 7 | 12 |

The Art Department typically hires 6 to 12 lecturers each semester to teach lower division studio courses and 2D and 3D computer graphics classes.

Weaknesses: The Retirement Incentive Program had an impact on the metals program. That position was eliminated even though we have a strong demand for metals classes, as we do in all studio areas. Metals is now taught by adjunct lecturers. Aging equipment and

cramped studio space reduces the efficiency and desirability of our program. Many faculty members feel overburdened by bureaucratic paperwork demands.

Strengths: We recently inaugurated our M.F.A. program, and this is the only M.F.A. program in studio art in Alaska. In addition the majority of our classes are filled and have waiting lists. Our students enjoy are and art making.

Projection: Starting Fall 2001 the Art Department is instituting an M.F.A. program in Photography. We are in the initial stages of planning for a ten-to-fifteen year process that will result in accreditation.

Communication

Mission: The Department of Communication serves the University and its students by educating students and the public regarding the processes that occur when individuals communicate.

- In the understanding of Communication contexts such as interpersonal, small group, family, organizations, and public, as well as cultural matters of significance that affect communication (e. g., gender, age, ethnicity, race, etc.);
- In understanding the discipline as human communication, in contrast with forms of mediated communication (e.g., journalism) and other social sciences;
- In understanding the creation and use of new knowledge of human communication;
- In understanding the nature and skills, both verbal and nonverbal, of successful and effective communication with others; and
- In understanding the need and uses of the ability to critically analyze one's own and other's communicative acts.

Certificate and degree programs: The Department of Communication offers a BA and an MA in Communication, as well as a minor in Communication.

Location: The Department of Communication is currently located on the 4th floor of the Fine Arts Complex (above the Music Department). All members of the Department are located in the Fairbanks Offices.

Student and Faculty numbers: During fall 2000 the Department had the following numbers of majors and faculty members:

| Undergraduate Majors | Graduate Students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 35 | 18 | 4 | 1 |

Three faculty members in tenured track, one full-time Instructor, a one-course-per-year instructor (and one faculty position being hired, 2000-2001).

Weaknesses: The Department has operated with three faculty members teaching for four of the last five years. While we have been creative in response, it has weakened our recruiting of majors into the undergraduate degree. While we have been innovative, bringing in Visiting Scholars (1999 and 2001) to expand our students' experience in the discipline, we have also been forced to stack courses and to offer classes out of the normal rotation. No students have been delayed from graduation, but several have been required to petition the department to rearrange requirements. The Department lacks adequate funding in order to be able to anticipate equipment replacement and to support faculty development (travel, etc.).

Strengths: The Department has had a run of entrepreneurial success, built on the mutual respect of members. Our graduate program is successful beyond our highest estimates for its goal outcomes. We have been successful in implementing an undergraduate recruitment process and have a promising group of new majors. We are hiring for our fourth tenure track faculty position in an exciting new area of the discipline.

Projection: The Department intends to involve our students in grant writing and funded research after the new faculty member arrives. We anticipate a structured Internship program. And we will continue encouraging both undergraduate and graduate students to submit papers and attend professional conferences.

Cross-Cultural Studies

Mission: The Center for Cross-Cultural Studies promotes research and development initiatives that concentrate on the unique needs of Alaska's diverse people, with particular regard to education and community development needs and issues impacting Alaska Native people. The specific goals derived from this mission are as follows:

- To design and conduct basic and applied research projects that address cross-cultural issues of concern to the diverse populations of Alaska, especially Native people in rural Alaska.
- To develop, conduct and evaluate alternative educational strategies for Alaska schools.
- To offer academic degree programs and coursework in cross-cultural studies.
- To disseminate findings on current research in cross-cultural education and rural community development.

Certificate and Degree Programs: The Center for Cross-Cultural Studies is scheduled to begin offering an M.A. in Cross-Cultural Studies beginning in the fall semester, 2001, pending UA Board of Regents approval.

Location: The programs and services offered through the Center for Cross-Cultural Studies are available throughout the State of Alaska, with both Fairbanks and community campus faculty involvement. All coursework is offered on- and off-campus through the UAF distance education delivery system.

Student and faculty numbers: Two full-time and one part-time faculty are currently available to support CXCS programs in collaboration with the Department of Alaska Native Studies and the School of Education. Student enrollment will begin in the fall semester, 2001, once the M.A. in Cross-Cultural Studies has been formally approved by the UA Board of Regents.

Weaknesses: The main weakness is the lack of integration between academic programs and the distance education delivery system, which creates logistical complications for productive faculty and student interaction. Structural realignments are currently under consideration at UAF to address this issue. A second weakness is the fragmentation of space for housing CXCS faculty and programs, though that too is being considered in conjunction with campus-wide space re-allocation.

Strengths: The Center for Cross-Cultural Studies has a long history of close working relationships with rural/Native communities throughout Alaska, which is essential for maintaining the programs and services outlined in this report. A current list of recent published materials is contained within the CXCS self-study. Curriculum resources utilizing indigenous knowledge and Native ways of knowing are made available through the Alaska Native Knowledge Network web site at (<http://www.ankn.uaf.edu>)

Projection: Enrollments in the M.A. in Cross-Cultural Studies are anticipated to range from 10 to 15 students once the program becomes operational in the fall semester, 2001.

English

Mission: The Department of English has the following major goals:

- To support the university's goal of providing high-quality undergraduate education by offering core courses in composition and World Literatures. The World Literatures course in particular supports the

university's goal to promote diversity among the student body.

- To contribute to the study of literature and language, the central component of liberal arts education.
- To train new teachers and researchers in language and literature.
- To train and encourage the development of creative writers from Alaska and those drawn to Alaska by its unique environment and opportunities.

Certificate and Degree Programs: The Department offers a B.A. and an M.A. degree in English, along with an MFA degree in Creative Writing.

Location: All faculty, student assistant, lecturer, and staff offices, along with the Writing Center, are housed on the eighth floor of the Gruening Building on the Fairbanks campus.

Student and faculty numbers: During Fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate majors | Graduate M.A. | Graduate M.F.A. | Full-time faculty | Part-time faculty |
|----------------------|---------------|-----------------|-------------------|-------------------|
| 55 | 5 | 2 | 2 | 4 |

Of the three part-time faculty, one is 50% English and 50% Alaska Native Studies, one is 25% English and 50% College of Rural Alaska, and the third is 25% English and 75% UA Museum. In the fall of 2000 the Department also had 25 Teaching Assistants and 4 lecturers.

Weaknesses: The Retirement Incentive Program weakened our undergraduate offering, particularly in World Literatures. Administrative assignments amount to 1.25 full-time faculty, with a full faculty equivalent in American Literature. The Department has virtually no budget for faculty development, including travel. Faculty salaries, particularly at senior ranks, are not competitive with those offered by comparable U.S. institutions. The English Department has made no progress towards its goal of securing an endowed chair.

Strengths: The English Department provides core courses (two in composition and one in World Literatures) to virtually every student at UAF. Faculty at all levels are involved in this work. English Department graduates have been highly successful at securing public school teaching positions and in gaining admission to graduate schools across the country. Dante Foster, a recent graduate in English from UAF was the first student from an Alaskan university ever to be awarded a prestigious Marshall Scholarship for graduate studies at Oxford University in the United Kingdom. MFA graduates in English have gone on to successful careers

in teaching and have been very productive in publishing their creative writing. M.A. graduates have been admitted to major Ph.D. programs.

Projection: The Department will continue to hold composition courses to current levels of maximum enrollment. We will continue to apply for funding to replace faculty slots lost over the past few years. We will endeavor to secure more funding for student scholarships and to establish an endowed chair in English. We will explore the possibility of establishing a doctoral program in English.

Foreign Languages & Literatures

Mission: In a shrinking world, Americans, and especially Alaskans, increasingly need to communicate directly with other peoples in order to achieve mutual understanding. The language of a people embodies its unique culture and its way of thinking and feeling. Therefore, to know only one language is to think in only one way. The goal of a liberal arts education, of a university education, of the study of foreign languages, is to help liberate students from the confines of their own culture and allow them entry into a broader world where language is no longer a barrier.

Degree Programs: The Department of Foreign Languages offers B.A. degree programs in Foreign Languages, Japanese Studies, and Russian Studies.

Location: All faculty and staff offices and the Foreign Language Lab are located on the 6th floor of the Gruening Building.

Student and faculty numbers: During fall 2000 the Department had the following numbers of majors and faculty members:

| | Undergraduate Majors | Full-time Faculty |
|------------------|----------------------|-------------------|
| Foreign Lang. | 21 | 8 |
| Japanese Studies | 17 | |
| Russian Studies | 9 | |
| TOTAL | 47 | 8 |

The Department typically hires 1-2 lecturers each semester to teach beginning level language classes.

Weaknesses: The dependence upon an unstable local lecturer pool and the lack of two full-time faculty members in each language, we are unable to offer students a diversified curricula. Since approximately 97% of the department budget is in salaries and benefits the other 3% cannot cover the costs of office supplies, xeroxing, or for maintenance of the equipment, software, or supplies needed in the language lab.

Strengths: The Department has recently re-designed the Foreign Language major to add emphases on Spanish, German, and Francophone Studies. In 1999 the B.A. degrees in Foreign Languages, Japanese Studies, and Russian Studies were changed so that students could complete the program in four years. The Department is actively promoting the study of foreign languages to students in the local high schools by hosting open houses in our language lab and by sending upperclass students to the high schools to make presentations. The Department is also instrumental in recommending students to work in the local after school language programs held at some local elementary schools.

Projection: Work with the CLA Dean's office to recruit new faculty for the department. Once new faculty are in place, we can continue to offer students a high-quality program, with a focus in teacher education, tourism, and graduate school preparation.

History

Mission: The History Department seeks to make students aware of the human cultural heritage, the problems that have faced humans through out time, and how we have sought to solve them. The department also trains students to apply the historical method, which offers analysis based on the dimension of time. Our goal is to provide a well-balanced program in History with emphasis on our areas of strength--America, Europe, East Asia and the North.

Certificate and degree programs: The History Department offers a B.A. in History; it also offers a minor for B.A. students.

Location: All faculty and staff offices are located on the sixth floor of the Gruening Building. Most of our classrooms are also in the Gruening Building.

Student and faculty numbers: During the fall of 2000, the History Department had the following numbers of students and faculty:

| Undergraduate majors | Full-time faculty | Part-time faculty | Adjuncts/lecturers | Teaching assistants <i>(one from History, 3 from Northern Studies)</i> |
|----------------------|-------------------|-------------------|--------------------|---|
| 55 | 5 | 2 | 2 | 4 |

One (part-time) faculty has a joint appointment with Northern Studies; the other part-time faculty is retired and teaching on a 49% basis. One of the full-time faculty is a "superlecturer," hired on a yearly basis.

Strengths: History Department faculty are all dedicated and committed to university education. History classes are all taught by regular faculty; teaching assistants cover discussion groups but do no stand-alone teaching. We have a relatively small number of adjuncts/lecturers, but they are a stable group with a long-term commitment to the university. With the single exception of two sections of History 100X, all our classes are small (under 60 students, usually closer to 20-25 students) allowing students regular and easy access to professors. The department serves an important "service" function for the University, teaching courses in the core curriculum, as well as providing support for other programs, such as Northern Studies, Women's Studies, Japanese Studies, Alaska Native Studies and Russian Studies. The Department has an active History Club, the local branch of Phi Alpha Theta (the History Honor fraternity), which helps to create a feeling of "belonging" for students.

Weaknesses: Our biggest weakness is probably a lack of diversity--in several aspects. We have only one full-time, tenure track woman in the department and no minorities. Equally problematic is our emphasis on western culture. With the single exception of a specialist in Asian history, the History Department's faculty are all trained in either American or European history. Since we have a commitment to the University core to teach *world* history, this poses something of a problem. As with most other university departments, our disposable budget is small and used for things like photocopying and office supplies. Faculty development money to maintain, as well as extend, our training and expertise would help.

Projection: The History Department is in the midst of a faculty turn-over. Four senior faculty have (or will have) retired over the past five years. This poses both an opportunity and a challenge. We have already hired 1.5 new faculty and next year will be conducting a search for two more new faculty. New faculty bring new interests, ideas and enthusiasm, but the loss of senior faculty represents the loss of much expertise and creates serious problems with our service commitments. Over the next years we will be integrating new faculty into the department, and reevaluating and redesigning our curriculum.

Honors

Mission: The UAF Honors Program has the following goals:

- Support the overall mission of the University by attracting and retaining intellectually promising undergraduate students.
- Provide gifted students with stimulating intellectual contact with faculty and students through carefully

selected small sections of courses taught by excellent faculty and through social and academic programs outside the classroom.

- Provide enhanced opportunities for undergraduate research.
- Prepare Honors students to succeed in applying for admission to graduate schools throughout the country.
- Assist the State of Alaska in training and retaining the best of its young residents.

Certificate and degree programs: While the Honors Program does not have its own degree program, it grants successful graduates the designation “University Honors Scholar” or “Honors Thesis Scholar” on their diplomas and transcripts.

Location: The UAF Honors Program occupies the Honors House at 515 Copper Lane on the Fairbanks campus. The Honors House includes office space for the Director and Administrative Assistant. It also includes a small computer lab and meeting spaces, along with a fully equipped kitchen.

Student and faculty members: During the fall semester 2000, the Honors Program enrolled 132 students, including our largest incoming class ever, consisting of 50 new students, almost all freshmen. While the Honors Program does not have faculty members of its own, in the fall of 2000 we offered 13 sections of courses taught by full-time faculty in the College of Liberal Arts and the College of Science, Engineering, and Mathematics.

Weaknesses: The biggest weakness of the UAF Honors Program is that only about one-fourth of the students who enter the program actually complete all requirements (including a minimum 3.5 GPA and an honors thesis) to graduate with Honors from the university. The Honors Program continues to struggle to put into place an effective outcomes assessment program, with related alumni contacts. The Honors Program web site needs overhaul and maintenance. We need to move forward with the institution of a service requirement as a part of the Honors Program.

Strengths: UAF Honors Program members and graduates continue to bring honor and recognition to the State and to the University. Most members of the award-winning Math Modeling and College Bowl teams are members of the Honors Program. Every year, Honors Program students win internships and scholarships both at home and abroad. Honors graduates from the past couple of years are attending prestigious graduate schools such as Cornell, Illinois, and the University of Washington School of Medicine. Dante Foster, a graduate from two years ago, was the first student from an Alaskan institution ever awarded a prestigious

Marshall Scholarship for study at Oxford University in England. Program enrollment continues to grow as we support the UA Scholars program.

Projection: As the Honors Program continues to expand, we will need to have a higher level of budgetary support from the University. We need to efforts to secure university housing for students. It may be desirable to recruit faculty just for the Honors Program, and we may wish to work towards establishing an Honors College at UAF. We will work towards implementing service at information technology requirements.

Journalism & Broadcasting

Mission: The mission of the Department of Journalism is to prepare journalism students competently to step into a variety of print or electronic media positions. We expect our graduates not only to hold their own in the field of journalism but to enhance it. Toward that end, we instill in them appreciation for responsible, accurate reporting; technical expertise; media specialization; and critical thinking.

Certificate and degree programs: The Department of Journalism offers a BA degree in Journalism, where students may choose one of five different emphases, and an MA degree in Professional Communication (shared with the Department of Communication).

Location: All faculty and staff offices and our instructional classrooms, studios and labs are located on the first floor of the Bunnell Building on the Fairbanks Campus.

Student and faculty numbers: During fall 2000 the Department had the following numbers of majors and faculty members:

| Undergraduate majors | Graduate students | Full-time faculty | Part-time faculty |
|----------------------|-------------------|-------------------|-------------------|
| 144 | 6 | 4 | 1 |

The Department of Journalism also typically hires approximately 3 lecturers per semester to teach some specialty courses.

Weaknesses: Our major weaknesses are the loss of a full-time faculty line a few years ago, and the recent turn-over of half the full-time faculty. We have only one senior faculty member with tenure (though one other faculty will achieve tenure this year). We are weakest in the broadcast journalism sequence, and hope to hire a full-time faculty member there at the first available opportunity.

Our faculty and staff all feel overburdened by bureaucratic paperwork demands, which have increases several fold in the last 6-8 years, and service duties, particularly on campus.

Strengths: Our four full-time faculty all have excellent credentials in their professional areas of expertise. Students gain a lot from the real-world experience and contacts of each of the faculty. Over the past few years, we have completely modernized our facilities and equipment in most areas that we teach, including our computer labs, multimedia equipment, digital video and audio labs, and digital photojournalism. We have four smart classrooms, which also enhances the teaching or our majors. Finally, we have excellent contacts in the field of journalism which offer our students internships and jobs after graduation.

Projection: We are working to re-write our curriculum to continue to address the demands of teaching New Media skills to our students while continuing to emphasize critical thinking and develop excellent journalists.

Justice

Mission: The mission of the Justice Department, University of Alaska Fairbanks is threefold. First, and foremost, is to assist students in preparing to successfully function in the social and economic environments of a modern society. Second, to assist students in the transition from the academic world to the professional field for which they have been prepared through their study of the criminal justice systems of local, state, federal and tribal governments. Finally, to provide the State with research to address the pressing justice needs of the State of Alaska.

Certificate and Degree Programs: The Justice Department currently offers a B.A. in Justice. The Department has submitted a proposal for a Master of Arts in Administration of Justice, and anticipates implementing the new program in the fall of 2001.

Location: All faculty and staff offices are located on the 6th Floor of the Gruening Building on the Fairbanks campus.

Student and faculty numbers: During Fall 2000, the Department had the following numbers of students and faculty members:

| Undergraduate Majors | Graduate Students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 28 | 0 | 3 | 1 |

The number of undergraduate majors is deceptively low because the Department is one of the few which limits access to its major. Consequently, the number of majors represents primarily junior and seniors who have successfully applied for admission. The three full-time faculty have tri-partite appointments. The one part-time faculty member is a full-time assistant professor with 40% of his workload being dedicated to the Justice Department. The Justice Department seldom uses adjunct lecturers, and when doing so it is often done in conjunction with the offering of a special topics course for which the adjunct has special expertise.

Weaknesses: If the Department has a weakness, it is with regard to having a small faculty that must serve a relatively large body of students interested in the major. Especially in the past few years, it has been necessary for Justice faculty to carry instructional overloads to provide for the minimum needs of its majors. Because of the instructional overloads, Justice faculty have minimal time to devote to research and service activities.

Strengths: The Justice undergraduate program remains vibrant and a popular field for undergraduate study on the Fairbanks campus. Justice graduates have been highly successful in obtaining employment in Justice professions throughout the State, and many times obtain permanent employment after having worked in the position as part of the Department's internship program.

Projection: The Justice Department has been slowly growing in faculty numbers and expects that trend to continue. As the Department achieves more of a critical mass, we expect to become more active in research and in obtaining grants from external resources. The Department is looking forward to implementing its proposed Masters Program, and expects the new program to be as successful as the Justice undergraduate program has been.

Library Science

Mission: The mission of the Library Science Department is to introduce students to library and information resources and to teach research concepts, strategies, and skills necessary to become independent and effective library users, successful university students, and life-long learners.

Certificate and degree programs: Library Science faculty primarily teach the core course, LS 101 Library and Information Research. Upper level courses related to specific disciplines have been developed and are taught irregularly.

Location: All faculty members are located in the Rasmuson Library, Fairbanks campus. LS 101 is also offered through the Center for Distance Education with the instructor located at CDE, Fairbanks campus. LS 100 is taught via distance delivery and administered through the College of Rural Alaska. The faculty member teaching LS 100 is also responsible for Rasmuson Off-Campus Library Services and is located in Rasmuson Library.

Student and faculty numbers: The LS Department generally offers 10 sections of LS 101 each academic year and two sections during Summer Sessions. Estimated number of students per year is 550-600. The course offered through CDE has an estimated average enrollment of 150. The course offered through the College of Rural Alaska has an estimated average enrollment of 15.

LS 101 sections offered on the Fairbanks campus are taught by permanent faculty members. LS 100 is generally taught by the Rasmuson Off-Campus Services librarian. LS 101 via CDE has been taught by the same instructor for the past four years.

Weaknesses: The loss of faculty positions over the years has necessitated a reduction in sections of LS 101 in addition to the doubling of the standard LS teaching load for some faculty (our teaching commitment is 8-10%). For some perspective on this issue, it is important to note that individual faculty service commitments and library managerial activities have also steadily increased as a result of position losses. Although our main teaching mission is to deliver LS 101, our ability to develop and teach other courses is severely diminished.

Strengths: Library Science provides multiple options to assist students in meeting their library and information literacy core requirement. Students may take the course on the Fairbanks campus, through the Center for Distance Education, or test out. Students located at other UAF campuses may meet this core requirement by taking LS100 by distance delivery or LS101 through CDE. LS faculty interact with their students in a classroom setting as well as in Rasmuson and BioSciences libraries through service and teaching activities carried out at the reference desk. Faculty encourage students to come to them with questions and problems and quite often, for individualized instruction

Projection: We are planning to develop LS 101 for web-based delivery and to develop instructional modules for the Rasmuson Library home page.

Linguistics

Mission: The Linguistics Program aims to:

- develop students' awareness of the diversity and complexity of human languages;
- introduce students to basic concepts of linguistic analysis;
- provide opportunities for students to pursue further study of an individual language (Alaska Native language, ASL, or a foreign language),

Certificate and degree programs: The Linguistics Program offers a BA degree in Linguistics.

Location: At present all faculty offices are located on two floors of the Eielson Building (in Anthropology and the Alaska Native Language Center) on the Fairbanks campus. Part-time secretarial assistance is provided by a staff member located in the Gruening Building.

Student and faculty numbers: During fall 2000 the Program had the following numbers of students and faculty members:

| | Undergraduate majors | Graduate students | Full-time Faculty |
|---|----------------------|-------------------|-------------------|
| Linguistics | 11 | | 2 @ .5* |
| INDS Linguistics/ Alaska Native Languages | | 1 | 2 @ .25** |
| Linguistic Anthropology | | 2 | |

*Two faculty members have joint appointments with Linguistics and Anthropology. They supervise graduate students in the Linguistic Anthropology track.

**Two faculty members are fully appointed in ANLC but their workloads include teaching at least one course/year in Linguistics.

Weaknesses: Enrollments in the introductory Linguistics course over the past 5 years were affected by deleting the BEd in Elementary Education, which required LING 101. Most of the majors are drawn from the introductory class, since students typically do not come to the university with prior knowledge of Linguistics as a discipline. The program lacks visibility; there is no office or central place for administration or information.

Strengths: The program cooperates with other schools and departments: School of Education, ANLC, Foreign Languages and Literatures, Communication, and English. Students take courses in these areas which count toward the major, and faculty have worked together to develop funding proposals, design options for graduate work, and share research.

Projection: We are working to develop an MA in Applied Linguistics.

Military Science

Mission: The Department of Military Science is the only Army Reserve Office Training Corps in Alaska. The mission of the department is to commission Army officers by providing quality education in leadership consistent with the standard of U.S. Army Cadet Command.

Certificate and degree programs: The Department of Military Science offers an approved minor for the B.A. degree.

Locations: All faculty and staff offices are located in the Patty Building on the Fairbanks campus.

Student and faculty numbers: During fall 2000 the Department had the following numbers of students and faculty members:

| | Students | Faculty | |
|-------------------------|-----------|----------|----------------------|
| | | Military | Civilian Technicians |
| MS-I (Freshman) | 15 | | |
| MS-II (Sophomore) | 14 | | |
| MS-III (Junior) | 11 | | |
| MS-IV (Senior) | 7 | | |
| MS-V (Completion Cadet) | 3 | | |
| TOTAL | 50 | 5 | 2 |

Weaknesses:

- Relatively low freshman enrollment. As a result of low freshmen, Cadet Command attrition models project a failure of the UAF ROTC program to achieve assigned commission mission in 2004.
- Failure to provide the Alaska Army National Guard with a sufficient number of qualified Lieutenants.

Strengths:

- Gradual improvement in meeting assigned contract and commission missions
- Program objectives transcend academics. Success in the ROTC program is achieved through the collaborative efforts of academicians and military leaders to develop solid citizens to serve the nation. ROTC students are knowledgeable, physically fit, and selflessly serve this university and this community through a variety of extra curricular experiences and volunteer activities. Activities include providing speakers for community service committees, facilitators to department strategic planning sessions, supporting student service functions, providing color guard support for community ceremonies and assisting JROTC programs throughout Alaska.

Projection: Although fall freshmen enrollment was lower than desired, we feel we can increase enrollment

through expanded visibility and involvement with our major markets, namely, active Army/Air Force installations throughout Alaska, as well as the Alaska Air/Army National Guard.

Music

Mission: The mission of the Department of Music focuses on these primary goals:

- To provide students with the tools to understand the language of music and to understand music in historical, social, and aesthetic context.
- To provide an excellent teacher training program that effectively prepares Music Education majors to teach music in the public schools.
- To provide an excellent performance program for both students and faculty, and as a result, providing a high level musical experience for Interior Alaska and the State.
- To provide an excellent graduate program which allows students to explore fields of inquiry in music performance, music education, music theory and music history.

Degree Programs: The Music Department offers a BA in Music, a BM in Music Performance, a BM in Music Education with emphasis in Elementary, Secondary, and K-12 certification, and an MA in Music. All degrees are accredited through the National Association of Schools of Music (NASM).

Location: All faculty and staff offices and instructional facilities are located in the Music Wing of the Fine Arts Complex on the Fairbanks campus.

Student and faculty numbers: During Fall 2000 the Department of Music had the following number of students and faculty members:

| Undergraduate Majors | Graduate Students | Full-time Faculty | Part-time Lecturers |
|----------------------|-------------------|-------------------|---------------------|
| 56 | 14 | 10 | 15 |

The department is assigned two graduate Teaching Assistantships.

Weaknesses: The Retirement Incentive Program claimed three positions that resulted in reduction of classes and private lessons being offered. Faculty moral was low. Student help needed to support expanding number of performances and activities. Graduate teaching assistantships are needed to attract graduate students and relieve faculty overloads. Much of our equipment is in desperate need of basic repair or replacement. Practice room pianos are as old as the facility, some methods instruments are worth less than the cost of repairs, and in

most cases, we lack a sufficient number of instruments to outfit class needs. Lack of space for classes, rehearsals, performances, and storage of equipment is a daily concern. The department needs more and larger classrooms and studios, space for a music technology lab, and storage space with easy access for daily activities.

Strengths: The Music Department has just successfully completed a reaccreditation process with the National Association of Schools of Music. Cited as most impressive was the strength and dedication of its faculty. Association with the Fairbanks Symphony Orchestra provides excellent opportunities for students.

Projection: Major goals are the restoring of faculty positions, building the critical mass of students to 100 undergraduate majors and 15-20 graduate students. Of highest priority is the construction of music technology lab.

Northern Studies

Mission: The fundamental purpose of the Northern Studies Program is to develop knowledge about Alaska and the circumpolar north from the perspective of the humanities and social sciences. We seek to prepare students who are knowledgeable about the circumpolar north and contribute to understanding of the region through the writing of books and articles; who participate in northern businesses and community service endeavors; and who contribute to the North through their political activities, particularly those related to wilderness and environmental issues.

Degree Programs: The Northern Studies Department offers an interdisciplinary BA degree and an M.A. degree in Northern Studies. With other departments, we award the interdisciplinary Ph.D.

Location: The Northern Studies program is centered in the Gruening Building where the core faculty work, where a common room is provided for students, and where offices are provided for graduate students who serve as teaching and research assistants.

Student and faculty numbers: During fall 2000 the Department had 1 and 1/2 full time faculty members. The master's program enrolled 29 students. As previously explained, Northern Studies students draw upon faculty from throughout the Fairbanks campus for their committees and thesis and project work. Most Northern Studies courses are cross-listed with other departments, such as History, Political Science, Art, and Anthropology.

Weaknesses: Many key faculty members responsible for teaching core courses have left due to the Retirement Incentive Program. Their loss has had a negative effect on the number of courses we can offer and the availability of faculty who are able to assist students. We particularly depend on two faculty members, one in the field of environmental studies, and the other in the field of oral history to serve on student committees. Such faculty quickly become overburdened.

Strengths: Students receive considerable individual attention from faculty members, particularly in the supervision of their theses and projects. The program is flourishing with stronger students, many of whom are successful in being accepted with financial assistance to Ph.D. programs, and who are publishing and winning prizes for their work. Our follow-up evaluation revealed an impressive use of the Northern Studies degree. For example, 56% of the graduates reported publishing books and articles related to their Northern Studies degree.

Projection: As new faculty are employed, we are working to expand the number of course offerings that are offered jointly with other departments and focus on the circumpolar north.

Philosophy & Humanities

Mission: The Department of Philosophy & Humanities is defined primarily in terms of its undergraduate program in philosophy. Its objectives in offering the B.A. degree in philosophy are as follows:

- to provide students with a solid historical and comparative background in traditional philosophical disciplines and perspectives from different cultures and societies; and
- to assist students in their critical and creative engagement in the philosophical process, developing their own ideas and positions, and exploring implications of these ideas.

Degree Program: The Department of Philosophy & Humanities offers the B.A. degree in philosophy.

Location: All faculty and staff offices are located in the Fine Arts Building on the Fairbanks campus.

Student and faculty numbers: During Fall 2000 the Department had the following number of students and faculty members:

| Undergraduate Majors | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|
| 16 | 5 | 2 |

One faculty member has joint instructional assignment in the Department of Biology & Wildlife. Another faculty member has joint instructional assignment in the Northern Studies Program. A third faculty member has joint instructional assignment in the Women's Studies Program.

Weaknesses: The Department faculty budget is devoted primarily to salaries. Base salaries are lower than market, especially at the full professor rank. There is need for additional travel funding for all faculty in the Department. The recent and projected addition of faculty requires additional office space. There is need for improved recruitment of majors.

Strengths: The Department faculty have broadly represented areas of specialization and competence. Faculty are involved in national professional associations. Revision to the undergraduate major has improved student interest. Under graduate majors have participated in regional undergraduate conferences and in national Ethics Bowl competitions.

Projection: The Department is actively engaged in planning for an M.A. degree program in Ethics and Public Policy as well as developing a statewide, distance-delivered graduate course in Research Ethics.

Political Science

Mission: The primary mission of the Department of Political Science is to provide a high quality education in political science to students:

- taking political science as a baccalaureate major;
- taking departmental-sponsored courses in political economy and ethics as part of their core curriculum requirements;
- taking graduate courses in political science as part of the Northern Studies program;
- taking a minor in political science or in law and society;
- taking degree programs such as Russian and Japanese Studies, Environmental Studies, Philosophy, which require a political science contribution;
- matriculating in the paralegal studies program, or
- seeking to satisfy general interest in politics and government.

As the only institution in the University of Alaska system with a research focus on Alaska and circumpolar northern government and politics, the department systematically conducts research and reports on changes in Alaska fiscal policy, state and local government structure and behavior, campaigns and elections, and northern policy concerns. The department also is a center

for public discussion and debate on issues related to the sub-fields of contemporary political science: U.S. and Alaska government, comparative politics, international relations, public law, political theory, and public policy.

Certificate and degree programs: The Department of Political Science offers a BA degree in political science, a minor in political science, and a minor in law and society. In collaboration with TVC, it offers an AAS degree in paralegal studies. The department participates in the MA degree program in Northern Studies.

Location: All faculty and staff offices are located in the Gruening Building of the Fairbanks campus. Degree programs and courses are offered on the Fairbanks campus (including the downtown center). PS 100X, 101, and 300X are offered through the Center for Distance Education. PS 100X is offered online.

Student and faculty numbers: During fall 2000, the Department had 32 undergraduate majors and supervised 3 graduate Northern Studies students. There were 5 full-time faculty members. Typically, the Department hires 2-3 lecturers each semester to teach lower division service courses.

Weaknesses: Some 97.5 percent of the departmental budget is salaries and benefits, directed to meeting student course section demands. As a result, the department has insufficient funds for faculty development (travel support for faculty and for visiting speakers), equipment replacement and maintenance, even basic supplies and services. The Department lost one faculty position in 1992, which stretched the abilities of the faculty to cover diverse program offerings. The Department has not received adequate replacement funding for faculty taking sabbatical leaves or on extended leaves, reducing the number of sections and courses that we have been able to offer. The Department has inadequate space to house lecturers, graduate students, and undergraduates working on research projects with faculty.

Strengths: Faculty have well-deserved reputations for excellence in instruction and have a very high rate of success in placing graduates in competitive law and other professional schools, and in graduate programs throughout the U.S. Faculty have been successful in attracting extramural funding to the University and in conducting research topical to the needs of the state, on environmental issues, political economy and international political economy. Research funding has been used in support of faculty development, graduate and undergraduate education, and departmental needs. The Department sponsors many special event lectures, symposia, and seminars, for a campus and community

audience. It hosts two vibrant student organizations: the Model United Nations club and Pi Sigma Alpha. It sponsors student internships in government offices throughout the Interior and legislative internships in Juneau. The department administers the Truman, Marshall, Madison, Udall and Rhodes fellowship programs. The Department has low per student credit hour costs as compared to the Fairbanks campus average.

Projection: We are working to assist graduation of majors whose educational careers have been interrupted, to increase the amount of grants, and to start a formal graduate program in global environmental policy.

Psychology

Mission: The focus of the Psychology Department is to provide breadth and depth in the science and profession of psychology at both the undergraduate and graduate level with a commitment to honoring diversity and promoting human welfare. The curricula at both levels develops cross-cultural knowledge, critical thinking, imagination, creativity, ethical principles, concern for social justice, as well as respect for and knowledge of diverse perspectives that include feminist, multicultural, indigenous, gay and lesbian. To increase active engagement in the classroom, students participate in research and community service. Our programs in psychology facilitate an understanding of the human experience as the interaction of biological, psychological, social, and cultural processes. The mission of the department includes a commitment to research that will add to the existing knowledge in the psychological sciences and foster scholarship among faculty. Service to the university and the local and statewide community is a central value of the departmental mission. The specific mission of the graduate program in community psychology is to meet the need for practitioners in rural and cross-cultural settings, and Alaskan settings in particular. The program prepares generalists who are capable of doing individual counseling, designing and evaluating community-based interventions, facilitating social change, and understanding assessment and diagnosis. The program is practice-oriented. An emphasis on cross-cultural psychology and indigenous sources of knowledge are central to the program.

Certificate and degree programs: The Department of Psychology offers BA and BS degrees in Psychology and an MA program in Community Psychology. Doctoral study is available through the interdisciplinary studies program (INDS) in the Graduate School. We organize the individualized programs, provide the instruction for most courses, and chair the graduate committees.

Location: All faculty and staff offices are in the Gruening Building on the seventh, sixth, and first floors. A psychology lab is on the first floor and includes a small facility for animal quarters.

Student and faculty numbers: At the beginning of the spring 2001 semester, the department had the following numbers of active students and faculty:

| | Undergraduate Majors | Graduate Students | Full-time Faculty | Part-time Faculty |
|-------------------------|----------------------|-------------------|-------------------|-------------------|
| Psychology (BA, BS, MA) | 143 | 16 | 6 | 3 |
| INDS PhD | 3 | | | |

Weaknesses: Faculty have extensive research and service programs that require increased infrastructure. For example, the department needs one more administrative support staff member designated for the graduate programs. We need two more faculty to meet growing student demands. Faculty salaries are the majority of the budget, 94.4 %. This leaves scant funds for instructional and training support, faculty development, and research startup support for faculty. Demand for doctoral study is not met with existing faculty. Outcome assessment has also increased the demands on faculty time. It appears to us that faculty workloads need serious attention to plan them more carefully to insure that there exist enough faculty to offer instructional programs in a context of major increases in research activity through funded RO1, R21, and other National Institute of Health funding.

Strengths: Majors are steadily increasing (143 going into the spring of 2001). Given the extensive undergraduate and graduate offerings and research funding the department is quite efficient and productive when compared with departments of equal size in UAF or outside of UAF. Additionally, the graduate program has the highest enrollment of Alaska Natives and American Indian students of any CLA program and may be the highest in all of UAF outside of teacher education and rural development. It also offers a distance delivery option.

Projection: We expect our student numbers to increase over the next two years from 143 to more than 175. We expect to continue to have 8 to 10 new MA students. In the next five years we plan to develop and offer a doctoral program in Community Psychology. We have the only NIH RO1 at UAF and expect to gain another and to create a Center for Alaska Native Mental Health Research. The department is at a stage where major development will take place in the next five years. We expect to see each of our junior faculty become tenured within the next five years. With the INPSYCH Program, we will increase our numbers of Alaska Native students

in all programs as well as add an American Indian or Alaska Native faculty member.

Social Work

Mission: The Social Work Department mission is:

- To prepare students for beginning social work practice and/or graduate work in social work,
- To enrich students' knowledge of social welfare needs, services, and issues in rural areas of Alaska and as they pertain to Alaska Native populations
- To work on behalf of the well-being of the Fairbanks community and the rural regions that constitute the University's service area.

Certificate and degree programs: The Department of Social Work offers a BA in Social Work degree.

Location: Three faculty members have offices in the Gruening Building on the Fairbanks campus and three faculty members are located at other campuses throughout the state. One faculty member is located at the Chukchi campus in Kotzebue, one is located at the Northwest campus in Nome, and the statewide distance social work coordinator is located in an office at UAS, Sitka.

Student and faculty numbers: During fall 2000 the Department had over 75 registered undergraduate majors and 6 full-time faculty members (three on the Fairbanks campus and three at other campus sites).

Weaknesses: University-wide budget cutbacks in the past affected our travel budget for the distance-delivered program in the northwest region of the state making it difficult to recruit and advise students. This resulted in declining enrollments in this program. With only three faculty members on the Fairbanks campus and over 75 declared social work majors, faculty in Fairbanks have been under a heavy workload with teaching, advising, research, service activities and work on national accreditation documents.

Strengths: Students continue to report high satisfaction with the Social Work Department and program, and many graduates of our program continue on successfully for advanced degrees. A grant from the Mental Health Trust Fund combined with university initiative funding has allowed the Social Work Department to begin a statewide distance-delivered program that will allow qualified individuals to receive a degree in social work without having to leave their home communities. A full-time coordinator for this program began work in the fall of 2000.

Projections: We anticipate our statewide distance-

delivered program will grow significantly over the next few years with advertising and travel to rural regions by the program coordinator. This effort will bring more trained social workers into rural Alaska who are from rural and remote communities. We are also adding a summer cultural immersion experience to our curriculum so that students in the social work program have an opportunity to learn about Alaska Native culture from elders and their families at a subsistence camp.

Sociology

Mission: The mission of the department of Sociology is to support the teaching mission of the University of Alaska Fairbanks by providing instruction leading to majors and minors in Sociology; to offer courses that meet the goals or the UAF core curriculum in promoting and understanding of the relationship of the individual to the society for all associate and baccalaureate students in the university; and to offer cognate courses that support the professional social work program.

Certificate and degree program: The department of Sociology offers BA, BS and minor degrees in Sociology.

Location: All faculty and staff offices are located on the seventh floor of the Gruening Building on the Fairbanks campus.

Student and faculty members: During the spring 2000 semester the Department had the following numbers of students and faculty members:

| Undergraduate majors | | Full-time Faculty | Part-time Faculty |
|----------------------|------|-------------------|-------------------|
| B.A. | B.S. | | |
| 10 | 2 | 3 | 1 |

Weakness: Lack of adequate faculty to offer a variety of courses, also the required courses are offered with sufficient frequency for the student to graduate in four years. Not filling the position vacated by Janice Reynolds has not helped the situation.

Strengths: Although we do not have an interdisciplinary department, courses offered in Social Work and Psychology add to the strength of the Sociology offerings. In the past, the telecourses have supplemented departmental offerings by increasing the number of courses offered every semester.

Projection: The Sociology major is being thoroughly revised to accommodate new interests, variety, and job orientation, which should draw more majors into the program. The hope of filling Dr. Reynolds' position may certainly give a boost to this move. With the phasing out

of the telecourses, adjustments need to be made to offer all required courses.

Technology

Mission: The Bachelor of Technology degree program’s mission is to provide quality undergraduate education responsive to the needs of individual students and the diverse population of Alaska, particularly with the articulation of the AAS degree students into a UAF baccalaureate degree program. The specific goal is to assure graduates are adequately prepared to succeed in the job market in their chosen technical or business-related field.

Certificate and degree programs: The Bachelor of Technology offers two options for students with technical backgrounds—one option allows an emphasis in business administration for those pursuing managerial or supervisory concentration in their chosen field(s), and the option of an interdisciplinary emphasis allowing students to work with a faculty committee to develop specific degree coursework based on identified goals.

Location: The point of contact and oversight is the Academic Advising Center, with the primary instructional offerings located on the main Fairbanks campus or on the web.

Student and faculty numbers: For spring 2001 the degree program had the following numbers of students and faculty members:

| Undergraduate Majors | | | Faculty | | |
|----------------------|---------|-------|-----------|-----------|---------|
| BT Bus | BT INDS | Total | Full-time | Part-time | Adjunct |
| 39 | 2 | 41 | 0 | 0 | 1 |

There are no faculty (full- or part-time) assigned to this degree program. The culminating course (TTCH 301) has been taught by an adjunct faculty person over the last several semesters. However, this course has now been developed and is available via the web as a year-long independent study course.

Weaknesses: There is no departmental budget allocated for this degree program. Costs have been absorbed by the Academic Advising Center, but funding has been provided on occasion by the CLA Dean’s office. This “outside” funding has been strictly for the salary and benefits to pay the adjunct faculty to teach the TTCH 301 course. There are no funds for planning and development as well as basic supplies.

Strengths: This degree program is most likely the least expensive the university offers. The student numbers continue to grow steadily. In addition, the retention rate

for BT students has ranged from a low of 82% to a high of 100% indicating students are satisfied with their program and motivated towards completion.

Projection: We are working to 1) solicit budgetary resources to adequately fund program needs; 2) refine and update the TTCH 301 web course offering (maintain currency); 3) collect student information regarding satisfaction with their degree program and summarize; 4) ascertain the need for other emphasis options for AAS/BT students; and 5) investigate the reestablishment of the Education option for the BT degree.

Theatre

Mission: It is our mission to provide an effective undergraduate education in theatre, offering emphases in Performance, Directing, Film, and Design/Technical Theatre. Theatre UAF is also mandated to serve the University, and Interior Alaska communities with high quality productions both in classical and experimental theatre. The Theatre Department faculty are continuously involved in developing new fields of training using related electronic media.

Certificate and Degree Programs: The Theatre Department offers a BA in Theatre with the following concentrations: Technical Theatre (Set, Costume, Lighting Design and Technical Theatre), Performance (Acting), Directing and Film. In 1997 the Theatre Department developed and initiated a minor in Film Studies in a program that includes Film related courses in the departments of English and Journalism & Broadcasting.

Location: The Salisbury Theatre, scene shop, costume shop, storage and all our faculty offices are located in the Fine Arts Building on the Fairbanks campus. Part of our stock scenery pieces are stored in the EARL storage unit about one hour’s drive from campus.

Student and faculty numbers: During the Fall of 2000 we had four faculty members in our department and 21 majors in our undergraduate program. We do not have a graduate program.

Weaknesses: Our lack of a scene designer weakens the overall cohesiveness of the program we offer, which contributes to student turnover. The loss of our business manager reduces ticket sales and overburdens the administrative assistant. The reduced department budget and student staff plus decaying facility renders it more difficult to produce high quality shows and results in student dissatisfaction.

Strengths: Despite massive cuts, faculty have maintained 75% of season production, covered 90% of classes in catalog, and continues to support the equipment and costume lending programs, although community use of these loans have risen by 50%. All of our faculty members have played a role in paving the way in the new media of instruction, authoring web sites, CD ROM's, and partially & fully online courses. We have even broadcast one of our shows live to the www. Student satisfaction surveys continue to be high.

Projection: Theatre faculty members are committed to continuing to explore the uses of new media in our theatre productions, and in the delivery of our courses, both on campus and to distant locations. We hope to develop a BFA program in "Performance and Multimedia" that exploits our faculty strengths in this area.

Women's Studies

Mission: The Women's Studies Program's mission is to offer a minor degree, which explores humanistic, scientific, and cross-cultural gender perspectives. This mission is reflected in the following four goals:

- To introduce studies to the discipline of women's studies
- To provide an in-depth examination of gender issues in humanistic, scientific, and cross-cultural contexts
- To evaluate the influence and significance of gender on our lives
- To inculcate in students an appreciation of the differences between men's and women's lives

Certificate and degree programs: The Women's Studies Program offers a minor in the CLA B.A. program.

Locations: The current chairs of WMA, Susan Blalock, is located in the English Department, Greuning 874. The administrative assistant is located in the History Department on Greuning 6th floor. All faculty are located in the department with which WMS is cross-listed.

Students and faculty numbers: During spring and fall 2000, the Department had the following number of students and faculty:

| | Students | Faculty |
|-------------|----------|---------|
| Spring 2000 | 19 | 5 |
| Fall 2000 | 35 | 5 |
| Spring 2001 | 24 | 6 |

All faculty reside in other departments. Only one faculty member is a lecturer who teaches the introductory course.

Weaknesses: Since the program is only a minor, the faculty shifts, and courses, which would be appropriate to cross-list, are often overlooked at the department level. Thus, student enrollment numbers fluctuate as the number and types of courses vary. The number and kinds of courses are dependent on courses offered by departments in their cycle. As a result, the program cannot distribute courses between semesters to minor's advantage.

Strengths: The program costs the university almost nothing since faculty would be teaching these courses in their departments anyway. The program offers a minor that augments many disciplines and provides students with a breadth related to their majors.

Projection: We are working with the other MAU's to provide more courses in gender studies and to set up a Women's Research Consortium. This project, being funded under the President's Special Projects grant for Summer 2001, will outline the mission, goals, and research concerns for a future Initiative, submitted by FY03. As we draw national and international scholars to the consortium, they will offer faculty and students the highest quality and most current research in the field. In generating original research, we hope to draw more students to the courses and inspire students to pursue gender issues in their field.

College of Rural Alaska

Alaska Native & Rural Development

Mission: The Department of Alaska Native & Rural Development (DANRD) provides innovative degree programs that build effective community leadership in rural Alaska and the Circumpolar North. This mission is reflected in our 2000-2003 strategic plan, which has the following elements:

- Expand program funding
- Develop and implement the DANRD MA program
- Build network of alumni
- Revise, expand and update DANRD web site
- Expand partnerships with rural entities
- Assess regularly student & program outcomes
- Review RD curriculum regularly
- Involve Elders more directly in DANRD seminars
- Increase student recruitment
- Offer regular international study opportunities
- Promote faculty professional development
- Expand financial aid opportunities & information

- Expand student mentorships and internships
- Develop market assessment for RD job opportunities

Certificate and degree programs: DANRD offers the B.A. and M.A. degrees in Rural Development, along with the A.A.S. degree in Renewable Resources.

Location: DANRD serves students throughout Alaska as well as on the Fairbanks campus. Faculty and staff are located in Anchorage, Bethel, Dillingham, Fairbanks, Nome, and Sitka.

Student & faculty numbers: DANRD currently has the following numbers of students and faculty:

| | Undergraduate Majors | Graduate students | Full-time faculty | Part-time faculty | Affiliate faculty |
|-------------------------|----------------------|-------------------|-------------------|-------------------|-------------------|
| BA Rural Development | 93 | | 4 | 3 | 8 |
| MA Rural Development | | 17 | | | |
| AAS Renewable Resources | 5 | | | | |
| TOTAL | 98 | 17 | 4 | 3 | 8 |

The department typically hires two or three adjunct lecturers each academic year to teach lower division courses.

Weaknesses: The department continued educating community leaders for rural Alaska despite a decade of declining budgets and program cuts. This was accomplished through a merger of two programs in the early 90s, budget reallocations, and extraordinary workloads. Today we appear to be moving into a more constructive era where we face the following major challenges: 1) add more fulltime, tenure track faculty, 2) add staff support to achieve potential, 3) reduce extraordinary workloads, 4) expand on-line course offerings, and 5) secure additional student travel funding for required academic seminars.

Strengths: We have 100 graduates who are serving as community leaders throughout rural Alaska. Our programs reflect UAF's aspiration to offer world-class programs of distinction in serving Alaska Native peoples. We offer innovative distance degree programs for Alaska Native and rural communities, are a leader in circumpolar education for non-traditional students, have active partnerships with rural entities, and are a model of cultural and gender diversity.

Projection: We have an exciting and successful model for building community capacity in rural Alaska and the circumpolar North. We see growing student interest in the BA and MA degrees. Our limitation is in faculty and other resources to meet this growing interest and to expand a successful model to reach more students.

Cooperative Extension Service

Mission: Cooperative Extension Service (CES), the community outreach faction of the University of Alaska Fairbanks, has focused its mission on interpreting and extending relevant research-based knowledge in an understandable and usable form: and to encourage the application of this knowledge to solve the problems and meet the challenges that face the people of Alaska. In support of this mission, CES has developed its operational goals and objectives around five main national goals:

- An Alaskan agricultural system that is highly competitive in the global economy.
- A safe and secure food and fiber system for Alaska.
- A healthy, well-nourished population.
- Developing greater harmony between agriculture and the environment in Alaska.
- Enhance economic and social opportunities and quality of life for Alaskans.

Certificate and Degree Programs: As an outreach of the University of Alaska-UAF, CES does not offer degreed programs. CES informational, service based educational programming does support certification programming in non-academic areas. These programs include: Biological Water Monitoring, Building Science (4 categories), Chemical Water Monitoring, Expanded Food and Nutrition Program, 4-H Shooting Sports, Master Food Preserver, Master Gardener, Master Watershed Stewardship, Pesticide Applicator Certification (14 categories), ServSafe Manager Certification, and Tax Practitioners Institute.

Location: CES faculty are located in 7 locations, widely disbursed across Alaska. The Director's office is housed on the Fairbanks campus.

Student and Faculty Numbers: As an outreach of the University of Alaska -UAF, CES does not formally enroll students, nor has a formal counting procedure. Annually, CES faculty respond to tens-of-thousands of clientele phone calls, reach thousands of clientele through CES programming and reach across the state to thousands of clientele with radio and television programs. There are currently 26 full-time faculty, of which 20 are on tenure-track. Eighteen faculty have bi-partite assignments. Eight faculty have tri-partite assignments, with statewide specialist responsibilities.

Weaknesses: As with many units at UAF, the Retirement Incentive Program created severe reductions in faculty, support staff and operating budgets within CES. The remaining administration, faculty and staff were left to piece the unit back together, all taking on added responsibilities, often at the direct expense of our clientele-the people of Alaska. Funding for position

replacements, office support and professional development is improving, but remains insufficient. Several recent hires were made at the Instructor level, downgraded from the previously required Master's level to the B.S. level, for cost savings. This has left good, but under qualified technical support in key locations across the state and weakened CES credibility campus wide. The relocation of district faculty and the downsizing or closure of district offices has further reduced our ability to reach rural clientele. The placement of CES under the College of Rural Alaska has added another administrative layer of bureaucracy and a loss of autonomy for CES. It is difficult to find any positive benefits that this restructuring move has had on CES.

Strengths: CES faculty and staff continue to meet the Alaskan non-formal educational needs with a commendable resilience, despite their dwindling numbers and cutbacks. The majority of the faculty have extensive Cooperative Extension experience and most are tenured associate professors, striving to achieve advancement to full professorship. CES maintains a statewide and many district advisory councils the help to direct and support program activities from a grassroots level. Our tripartite specialist positions within CES are increasing. This brings a much needed research faction to CES, which has been missed over the past several years due to Experiment Station cutbacks. CES faculty and staff are meeting the needs of our clientele, statewide. As documented by our written and phone surveys, clientele appreciate the efforts given by faculty and staff across Alaska.

Applied Accounting Program

Overview: The Program is designed to give the students the following options:

- Upgrade employment skills in accounting while earning college credits.
- To earn an Accounting Technician Certificate.
- To earn an A.A.S. in Applied Accounting.
- To develop skills applicable to self-employment, small offices, or multinational corporations.
- To provide an avenue to the Bachelor of Technology Degree.

Mission and Goals: The Applied Accounting Program prepares students to start their own bookkeeping and tax prepare business, or for accounting positions such as payables, receivables, bookkeeping and payroll accounting. The program provides a balanced business education coupled with financial decision-making skills for small business operators. The AAS Degree in Applied Accounting provides our future business leaders with skills and training needed to compete in tomorrow's business

environment through a practical understanding of the marketplace and not just a "textbook" view of business.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within accounting fields as well as being prepared for capitalizing on self-employment opportunities. Employers of graduates of the Applied Accounting program will be satisfied that these graduates possess the skills and knowledge in core competencies (general ledger accounting, mathematics, payroll, tax, fund accounting, financial statement analysis, law, computer applications, supervision, human relations, and communications) necessary for accounting, business management and other related fields. Graduates will be encouraged to utilize their certificate as a building block for the A.A.S. Degree, and the A.A.S. as a building block toward the B.T. Degree.

Assessment: Departmental effectiveness can be gauged by the following:

- Job placement or self-employment.
- Student surveys.
- Employer follow-up surveys.
- Program enrollment growth.
- Retention and graduation rate.
- Changes to the curriculum suggested by outcomes assessment analysis.

Curriculum and Instruction: The program curriculum is reviewed and revised annually through discussion with faculty and employers. We also include student feedback on instruction. Instructors must have significant "real world" experience and a master's degree, certification license (CPA), or special competency (e.g. computer accounting consultant).

Instructional Staff:

Full-time Faculty 2
 Adjunct Faculty..... 12*
 (*faculty are shared with the Applied Business Program)

Facilities, Equipment, and Technology: The program is housed at UAF's Downtown Center and shares excellent classrooms, modern computer labs and student areas with other programs. Through the use of technology and course fees assessed on each student, funds are available to upgrade instructional technology. Instructors have two "smart carts" available for computer and internet lecture enhancement and a fully functional "smart classroom" will be funded during the summer of 2000.

Strengths:

- The curriculum is constantly reviewed and revised to keep ahead of the ever-changing business world.

Textbooks are continuously updated and special topics course are frequently added to the schedule.

- The certificate and degree teach an optimum balance of accounting, business, academic, communication, calculation, and human relations.
- All instructors have strong academic qualifications and are successfully doing what they are teaching.
- Part time instructor pool is very stable and core faculty have many years of teaching experience at TVC.
- Instructors not only provide students with core academic competencies, but also bring a real life dimension to the classroom.
- The program has a solid reputation of excellence in the business community and employers seek program graduates. Many employers reimburse students for tuition expense.
- Classes are rotated between day and evening sections each semester to allow working adults to complete the certificate and/or degree in a timely fashion.
- Advanced accounting students are hired to staff an accounting tutor lab giving extra help to struggling students and practical experience for the tutors.

Challenges:

- While the program is extremely popular at TVC, there are virtually no enrolled majors at other CRA Campuses.

Recommendations and Actions Taken:

- Create an advisory board.
- Increase collaboration with other CRA campuses.
- Continue process of revising and modifying course offerings to reflect changes in student competencies and employer needs.
- Improve student tracking.
- Continue hiring highly qualified faculty who are student-centered.
- Continue to provide students with tutoring opportunities.

Applied Business Program

Overview: The Program is designed to give the students the following options:

- Upgrade employment skills in business while earning college credits.
- To earn an Applied Business Management Certificate.
- To earn an A.A.S. in Applied Business.
- To develop skills applicable to self-employment, small offices, or multinational corporations.
- To provide an avenue to the B.T. Degree.

Mission and Goals: The A.A.S. Degree in Applied Business provides our future business leaders with skills and training needed to compete in tomorrow's business

environment. Instructors equip students with a practical understanding of the marketplace and not just a "textbook" view of business. The A.A.S. degree in Applied Business provides future business leaders and entrepreneurs with the skills and training necessary to compete in tomorrow's business environment through a practical understanding of the marketplace and not just a textbook view of business.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within accounting fields as well as being prepared for capitalizing on self-employment opportunities. Employers of graduates of the Applied Business program will be satisfied that these graduates possess the skills and knowledge in core competencies (human relations, communications, accounting, mathematics, computer applications, supervision, marketing, law, planning and management, critical thinking and problem solving) necessary for accounting, business management and other related fields. Graduates will be encouraged to utilize their certificate as a building block for the A.A.S. Degree, and the A.A.S. as a building block toward the B.T. Degree.

Assessment:

- Departmental effectiveness can be gauged by the following: Job placement or self-employment.
- Student surveys.
- Employer follow-up surveys.
- Program enrollment growth.
- Retention and graduation rate.

Curriculum and Instruction: The program curriculum is reviewed and revised annually through discussion with faculty and employers. We also include student feedback on instruction. Instructors must have significant "real world" experience and a master's degree, certification license (e.g. CPA, SPHR, CFP, CFS), plus specific topical competency.

Instructional Staff:

| | |
|-------------------------|-----|
| Full-time Faculty | 2 |
| Adjunct Faculty..... | 12* |

(*faculty are shared with the Applied Accounting Program)

Facilities, Equipment, and Technology: The program is housed at UAF's Downtown Center and shares excellent classrooms, modern computer labs and student areas with other programs. Through the use of technology and course fees assessed on each student, funds are available to upgrade instructional technology. Instructors have two "smart carts" available for computer and internet lecture enhancement and a fully functional "smart classroom" will be funded during the summer of 2000.

Strengths:

- The curriculum is constantly reviewed and revised to keep ahead of the ever-changing business world. Textbooks are continuously updated and special topics course are frequently added to the schedule.
- The certificate and degree teach an optimum balance of accounting, business, academic, communication, calculation, and human relations.
- All instructors have strong academic qualifications and are successfully doing what they are teaching.
- Part time instructor pool is very stable and the core faculty have many years of teaching experience at TVC.
- Instructors not only provide students with core academic competencies, but also bring a real life dimension to the classroom.
- The program has a solid reputation of excellence in the business community and employers seek program graduates. Many employers reimburse students for tuition expense.
- Classes are rotated between day and evening sections each semester to allow working adults to complete the certificate and/or degree in a timely fashion.
- Advanced accounting students are hired to staff an accounting tutor lab giving extra help to struggling students and practical experience for the tutors.
- Program is rapidly growing in both student credit hours and graduates.

Challenges: While the program is extremely popular at TVC, there are virtually no enrolled majors at other CRA Campuses. See recommendation below. The tourism option to the A.A.S. degree is not well subscribed. See recommendation below.

Recommendations and Actions Taken:

- Create an advisory board.
- Continue collaboration with other CRA campuses.
- Continue process of revising and modifying course offerings to reflect changes in student competencies and employer needs.
- Improve student tracking.
- Continue hiring highly qualified faculty who are student-centered.
- Continue to provide students with tutoring opportunities.
- Develop a tourism management certificate.
- Develop a personnel technician certificate and a human resource management option to the A.A.S. degree.

| |
|--|
| Apprenticeship Technology Program |
|--|

Overview: The Apprenticeship Technology Program is designed to give the students the option to earn an

Associate in Applied Science degree in Apprenticeship Technology following their completion of a formal trade apprenticeship program.

Mission and Goals: The primary objective is to provide individuals who have completed a formal apprenticeship program and hold a journeyman-level status in a trade the quality academic, technical, and professional skills required for entry-level employment in the rapidly changing workplace.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within their related fields. Graduates possess skills and knowledge in communication, critical thinking, computation, human relations, vocational experience, manipulative skills and a thorough understanding necessary for professionals in the rapidly changing work place. Graduates will be encouraged to utilize their A.A.S. degree as a building block for the B.T. Degree.

Assessment: Departmental effectiveness can be gauged by the following:

- Frequent enrollments and successful placement of our students is a major indicator.

Curriculum and Instruction: The curriculum reflects a practical integration of general education and training for Vo-Tech trades.

Students complete general university and A.A.S. requirements. They also receive instruction in emergency response, statistics and computer literacy.

Instructional Staff:

| | |
|-------------------------|---|
| Full-time Faculty | 0 |
| Adjunct Faculty..... | 1 |

Facilities, Equipment, and Technology: The program uses classroom space at TVC Downtown Center and UPark.

Strengths: The program's curriculum is in place but the enrollment has been minimal.

Challenges: There have been very few students enrolled in the program over the past 5 years. The program could be re-energized. TVC is presently evaluating the program status.

Recommendations and Actions Taken: In response to the self-study, we are reviewing program status and viability.

Associate of Arts Program

Overview: The Program is designed to give the students options:

- Open enrollment into post-secondary to achieve personal educational goals.
- Obtain an Associate degree of rigorous academic study in liberal arts and core academic college courses.
- Use the AA degree as a means of transferring into a baccalaureate degree.

Mission and Goals:

- Provide supportive learning environment that values student experience in lifelong learning.
- Support acquisition of academic information and advising in an efficient manner in reaching degree and/or transfer goals.
- Enhance critical thinking and communication skills.

Student Learning Outcomes: Students will develop confidence in their scholastic abilities and continue on to completion of an Associate of Arts degree. Students will develop a personal educational goal and realize that with either an A.A. degree or successfully transfer into a baccalaureate degree program. Students will become comfortable with their academic endeavors through development of critical thinking, communication and human relations skill sets. Students will appreciate the value of continued and lifelong learning educational opportunities.

Assessment: Departmental effectiveness can be gauged by the following:

- Increase in retention in the degree program.
- Increase in the overall grade point average.
- Increase in transfers into a baccalaureate degree program as part of the students' individualized academic goals.

Curriculum and Instruction: The courses offered in the Associate of Arts degree follow the core requirements for the university baccalaureate degree and are assessed and evaluated through Fairbanks campus departments. All instructors are approved through the respective departments as well. Electives fall under the purview of the most appropriate department.

Instructional Staff:

Full-time Faculty 0*
Adjunct Faculty..... 28

*Four full time faculty are not assigned to the degree even though they teach the core and developmental courses.

Facilities, Equipment, and Technology: The academic courses are taught in various locations in the community. The four main centers are TVC's Downtown Center, Hutchison Career Center, UPark, and the Fairbanks campus. Many of the classrooms used for academic courses are smart classrooms or are computer labs. Student support most closely associated with the academic program is headquartered in the Student Assistance program of Downtown Center, where most academic advising on the TVC campus takes place.

Strengths:

- TVC academic classes are purposely limited to small sections to promote more faculty interaction with each student so that they will be more successful than in large auditorium-sized sections.
- Faculty and staff are student-centered and work students through concerns, administrative roadblocks and unfamiliar language associated with the university.
- Course scheduling provides evening and weekend courses to better fit the lives of working students.
- Faculty are quickly integrating new technology into curriculum and moving over to web-based delivery.
- Students have access to tutors, computer lab assistance, technical support, study areas, online transcript and financial aid services, free email servers and local registration and advising.

Challenges:

- The counselor position was lost through a Retirement Incentive Program and has not been replaced as yet.
- That loss created a void in leadership of the Associate of Arts program.
- Tracking of graduates has not become institutionalized.
- Promotion to enroll in the A.A. program has been cut back. Most students are placed in the A.A. program by default when they do not meet entrance requirements for a baccalaureate degree program.
- Faculty and staff are stretched to the point where they need to find more ways to integrate technology or find funding for advising.

Recommendations and Actions Taken:

- The counselor position should be funded and filled.
- Since the Associate of Arts program has the largest number of students in any program, the campus should find a coordinator for the program.
- The program should institute a systematic process for tracking students once they leave the program for whatever reason.
- Course offerings via the web should be expanded.
- The Weekend College concept should be promoted earlier with entry level students through more comprehensive advising.

- More contact with students should occur through systematic class cycle advising.
- A stronger web presence for the program should automate much of the course selection and elective determination process.
- Online advising should be explored.
- Lines of communication between the Fairbanks campus departments and the faculty of the academic courses should remain strong.
- Alternative funding sources for course and faculty development can become a potentially large source of support, especially in converting many courses to a web environment.
- Continued support for faculty development for incorporating information technology into the course delivery could be expanded.
- More coordination with Student Assistance could provide an excellent resource for retention and GPA improvement.

Aviation Technology Program

Overview: The UAF Aviation Technology program designed to give the students options:

- To earn an Associate in Applied Science degree in Aviation Technology.
- To take coursework to pursue a career as a professional pilot.
- To offer courses for currently rated flight crew members to refresh or upgrade skills to maintain qualifications.

Mission and Goals: The primary objective is to provide individuals with quality academic, technical, and professional skills required for entry-level employment in the aviation industry. Ground schools and related courses are taken in residence. Flight training is arranged through local flying schools. Rated pilots or military aviators can gain credit for prior experience. A minor in Aviation can provide students familiarity with aviation as an economic generator in Alaska.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within Aviation and related fields. Graduates possess skills and knowledge in communication, critical thinking, computation, human relations, vocational experience, manipulative skills and a thorough understanding and appreciation for Federal Aviation Regulations necessary for professionals in Aviation closely related fields. Graduates will be encouraged to utilize their A.A.S. degree as a building block for the B.T. Degree.

Assessment: Departmental effectiveness can be gauged by the following:

- Full enrollments and continued successful placement of our students is a major indicator.
- Students pass the Federal Aviation Administration tests and obtain a certificate as an aviation mechanic.

Curriculum and Instruction: The Federal Aviation Administration approves all instructors and instructional materials. The FAA conducts annual comprehensive reviews and inspection of the program. Our Aviation Maintenance Technology Advisory Committee serves as our strongest connection to the local community. Membership is a strong representation from both the airline and repair sector in the community.

Instructional Staff:

Full-time Faculty 0
Adjunct Faculty..... Varies 1-3

Facilities, Equipment, and Technology: The program uses classroom space at Hutchison Career Center.

Strengths: Students can request credit by examination for any AVTY course. Pilots can obtain an A.A.S. degree by adding academic courses to their flight crew experience.

Challenges: There is currently only a part-time coordinator for the program. The program could be re-energized. TVC is presently evaluating the program status.

Recommendations and Actions Taken: In response to the self-study, we are reviewing program status and viability.

Community Health Program

History: The Community Health Aide/Practitioner Program (CHA/P), developed to meet the health needs of the remote Alaskan villages, is the only health care delivery system of its kind in the United States. This program grew out of the tuberculosis epidemic and the use of village workers to distribute antibiotics in the 1950's. It became a formal, governmentally funded Indian Health Service program in 1968. CHA/P has expanded its curriculum and training over the last thirty-two years in cooperation with the University of Alaska (since 1975).

Mission: Today approximately 500 residents (attrition rate of 20%) in 178 rural communities provide continuous, comprehensive and cost effective primary health care services in their villages; recommendation from their community and employment by a native health corporation (26) is a prerequisite for entering this

unique program. *Primary Care* = acute care walk-in evaluation and treatment for common medical problems; emergency care; preventive care: prenatal, well child monitoring and immunization, and health surveillance; and, chronic disease monitoring, evaluation and referral, while maintaining a village clinic. The training for this large volume of medical knowledge and clinical skills is divided into four intensive basic sessions (6-8 students per class); each is four weeks long (8-10 hours/day) with approximately 50% classroom and 50% “hands-on” clinical practice, including direct patient evaluations and care. Plus Emergency Trauma course. The curriculum provides breadth, depth, sequencing of content, synthesis of learning and rigorous assessment of learning outcomes. The training is competency based, to pass a session a student must receive 80% scores on all written (theory) and clinical skills practice exam.

UAF Community Health Certificate and Associate of Applied Science degree program: UAF recognizes the academic rigor of the CHA/P education and upon completion of the four sessions and post-session training components (CHP 131-134 series; 8 credits each) and preceptorship (CHP 135; 2 credits) the student receives 34 credits and is awarded a UAF Certificate in Community Health. The credits also meet the major specialty requirements for the Associate of Applied Science degree for CHPs who pursue additional education.

Location: Four statewide Training Centers (TC) are:

| Location | Operated By | # of training spots/year |
|-----------|---|--------------------------|
| Anchorage | Indian Health Service | 54 |
| Bethel | Yukon Kuskokwim Health Corporation | 64 |
| Nome | Norton Sound Health Corporation | 48 |
| Sitka | Southeast AK Regional Health Consortium | 42 |

Instructors (employed by a TC) are Affiliate Faculty of UAF; appointment - Clinical Instructor or Clinical Assistant Professor depending on their professional credentials. A statewide CHA/P Academic Review Committee ensures that the curriculum and credentialing process are uniform throughout the state. This committee meets quarterly and has representation from the four training centers, regional health corporations and the UAF CHA/P Liaison. The standardization (“accrediting”) of the training centers is monitored by the Review and Approval Committee (RAC).

Strengths:

- Strong unique partnership between UAF and statewide CHA/P Program; credit; certificate and A.A.S. degree.
- Network between specific campus and regional CHA/P Programs; advising AAS degree worksheet, a “road map” for the student’s course decisions; specific

degree courses available each semester to be taken in village.

- Developed and delivered a variety of 200 level CHP and Health courses by audio-conference for AAS degree.
- Since ‘93 hundreds have received the Certificate and 42 CHPs have earned AAS degree in Community Health.
- The 1993 curriculum (updated ‘97) increased course sessions from 3 to 4; provided additional time for synthesis and “hands on” practice. Standardization of TCs that allows for student mobility through course sequence.

Areas for Improvement:

- In 1992 Chancellor Wadlow eliminated the CHA/P Academic Coordinator position at UAF due to budget cuts and politics. Return the position of CHA/P Academic Liaison (Coordinator) to full time.
- Continuous turnover of CHA/P Program staff requires regular orientations of the unique partnership between UAF and the health corporations for CHA/P training and university degrees. Orientation to being an CHA/P instructor. Increase knowledge of affiliate faculty to improve their advising role; students can work on their AAS degree while going through the basic training (CHP 131-135 series).
- Improve CRA campus personnel outreach to corporations not directly in their home community.

Projection:

- Continue to provide CHA/P orientation to new CRA campus and UAF personnel to streamline UAF billing and improve forms processing. Reschedule regular meetings of the CRA campus registrars for information sharing.
- Continue to support and assist with CHA/P faculty convocations. Develop additional orientation materials for affiliate faculty for advising and provide audio-conference networking each semester for review and discussion.

Culinary Arts Program

Overview: The Program is designed to give the students options:

- To obtain certificates with additional concentrations in baking and cooking
- To obtain an Associate of Applied Science in Culinary Arts.
- To gain additional expertise or upgrade their skills in the culinary field.
- To take specialty courses that meet the needs of the community.

Mission and Goals: The Culinary Arts and Hospitality program is highly visible and involved in community events. As an active recruitment tool as well, the program strives for diversity in activities and in its student makeup of cultures, gender mix and age. The program desires to remain a showcase for talented students, continue its broad base of community support and provide excellent training and externship opportunities within the industry.

Student Learning Outcomes: Students will possess basic skills and work related attitudes to be the most attractive candidates for jobs in the hospitality industry. Students will gain the confidence to create a consistently quality product on an ongoing basis.

Assessment: Departmental effectiveness can be gauged by the following:

- Feedback from employers who sponsor externs
- Outcome Assessment Employer Questionnaire
- Daily completion of products served in our food facilities
- Hands-on lab testing in the kitchen
- Surveys of the graduates of the program
- Feedback from the CAH Advisory Committee

Curriculum and Instruction: The Culinary Arts program offers courses in all areas of the hospitality industry. Faculty emphasize critical thinking and problem solving techniques at their stations. The Culinary Arts and Hospitality Advisory Committee offers specific recommendations on curriculum and upgrading theory based on industry changes and cooking trends.

Instructional Staff:

Full-time Faculty 3
 Adjunct Faculty..... 8

Facilities, Equipment, and Technology: Facility accommodations for the program are quite numerous and complex. The entire program is housed at the Hutchison Career Center and the basic components include a cafeteria line, a short order line, and a semi-private sit-down service area where patrons can order from a menu. These services have adequate equipment for their respective purposes, as do the food preparation spaces, which are located near the service areas. Classrooms, storage rooms and faculty offices are adjacent to the service areas, but those spaces are not adequate for current or future expansion purposes.

Strengths:

- Students acquire self-confidence in their abilities and skills after going through the program.
- Second-year students build leadership skills as managers of the various stations of the kitchen and of first-year students.

- The program enjoys high visibility through provision of food catering services for various public events.
- A high level of cooperation exists between the program and the Midnight Sun Chef and Cooks Association's annual dinner.
- Faculty conduct ongoing visits with hotels, restaurants, and wholesale businesses at food shows, seminars and other functions.
- Graduates have been highly regarded and placements have been quite successful.
- Employment opportunities are good in the field, as often there are more jobs than there are students to fill them.
- Excellent instructional technicians are responsible for better individualized training.
- For fifteen years, the students have put on a scholarship fund-raising dinner event. Students plan, prepare and serve the meal. In 2000, students generated \$6,000 in scholarship funds for students to use towards books, tools and uniforms.

Challenges:

- Storage space is the number one challenge to the future success of the program.
- The boom and retention of 1st-year students has also resulted in 60% of those students going on to the 2nd-year.
- The service areas are in need of remodeling.
- Reinstatement of a formal classroom should come when resources permit.

Recommendations and Actions Taken: Currently the Culinary Arts and Hospitality Advisory Committee is helping with the following:

- Remodeling of the service areas is contingent upon partnership with the local school district.
- Update courses and curriculum (ongoing).
- Upgrade the design for better service.
- Build storage behind the Center for extra equipment and chemical products.
- Install a large freezer unit for additional buying power and preserve ice carvings.
- Incorporate a point of sale system in the Dining Room area to work in conjunction with an a la carte kitchen.
- Expand Culinary office space.

Drafting Technology Program

Overview: The Program is designed to give the students four options:

- To earn a certificate in Civil Drafting.
- To earn a certificate in Architectural Drafting.
- To complete courses that lead to entry-level positions in civil and architectural drafting firms.
- To complete courses for personal growth and educational development.

Mission and Goals: The primary objective of the Drafting Technology program is to provide individuals with quality academic, technical and professional skills required for entry-level employment in architectural and civil drafting firms. Graduates will be competent in the profession and obtain the skills to stay current in computer-aided drafting.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within architectural and civil drafting related fields. Students will satisfy desired employer expectations in the skills and use of communication, critical thinking, computation, human relations, vocational experience, and manipulative skills necessary for professional employment in architectural or civil drafting fields. Students will engender the desire to continue self-improvement for life-long learning.

Assessment of Goals and Outcomes: Departmental effectiveness can be gauged by the following:

- Full enrollment in the program
- Successful placement of graduates.

Curriculum and Instruction: Instruction in the Drafting program is delivered in lecture and lab hours. The delivery allows for hands-on experience and immediate assessment and changes in accordance with the rapid development of technology in the field. Feedback from employers and former students weigh heavily in the improvements made to the curriculum.

Instructional Staff:

Full-time Faculty 0
 Adjunct Faculty..... 7

Facilities, Equipment, and Technology: The program has an excellent classroom though the Hutchison Career Center and the University Engineering Department. Our primary equipment consists of twelve computers at Hutchison and twenty computers in the Engineering Department.

Strengths:

- Excellent adjunct faculty.
- Cooperation with the school district and the university's engineering faculty.
- Internet courses that allow for distance delivery of courses.

Challenges:

- Equipment upgrades.
- Lack of full-time faculty to coordinate and develop the program.

Recommendations and Actions Taken:

- In response to the self-study, we are stacking Beginning Drafting I DFT 101 and Beginning Drafting II DRT 102.
- Continue to upgrade our AutoCAD courses, including training for the new releases.
- Develop a Drafting Advisory Committee.

Early Childhood Program

Overview: The Program is designed to give the students five options:

- To incorporate an 18 credit EC minor within another program of study.
- To earn a 30 credit certificate in Early Childhood (EC).
- To earn a 60 credit AAS in EC.
- To earn a 120 credit BT in EC.
- To earn a 130 credit BA or BS in inter-disciplinary studies, combining EC with other programs.

Mission and Goals:

- The primary goal of the E.C. Program is to prepare individuals to work effectively with young children, their families and the community in order to provide high quality care and education for children from 0–12 years of age.
- AAS Graduates will be prepared to provide high quality care and education for groups of pre-Kindergarten children.
- Certificate graduates will have a basic understanding of child development and will be able to work effectively with individual children or assist with groups of children to provide high quality care and education.
- Students from other disciplines, such as Education, Psychology and Social Work, who obtain the 18 credit minor will gain an important developmental perspective and infuse it into their philosophy and professional practices.
- B.T. graduates will be prepared to successfully manage high quality EC programs.
- BA or BS graduates will be able to lead others in their Early Childhood specialty.

Student Learning Outcomes: Students will possess the knowledge and skills to become highly competitive candidates for job openings and promotions within Early Childhood programs. Students will satisfy employer expectations in the knowledge and skills of child development, class management, curriculum, communication, health and safety and inclusive teaching practices. Students will express satisfaction with their EC course of study.

Assessment: Departmental effectiveness can be gauged by the following:

- 95% of EC graduates seeking employment will be hired within four months.
- Employers will encourage employees to take EC courses.
- 90% of all EC graduates will express satisfaction with their EC course of study.

Curriculum and Instruction:

- Program meets professional standards as identified by the National Association for the Education of Young Children.
- Textbooks are the best choice and latest editions we can find.
- Faculty members have relevant, current degrees in specialized instruction and experience in the subjects they teach.

Instructional Staff:

Full-time Faculty 1
 Adjunct Faculty..... 10

Facilities, Equipment, and Technology:

- Technology is incorporated in the coursework through direct instruction and project assignments.
- Learning lab is well furnished and a model for best teaching practices.
- A dedicated EC classroom allows for accessible materials and enough space to comfortably discuss and practice skills.

Strengths:

- Advisory Committee
- Learning Lab
- Employer Support
- Excellent Faculty Pool

Challenges:

- Implementation of the new Statewide EC curriculum
- Scheduling enough courses into the rotation for the Headstart teachers to meet their Congressional mandate to have EC degrees by 2003.
- No infant or toddler learning lab
- No “family home” learning lab/model program.
- Increasing needs for campus child care.
- Balancing the needs of adjunct faculty for guidance and supervision in the time available while still doing the rest of the program coordination and teaching load.
- Class has not been renovated; still has old paint and asbestos – health concern.
- Finding enough time to give the necessary attention to each of the classes I teach.

Recommendations and Actions Taken:

- Expand Bunnell House Learning Lab to provide a model program for toddlers and a group home model. This will also allow for expanded child care services

through increasing the number of children, the age range and possibly the hours the program is open.

- Use summer to prepare new courses for the statewide program including new course paperwork, text selection, course rotation & instructor assignments.
- Renovated classroom at UPark for daycare lab.
- Make department faculty meetings more FUN: potlucks, etc. Have each member responsible for something so they are committed to attending. Plan them more frequently.
- Consider using the student assistant for some of the grading. Consider adjusting assignments to reduce the quantity. Give students a grading chart to keep track of their progress as papers are returned to them.

**Emergency Services Program
(formerly Fire Sciences)**

Overview: The Program is designed to give the students ten options:

- Certificate in Municipal Fire Control
- A.A.S. degree in Municipal Fire Control.
- Certificate in Wildland Fire Control.
- A.A.S. degree in Wildland Fire Control.
- Certificate in Hazardous Materials Control.
- A.A.S. degree in Hazardous Materials Control.
- Certification as Emergency Trauma Training.
- Certification as Emergency Medical Technician.
- Certification as Fire Fighter 1.
- Certification as Hazardous Materials Technician.

Mission and Goals: Students are provided with vocational, technical and career training and education that is responsive to the needs of community fire departments and other related fields of emergency services. At the completion of the Fire Science program all students will:

- Become the most attractive candidates for job openings and promotions.
- Attend a unique learning environment to obtain high quality classroom education, hands-on training and practical vocational experience through ten local fire and rescue organizations.
- Become responsive to the needs of communities, industry and government throughout Alaska, Canada and the United States of America.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within the fire service and closely related fields. Students will satisfy employer expectations that they possess skills and knowledge in areas of communication, critical thinking, computation, human relations, vocational experience,

physical fitness, and manipulative skills. Students will utilize their Certificates and A.A.S. degrees as building blocks for completion of the B.T. degree.

Assessment: Program effectiveness will be measured by:

- Eighty percent of the graduates will secure employment in the fire service or a closely related field or pursue additional education, training or vocational experience.

Curriculum and Instruction: The program curriculum is reviewed and changed with the help of advisory groups, local employers, local fire chiefs, the Alaska Fire Chiefs Association, and networking with the National Fire Academy. Changes in Program name and addition of new degree and certificate options have been implemented.

Instructional Staff:

| | |
|---------------------------|----|
| Full-time Faculty | 1 |
| Adjunct Faculty..... | 21 |
| Teaching Assistants | 16 |
| Student Assistant | 1 |

Facilities, Equipment, and Technology:

- Six classrooms and gymnasium at UPark Bldg
- Fairbanks Regional Fire Training Center
- Fire Science equipment laboratory at UPark Bldg
- Approximately \$350K fire, rescue and haz-mat training equipment inventory
- Approximately \$100K EMS training equipment

Strengths:

- Employers report graduates to very knowledgeable, proficient, motivated, highly skilled and well prepared for fire fighting jobs.
- Employers report program to be excellent with highly qualified graduates.
- Graduates report good hands-on training and work experience, very knowledgeable and experienced instructors with high levels of technical expertise, affordable tuition, availability of scholarships, good organization of academics, a well established program a firm foundation of knowledge, excellent preparation for command and leadership, good schedule of classes on nights and weekends, a one-year Fire Fighter 1 certification, good variety of elective courses, quality academic learning.
- This program recovers over 90% of its costs through tuition and material fees.
- Nationally recognized as being one of the best fire science programs in the U.S. Ranking 15th out of the top 50 U.S. institutions for the number of degrees conferred.
- Averaging 17% of all the Associate degrees from the UAF College of Rural Alaska.

- Surveys indicate a graduate job placement rate of 80% with an average annual income of \$48.5K.
- Averaging 100 Fire Science majors (primary and secondary).
- A live bun prop at the Fairbanks Regional Fire Training Center.

Challenges:

- Only one full-time faculty member and a half-time program Assistant to coordinate the needs of approximately 100 fire science majors, 40 courses per year with 37 adjunct instructors and teaching assistants.
- Creating a paramedic program.
- A high number of students enter the program at low-level math and English skills.
- Improving job testing and interview skills.
- Maintaining a divers cadre of instructors.
- Increasing hands-on skills through vocational experience at local fir and rescue organizations and internships.
- Need for increased equipment funding to maintain state of the art training aids.

Recommendations and Actions Taken:

- A proposal has been initiated for a paramedic program including another full-time faculty member and a full-time program assistant
- Increase requirements within curriculum for writing, computation and oral presentations.
- Provide assistance in resume writing, job interviews and placement.
- Recognize student advising and program coordination as essential teaching-related activities.
- Addition of one full-time faculty position.

Health Technology Program

Overview: The Program is designed to give the following opportunities to students interested in Health Careers:

- To earn an Associate in Applied Science degree in Nursing in cooperation with the University of Alaska Anchorage School of Nursing.
- To earn an Associate in Applied Science degree in Medical Assistant.
- To earn a Certificate in Medical/ Dental Reception.
- To earn a Certificate in Phlebotomy and satisfy the requirements for the national Phlebotomy Technician Certification as PBT by the American Society of Clinical Pathologists (ASCP).
- To complete courses and gain skills required to take the Certification exam for Nursing Assistants in Alaska.

- To complete courses to meet entrance requirements in various Health Career Programs.
- To complete courses for personal growth and educational development.

Mission and Goals: The mission of the Health Technology Department is to provide opportunities for quality education in the allied health care field. The Health Technology Department is committed to providing the academic, clinical/ administrative, and professional skills that will prepare graduates for employment in entry level positions in the health care field and afford them the opportunity to obtain the credentials with which to advance. The faculty and the administration dedicate themselves to the following:

- To provide education programs for occupations that are needed by the health care providers the Fairbanks area.
- To prepare students with the knowledge and skills to gain employment and certification appropriate for their careers.
- To provide students with an understanding of desirable professional and work ethics.
- To provide competent guidance for students.

Student Learning Outcomes: Students will be able to think critical, make decisions, gain independence, organize work, take initiative, and be responsible employees. Students in A.A.S. degree will have skills in communication, critical thinking, mathematical, and computer skills as well as perspectives from the sciences, humanities, and the social sciences. Students will show evidence of the desire to continue self-improvement and for lifelong learning.

Assessment: Departmental effectiveness can be gauged by the following:

- Increasing to full enrollment in each program and increase number of graduates each year.
- Increasing education opportunities and meaningful occupational choices for students and which will service the Fairbanks Medical Community.
- Obtaining accreditation of the Medical Assistant Program by the American Association of Medical Assistants (AAMA).

Curriculum and Instruction: The program curriculum is reviewed and changed through ongoing research with input from advisory groups, local employers, student feedback, and the American Association of Medical Assistants, as well as evaluations from the offices and clinics where students are placed in externships.

Instructional Staff:

| | |
|-------------------------|----|
| Full-time Faculty | 3 |
| Adjunct Faculty..... | 10 |

Facilities, Equipment, and Technology: The Department has two classrooms, one clinical laboratory, and access to a fully equipped computer lab. The clinical laboratory has two complete modern patient care units. The equipment is constantly being upgraded so as to simulate what the student will work within the local health care facilities.

Strengths:

- A supportive University and Campus administration.
- A supportive Community Advisor Committee.
- An adjunct faculty who have appropriate educational backgrounds and are current with the clinical and administrative needs of the health care community.

Challenges:

- To continue developing educational opportunities in health care careers.
- To continue to find appropriate adjunct faculty.
- To obtain accreditation for the Medical Assistant Program.
- To continue to upgrade and expand equipment and classroom space as the educational programs expand.

Recommendations and Actions Taken:

- Continue revision of Medical Assisting program as the need becomes evident during the self-study process for accreditation by the AAMA.
- Seek and follow the recommendations of the Community Advisors for the Health Technology program.
- Respond to the needs of the Fairbanks area medical community.
- Seek educational opportunities for the Health Technology Faculty—full and part time.
- To provide educational equipment comparable to that used in the health care facilities in the Fairbanks area.
- To promote the programs in the Health Technology Department by attending the area high schools' career days and attending the area health fairs and promoting the department
- Work with local health care providers to meet their needs for educated health care workers:

| |
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| Human Service Technology Program |
|---|

Overview: The Human Service Technology program is designed to give students options:

- To earn an Associate of Applied Science degree in Human Service Technology.
- To earn educational credits which lead to Alaska Substance Abuse Counselor Technician certification.
- To complete courses for personal growth and continuing education requirements.
- To acquire new job skills for advancement.

- To prepare for further professional and academic education in human services.

Mission and Goals: The Human Service Technology program promotes, coordinates and delivers skill-based human service education to adults in the state of Alaska via both Fairbanks classroom sites and distance delivery methods.

- To ensure that UAF Human Service Technology graduates are qualified for and hired for job openings and/or promoted in human service positions.
- To ensure that employers believe that Human Service Technology graduates are the most qualified applicants for entry-level human service positions.

Student Learning Outcomes: Students will possess the skills and knowledge necessary to be highly competitive candidates for jobs in human service fields, including substance abuse counseling and treatment, mental health case management and other related positions. Students will possess skills in reading, writing, computation, speech, organizational, critical thinking, basic interviewing, advocacy, active listening, ethics, case planning and management, crisis intervention, facilitation, documentation, grief counseling, basic intervention, and counseling. Students will understand the value of using certification or degree options as a building block for a baccalaureate degree in Social Work, Justice, Rural Development, Psychology or Interdisciplinary. Students will value education and professional enhancement as a lifelong learning process.

Assessment: Departmental effectiveness can be gauged by the following:

- Graduates will secure employment in Human Services or closely related fields.
- Graduates will go on for additional professional education.
- Employers will express satisfaction with the job skills HST graduates possess through interviews and surveys.
- Graduates will express satisfaction with skills learned in the HST program through surveys.

Curriculum and Instruction: HST offers nine three-credit core classes which are required for all majors, including Introduction to Addictions, Cultural Diversity, Group Counseling, Crisis and Grief Counseling, Individual Interviewing and Assessment, Substance Abuse Counseling, Ethics in Human Services, and two semesters of practicum. HST courses are primarily skill-based courses taught by department faculty. Electives are taught by adjuncts working in their specialty areas.

Instructional Staff:

Full-time Faculty 1.6
Adjunct Faculty..... 15

Facilities, Equipment, and Technology: HST courses utilize UPark during the week and the Downtown Center during weekends. The program is developing lab space in a designated classroom for video-taping skills for feedback and uses video equipment for this process. Other equipment includes audio and video tapes, teleconferencing equipment and web-based integrated learning delivery systems. The program is not equipment intensive.

Strengths:

- The program is respected statewide for providing skill-based education to students and practitioners.
- Baccalaureate students and professionals recognize the program offers useful employment-related skills that supplement the baccalaureate curricula, especially for substance abuse counselor certification, which leads to a high number of baccalaureate students minoring in Human Service Technology.
- The program integrates Rural Human Service certificate graduates into an educational ladder in a seamless path to higher education and career advancement.
- Delivers employment related and workforce development skills to students in remote areas of Alaska who cannot move to education centers.
- The program advocates for systemwide procedures to meet the needs of students, for demonstration projects with small groups within teleconferencing for interviewing skills class by distance, and web-based "Introduction to Addictive Processes" course.
- Effective advising encourages students in their professional and academic advancement.
- The program cross-lists a course with Social Work and is exploring such arrangements with Justice, further assisting in a seamless path for A.A.S. graduates to continue their professional education.

Challenges:

- Further integration of information technology into course delivery is essential in maintaining skill-based, hands-on learning emphasis.
- Continuing coordination will integrate the A.A.S. with statewide baccalaureate programs, including a BSW.
- The program continues to meet community demand for skill-based continuing education.
- More designated lab space for video taping is a priority.

Recommendations and Actions Taken:

- Self-study recommended modifications of Crisis and Grief Counseling class syllabus and method of teaching.
- Addition of practicum evaluations and portfolios as outcome measure for assessment.

- Working with advisory board and community members to develop and implement mental health and developmental disabilities emphasis.
- Working with Rural Human Services to ensure seamless path and develop possible second emphasis in HST.
- Increased networking with agencies to increase statewide practicum opportunities for students and develop additional emphases as recommended.
- Adding one-credit labs in specialty skills.

**Maintenance Technology-Aviation
Maintenance Technology A.A.S. Program**

Overview: The Program is designed to give the students seven options:

- To earn a Certificate in Aviation Maintenance Technology.
- To earn an Associate in Applied Science degree in Maintenance Technology.
- To earn a Certificate in Airframe.
- To earn a Certificate in Powerplant.
- To complete courses to have entry-level skills in one or more Aviation Maintenance Technology areas.
- To update technical skills.
- To complete courses for personal growth and educational development.

Mission and Goals: The UAF Aviation Maintenance Technology program is a one-year FAA (Federal Aviation Administration) certificate program that teaches to the 44 Code of Federal Regulations Part 147. The primary objective is to provide individuals with quality academic, technical, and professional skills required for entry-level employment in the aviation industry. At completion of the Aviation Maintenance Technology program, students will:

- Be prepared for employment in the industry or to continue their education.
- Be able to grow and adapt to changes in the workplace and technology.
- Have a successful work ethic.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within ground vehicle maintenance and related fields. Students will satisfy desired employer expectations in the skills and knowledge of communication, critical thinking, computation, human relations, vocational experience and manipulative skills necessary for professional employment in ground vehicle maintenance fields. Students will engender the desire to continue self-improvement for life-long learning.

Assessment: Departmental effectiveness can be gauged by the following:

- Full enrollments and continued successful placement of our students is a major indicator.
- Students pass the Federal Aviation Administration tests and obtain a certificate as an aviation mechanic.

Curriculum and Instruction: The Aviation Maintenance Technology program has established a partnership with SAIT (Southern Alberta Institute of Technology). This has strengthened the program and correlates with its primary objective—student employment. Departmental students who have decided to enter management or engineering technology programs may transfer to four-year technical colleges. The Federal Aviation Administration approves all instructors and instructional materials. The FAA conducts annual comprehensive reviews and inspection of the program.

Instructional Staff:

| | |
|-------------------------|---|
| Full-time Faculty | 3 |
| Adjunct Faculty..... | 3 |

Facilities, Equipment, and Technology: The program has a lab and one classroom. The lab is 8,000 square feet. Our primary equipment consists of four complete aircraft plus several partial subassemblies, along with NDT, cleaning, lathes, milling machines, and miscellaneous smaller test and machine equipment.

Strengths: A major strength of the program is the organization of the program as a 1-year program. Course content and length of classes is identical to other programs around the country but students have few vacations and are in the class eight hours per day as they would be working in industry. Our Aviation Maintenance Technology Advisory Committee serves as our strongest connection to the local community. Membership is a strong representation from both the airline and repair sector in the community.

Challenges:

- To keep equipment up-graded.
- To find funding for needed essential instructional supplies, such as shop manuals and small tools.
- To find competent adjunct faculty.

Recommendations and Actions Taken:

- Institute exit survey in capstone courses (AFPM 270/272)
- Continue contact with DME's and FAA.

Maintenance Technology-Automotive A.A.S. Program

Overview: The Automotive Program is designed to give the students five options:

- To earn an Associate in Applied Science degree in Ground Maintenance.
- To earn a Certificate in Automotive Technology.
- To complete courses to have entry-level skills in one or more ASE areas.
- To complete courses to update technical skills.
- To complete courses for educational development and personal growth.

Mission and Goals: The primary objective is to provide individuals with quality academic, technical, and professional skills required for entry-level employment in the automotive industry. At completion of the Automotive Program all students will:

- Be prepared for employment in the industry or to continue their education.
- Be able to grow and adapt to changes in the workplace and technology.
- Have a successful work ethic.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within ground vehicle maintenance and related fields. Students will satisfy desired employer expectations in the skills and knowledge of communication, critical thinking, computation, human relation, vocational experience, and manipulative skills necessary for professionals in ground vehicle fields. Students will engender the desire to continue self-improvement and for lifelong learning.

Assessment: Departmental effectiveness can be gauged by the following:

- Full enrollments and continued successful placement of our students is a major indicator.
- ASE testing is a national voluntary test. The Automotive Department recommends that every student take the ASE tests. The test results are confidential and unavailable to the College.

NATEF Curriculum and Instruction: NATEF certification requires that the text book copyright be no more than five years old. Therefore the Automotive Department is always updating its curriculum. NATEF certification provides for an on-site evaluation every five years. Every two and one half years the Program's Advisory Committee must complete a compliance review. Increase in the use of computers in the lab, i.e., All data and Mitchell Repair Systems also increase the use of hand

held lab oscilloscopes and scanners for diagnosis. With the advent of NATEF certification, we are now teaching to the SE-NATEF task list. To meet NATEF certification, we have revised classes as necessary.

Instructional Staff:

| | |
|-------------------------|---|
| Full-time Faculty | 1 |
| Adjunct Faculty..... | 3 |

Facilities, Equipment, and Technology: The Department shares shop space with school district training center. Our primary equipment consists of two computers for information retrieval, several engine and exhaust analyzers, lab oscilloscopes, computer scanners, and four wheel alignment machines. Over ten new vehicles are available for training. General Motors Corporation has made generous contributions to the Program, as have numerous local businesses.

Strengths:

- Strong connection to local dealerships and repair sectors

Challenges:

- To keep equipment up-graded.
- To find funding for needed essential instructional supplies, such as shop manuals and small tools.
- To find competent adjunct faculty.

Recommendations and Actions Taken:

- In response to the Self-study we are re-writing all of our syllabi, updating our mission and vision statement and student outcomes.
- We are hoping to gain a lab and classroom. As the legislature will appropriate funds for the expansion of the Hutchison Career Center.
- Continue to upgrade our classes to include training for the new technology integrated into new automobiles.
- Equip the instructional lab with the latest testing equipment and tools.
- Become NATEF certified.
- Seek adjunct faculty development opportunities.
- Promote the Program in all ways possible: Retain membership on Skills Center Advisory Committee.
- Maintain contact with local high school automotive instructors.
- Attend career fairs.

Maintenance Technology-Diesel/Heavy Equipment A.A.S. Program

Overview: The Program is designed to give students five options:

- To earn an Associate of Applied Science in Diesel/Heavy Equipment Maintenance Technology.

- To earn a Certificate in Ground Vehicle Maintenance Technology.
- To complete courses to have entry-level skills to work in a heavy-duty shop
- To complete courses to update technical skills.
- To complete courses for personal growth and educational development.

Mission and Goals: The primary objective is to provide individuals with quality academic, technical and professional skills required for entry-level employment in the heavy equipment industry. Upon completion of the Diesel/Heavy Equipment classes, all students will:

- Be prepared for employment in the industry or continue their education.
- Be able to grow and adapt to changes in the workplace and technology.
- Have a successful work ethic.
- Be competent in the profession while staying current in computers and updated information and equipment.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within ground vehicle maintenance and related fields. Students will satisfy desired employer expectations in the skills and knowledge of communication, critical thinking, computation, human relations, vocational experience and manipulative skills necessary for professional employment in ground vehicle maintenance fields. Students will engender the desire to continue self-improvement for life-long learning.

Assessment: Departmental effectiveness can be gauged by the following:

- Full enrollments and continued successful placement of our students

Curriculum and Instruction: Instruction in the Diesel/Heavy Equipment program is delivered in lecture and lab hours. The delivery allows for hands-on experience and immediate assessment and changes in accordance with the rapid develop of technology in the field. Feedback from employers and former students weigh heavily in the improvements made to the curriculum.

Instructional Staff:

Full-time Faculty 1
 Adjunct Faculty..... 2*

*used only as specialized classes requested

Facilities, Equipment, and Technology: The program has an excellent classroom. Our primary equipment consists of two computers for information retrieval, many

diesel engines, one truck, one backhoe, one loader, four dozers, four generators and a load bank.

Strengths: Our Advisory Committee serves as our strongest connection to the community. Membership is a strong representation from both the dealerships and repair sector in the community.

Challenges:

- To keep equipment upgraded.
- To find funding for needed essential instructional supplies such as shop manuals and small tools.

Recommendations and Actions Taken:

- In response to the self-study, we are rewriting all our syllabi, updating our mission statement and student outcomes.
- Continue to upgrade our classes to include training for the new technology integrated into new machinery.
- Seek the direction of the Advisory Committee as to the needed class changes.
- Equip the instructional lab with the latest equipment and tools.
- Seek adjunct faculty development opportunities.
- Promote the program in all ways possible.
- Retain membership on Skills Advisory Committee.
- Maintain contact with local and regional high school students.
- Attend career fairs.
- Become acquainted with shop owners, shop foremen, master mechanics, union representatives, oil field workers, contractors, and any others who will hire graduating students.
- Continue to invite various constituents of the program to see what the program is doing, possibly as guest speakers.

Microcomputer Support Specialist Program

Overview: The Program is designed to give the students six options:

- To earn a Certificate in the Microcomputer Support Specialist Program
- To earn an Associate in Applied Science degree in the Microcomputer Support Specialist Program
- To develop skills applicable to a small to mid-size office or self-employment
- To gain proficiencies for other certification
- To participate in Independent Learning Projects mentored by faculty
- To take course in a single program that are fully transferable regardless of campus residency

Mission and Goals: The purpose of the Microcomputer Support Specialist Program is to train students for entry-level computer support positions. Students will

develop skills applicable to small to middle-size offices and to self-employment. Students will have skills that, with further training, could be used to gain other certification. In order to prepare students to become Microcomputer Support professionals we want students to have skills in the following core competencies:

- Applications Skills
- Hardware and Software Troubleshooting Skills
- Networking Skills
- Research and Independent Thinking Skills
- Human Relations Skills

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within Microcomputer Support or related fields. Graduates will possess skills in communication, critical thinking, computation, human relations, vocational experience and understanding of microcomputers desired by employers. Students will desire to build on the foundation of the degree or certificate to advance knowledge to higher levels as ongoing learning.

Assessment: Departmental effectiveness can be gauged by the following:

- A juried certification review process
- Job placement
- Internship evaluations
- Vocational student surveys
- Individual learning project assessment
- Employer follow-up surveys

Curriculum and Instruction: The program curriculum is reviewed annually through networked discussion with faculty statewide to continue statewide collaboration on improvements. We also include employers in the review process and evaluation of student preparedness, as well as student feedback on instruction.

Instructional Staff:

Full-time Faculty 2
 Adjunct Faculty..... 14

Facilities, Equipment, and Technology: Through the use of technology fees assessed on each student, funds are available to upgrade and replace equipment. Over the last decade the program has doubled the number of computer labs, and increased the size of each lab, upgraded to the current standard for hardware, software and information technology.

Strengths: The curriculum is written so that it can be easily modified to meet the changes in technology and delivery. Current trends are available for student in upgrades and connectivity.

Challenges:

- Rapid Growth of the program has translated into 115 official students.
- The degree is offered statewide.
- Rapid development of upgrades in hardware, software, and technology.

Recommendations and Actions Taken:

- Create and advisory board.
- Continue collaboration with statewide campuses.
- Delivery system through articulation agreements.
- Revise and improve certification review and independent learning project.
- Continue process of revising and modifying course offerings to reflect changes in student competencies and employer needs.
- Improve student tracking.
- Continue hiring faculty supportive of the student-centered process.
- Provide students an opportunity to share in the responsibility for implementing the program.
- Implement standardized testing tool in Microsoft Office skills.

Office Management & Technology Program

Overview: The OMT Program is designed to give the students six options:

- To earn an Associate in Applied Science degree in Office Management & Technology.
- To earn a Certificate in Office Management & Technology.
- to complete courses to have entry-level skills in one or more OMT areas of emphases.
- To complete courses to update technical skills.
- To complete courses for personal growth and educational development.
- To advance professionally by complete courses to prepare for the Certified Professional Secretary exam.

Mission and Goals: The primary objective is to provide individuals with quality academic, technical, and professional skills required for entry-level employment in the office environment. At completion of the Office Management & Technology program all students will:

- Be prepared for employment in the industry or to continue their education.
- Be able to grow and adapt to changes in the workplace and technology.
- Have a successful work ethic.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within office management and related fields. Students will satisfy

desired employer expectations in the skills and knowledge of communication, critical thinking, computation, human relations, vocational experience, and manipulative skills necessary for professionals in administrative assistant/office management fields. Students will build the desire to continue self-improvement for lifelong learning.

Assessment: Documentation of effectiveness in meeting our departmental goals is evidenced through:

- Course competencies
- Program/vocational certificate competencies
- Semester grade analysis reports
- Student program completions
- Job placements
- Student follow-up surveys
- Employer follow-up surveys
- Personal student testimonials

Curriculum and Instruction: The program curriculum is reviewed and changed through ongoing research. Advisory groups, local employers, student feedback, and the local chapter of International Association of Administrative Professionals. Credits for attainment of the CPS rating have recently been re-evaluated and modified.

Instructional Staff:

Full-time Faculty 1
 Adjunct Faculty..... 5

Facilities, Equipment, and Technology: The department has one classroom and one computer lab. The classroom is equipped with whiteboard, overhead projector, and TV/VCR, and podium. Our computer lab is equipped with 19 stations, all with ample workspace to accommodate components of an office desk. OMT lab software includes the Microsoft Office Suite 2000, Keyboarding for Gregg College Document Processing, Keychamp Typing Skillbuilding, Certified Professional Secretary mock exams, Netscape, Internet Explorer, Textbridge, Adobe Acrobat Reader, QuickTime, and RealPlayer. There is one laserjet printer, one scanner, 9 transcribers, 4 cassette tape players, 10 calculators, and 4 typewriters. Additional department equipment includes a cassette tape duplicator, a videocassette tape duplicator, digital camera, and a QuickCam movie camera. The classroom is also equipped with a computer screen projector, regular overhead projector, and whiteboards. Blackboard software is used for an instructional aid in some OMT courses.

Strengths:

- Link with Polar Chapter of IAAP. These members provide a core of professional advice from a wide variety of businesses in the community.

Challenges:

- One full-time faculty member.
- To keep equipment upgraded.
- To find competent adjunct faculty.
- To keep faculty up-to-date with constant changes in technology.

Recommendations and Actions Taken:

- Seek the direction of the IAAP and the OMT advisory committee as to the direction of our training in office management.
- Become a testing center for MOUS (Microsoft Office User Specialist) certification.
- Working with high schools on tech prep agreements.
- Adding and reviewing areas of emphasis to our degree in response to student and employer needs.
- Administering surveys and evaluative instruments to track job placements and employer and student satisfaction.
- Adding web-based technology innovations to curriculum and delivery methods to improve student learning and employability.
- Promote the program: retain membership in IAAP
- Encourage student membership in IAAP
- Maintain contact with local high school office technology instructors: attend career and computer fairs

Paralegal Studies Program

Overview: The Program is designed to give the students options:

- An Associate of Applied Science in Paralegal Studies.
- An opportunity for continuing education and upgrading of existing skills for paralegals already gainfully employed.
- Access to law-related topics of study for UAF students whose main focus is in other law-related fields of study, such as political science and justice.

Mission and Goals: To ensure that UAF paralegal studies graduates qualify for and obtain employment in law related offices in the local job market and also throughout Alaska and the nation. To ensure that employers find UAF paralegal studies graduates to be the most qualified applicants for their entry-level paralegal positions.

Student Learning Outcomes: Students will be prepared for gainful employment as paralegals in law offices, under the supervision of a practicing attorney, to assist in the economical and efficient delivery of legal services. Students will be qualified to perform rudimentary legal research, produce good quality drafts of legal documents, conduct interviews, engage in basic fact-finding and

investigation, and assist in trial preparation, including all types of discovery. Students will, at all times, be cognizant of the ethical responsibilities owed by the supervising attorney to clients, other attorneys and the court system.

Assessment: Departmental effectiveness can be gauged by the following:

- Placement opportunities for paralegal graduates will reach almost 100%.
- Documentation of employer satisfaction will remain high as documented by the Paralegal Advisory Committee and the employer evaluation forms.
- Student satisfaction will also remain high, as documented by two types of student evaluation forms: surveys conducted at the end of each class and graduate surveys within six months of gainful employment.

Curriculum and Instruction: The program offers fourteen courses: introductory, internships and legal specialty courses in administrative, civil procedure, contract and real estate, criminal, family, probate and tort law. Lawyers and experts in the field teach courses. The degree program also requires core courses and elective credits. The Paralegal Advisory Committee board reviews curriculum to remain up to date with current technology and specific local needs of the legal community.

Instructional Staff:

| | |
|-------------------------|---|
| Full-time Faculty | 1 |
| Adjunct Faculty..... | 7 |

Facilities, Equipment, and Technology: The Paralegal program allows students free access to Westlaw, a nationwide computer-assisted legal search system. The program also maintains a library containing all Alaska law books and related materials in the same study room. Classrooms are equipped to project Westlaw and other research systems onto a large screen. Students also have access to the Fairbanks Court House Law Library, which will be located directly across the street from the downtown classrooms and computer labs.

Strengths:

Vocational:

- High regard for the Paralegal program in the legal community.
- Many local law firms and government agencies hire TVC program graduates, calling the program coordinator rather than advertising in the local newspaper.
- Where ads are required by law, paralegal program graduates frequently are selected.
- Program policy is to not close a file of a program graduate until successful job placement is achieved.

Academic:

- The standards of excellence maintained by the university are continuously emphasized.
- Program remains sensitive to the high expectations of employers. Students who perform poorly in the introductory courses are counseled to pursue different fields of endeavor.

Challenges:

- The Fairbanks area provides the program with an unusually small job market, the most being in Anchorage and Juneau.
- Economic pressures from the university to grow the program, potentially beyond its sustaining point.

Recommendations and Actions Taken:

- An equilibrium in the enrollment and graduate numbers.
- Keep abreast of specific needs in the legal community and planning a curriculum to meet those needs.
- Actively acquiring knowledge of the latest technology applicable to the paralegal field and incorporate that into the program.
- Continue expectations of high levels of academic excellence from program students.
- Aggressively develop the local job market and maintain position as the main supplier of Fairbanks law office support staff.

| |
|-----------------------------------|
| Process Technology Program |
|-----------------------------------|

Overview: The Program is designed to give the students options:

- To gain employment skills to work in the process technology industry.
- To earn an Associate of Applied Science degree in process technology.

Mission and Goals: The A.A.S. degree in Process Technology provides future process technicians needed skills and training to compete for positions in current and future process industry employment opportunities. Students will gain a practical understanding of the various process systems, equipment instrumentation and troubleshooting skills used in the industry.

Student Learning Outcomes: Students will possess the skills and knowledge to become highly competitive candidates for job openings and promotions in the Process Industry and related fields. Graduates will possess skills and knowledge in communication, critical thinking, computation, human relations, vocational experience, manipulative skills, and a thorough understanding and appreciation for industry standards and regulations necessary for professionals in Process

Technology or related fields. Graduates will understand the value of using the A.A.S. degree to continue towards a B.T. degree.

Assessment: Departmental effectiveness can be gauged by the following:

- Full enrollments and successful placement of graduates.
- Program enrollment growth.
- Employee (graduate) follow up survey.
- Employer follow up survey.

Curriculum and Instruction: The Process Technology program has established a partnership with the Alaska Process Industry Careers Consortium (APICC). As a new program, an outcomes assessment plan will be developed to hold the program to rigorous academic standards.

Instructional Staff:

Full-time Faculty ----- 1
Adjunct Faculty ----- 2

Facilities, Equipment, and Technology: Facility accommodations for the program are numerous, complex and developing. The program is run primarily out of the Hutchison Career Center. Classrooms are located at Hutch and the UAF Natural Sciences Facility. Information technology is accessed through TVC computer labs as required. Storage is being identified, as are instructional equipment needs. The partnership is exploring on-site training venues.

Strengths:

- Students acquire self-confidence in their abilities and skills after going through the program.
- The program enjoys high visibility and support through partnering with industry.
- A high level of cooperation exists between the program and APICC.
- Faculty are subject matter experts who work in the process industry.
- Employment opportunities are good.
- Scholarships and internships are available through APICC and the industry.

Challenges:

- Storage space is the number one challenge to the success of the program.
- Continued development and approval of A.A.S. curriculum is a top priority.
- Coordination of the program with APICC, industry and the university to ensure program implementation and development.

Recommendations and Actions Taken:

- Develop courses and curriculum (ongoing).

- Identify classroom and lab space.
- Procure instructional materials.

Professional Development Program

Overview: The Professional Development Program is designed to meet the needs of professionals in the greater Fairbanks area through:

- Courses that are open to the general public and focus on improving management and computer skills relevant to professionals.
- Courses that are specifically requested by organizations that wish to improve the skill base of their employees.

Mission and Goals: The purpose of the Professional Development Program is to provide workforce training to individuals and organizations in Fairbanks and throughout Interior Alaska. Students will develop skills that will help them increase their organizational performance and productivity. The Professional Development Department will create courses in response to requests from local organizations, national trends, and emerging technology. Organizations will have the opportunity to request training specific to the needs of their staff members, creating an inclusive and work environment.

Student Learning Outcomes: Students will increase their management, computer, or technical knowledge to enhance their job skills and increase their promotional opportunities. Students will gain information that will aid them in becoming more productive in their workplace.

Assessment: Departmental effectiveness can be gauged by the following:

- Student evaluations completed at the end of each workshop.
- Repeated requests for training from the same organizations.
- An increase in contracts and individual enrollments.

Curriculum and Instruction: The program curriculum is based on full semester courses offered by other TVC programs. Each program coordinator reviews Professional Development courses that will be taught in their field. We also have completed and will continue to facilitate employer surveys to identify emerging needs.

Instructional Staff:

Full-time Faculty 0
Adjunct Faculty..... 18

Facilities, Equipment, and Technology: The program utilizes already established TVC computer labs, TV/VCR units, overhead projectors, and classroom space. We have

also utilized the extensive ABUS video library. With the recent increase in contract training, it is foreseeable that we will need additional classroom space in the future.

Strengths: The program has the flexibility and resources to provide the “just in time training” preferred by businesses. The program has a large pool of qualified instructors with a diverse knowledge base. Awareness of and desire for training is on the upswing nationwide and in Alaska. The program offers two types of course formats (open sessions and contract sessions) to meet the various needs of professionals in our community.

Challenges: Due to financial constraints, administrative support for this program has been limited to one _ time person. This has limited the potential for program growth. Additionally, while course content and delivery have been of the highest quality, limited administrative support has jeopardized the ability to offer many of the tangential details that may be offered by competitive programs. As the number of contracts continues to increase, space constraints become a major concern.

Recommendations and Actions Taken:

- Create three-quarter time Professional Development Coordinator position.
- Continue collaboration with UA Corporate Programs.
- Complete Employer Needs Survey.
- Continue promotional activities.
- Continue to recruit additional well-qualified adjunct faculty who have specific and applicable areas of expertise.
- Improve student return rate through targeted promotion.
- Improve record keeping to better track course trends.

Rural Human Services Program

Overview: The Rural Human Services Program provides entry-level training for village-based public, private, and volunteer human service workers. The curriculum content and delivery reflects a strong multicultural orientation that validates, incorporates, and builds on Native values and principles. The program was developed to respond to the need for local, culturally competent counselors in the small rural communities of Alaska. Through participation in the program, students can:

- Earn a university level certificate.
- Earn educational credits, which lead to Alaska Substance Abuse Counselor Technician certification.
- Acquire new job skills for advancement.
- Pursue a variety of associate or bachelor degrees to advance professionally and academically.

Mission and Goals: The Rural Human Services Program is built on Alaska Native traditional values. This program validates respective traditions to facilitate the healing of people in communities. The training acknowledges the strengths and natural talents of village human service providers. The curriculum is holistic in nature to support building healthy families and communities. The curriculum enhances self-awareness and personal development. This is a constructive education series building on statewide certification, and leading to an AA degree, integrating into a bachelor’s degree program.

- Ensure that RHS graduates are employed in rural communities as village-based counselors, prevention workers, and family service workers
- Employers believe that UAF/Rural Human Services Program students and graduates are well prepared for their entry-level human service positions in rural areas.

Student Learning Outcomes: Students will possess the skills and knowledge necessary to be hired as village-based counselors, prevention workers, and family service workers. Those already employed will be considered for promotion. Students will possess skills in reading, writing, computation, ethics, basic counseling and documentation skills, and crisis intervention and be able to apply these skills in a culturally appropriate manner. Students will understand the historical forces that have caused severe cultural disruption to their communities. Students will understand the value of using certification options as a building block for a an associates degree in Human Services Technology, or a baccalaureate degree in Social Work, Human Services, Rural Development, or related fields. Students will value education and professional enhancement as a lifelong learning process.

Assessment of Goals and Outcomes: Departmental effectiveness can be gauged by the following:

- Graduates will secure employment in Human Services or closely related fields.
- Graduates will go on for additional professional education.
- Employers will express satisfaction with the job skills RHS graduates possess through interviews and surveys.
- Graduates will express satisfaction with skills learned in the RHS program through surveys.

Curriculum and Instruction: RHS requires completion of 30 credits. The curriculum was designed to meet the training needs for providers in small, isolated Alaska Native communities. It is broad based because the service provider usually works alone and is required to respond to a variety of problems. Each course has a strong cultural component as well as an emphasis on personal development. Twelve required two-credit classes include: Family Systems I and II; Rural Counseling I & II; Addictions; Interpersonal Violence; Issues of Personal

Development; Alaska Native Principles and Values; Cross-cultural Bridging Skills, Case Management; Processes of Community Change; and Grief and Healing. Students are also required to complete Practicum and demonstrate English competency. RHS courses are offered in an intensive format using the cohort system. Courses are usually team taught by department faculty or adjunct instructors in conjunction with Alaska Native elders and experienced rural resource persons.

Instructional Staff:

| | |
|-------------------------|-----|
| Full-time Faculty | 1.5 |
| Adjunct Faculty..... | 15 |

Facilities, Equipment, and Technology: The program is offered at three sites. At all the sites, the students come together for 1-3 weeks for an intensive class format several times per academic year. The Fairbanks program contracts with a local lodge for housing and instructional space. In Bethel, students live in the campus dorms and classes are conducted at the local cultural center. The Nome program uses the classrooms at the Northwest Campus and rents lodging as needed. No instruction is offered via computer at this time because the content of the classes requires face-to-face teaching. In addition, only a small number of the students have access to computers or are comfortable with them. However, we are integrating basic computer labs into the program in order to promote skill mastery.

Strengths:

- In less than a decade, RHS has become the primary behavioral health training system serving the majority of tribal health corporations.
- The program is respected statewide for providing skill-based education to students working in rural communities.
- The program articulates with an Associates degree in Human Services Technology, and a Bachelor degree in Social Work or Rural Development, providing an educational ladder in a seamless path to higher education and career advancement.
- Partnerships have been established with employers throughout the state. Last year, 15 tribal organizations or non-profits sent their employees for training.
- The program has received national recognition for innovation and has been identified as a model program in rural mental health.
- Demand for program expansion led to development of two regional programs. Two other regions are exploring the possibility of bringing it to their region.
- First behavioral health training program in Alaska with a strong cultural base emphasizing peer support and using nontraditional educators and elders in a class setting.

- Effective advising encourages students in their professional and academic advancement.
- High degree of student satisfaction, demonstrated by independent evaluation and a program survey.
- 80% of graduates are employed in human services.
- 55% of graduates are certified as substance abuse counselors or technicians.

Challenges:

- Because of rapid program expansion during a time of university budget cuts, there are a lack of adequate faculty to provide consistent instruction.
- The administrative structure is also stretched.
- Support is needed to mentor and include nontraditional indigenous elders and instructors.
- Developing support network to keep students connected to each other
- Keeping curriculum current with increasingly sophisticated students
- Meeting the English requirement continues to be an obstacle for village-based students

Recommendations and Actions Taken:

- Four courses have been revised and more time devoted to practice and application of counseling skills, client assessment, documentation, and after-care services. These include Rural Counseling I & II, Case Management, and Addictions.
- Two RHS faculty will be added to teach part-time starting in Fall 2001.
- Additional federal and state funds are being pursued to hire more faculty, revise the governing structure, and implement an RHS Training Institute.
- A new course is being developed to focus on introduction to mental health issues.
- To lessen the isolation of rural students, we have added introductory computer labs, put up a web site, and started a list serve. All students are given email accounts.
- In conjunction with the Human Services Technology Program, 15 credits entitled RHS II is now offered to program graduates and is applicable to AAS in Human Services Technology.

Welding Technology Program

Overview: The Tanana Valley Campus Welding Technology program prepares students for:

- Entry level status in the field of welding in fabrication, job shop, maintenance positions
- Adding to existing job skills
- A.W.S. welding certification
- The pursuit of advanced welding projects
- Augmenting skills in other AAS programs

Mission and Goals: Our main mission is to employ our students. In keeping with the Tanana Valley Campus mission, the Welding Technology program encourages and invites students from diverse backgrounds to pursue their educational goals and occupational needs.

Student Learning Outcomes: Students will be able to perform mathematical computations. Students will use appropriate interpersonal skill in a diverse work group and be sensitivity to ethnic and cultural relations as well as develop a work ethic, time management skills and leadership skills. Students will perform entry-level welding using the following: Shielded Metal Arc, Gas Metal Arc, and Gas Tungsten Arc. Students will read blueprints, welding symbols, shop sketches and drawings, job orders, material specifications, instructional manuals, MSDS's and safety warning labels. Students will recognize physical mechanical, electrical, and chemical hazards and the safe operation of tools and equipment. Students will pass a guided bend test in accordance with the A.W.S. Structural Welding Code, understand weld testing, inspection and welder qualification testing. Students will weld to carbon steel, aluminum and stainless steel.

Assessment: Departmental effectiveness can be gauged by the following:

- The employment of our students speaks to the excellent training students receive.
- Advanced students are encouraged to pass the x-ray test to A.W.S. D 1.1 98 structural steel code. Eighty-five percent of these students traditionally pass the tests conducted by an independent testing agency.
- Weld samples are evaluated daily in lab classes to A.W.S. D 1.1 98 criteria.

Curriculum and Instruction: Instruction in the Welding program is delivered in a combination of lecture and lab hours. This arrangement provides students with the needed instruction and assessment while also allowing them the opportunity to develop their skills in a practical learning environment. To provide the best possible access to the Welding program, classes are offered both evenings and weekends. Evening classes are designed to respond to the needs of workers who are either in transition or need to expand their skills.

Instructional Staff:

Full-time Faculty ----- 1
Adjunct Faculty ----- 1

Facilities, Equipment, and Technology: There are 23 ARC welding stations, 9 Oxy-fuel stations, and approximately 20 auxiliary equipment stations in the welding lab.

Strengths: The strengths of the Welding program at Tanana Valley Campus include:

- A faculty that recognizes the need for change in both curriculum and methods of teaching.
- Maintenance of regular meetings with the Welding Technology Advisory Committee and efforts to seek its active participation.
- A good working relationship with the local high school classes, including an advanced placement program for them.
- Maintenance of industrial contracts with employers.
- Promotion of welding through contact with counselors, other faculty, and administrators.
- Training students that are certified to industry standards.

Challenges:

- Establishment of a recruitment/ promotion program that is continuous.
- Establishment of a strong vocational job placement service for students.
- Improvement of the perception of welding by counselors, other faculty, and administrators.
- Remodeling the classroom and lab and obtain funds for equipment.

Recommendations and Actions Taken:

The Welding program is in the process of reducing the emphasis on outdated welding processes and integrating more fabrication techniques and pipe welding into the program. The Welding program will be providing a means for industry upgrade and classes will follow the American Welding Society's national skills standard.

College of Science, Engineering, and Mathematics

Biology & Wildlife

Mission: Consistent with the mission statement of the College of Science, Engineering, and Mathematics, the Department of Biology and Wildlife prepares students for professional excellence and public service through undergraduate and graduate programs to benefit Alaska, the nation and the world. Our teaching mission for undergraduates is threefold. First, we educate undergraduates majoring in biological sciences and wildlife biology, preparing them for graduate school or professional positions. Second, we educate undergraduates who are majoring in health-related degree programs. Third, we educate non-science majors,

particularly future elementary school teachers, in the basic concepts of biology to instill in them a lifelong appreciation and understanding of the dynamic field of biological sciences. For graduate students, our mission is to provide high-quality field and laboratory experiences leading to advanced degrees, publication of thesis chapters, and professional positions. For faculty, we provide appropriate workloads to ensure both their individual professional success and the success of the undergraduate and graduate students they teach, advise and mentor.

Certificate and degree programs: The Department of Biology and Wildlife offers the following degrees:

| | |
|---------------------|--------------|
| Biological Sciences | BA, BS, PhD |
| Biology | MS, MAT, PhD |
| Botany | MS, PhD |
| Wildlife Biology | BS, MS, PhD |
| Zoology | MS, PhD |

Location: Faculty and staff are located in at least three buildings on the Fairbanks campus, Bunnell, Arctic Health Research and Irving I.

Student and faculty numbers: During fall 2000 the Department students and faculty numbers were:

| | Undergraduate majors | | Graduate students | Full-time Faculty | Part-time Faculty |
|------------------|----------------------|------|-------------------|-------------------|-------------------|
| | B.A. | B.S. | | | |
| Biosciences | 17 | 219 | 78 | 24 | 7** |
| Wildlife Biology | | 82 | | +4 in ACFWR* | |

*Alaska Cooperative Fisheries and Wildlife Research Unit

**most hired to teach 1 course/year

Most of our tenure track faculty have joint appointments with either the Institute of Arctic Biology or the Museum.

Weaknesses: The Early Retirement Incentive program took a heavy toll on our faculty. We lost a number of highly productive faculty (7 total). The impact has also been felt in loss of leadership in the department as all departing faculty were at the full Professor level while replacements have been at the Assistant Professor level. The department budget has little money beyond that needed to meet basic commitments to faculty and staff salary. No money exists for faculty incentives, such as for professional travel. The budget for teaching assistants (about 30/year are needed to meet our basic needs in teaching, most of which support the University core curriculum) is only about the amount required. Therefore, every year we are forced to try to cover the shortfall from other sources or in some cases, cancel classes. Finally, our program is split between two buildings nearly 1 mile apart on campus. Faculty offices and labs are split among at least 3 buildings on campus.

These spatial splits have caused problems with departmental cohesiveness. In addition, while high quality teaching facilities now exist in one location (Bunnell Bldg.), the facilities for our upper division classes (mostly in Irving I) are poor quality, lacking basic needs such as safety showers and adequate ventilation. We do not have adequate space for graduate students and existing faculty. Finally, we have not kept up with advanced technological and space needs making recruitment of first-rate faculty more difficult. A new building is critical to address these issues.

Strengths: A fundamental strength of the department is the overall tie to the Institute of Arctic Biology, providing strong incentive for research productivity that supports both our graduate and undergraduate programs. In the process of replacing faculty, the department (along with IAB or the Museum) has recruited 5 new faculty members who already had tenure-track experience and several others with extensive post-doctoral experience. All of these faculty have great promise for building world-class research programs, yet all have also demonstrated a commitment to excellence in teaching both on the undergraduate and graduate levels. Both our biology and wildlife programs are well respected and draw students from around the world. Our graduate program in Wildlife Biology is particularly competitive with only a small proportion of the total number of applicants actually being accepted in the program. Student retention in our graduate programs is high with only the loss of about 1% biennially.

Projection: We project that our graduate program will continue to expand as our new faculty establish their research programs. We also anticipate an expansion of our opportunities for undergraduate research experiences.

Chemistry & Biochemistry

Mission: The Department of Chemistry and Biochemistry serves the UAF mission by offering courses leading to American Chemical Society accredited undergraduate and graduate degrees in Chemistry, Biochemistry & Molecular biology, and Environmental Chemistry as well as those courses that support other degree programs within UAF. Our faculty are encouraged to pursue research projects relating to Alaskan issues and to donate their expertise to public service.

Certificate and degree programs: The department offers B.A., B.S., and M.S. degrees in Chemistry, Environmental Chemistry and Biochemistry & Molecular Biology along with Ph.D. degrees in Environmental and Biochemistry & Molecular Biology. In fall of 2000, we had 89 student majors (68 B.S., 13 M.S. and 8 Ph.D.) and 3 interdiscipli

nary graduate students. We graduated 4 Ph.D., 6 M.S. and 10 B.S. students during the 99-00 academic year.

Location: The department is housed in the Natural Science Building although several faculty with joint appointments have laboratory and office space in the institutes. The department has four freshman teaching laboratories, a central stockroom, and organic/biochemistry teaching laboratory and seven research laboratories. The analytical and physical chemistry classes are held in one of the freshman laboratories. We also have two computer rooms for undergraduate and graduate student use and four instrument rooms.

Student and faculty members: During fall 2000, the department had the following numbers of students and faculty members:

| | Undergraduate majors | Graduate students | Full-time Faculty | Adjunct Faculty |
|-------------------|----------------------|-------------------|-------------------|-----------------|
| Chemistry | 68 | | 12 | 2 |
| Biochemistry | | 10 | | |
| Environmental | | 6 | | |
| Interdisciplinary | | 3 | | |

The Department of Chemistry and Biochemistry has the equivalent of 8.4 full time faculty, one secretary/administrative assistant, a laboratory coordinator, and one stockroom clerk. Five faculty hold 9-month appointments within the department while seven other faculty hold joint appointments with institutes. Two of the faculty with 9-month appointments are leaving the University at the end of the spring 2001 semester and we are in the process of finding replacements.

Weaknesses: Our weaknesses include: a lack of lab and office space and start-up funds for hiring new faculty, lack of faculty to offer a complete curriculum, and lack of funding and support to adequately support faculty growth and maintain equipment and computer services.

Strengths: Our strengths include having most of our faculty and students work in a new building with modern laboratory space, computing facilities, and equipment. Graduating students are generally successful in their field. Finally, there is a great deal of departmental collegiality.

Projections: We are implementing a new chemistry option (juristic chemistry), searching for an additional faculty member, and expect modest increases in our course offerings.

Civil & Environmental Engineering

Mission: The department's mission is supportive of and consistent with both the UAF and College mission and

goals statement. We expect to be recognized at the national and international level for our teaching, research and professional service activities with an emphasis on cold regions engineering. The mission may be summarized as:

- To be among the best civil and environmental engineering departments in the Pacific Northwest in terms of the quality and number of students produced, research output, and industrial outreach.
- Provide students with an engineering education that is practically oriented with hands-on experience through lab exercises, summer work, and internships.
- Develop an active faculty recognized nationally and internationally for research and education in selected areas of civil engineering with an emphasis in cold regions engineering.

Certificate and degree programs: The primary degree program is the department's 135-semester-credit undergraduate program leading to the degree- Bachelor of Science, Civil Engineering. The program has been accredited by ABET since 1940. The department faculty members also offer a major portion of the engineering science courses for all engineering programs in years one through four. The department offers graduate instruction at the MS (7 degrees) and Ph.D. (interdisciplinary) levels. The MS program serves both full-time and part-time (primarily practicing engineers) students. The Ph.D. program is oriented primarily toward research-based full-time students. The graduate program offers research opportunities for undergraduate students, a pool for qualified laboratory assistants, and professional growth opportunities for the faculty.

Location: All faculty, staff and student offices and laboratories will be in the Duckering Building after August 2001.

Student and faculty numbers: During fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate majors | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 85 | 32 | 12 | 4 |

One faculty member has a joint appointment with INE/WERC. The department typically hires 3 to 5 lecturers each year to teach undergraduate and graduate courses.

Weaknesses: Not really a weakness, but the department has increased its faculty size from 5 to 12 full time faculty members in three years. The increase presents a challenge to bring this large number into the department structure and establish a new academic culture. Along with this new culture are needs for new equipment and space and for administrative assistance. We also need to

student numbers. We have an important and special need for a “high bay”, large area testing space that will accommodate large structures. Another challenge is to greatly increase our undergraduate and graduate enrollment.

Strengths: Our greatest strengths are our talented student body, a young and aggressive faculty seasoned with experience, and a large and supportive professional engineering community. Our department is balanced between teaching, research and professional service. Overall, we are one of the most productive departments among science and engineering departments at UAF. Most importantly, our students and work relate directly to Alaska’s economic infrastructure development. The national and statewide employment opportunities for our graduates is the strongest it has been in 35 years.

Projection: We want to double our student enrollment in five years, increase our faculty to 20, become a nationally recognized department and greatly enhance our utility to the state of Alaska.

Electrical Engineering

Mission:

- To offer high quality, contemporary undergraduate and graduate electrical engineering courses on the Fairbanks campus of the University of Alaska,
- To maintain Accreditation Board for Engineering and Technology (ABET) accreditation for the undergraduate electrical engineering program,
- To perform research appropriate to the technical needs of the State of Alaska within the Institute of Northern Engineering and in cooperation with the scientific research institutes on this campus,
- To disseminate research information to undergraduate and graduate students in the electrical engineering program, and
- To encourage a broadly based educational experience via the liberal arts/humanities component of the curriculum.

Certificate and degree programs: The electrical engineering department offers BSEE, MSEE and MEE degrees as well as interdisciplinary Ph.D. degrees.

Location: Faculty and staff offices are located in Duckering, Skarland Hall, and Elvey. Instructional laboratories are located in Duckering and in ATCO trailers behind NSF. Next year all offices and laboratories will return to the refurbished Duckering.

Student and faculty numbers: During fall 2000 the Department had:

| Undergraduate majors | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 55 | 15 | 5 | 3 |

Weaknesses:

- Open position for the last three years due to non-competitive salary.
- Teaching load high compared to other UAF science and engineering departments and outside engineering departments.
- Keeping laboratories functional and modern is a financial challenge with limited equipment budget.
- Not sufficient funding for faculty professional development and travel to conferences.

Strengths:

- Dedicated, energetic and productive faculty.
- Significant hands-on laboratory experience (laboratories available 24 x 7).
- Undergraduate and graduate research opportunities.
- Program graduates value their education and perform very well against peers from bigger name schools
- Program students have been highly successful in multi-state competitions, such as the IEEE Student Paper Contest.

Projection: We are working to build the undergraduate and graduate enrollments, and to offer a Ph.D. in Engineering, rather than the interdisciplinary degree.

Geology & Geophysics

Mission: The Department of Geology and Geophysics educates and informs undergraduate and graduate students, the general public, the business community, the local and international scientific community, and ourselves about all aspects of Earth Science in Alaska and elsewhere through integration of teaching, research, and service.

Certificate and degree programs: The Department of Geology and Geophysics offers BS, MS and Ph.D. degree programs in Geology, MS and Ph.D. degree programs in Geophysics and a BA degree program in Earth Science.

Location: Offices for department staff and approximately half of the faculty and half of the graduate students are located in the Natural Science Facility on the Fairbanks campus. This building also houses department instructional, research and computer laboratories. The remaining faculty and students are housed in the Elvey Building (Geophysical Institute).

Student and faculty numbers: During fall 2000 the Department had the following numbers of students and faculty members:

| | Undergraduate Majors | M.S. Graduate Students | Ph.D. Graduate Students |
|---------------|----------------------|------------------------|-------------------------|
| Earth Science | 1 | 0 | 0 |
| Geology | 50 | 33 | 15 |
| Geophysics | 0 | 10 | 18 |

The department has 18 Faculty members with a total of 9.25 FTE in the department. Fourteen faculty have joint appointments with the Geophysical Institute, one with the Museum. In addition we have two staff positions with instructional duties.

Weaknesses: A major weakness in our program is in the area of funding for students and instruction. The department does not have funding for graduate student travel to meetings, substantial (out of state) field trips for undergraduates, support for undergraduate research, or funds to bring in outside speakers or instructors. These programs are essential parts of many Geoscience departments, and we are not competitive for students, in part, because we cannot offer these opportunities. Hand-in-hand with funding opportunities for students is the ability to provide state-of-the-art instructional equipment such as microscopes. We need to develop and implement a meaningful equipment replacement plan. Another weakness is in the area of student recruiting. The majority of our undergraduate majors do not start out as geologists. We need to better recruit these students both within UAF and from outside and provide them with student employment and scholarship opportunities. We also need to make sure that our RA/TA support package is competitive and that we show students the unique opportunities that graduate study in Alaska can offer. Although our program is fairly broad in scope, there are a few key holes in our program in areas such as Quaternary Geology, Geochemistry and Analytical Geophysics that new faculty hires could fill.

Strengths: We are a diverse department that can offer graduate and undergraduate students a variety of fields of study. We have a strong research emphasis, which is an integral part of both our graduate and undergraduate instruction. Our faculty are recognized national/international leaders in their fields and they have well-funded research programs. Our graduate students and faculty regularly attend and present at national and international geological and geophysical meetings. One problem with the research efforts of department faculty is that overhead from the research does not get returned to the department to support research activities and student enrichment (travel). We are one of the major Ph.D. producing departments at UAF and our Ph.D. program is growing. Our M.S. and Ph.D. graduates are employed by

many of the mining and petroleum companies working in Alaska, the U.S. Geological Survey and the State Geological Survey. Our Natural Science core breadth course “Glaciers, Earthquakes, and Volcanoes” (GEOS 120) averages over 200 students per year.

Projection: We are working on improving our undergraduate and graduate programs to make them more responsive to student needs. We will strive to make research an integral part of the undergraduate experience at UAF and to have graduate students move through our program in a timely manner. We anticipate new hires next year in the areas of Basin Analysis/Exploration Geophysics and in Remote Sensing. The new Remote Sensing hire will be an integral part of an expansion of our undergraduate program in Earth Science to better meet the interests of students in this field.

Mathematical Sciences

Mission: The Department of Mathematical Sciences has an important but simple mission as given by four primary goals:

- To educate the students of the university and the public in general in mathematical, computer science and statistical skills needed in order to function as useful and productive citizens in our nation and the world,
- To add to the existing base of knowledge in the mathematical sciences through research and other scholarly activities,
- To train new mathematical scientists and teachers of the mathematical sciences and
- To provide the tools needed for continued scientific and technological progress.

Certificate and degree programs: The Department of Mathematical Sciences offers BA, BS, MAT, MS, and Ph.D. degree programs in mathematics, BS and MS degree programs in computer science and BS and interdisciplinary MS degree programs in statistics.

Location: All faculty and staff offices and our instructional computer labs are located in the Chapman Building on the Fairbanks campus.

Student and faculty numbers: During spring 2001 the Department had the following numbers of students and faculty members:

| | Undergraduate majors | Graduate students | Full-time Faculty | Part-time Faculty |
|------------------|----------------------|-------------------|-------------------|-------------------|
| Computer Science | 36 | 6 | 12 | 1 |
| Mathematics | 111 | 14 | 6 | 1 |
| Statistics | 4 | 4 | 4 | 0 |
| TOTAL | 151 | 24 | 22 | 2 |

Three faculty members have joint appointments; two computer scientist have joint appointments with the Arctic Region Supercomputing Center and one mathematician has a joint appointment with the School of Education. The Department typically hires 3 to 5 lecturers each semester to teach lower division service courses.

Weaknesses: The Retirement Incentive Program had a severe impact on the program in mathematics. For example, all but one senior faculty member in mathematics who had ever mentored a graduate student retired. All replacements were made at the assistant professor level. Recruiting is currently underway. The departmental budget is 97% salaries and benefits and is focused on meeting student course section demands. Thus, funds for planning and implementing equipment replacement and maintenance, faculty development (including travel funds for faculty and visiting speakers), and basic supplies and services are insufficient. Many faculty members feel overburdened by bureaucratic paperwork demands and service duties.

Strengths: The department is by far the least expensive per student credit hour in the college. Our students have been highly successful in the Mathematical Contest in Modeling, the Association for Computing Machinery Programming Competition and the Putnam exam in mathematics. The graduate program in computer science is flourishing and the number of graduate students in mathematics has gone from 0 to 6 in one year. A relatively recent interdisciplinary graduate program in statistics has produced a handful of graduates each year; a formal graduate program was proposed this year.

Projection: We are working to reduce section sizes in lower division courses to no more than 50, rebuild the mathematics graduate program, eliminate stacked courses in computer science, and start formal graduate programs in statistics and software engineering.

Mechanical Engineering

Mission: The Department of Mechanical Engineering has the following mission and goals:

- To offer a mechanical engineering program designed to prepare its graduates for careers at the professional level,
- To maintain, as a base, ABET accreditation of the Mechanical Engineering Program at the University of Alaska Fairbanks,
- To provide continuing educational opportunities for graduate engineers and to serve as a resource of technical knowledge for the state as well as the nation,

- To conduct research in all areas of mechanical engineering including cold regions mechanical engineering,
- To offer a graduate program in mechanical engineering at the M.S. level and to participate actively in an interdisciplinary Ph.D. program.

Certificate and degree programs: The Department of Mechanical Engineering offers BS, MS degree programs with options in aerospace and petroleum engineering.

Location: All faculty and staff offices and labs are located in the Duckering Building on the Fairbanks Campus.

Student and faculty members: During fall 2000, the Department had the following numbers of students and faculty members.

| Undergraduate Majors | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 68 | 12 | 7 | 1 |

Two faculty members have 25% joint-appointments with the Arctic Region Supercomputing Center. The department hires 1-3 adjuncts each year.

Weaknesses: The department is in serious shortage of faculty members such that we have difficulties in scheduling, teaching ME and ES courses and providing adequate services. We are down from all-time high of eight to less than 7 (FTE, instructional) now and there are more areas we need to expand due to many exciting opportunities. We hope to get at least 3-5 new faculty in the near future. There has been a tremendous amount of paperwork that needs to be submitted and large number of committees at various levels without additional administrative support or salary release. The discretionary funds are woefully inadequate to take care of faculty and staff development, office, lab, and computing needs. We are also in serious shortage of space.

Strengths: We are the only mechanical engineering department in the state and our students are well placed and in demand. Their passing rate for the FE Exam is almost perfect. We have a core of energetic, productive faculty vibrant in teaching, research and service. By working with ARSC, we have state of the art computing facilities to carry out cutting edge research.

Projection: We are moving towards a Ph.D.-based graduate program, a reduction in the standard teaching load from four to three or two depending on faculty interests and ramping up research activities in all areas of faculty expertise.

Physics

Mission: To provide students at the baccalaureate, masters, and doctoral levels with appropriate foundations for the subsequent pursuits of professional careers and scholarly endeavors in the physical sciences.

Certificate and degree programs: The Physics Department offers BS programs in physics, applied physics, and general science; MS degree programs in physics, space physics, and general science; PhD degree programs in physics and space physics.

Location: Faculty and staff offices are located in the Natural Sciences Facility and the Geophysical Institute. Lectures and laboratories are conducted in the Natural Sciences Facility.

Student and faculty numbers: During the Fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate Majors | M.S. Graduate Students | Ph.D. Graduate Students | Full-time Faculty | Part-time Faculty |
|----------------------|------------------------|-------------------------|-------------------|-------------------|
| 53 | 2 | 25 | 4 | 9 |

Faculty with less than 9-month appointments have the remainder of their time with the Geophysical Institute. Searches are underway for an additional 1.5 FTE's.

Strengths:

- Increasing numbers of undergraduate majors.
- New undergraduate and graduate initiatives in computational physics.
- New additional BS (Applied Physics) options.
- Nationally and internationally recognized faculty research and graduate program.
- Successful graduates in subsequent careers.

Weaknesses: Inadequate faculty numbers; several faculty were not replaced in the 1990s. Subsequently, the university retirement incentive program plan did not permit full replacement of retired numbers. One consequence is a curriculum that is 'bare bones' at both the undergraduate and graduate level. Department budget is inadequate. Significant cuts have occurred in the last two years; for example, the graduate pool was cut and now covers only three teaching assistants while eight are needed to run the undergraduate labs that support UAF's natural science core curriculum. The funds to pay undergraduate paper graders are inadequate. There are no funds for faculty development, or research equipment. Faculty office space is inadequate. Four faculty members share one office and two faculty share another office. Faculty members feel over-burdened by the ongoing

demand of bureaucratic paperwork and service duties. Centralized management of department budget by the CSEM dean with minimal flexibility and control by the department.

School of Agriculture and Land Resources Management

Forest Sciences

Mission: The goals of the forestry program are to produce graduates who are competitive in obtaining professional employment valued for work in Alaska and the circumpolar North, and to provide opportunity for students to obtain practical professional experience as part of their education. The School provides the students with a foundation in the biological, social and physical sciences and a blend of classroom, laboratory and field work to develop skills for a career in forestry. The forestry option is accredited by the Society of American Foresters and is the only accredited forestry program in Alaska. There are approximately 20 undergraduate students currently in the forestry option.

The Forest Sciences Department has the following goals and strategies:

- Renew program accreditation by the Society of American Forestry. The first renewal of accreditation of the Forestry degree program is due to be submitted by June 2001.
- Add new forestry positions in Forest Measurements and Forest Health to help insure the continuation of the forestry program accreditation. Hiring for these positions is expected by May 2001.
- Establish a Ph.D. degree in Forest Sciences.
- Improve recruitment of students into the forestry program through more involvement of NRM faculty in K-12 education.
- Increase teleconferencing capabilities to enhance distance-delivery within the UA system. This is in support of the NRM B.S. that can be upgraded to address forestry and forest products issues in southeast Alaska.
- Develop a University Forest as a result of state land grants through the legislature. The University forest would be used for silviculture and forest management research and as a key part of a developing forestry summer field camp for undergraduate students.

Degree programs: The Forest Sciences Department offers the forestry option of the Natural Resources

Management (NRM) degree within the School of Agriculture and Land Resource Management. The Forest Sciences Department is also involved in Continuing education. These activities include workshops in GIS/Remote Sensing, continuing education short courses and seminars for the Society of American Foresters continuing Education and Certified Forester programs, and continuing education credit for teachers.

Location: All faculty are located in Fairbanks.

Students and faculty numbers: There are currently six faculty in the department of Forest Sciences. Progress is being made on adding two additional faculty in the area of Forest Measurements and Forest Health and Protection. The faculty in the Forest Sciences Department currently perform research related to forest growth and yield, high latitude climate change issues, watershed management, GIS/remote sensing, and nutrient cycling from both a soils and forest vegetation standpoint.

Geography

Mission: The first Geography courses were offered at UAF in 1923, and Geography degrees were first awarded in the 1960's. The Geography Department was formally organized in 1967 as a small undergraduate teaching unit.

Location: Geography is currently occupying temporary space because of the upgrade of the Duckering Building, and equipment is in storage, but this will be resolved in the 2001-2002 year when Geography will reoccupy modern permanent space.

Student and faculty numbers: The Department consists of 2 full-time faculty, 2 Emeritus faculty (1 teaching), several adjunct faculty members, and a half-time secretary.

Degree programs: The Department offers the only Geography degrees in the State of Alaska--a traditional Regional/Human Geography degree (B.A.), and the geographically focused interdisciplinary "Environmental Studies" degree (B.S.). The Department typically serves about 30 majors, and also offers a minor in Geography.

Weaknesses: The retirement of 2 senior faculty in 1997 created extraordinarily difficult circumstances, but offered an opportunity for change. Also, in 1997, the Department moved from the College of Liberal Arts (CLA) to School of Agriculture and Land Resources Management (SALRM). The association of Geography with SALRM provided a new opportunity for cooperation between closely allied disciplines, the

development of mutual faculty interests, and enhancement of existing cross-listed courses.

Strengths: In November of 1999, a tenure-track Assistant Professor of Regional/Human Geography was hired, which brought the faculty complement to the current level of 2 full-time faculty. Another geography position was requested in the ongoing UAF FY-03 initiatives process. The requested position is intended to increase the Department's faculty diversity, and also to teach the technical skills that geography students will need as they prepare for the increasingly technological workplace. Despite budgetary hardship, the Department has increased educational opportunities for students by adding a cartography lab, an environmental studies lab, a geography computer lab, and a diverse array of student research equipment. The Department is poised to take advantage of these additional educational experiences, but maintaining the necessary space elements will be essential. The number of Geography majors, and course enrollments, have remained strong in recent years despite the reduction in faculty and course offerings. Geography has implemented a mission statement, and an outcomes assessment process. However, because the outcomes process was recently implemented, it will be several years until adequate data are available for meaningful analysis.

Projection: Assuming adequate support for additional faculty lines, funding, and space, Geography is poised to enter the next decade as a center of growth and geographic excellence in teaching and research.

Plant, Animal, and Soil Science

Mission: Goals for the department are closely aligned with and in many cases overlap those of other departments in SALRM. Only goals specific to PASS are listed here. Short-term goals are (not in any particular order of priority):

- Recover lost faculty positions to fulfill the needs of the teaching and research programs.
- Hire an instructor of horticulture. A proposal for this position has been submitted through the university initiative process.
- Develop an A.A. degree in horticulture to be offered at Anchorage, Fairbanks, and Juneau, partly through distance delivery.
- Hire three soils scientists. A proposal for these positions has been submitted through the university initiative process.
- Implement research programs to help diversify agriculture in Alaska.

- Restructure the animal science program to increase emphasis on non-traditional livestock (this has already partially occurred).
- Renovate animal facilities at Fairbanks and Matanuska Experiment Farms to meet regulatory requirements as necessary.

Degree programs: The Department of Plant, Animal, and Soil Science within the School of Agriculture and Land Resources Management is responsible for administering the Plant, Animal, and Soil Science (PASS) Option within the Natural Resources Management B.S. Degree.

Location: The option is offered at the Fairbanks campus and also in Southcentral Alaska through the Palmer Research Center in cooperation with the University of Alaska Anchorage Mat-Su College. The degree offering at Palmer is the only UAF degree offered in Southcentral Alaska. Courses for the option are offered by faculty at Palmer and at Fairbanks through distance delivery.

Student and faculty numbers: There are currently 9.5 FTE faculty in PASS, 5.5 at Fairbanks and 4 at Palmer.

Weaknesses: Since 1995, 6 faculty have retired or taken jobs outside UAF. Of these positions, 1 _ have been refilled (horticulture at Palmer and animal science faculty at Fairbanks, the latter is currently a joint appointment CES) and another (range ecology) is currently being filled. Three positions (forage management, plant breeding, reindeer management) that are critical to the further development of agriculture in Alaska (a main emphasis area in the SALRM strategic plan) have been put on hold due to budget constraints.

Strengths: Faculty in PASS do research related to high latitude soil science, high latitude plant and animal agriculture, reclamation of disturbed lands, and related topics. Faculty in PASS work closely with faculty in the other departments within SARLM. PASS faculty currently teach or team teach numerous courses, many of which are not specific to the PASS option, but are part of the overall NRM degree.

Projection: Long-term goals include:

- Maintain and enhance cooperation and leadership among northern countries in high latitude agriculture.
- Develop a degree program in soil science.

Resources Management

Mission: Department goals are closely linked with the Forest Sciences, Plant-Animal-Soil Sciences, and Geography departments. The department carries out a

research and instruction program that integrates the ecological and social sciences to generate sustainable management regimes for the production and conservation of agriculture, forest, range, wildlife, fish, mineral, and outdoor recreation resources. This involves both quantitative and qualitative study of economic, policy, planning, law, and organizational theories.

Degree programs: The Resources Management Department offers the resources management option of the Natural Resources Management degree within the School of Agriculture and Land Resources Management.

Student and faculty numbers: Currently, the department enjoys an undergraduate enrollment of 30 students, and shares the graduate program of 20 students with the other departments in the School. The department has 3.0 FTE faculty, down from a high of 7.0 FTE faculty in 1993. The four lost positions resulted from financial constraints preventing replacement of departing faculty.

Projection: The primary goals include:

- Recover lost faculty positions and expand curricula concerning: Outdoor and Wilderness Recreation Management, Forest Economics, Subsistence Policy, Wildlife Planning
- Cooperate with the Forest Sciences Department in the development of a University Experimental and Demonstration Forest
- Continuing education programs and workshops for federal and state natural resource agency personnel, including: National Park Service, U.S. Fish and Wildlife Service, National Marine Fisheries Service, Alaska Department of Fish and Game, Alaska Department of Natural Resources, Alaska Department of Environmental Conservation
- Research in renewable resources planning and development
- Continue cooperation with the USDA particularly in the arena of agricultural product marketing and product quality.

School of Education

Elementary Education

Mission:

- Increase the number and quality of elementary teachers for Alaska schools, particularly for rural schools serving Alaska Native communities

- Increase the number of Alaska Native teachers available for Alaska's schools

Certificate and degree programs: We provide the Bachelor of Education (B.Ed.) degree both in Fairbanks and by distance delivery to rural Alaska. The degree will be replaced with a new Bachelor of Arts (BA) degree in Elementary Education, to be implemented fall 2001. Both degrees have 100% of coursework available by distance delivery. We also coordinate delivery of the Bachelor of Arts & Sciences (BAS) degree and advise students for that degree. We collaborate with the Music Department by offering courses that apply to the Bachelor of Music (BM) degree - Music Education option. We also provide post-baccalaureate teacher preparation programs for students who already have a bachelor's degree. Students in Fairbanks take these courses at the graduate level and can apply some of their coursework towards a Master of Education degree. Rural students currently take their courses at the undergraduate level.

Location: Fairbanks-based faculty are located on the seventh floor of the Gruening building, except one faculty member who has an office on the sixth floor. One faculty member has an office in the Interior-Aleutians Campus offices in Fairbanks. Other faculty who work with our rural programs are located as follows: one works out of her home in Anchorage; two are at the Bristol Bay Campus in Dillingham; one is at the Interior-Aleutians Campus, Yukon-Koyukuk Center in Galena.

Student and faculty numbers: In fall 2000, the department was responsible for advising 374 students, 45% of whom are Alaska Natives. In December 2000, we had the following numbers of students & faculty:

| | Undergraduate majors | Graduate majors |
|---------------------|----------------------|-----------------|
| B.Ed. Fairbanks | 107 | |
| B.Ed. rural | 97 | |
| BAS | 78 | |
| Fairbanks Post-bacc | 6 | 3 |
| Rural Post-bacc | 22 | |

Our faculty teach mostly upper division and graduate level courses. We offer three lower division courses. Eleven permanent faculty and four temporary full-time faculty provide instruction for the department. All provide instruction for more than one program of the School of Education and/or have administrative responsibilities as a Department Chair, grant administrator, or Coordinator of special activities of the unit. One faculty member has a joint appointment with the math department, and two have joint appointments with other programs in the College of Rural Alaska. Currently, 22 adjunct or affiliate faculty teach for our programs.

Weaknesses: The loss of faculty positions as a result of budget cuts and frequent restructuring have placed heavy administrative responsibilities on remaining permanent faculty. Inconsistencies have developed between rural & Fairbanks programs over the past five years as a result of loss of tenure-track faculty. The addition of new faculty and the new departmental structure will enable us to resolve these inconsistencies.

Strengths: We have highly qualified permanent and adjunct faculty and staff who are strongly committed to the quality of our programs. We have well developed and tested student outcomes assessments & a strong internship program that places students in schools for nine months. Our distance delivered undergraduate program attracts many rural students, and serves the majority of our Alaska Native students. We have on-going partnerships with school districts in Fairbanks and rural Alaska.

Projection: We will increase student recruitment efforts as soon as the new bachelor's degree becomes available. By adding rural faculty, we will be able to recruit more rural students. We continuously renew our programs to ensure that they meet national and state standards, and anticipate being well prepared for NCATE external accreditation review in 2006.

Secondary Education

Mission: Increase the number of quality secondary teachers for Alaska schools, particularly for rural schools serving Alaska Native communities

Certificate and degree programs: Post-baccalaureate programs, one in Fairbanks and one in rural Alaska, designed for the preparation of secondary teachers. Students in Fairbanks take their courses at the graduate level and may apply some of their coursework towards the Master of Education degree. Rural students currently take their courses at the undergraduate level.

Location: Faculty are located on the seventh and sixth floor of the Gruening building.

Student and faculty numbers: In fall 2000, the department had 19 students (four in the rural program). The faculty teach upper division and graduate level courses. Five permanent faculty provide instruction for the department. All of these faculty members serve more than one program of the School of Education and several have significant administrative responsibilities. Currently, six adjuncts, affiliate faculty, or staff provide instruction also.

Weaknesses: The loss of faculty positions as a result of budget cuts and frequent restructuring have placed heavy administrative responsibilities on remaining permanent faculty. Inconsistencies have developed between rural & Fairbanks programs over the past five years as a result of loss of tenure-track faculty. Currently, the majority of instruction for programs is provided by adjuncts or temporary faculty. We plan to hire two full-time positions, one by fall 2001, another by fall 2003. The addition of new faculty and the new departmental structure will enable us to resolve program inconsistencies.

Strengths: We have highly qualified permanent and adjunct faculty and staff who are strongly committed to the quality of our programs. We have well developed and tested student outcomes assessments & a strong internship program that places students in schools for nine months. We have on-going partnerships with school districts in Fairbanks and rural Alaska.

Projection: Examine the feasibility of offering a graduate level option for post-baccalaureate students in rural Alaska. We continuously renew our programs to ensure that they meet national and state standards, and anticipate being well prepared for NCATE external accreditation review in 2006.

Graduate Education

Mission: Prepare K-12 educators at advanced professional levels.

Certificate and degree programs: Master of Education (M.Ed.) degrees in: Guidance & Counseling; Curriculum & Instruction; Language & Literacy; & Cross-Cultural Education. Several advanced endorsements for teachers are available through the M.Ed. degree (endorsements in school counseling, reading, bilingual education, world language education, Native language education, and multicultural education). Rural residents can complete the M.Ed. by combining distance delivered courses and summer courses in Fairbanks. Fairbanks students may also pursue an Interdisciplinary Ph.D. The department also provides numerous courses not linked to degrees for the professional development of teachers.

Locations: Fairbanks-based faculty are located on the sixth and seventh floor of the Gruening building, and one is at the Interior-Aleutians Campus in Fairbanks. Other faculty who work with rural students are located as follows: one works out of her home in Anchorage; one is at the Bristol Bay Campus in Dillingham.

Student and faculty numbers: In fall 2000, the department had the following numbers of students:

| M.Ed. | I.Ph.D. | Post-masters licensure program | Ed.S.* |
|-------|---------|--------------------------------|--------|
| 79 | 9 | 5 | 2 |

* Degree being phased out.

Twelve permanent faculty provide instruction for the department. All also serve other programs in the School of Education and several have significant administrative responsibilities. One faculty member has a joint appointment with the mathematics department; two have joint appointments with other programs in the College of Rural Alaska. Currently eight adjuncts, affiliate faculty, or staff provide graduate instruction.

Weaknesses: The loss of faculty positions as a result of budget cuts and frequent restructuring have placed heavy administrative responsibilities on remaining permanent faculty. The result has been a reduction in our ability to provide a diverse course offering in recent years. New faculty added this year has enabled us to increase our offerings and provide an increased number of distance-delivered courses.

Strengths: Highly qualified faculty and staff who are strongly committed to the quality of our programs and to providing advanced preparation for teachers in Alaska's schools.

Projection: We continuously renew our programs to ensure that they meet national and state standards, and anticipate being well prepared for NCATE external accreditation review in 2006.

School of Fisheries and Ocean Sciences

Fisheries Division

Mission: Education, research, public service in subjects, problems, organizations related to the conservation of fisheries resources in Alaska and the nation. The goal of the Fisheries Division is to develop the breadth and depth of scientific expertise necessary in Alaska for the full and sustainable use of its fish stocks.

Degree programs: SFOS offers BS, MS, and PhD degree programs in Fisheries

Location: The Juneau Center, School of Fisheries and Ocean Sciences, 11275 Glacier Hwy, Juneau. (7 faculty, 3 joint faculty, 40 graduate students.) O'Neill Building, UAF. (1 faculty, 10 graduate students, 33 undergraduates.)

Students and faculty numbers: During the Fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate majors | M.S. Graduate students | Ph.D. Graduate Students | Full-time Faculty | Joint-appointed faculty/part-time administrators |
|----------------------|------------------------|-------------------------|-------------------|--|
| 18 | 37 | 17 | 8 | 6 |

Weaknesses:

- Faculty is small compared to breadth of disciplines required by effective fisheries science, lacking adequate expertise in both organism biology (Fish Physiology, etc.) and population/system biology (Marine Fisheries Ecology, Conservation Biology, etc.) Faculty is aging (6 members > 15 yr service; 2 members < 5).
- Facilities are inadequate (lacking or small teaching labs, lacking or undersize research labs) at all locations inhibit recruitment of students, faculty, and extramural support.

Strengths:

- High productivity in teaching (10:1 Student:Faculty ratio; 2 PhD, 5 MS, 10 BS graduates in AY 99-00)
- High productivity in research (3-4 publications/year/member; >\$1M/yr extramural competitive research monies)
- High productivity in service (1-3 memberships/member on Alaska/National/International boards, panels, committees.)

Plans and Expectations:

- Construct new Fisheries Center on site with NOAA Fisheries Center planned for Lena Point, Juneau, in 2004.
- Recruit Marine Fish Biologist to replace retiring faculty member. Augment faculty with addition of Fisheries Ecologist, Fisheries Conservation Biologist through initiative process in 2002, 2003.

Fishery Industrial Technology Center

Mission: The mission of the UAF – Fisheries Industrial Technology Center is to increase the value of Alaska’s fishing industry and marine resources through research, technological development, education and service. We work with the communities and the industry to help develop new solutions to their problems. We direct our efforts in two principal programs: Sustainable Harvesting

and Seafood Processing, with a close eye on the prudent utilization of our marine resources.

Certificate and degree programs: FITC and MAP faculty are involved in:

Current:

- Certificate Level: Sheldon Jackson College (Sitka) - Certificate Program in Seafood Technology;
- Associate Level: UAA (Kodiak College) – Associate of Technology Program
- Bachelor Level: UAF – upper division undergraduate courses

Projected: We are interested in fielding undergraduate courses in Marine Biology and Marine Fish Biology at the Kodiak Fisheries Research Center. We would also like to adopt the undergraduate Marine Biology course at the Friday Harbor Laboratories, University of Washington as a model. The third area is a Graduate Intern Program for students in Food Science and Nutrition programs at other western state universities (i.e. UC Davis, Oregon State University & Washington State University).

Locations: Our faculty offices, staff offices and seafood labs are located in the 20,000 ft² Alfred A. Owen Building, 118 Trident Way, Kodiak, AK. However, we have 6 apartments, a teaching laboratory and a microscope facility in the Kodiak Fisheries Research Center, 301 Research Court, Kodiak, AK.

Faculty, students and staff: Totals as of Spring 2001:
 Full-time Equivalent (FTE) Faculty..... 6.5
 Additional FTE in Kodiak with MAP 2.0
 Graduate Students 3
 Staff 7

Weaknesses: Our major weakness is in the enrollment of our educational programs. Because we are a long distance from any major campus, because the Alaskan seafood industry sees an uncertain economic future, because research funding opportunities for seafood related research have dwindled and because Kodiak is a very expensive place to live, our enrollment is low.

Strengths: Our greatest strengths lie in our location at the heart of the Alaskan seafood industry. Commercial quantities of more different species of fish are landed at Kodiak than at any other major fishing port in the U.S. Our second strength lies in the expertise of our faculty and staff. We hold more deployable information on seafood harvesting and seafood processing than any other institution in the U.S. Third is the modernity of our instrumentation.

Projection: We will continue to serve the seafood industry through research, education, and teaching. We are hopeful new student interest in our program will develop.

Marine Advisory Program

Mission: The mission of the University of Alaska Fairbanks Marine Advisory Program (MAP) is to provide marine education and public service to the citizens of Alaska, University of Alaska staff, K-12 teachers, student, and faculty, and governmental agencies. The primary goal of MAP is to enhance the sustainable development, conservation, understanding, and enjoyment of Alaska's sea and coasts by:

- Providing formal and informal instruction to citizens, industry, non-governmental organizations, university students, and K-12 schools.
- Providing information and liaison services to government agencies.
- Conducting joint projects with the University, government, and private enterprises that focus on marine resource problems.
- Transferring technology.
- Collecting and disseminate information.
- Maintaining coastal community based advisory capabilities.
- Establishing an information network between the School, information services throughout the United States, and internationally.
- Improving delivery of information through more effective delivery strategies.

Certification and degree programs: MAP is the outreach component of the School of Fisheries and Ocean Sciences (SFOS) and has no formal degree or certification program. Within the SFOS instructional program, MAP faculty often team teach to integrate applied research and field experience into classroom instruction. A primary function of MAP is responding to the needs of marine resource users through technical assistance to individuals and firms deriving their livelihood from the sea as well as to state and local government agencies and public organizations. During the past 10 years MAP faculty have conducted over public 925 workshops and instructional sessions to over 40,000 citizens.

Faculty, locations, and public service: Eight full-time MAP faculty compose MAP; four field agents located in Ketchikan, Petersburg, Dillingham, and Homer; and specialists in seafood technology, marine conservation, aquaculture, and marine mammals. Two joint appointment specialists with FITC in seafood technology and seafood marketing are located in Kodiak. MAP

faculty members generally dedicate over 50% of their time to public service and 30% to education. Applied research and administration complete their workloads.

Weaknesses: Since 1997, three full time faculty and one support staff have retired through the RIP program, and only 2.5 positions have been added. Alaska is an enormous area and the overwhelming demand and diversity of citizen needs for assistance requires strategically placed faculty and support staff. Plans include addition of clerical support for two field agents, and hiring of a field agent for Prince William Sound. With heavy citizen demand for public service and technical assistance, existing faculty are extremely overburdened to provide for the public need.

Strengths: MAP faculty are talented, productive, diversely skilled, and experienced. The specific disciplines of faculty enable focused effort on critical concerns of marine resource users. Faculty members collaborate regularly with each other, the university, government, and citizens to address complex interdisciplinary problems.

As the extension mission of the Alaska Sea Grant Program, MAP has access to a nationwide source of support and information that is valuable to Alaska. MAP has video production skill and publication capabilities that are first rate. With recent funding, faculty are become more skill in computer applications, electronic communication, and distance delivery of information.

Projection: MAP administration will continue pursuit of additional faculty and staff. The state of Alaska and the university are sensitized to the need for public outreach as marine resource uses continue to face crises. With the potential addition of a business specialist in 2002, and retention of the current faculty, MAP will continue to be a valuable resource to Alaskan citizens.

Institute of Marine Science (IMS) Global Undersea Research Unit (GURU) and Graduate Program in Marine Science and Limnology (GPMSL)

Mission: The Institute of Marine Science has the primary responsibility for basic marine research in Oceanography and Marine Biology within the School of Fisheries and Ocean Sciences. The mission was defined in the public law creating IMS in 1960: *"The University may establish an Institute of Marine science to provide a program of education and research in physical, chemical and biological oceanography and related fields...."*

Chapter 149 SLA 1960. The Global Undersea Research Unit was established in 1998 to focus on research involving undersea vehicles, seafloor observatories, SCUBA and other appropriate technology. The Graduate Program in Marine Science and Limnology is committed to providing quality graduate education through student-faculty collaboration in research and scholarly endeavor.

Certificate and degree programs: The Graduate Program in Marine Science and Limnology offers M.S. programs in Biological, Chemical, Fisheries, Geological, and Physical Oceanography and Marine Biology, and Ph.D. programs in Oceanography and Marine Biology.

Locations: About 90% of the faculty are located in one of three buildings in the West Ridge area of the Fairbanks campus: the O'Neill Building, the Irving II Building, or the Arctic Health Research Building. Two of the other faculty are located in Seward, Alaska, at the Seward Marine Center and the Alaska SeaLife Center, one is in Juneau, Alaska at the University of Alaska Southeast, and one is stationed with the West Coast and Polar Regions Undersea Research Center in California.

Student and faculty numbers: Figures are for September 2000, including one new faculty hire that was not yet in residence. It is not possible to separate faculty by degree program because many faculty teach courses or advise graduate students in both the Marine Biology and Oceanography programs.

| | Graduate Students | Full-time faculty | Part-time faculty |
|---------------------------|-------------------|-------------------|-------------------|
| Oceanography M.S. | 18 | | |
| Marine Biology M.S. | 14 | | |
| Oceanography Ph.D. | 15 | | |
| Marine Biology Ph.D. | 4 | | |
| IMS/GPMSL (Tenure track) | | 14 | 5 |
| IMS (Research) | | 5 | 1 |
| GURU/GPMSL (Tenure track) | | 1 | 1 |
| GURU (Research) | | 0 | 1 |
| TOTAL | 51 | 20 | 8 |

* Note that all but two of these part-time faculty are employed full-time by UAF, but in partly administrative rather than faculty positions. The two part-time UAF faculty have joint positions with the Alaska SeaLife Center and UAS.

Weaknesses: All GPMSL, IMS, and GURU teaching and research activities are substantially leveraged by external funding. A good breadth and depth of graduate education is offered, but this would be much reduced except for the success of faculty in obtaining funding. Some of the degree programs (Geological and Chemical Oceanography) have few faculty and low graduate student enrollment. The Marine Biology program has proportionally fewer faculty than Oceanography, relative to student numbers in the two disciplines, although this is partly offset because some Oceanography faculty advise

Marine Biology students. IMS/GURU/GPMSL faculty are spread among three buildings on the Fairbanks campus, and there are significant needs for repair and renovation in all three building. Further there is virtually no space available for increasing either faculty numbers or graduate enrollment.

Strengths: The faculty have nationally and internationally recognized research programs with substantial funding from external sources. Mainly because of this external funding, state-of-the-art equipment is available for faculty and student research. Graduate enrollment is stable (in contrast to a moderate decrease in recent years for UAF overall) and our graduates are nearly always employed in jobs related to their degree after graduation.

Projection: Through the initiative process and through replacements of retiring faculty, we are working toward more balanced strength in each of the major research and education fields in Oceanography and Marine Biology. We have requested funding through the Provost, based on recommendations of a West Ridge space review, to better consolidate our faculty and research programs in two buildings.

School of Management

Accounting

Mission: The mission of the Accounting & Information Systems (AIS) Department is to provide quality accounting and information systems education, to be a valued source for intellectual contributions and information, and to provide students with accounting, managerial, and leadership capabilities necessary to become successful business professionals.

- To provide quality undergraduate and graduate accounting and information systems education to prepare traditional and nontraditional students for professional careers in public, private, and governmental accounting.
- To foster an environment that encourages and supports accounting intellectual contributions and establishes the AIS Department as an information resource center.

Certificate and degree programs: The UAF Accounting Program offers Bachelor of Business Administration (BBA) in Accounting. The AIS department also offers two minors: accounting and computer information systems. The program is

accredited by the AACSB. Fewer than 200 programs worldwide possess this level of accreditation.

Location: All faculty and staff offices and instructional facilities are located in the Bunnell Building on the Fairbanks Campus.

Student and faculty numbers: During fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate majors | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|
| 65 | 6 | 4 |

One faculty member has a joint appointment with the Business Administration Department. The Department typically hires 2-3 lectures each semester to cover introductory courses.

Weaknesses: Currently the program lacks sufficient coverage of information systems/information technology curriculum. This is an important area given the trends in e-commerce and automation of business accounting systems. The recent negative trend in the number of majors is disturbing. The program could easily accommodate twice as many students as it currently has enrolled. If this trend continues for an extended period it may impair the program's ability to place students upon graduation.

Strengths: Our program holds a very prestigious accreditation by AACSB and has one of the highest graduate placement records at UAF. The core faculty group is committed to maintaining the program's high visibility within the SOM and Alaska business community.

Projection: The department has requested additional funding for additional faculty to cover the technology areas identified. This should also increase students' interest in the degree program by offering specialized education in a higher paid career field. Further, recruiting efforts should reverse current enrollment trends.

Business Administration

Mission: Our mission is to deliver high quality education in the principles and practice of business management at the undergraduate and graduate levels. We strive to enhance our students' academic experience through relevant faculty research, service, teaching, and activities that accentuate the unique business and career opportunities available in Alaska.

Certificate and degree programs: The Business Administration department offers BBA degrees in

Management & Organizations and Marketing, MBA degrees in General Management and Capital Markets, and minors in General Business, Management & Organizations, and Marketing. A third BBA concentration in Finance will be offered in fall 2001.

Location: All faculty and staff offices and our instructional computer lab are located in the Bunnell Building on the Fairbanks campus.

Student and Faculty numbers: During the Fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate majors | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 360 | 60 | 8 | 2 |

Graduates: From years 1996 - 2000, an average of 37 students per year graduated with a BBA degree and 20 students per year with an MBA degree. The BA Department has 8 full-time faculty (3 in Management, 3 in Finance, and 2 in Marketing) and 2 part-time faculty (one in Business Law and one in Management.) The department usually employs between 4-6 adjuncts per year to staff the remaining courses.

Strengths: The Student Investment Fund received national recognition during 1999 and 2000, being featured in Fortune magazine, on CNN's "In the Money" program, and on CNBC's "Power Lunch" segment. A third finance faculty was added in 2000 and a finance concentration will be offered by fall 2001. Increasing ties are being made with the Alaska Permanent Fund Corporation and its managers such as McKinley Capital, Kennedy Real Estate and Putnam. The capital markets emphasis at the MBA level is flourishing. In response to the market conditions, the BA Department is forging ahead with an initiative to expand the finance area and develop an e-commerce emphasis in collaboration with UAA. BA department faculty have close ties with Alaskan businesses and capitalize on these relationships to enhance the classroom experience via guest lecturers, case studies, faculty supervised student projects, and internships. In addition to the ties with the finance industry, BA faculty are well integrated with tourism, public relations and broadcasting.

Weaknesses: Retirements, attrition, and budget cuts have led to a "bare bones" faculty. A goal for 2001 is to hire an additional faculty in Management and increase the percent of upper division courses taught by full-time faculty. Staff support for student issues is inadequate. A Director of Student Relations is needed for recruiting, tracking, and retaining our students in addition to coordinating efforts to enhance career planning and placement opportunities and contact with alumni.

Projection: The FY '02 initiatives in e-commerce and finance will be at least partially funded. A full-time e-commerce faculty will be recruited and a financial education person will be hired to be a liaison with Alaskan high schools and grammar schools. The percent of courses taught by full-time faculty will increase. We are hoping to expand the MBA concentration areas by adding health care management.

Economics

Mission: The mission of the Department of Economics is to provide high quality undergraduate and graduate programs in economics, to provide support to the undergraduate and graduate programs in business and to conduct high quality research in economics, resource economics and management and conduct public service with an emphasis towards issues relevant for Alaska, the north and their diverse peoples. Our mission contributes to UAF mission since the research and graduate education emphasis within the department is towards natural resource economics which is directly relevant to resource issues of Alaska.

Certificate and degree programs: The Department of Economics offers BBA, BA, and MS degrees, and has offered interdisciplinary Ph.D. degree programs in economics.

Location: All faculty and staff offices and our instructional computer labs are located in the Bunnell Building on the Fairbanks campus.

Student and faculty numbers: During fall 2000 the Department had the following numbers of students and faculty members and credit hours:

| Undergraduate majors | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 4 | 10 | 7 | 0 |

Weaknesses: Currently none of our faculty have expertise in labor economics, an area of importance to the state. In addition, the number of undergraduate majors needs to increase. Also, while we currently have one energy/oil economist on the faculty, given the importance of this resource to Alaska, at least one additional energy economist is warranted. With respect to the graduate program, the current stipend allowed by the graduate school is rather low and needs to be increased to attract a greater number of quality graduate students. Specifically, graduate stipends in economics and agricultural economics are typically well above \$12,000 per year and currently our stipend is around \$7,700. As is typical here at UAF, many faculty

members feel overburdened by bureaucratic paperwork demands and service duties.

Strengths: The department materially contributes to the rigor of the undergraduate programs offered by the School of Management by providing some of the most quantitatively challenging courses offered in the various business degree programs. Our undergraduate and graduate students have been highly successful at either obtaining nonacademic jobs (e.g., National Bank of Alaska, BP, North Pacific Fisheries Council) or entering graduate programs (e.g., Ohio State, University of Maryland, Purdue). Our faculty are productive researchers, both in terms of obtaining externally funded grants and in publishing in refereed journals. This is evidenced by the recent ranking of university economics departments by research output published in *Economic Inquiry* where the economics department was ranked 149th in the nation, ranking us above many Ph.D. granting departments. Much of the research conducted by our faculty is directly relevant for the State of Alaska. For example, faculty conduct research in fisheries economics, energy economics, and wildlife management.

Projection: The faculty will continue to be highly research productive. With the recent addition of a research associate position we will be able to increase the amount of externally funded research within the department and as a result will be able to increase the graduate stipend, thus helping ameliorate the graduate student recruitment problem. With the recent increase in School of Management resources allocated to recruitment, it should be expected that the number of undergraduate majors will increase.

School of Mineral Engineering

Mining & Geological Engineering

Mission: The Department of Mining and Geological Engineering is part of the School of Mineral Engineering (SME), along with the Department of Petroleum Engineering, Petroleum Development Laboratory and Mineral Industry Research Laboratory (MIRL). Application of engineering and scientific principles to the exploration, development, and efficient production of minerals and fuels, and the excavation and construction of civil structures in rock with the assurance of the health and safety of persons involved, and protection of the environment. Contributing to the existing scientific and technical knowledge, and increasing public awareness of

the importance of minerals and fuels production to the society. To prepare students to address the technical, health and safety, and environmental issues involved in the production of minerals and fuels, and the engineering design and excavation of civil structures.

Certificates and Degree Programs: The Department has three constituent programs: Mining Engineering, Geological Engineering and Mineral Preparation Engineering. The various degree programs are B.S, M.S. and Engineer of Mines in Mining Engineering (EM), B.S. and M.S. in Geological Engineering, M.S. in Mineral Preparation Engineering, and an Interdisciplinary Ph.D.

Location: Fairbanks campus.

Student and faculty numbers: The numbers at the beginning of Spring 2001 semester are:

| | Undergraduate Majors | Graduate students | Full-time Faculty |
|---------------------|----------------------|-------------------|-------------------|
| Mining | 27 | 1 | 4 |
| Geological | 35 | 2 | 4* |
| Mineral Preparation | 0 | 2 | 0 |
| TOTAL | 62 | 5 | 8 |

*2 positions are vacant.

Weaknesses: The primary weakness of the department has been the low enrollment. Other major concerns, at the present time, include low faculty numbers in the Geological Engineering program, lack of an instructional budget for the Mineral Preparation program and low faculty salaries.

Strengths: Some strengths are i) baccalaureate programs accredited by ABET, ii) low student to faculty ratio, iii) employment rate for graduates has been at 100% for the past several years, and iv) active research programs that meet the State of Alaska needs.

Projection: The department is making a concerted effort at increasing enrollment. Two new Geological Engineering faculty members are expected to be hired. Other future plans include maintaining accreditation of the two undergraduate programs, offer on-line courses, and obtain funding for the instructional budget for the Mineral Preparation program and establishment of a Ph.D. program in Mining Engineering and Geological Engineering.

Petroleum Engineering

Mission: The Department of Petroleum Engineering has an important mission to train and develop the expertise of Alaskans to meet the needs of the State of Alaska and Alaska's Oil and Gas Industry to effectively, identify,

develop and produce Alaska's Oil and Gas Resources. This mission is accomplished with the following goals in mind:

- To provide quality education to meet the needs of the students, industry, state of Alaska and the nation.
- To assure that graduates from the program are well prepared to succeed in their professional careers.
- To provide students an early exposure to current field practices through field trips, summer employment with the oil industry and by bringing in industry experts to address state-of-the art techniques and equipments used through weekly seminars.
- To develop appropriate technology and train students to handle the challenges in the arctic.

Certificate and degree programs: The Department of Petroleum Engineering offers BS and MS degree programs in Petroleum Engineering both at Fairbanks and Anchorage campuses. An interdisciplinary Ph.D. degree program in Petroleum Engineering is also offered.

Location: All faculty and staff offices and our instructional laboratories are located in the Duckering Building on the Fairbanks campus.

Student and faculty numbers: During the Fall 2000 the Department had the following numbers of students and faculty members:

| Undergraduate majors | Graduate students | Full-time Faculty | Part-time Faculty |
|----------------------|-------------------|-------------------|-------------------|
| 41 | 12 | 4 | 1 |

Weaknesses: During the past two years, three faculty members have resigned from the program. However, the program is able to hire only two faculty members due to budgetary constraints. Both the positions were filled at the level of assistant professor. The department budget is mainly salaries and little operating budget. Thus, funds for planning and implementing equipment replacement and maintenance and faculty development and basic supplies and services are insufficient. Furthermore, the department offers degree programs in Anchorage and needs fervent commitment of travel funds to support faculty teaching in Anchorage.

Strengths: The faculty individually and collectively ensures that students meet their educational goals and maintain high academic standards. The undergraduate as well as graduate students have won numerous awards at the Society of Petroleum Engineers Western Regional Meeting Student Paper Contests in competition with students from Western Regional Petroleum Engineering Schools such as Stanford University, University of California, Berkeley, The University of Southern California, California Polytechnic at San Luis Obispo and California State University at Long Beach. The

graduates of the program are in demand and are eagerly recruited by the petroleum industry, state agencies and graduate schools. The comments we receive from the oil industry and the state of Alaska are testimonial for the quality of our graduates. For example, about 30% of all petroleum engineers with BS degrees hired by the British Petroleum Alaska Exploration in Anchorage are UAF graduates. The Petroleum Engineering Department is also committed to providing the students an early

exposure to current field practices.

Projection: The Petroleum Engineering Department is working actively to increase the enrollments in our undergraduate and graduate programs, both in Fairbanks and Anchorage. We hope to have a full-time faculty member based in Anchorage to handle the needs of Anchorage students and increase the interaction with the oil industry and state agencies.

APPENDIX

STANDARD THREE

Students

Standard 3 Documents List

Appendices

- A1.4 UAF Strategic Plan 2005
- A3.1 UAF Student Services Organizational Chart
- A3.2 Table #1, Admissions Report
- A3.3 Table #2, Student Affairs Staff Profile
- A3.4 UAF Student Headcount by Campus, Fall 1991-2000
- A3.5 Summary of Student Characteristics, Fall 2000
- A3.6 Retention and Graduation Rate of Degree-Seeking First-Time Freshman
- A3.7 NCAA Graduate Rates Report and Information
- A3.8 Policy and Procedures for Student Involvement in Policy Development
- A3.9 Provision of Student Services at UAF Campuses
- A3.10 Information Resources for Students
- A3.11 Financial Aid Types and Students Served
- A7.13 Financial Aid Charts

Exhibits

- G1 UAF Catalog (<http://www.uaf.edu/catalog/index.html>)
- G2 Regents' Policy (<http://info.alaska.edu/bor/index.html>)
- G3 University Regulation (<http://info.alaska.edu/bor/index.html>)
- G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
- G7 UAF Home Page (<http://www.uaf.edu>)
- G8 UAF Class Schedules
- G17 Faculty Advisor's Handbook (http://www.uaf.edu/acadadv/Manual_TOC.htm)
- G18 Advising Center Home Page (<http://www.uaf.edu/acadadv/>)
- G19 Graduate School Home Page (<http://www.uaf.edu/gradsch/>)

- E3.1 UAF Club Handbook (http://www.uaf.edu/woodctr/activity/clubs/club_handbook.pdf)
- E3.2 Strategic Plan for Student Services; includes sections I.B and IIIA of Admissions self-study, FY1999 Recruiting plan, and Enrollment Strategy
- E3.3 Financial Aid Statistics
- E3.4 Financial Aid Reviews conducted by state and federal agencies
- E3.5 March 2001 Division of Student Services Retreat Minutes
- E3.6 ACT Student Opinion Surveys 1993, 1994, 1997, 2000
- E3.7 Cooperative Institutional Research Program (CIRP) Surveys 1998, 1999, 2000
- E3.8 Noel-Levitz Student Satisfaction Inventory (SSI) 2000
- E3.9 Enrollment Management Planning Documents
 - § Enrollment Management at the University of Alaska Fairbanks, May 1996
 - § UAF Enrollment Plan 2000-01
 - § UAF FY99 Recruiting Plan
- E3.10 Publication Board Governance Agreement
- E3.11 Student clubs list (http://www.uaf.edu/woodctr/activity/clubs/club_list.html)
- E3.12 Example student publications; SunStar newspapers
- E3.13 Resumes of student affairs staff and Job evaluation forms

- E3.14 Student Affairs Program Review Committee report to the Chancellor, May 1992
- E3.15 Task Force on Safety, October 1999
- E3.16 UAF Department of Public Safety Review by External Review Task Force, December 1993
- E3.17 Safety Brochures
- E3.18 Brochures regarding transfer of credit
- E3.19 Athletic Department's Policy Manual and Student-Athlete Handbook
- E3.20 Constitutions and Bylaws of student government organizations
- E3.21 1998 Financial Report of the National Association of College Stores

Additional Web sites

- W3.1 ASUAF <http://www.as.uaf.edu>
- W3.2 Summer Sessions <http://www.uaf.edu/summer/docs/>
- W3.3 KSUA (student radio station) <http://ksua.uaf.edu/>
- W3.4 Academic Advising Center <http://www.uaf.edu/adadadv/>
- W3.5 Rural Student Services <http://www.uaf.edu/ruralss/>
- W3.6 Edge Program <http://www.uaf.edu/reslife/edgeindex.html>
- W3.7 Admissions <http://www.uaf.edu/admrec>
- W3.8 Alaska Scholars Program <http://www.alaska.edu/scholars/>
- W3.9 Center for Health and Counseling
(includes disability services) <http://www.uaf.edu/chc/>
- W3.10 Wood Center <http://www.uaf.edu/woodctr/activity/pages/clubs.html>
- W3.11 Bookstore <http://www.uaf.edu/bookstore/>
- W3.12 Center for Distance Education
and Independent Learning <http://www.dist-ed.uaf.edu>
- W3.13 Financial Aid <http://www.uaf.edu/finaid/index.html>

Notebooks of Interest

- Academic department notebooks
- Academic Advising Center notebook
- Bookstore notebook
- Athletics notebook
- Admissions notebook
- Business Office notebook
- Career Services notebook
- Dining Services notebook
- Financial Aid notebook
- Health and Counseling notebook
- Multicultural Affairs notebook
- Registrar's notebook
- Rural Student Services notebook
- Upward Bound notebook
- Wood Center notebook

APPENDIX

STANDARD FOUR

Faculty

Standard 4 Documents List

Appendices

- A1.1 UA and UAF Mission Statements (extracts from UA Regents Policies)
- A1.4 UAF Strategic Plan 2005
- A1.6 UAF Academic Development Plan
- A4.1 Faculty Definitions
- A4.2 Table #1, Institutional Faculty Profile
- A4.3 Table #2, Number and Source of Terminal Degrees of Faculty
- A4.4 Full time Faculty with Highest Degree by Rank and Tenure
- A4.5 Examples of Scholarship, Research and Creative Activities
- A4.6 Descriptions of Research Stations
- A4.7 Summary of UAF's Institutes, Centers, and Laboratories

Exhibits

- G1 UAF Catalog (<http://www.uaf.edu/catalog/>)
- G2 Regents' Policy (<http://www.alaska.edu/bor/>)
- G3 University Regulation (<http://www.alaska.edu/bor/>)
- G4 Board of Regents' Home Page (<http://www.alaska.edu/bor/>)
- G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
- G6 UA in Review (<http://www.alaska.edu/oir/Review/index.html>)
- G9 Yellow Book (<http://www.alaska.edu/swbudget/yellowindex.htm>)
- G11 Faculty Senate Home Page (<http://www.uaf.edu/uafgov/faculty/index.html>)
- G14 Collective Bargaining Agreement: United Academics – AAUP/AFT (UNAC) (<http://www.alaska.edu/labor/current/united/table2001.html>)
- G15 Collective Bargaining Agreement: Alaska Community Colleges' Federation of Teachers (ACCFT) (<http://www.alaska.edu/labor/current/accft/Contract/table.html>)
- G23 1995 UAF Interim Accreditation Self-Study Report
- G24 1990 UAF Accreditation Self-Study Report
- G25 Initiative Planning & Budgeting Process (<http://www.alaska.edu/swacad/planning.html>)

- E2.1 Memo from Executive Dean Gabrielli to CDE&IL on assessment of Core Curriculum courses
- E4.1 Fairbanks Daily News Miner, September 22, 2000
- E4.2 Career Services Employment Surveys
- E4.3 Senate Blue Book
- E4.4 AAUP Salary Study
- E4.5 OSU Salary Study 2000
- E4.6 Pippenger Salary Study
- E4.7 March-April 2000 *Academe*
- E4.8 Student Opinion of Instruction Information (IAS System)\
- E4.9 Provost Memo on Unit Criteria
- E4.10 Email Survey of Department Heads
- E4.11 2000-2001 List of Faculty Development Activities
- E4.12 Invitation to UAF Academic Leadership Institute
- E4.13 Geophysical Staff Manual
- E4.14 Provost's Memo on Classified Research
- E4.15 Swazo Paper on Classified Research
- E4.16 Experimental Program to Stimulate Competitive Research (EPSCoR) Documentation

- E4.17 Infrastructure and Systems for Cold Regions
- E4.18 High Latitude Contaminants Consortium
- E4.19 Alaska Genome Diversity Initiative
- E4.20 Integrative Approaches to Environmental Physiology
- E9.3 Memo from President Hamilton on Freedom of Speech
- E9.4 Memo from Chancellor Lind on Freedom of Speech
- E9.5 Code of Ethics for Museums of the American Association of Museums

Additional Web Sites

- W4.1 Collective Bargaining Agreement: United Academic-Adjuncts–AAUP/AFT (UNAC) AFL-CIO (<http://www.alaska.edu/labor/current/adjuncts/table.html>)
- W4.2 Faculty by College/FT-PT Status/Gender, Fall 1999 (<http://www.uaf.edu/pair/00faculty.html>.)
- W4.3 Faculty Headcount by Academic Organization/Ethnicity, Fall 1995-1999 (<http://www.uaf.edu/pair/9599facu.html>)
- W4.4 Fairbanks Campus Faculty by Rank/Ethnicity, Fall 1995-1999 (<http://www.uaf.edu/pair/9600fcfacrank.html>)
- W4.5 Fairbanks Campus Faculty by Rank/Gender, Fall 1995-1999 (<http://www.uaf.edu/pair/9600fcfacgen.html>)
- W4.6 Workload Forms (<http://www.uaf.edu/provost/workload/>)
- W4.7 Promotion and Tenure Information (<http://www.uaf.edu/provost/PromotionandTenure/promotiontenure.html>)
- W4.8 UAF Institutional Review Board Manual (<http://www.uaf.edu/irb/main.html>)
- W8.5 Master Planning Website (<http://www.uaf.edu/mastplan/>)

Notebooks of Interest

- College of Rural Alaska campus notebooks
- Academic department notebooks
- Biology and Wildlife notebook
- Engineering notebooks
- Art notebook
- Institute and center notebooks
- Institute of Arctic Biology notebook
- Geophysical Institute notebook

APPENDIX

STANDARD FIVE

Library and
Information Resources

Standard 5 Documents List

Appendices

A5.1 UAF Libraries Organizational Chart

Exhibits

G2 Regents' Policy (<http://www.alaska.edu/bor/>)

G3 University Regulation (<http://www.alaska.edu/bor/>)

- E5.1 Library and Computing brochures and pamphlets
- E5.2 Collection development policies for rural campuses
- E5.3 Rasmuson 2001 (Library Strategic Plan)
- E5.4 North Star Libraries Cooperative Collection Development Agreement
- E5.5 Alaska Statewide Cooperative Collection Development Agreement
- E5.6 Interlibrary Loan partner agreements
- E5.7 Integrated Postsecondary Education Data System (IPEDS) Academic Libraries Survey
- E5.8 Consortial agreements with other Alaska libraries
- E5.9 Statewide borrowing agreement
- E5.10 Library and Information Assessment instruments and surveys
- E5.11 Statistics on the use of library and other learning resources
- E5.12 Library and information resources budget
- E5.13 Library staff vitae
- E5.14 Chukchi and Kuskokwim campus computing policies
<http://www.kuskokwim.bethel.alaska.edu/Computing%20Services/Use%20Policies.html>
- E5.15 Automated collection analysis reports 1994 - mid 1999
- E5.16 The WLN Conspectus in Alaska by June Pinnell-Stephens (Nov/Dec 1991)
- E5.17 Numbers at Last: a conspectus-based group collection analysis of nine Alaska libraries
- E5.18 OCLC/WLN Collections Assessment and Analysis Services report
- E5.19 Off-Campus Library Services Report

Additional Web sites

- | | | |
|--------|--|---|
| W5.1 | Libraries | http://www.uaf.edu/UAF/libraries.html |
| W5.2 | Division of Computing and Communications (DCC) | http://www.uaf.edu/DCC/ |
| W5.3 | Collection Development Office | http://www.uaf.edu/library/collections/cd_office/index.html |
| W5.4 | University of Alaska Information Technology Planning Budget Advisory Council | http://itc.alaska.edu/ |
| W5.5 | TechRefresh Program | http://www.uaf.edu/DCC/services/techrefresh.html |
| W5.6 | Technology Advisory Board | http://www.uaf.edu/tab/ |
| W5.7 | Alaska and Polar Regions Digitization projects | http://itdc.elmer.uaf.edu/active/apr_exhibit/ |
| W 5.8 | Federal policies for depository collections | http://www.access.gpo.gov/su_docs/fdlp/pubs/instructions/ |
| W 5.9 | UAF Draft Computer Policy | http://www.uaf.edu/policy/responsible_computing.html |
| W 5.10 | Alaska Libraries Reciprocal | http://www.library.state.ak.us/RecipBorrow/ |

| | | |
|--------|--|---|
| W 5.11 | Borrowing Program Off-Campus Library Services | http://www.uaf.edu/library/services/off-campus_services.html |
| W 5.12 | Non-DCC Computing labs | http://www.uaf.edu/DCC/labs/other.html |
| W 5.13 | UAF Human Resources training and development | http://www.uaf.edu/uafhr/training.html |

Notebooks of Interest

Library Science notebook

APPENDIX

STANDARD SIX

Governance and
Administration

Standard 6 Documents List

Appendices

- A1.5 Annual Report from UAF Administrators Memo
- A6.1 University of Alaska Board of Regents
- A6.2 Relation of UA System Governance to Administration
- A6.3 Evolution of UA System Major Administrators
- A6.4 UA Statewide System Organizational Chart
- A6.5 Evolution of UAF Major Administrators, 1991-2001
- A6.6 UAF Organizational Chart
- A6.7 UAF Office of the Provost Organizational Chart
- A6.8 UAF College of Rural Alaska Organizational Chart
- A6.9 Relation of UAF Governance to Administration
- A6.10 Evolution of Academic Structure, 1990-2000
- A9.1 UAF Equal Opportunity / Affirmative Action Policy

Exhibits

- G2 Regents' Policy (<http://www.alaska.edu/bor/>)
 - G3 University Regulation (<http://www.alaska.edu/bor/>)
 - G4 Board of Regents' Home Page (<http://www.alaska.edu/bor/>)
 - G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
 - G6 UA in Review (<http://www.alaska.edu/oir/Review/index.html>)
 - G10 Red Book (<http://www.alaska.edu/swbudget/redindex.htm>)
 - G11 Faculty Senate Home Page (<http://www.uaf.edu/uafgov/faculty/index.html>)
 - G14 Collective Bargaining Agreement: United Academics – AAUP/AFT (UNAC) (<http://www.alaska.edu/labor/current/united/table2001.html>)
 - G15 Collective Bargaining Agreement: Alaska Community Colleges' Federation of Teachers (ACCFT) (<http://www.alaska.edu/labor/current/accft/Contract/table.html>)
 - G16 Associated Students of UAF (ASUAF) Home Page (<http://www.asuaf.org>)
-
- E6.1 Executive Services Compensation Plan
 - E6.2 Faculty Senate Policy on Evaluation of Administration
 - E6.3 Academic Organization of UAF Paper by Provost Reichardt, October 2000
 - E6.4 Strategic Planning Leadership Survey, 1992-1993
 - E6.5 Staff Morale follow-up Survey, 1994
 - E6.6 University of Alaska Employee Opinion Survey – McDowell Group, 1999
 - E6.7 Documents Describing Employee Job Descriptions and Compensation
 - E6.8 RIP Schedule
 - E6.9 Collective Bargaining Agreement: Alaska Higher Education Crafts and Trades Employees Local 6070

Additional Web Sites

- W6.1 State of Alaska Constitution <http://www.gov.state.ak.us/ltgov/akcon/table.html>
- W6.2 UA System Governance <http://sygov.swadm.alaska.edu>
- W6.3 UAF Staff Council <http://www.uaf.edu/uafgov/staff/index.html>

Notebooks of Interest

- Chancellor's notebook
- Provost's notebook

College of Science, Engineering and Mathematics notebook
department notebooks

APPENDIX

STANDARD SEVEN

Finance

Standard 7 Documents List

Appendices

- A1.4 UAF Strategic Plan 2005 (<http://www.uaf.edu/univrel/plan/draft/>)
- A1.6 UAF Academic Development Plan
http://www.uaf.edu/provost/academic_plan/index.html
- A7.1 Table #1, Current Funds Revenues
- A7.2 Table #2, Current Funds Expenditures and Transfers
- A7.3 Table #3, Summary Report of Revenues and Expenditures
- A7.4 Table #4, Sources of Financial Aid
- A7.5 Table #9, Operating Gifts and Endowments
- A7.6 Table #10, Capital investments
- A7.7 UAF Debt Service Schedule: 1998-2005
- A7.8 Funding Sources as a Percentage of Actual Revenues FY87-FY01
- A7.9 General Fund Appropriation in Real and Nominal Dollars FY86-FY01
- A7.10 Actual General Funds Compared to Total Funds FY86-FY01
- A7.11 Endowment and Life Income Fund Report
- A7.12 List and Description Financial and Management Reports
- A7.13 Financial Aid Assistance at UAF, 1998-2000

Exhibits

- G2 Board of Regents Policy (<http://www.alaska.edu/bor/>)
 - G3 University Regulations (<http://www.alaska.edu/bor/>)
 - G4 Board of Regents' Home Page (<http://www.alaska.edu/bor/>)
 - G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
 - G6 UA in Review (<http://www.alaska.edu/oir/Review/index.html>)
 - G7 UAF Home Page (<http://www.uaf.edu>)
 - G9 Yellow Book (<http://www.alaska.edu/swbudget/yellowindex.htm>)
 - G10 Red Book (<http://www.alaska.edu/swbudget/redindex.htm>)
 - G14 Collective Bargaining Agreement: United Academics – AAUP/AFT (UNAC)
(<http://www.alaska.edu/labor/current/united/table2001.html>)
 - G15 Collective Bargaining Agreement: Alaska Community Colleges' Federation of Teachers (ACCFT) (<http://www.alaska.edu/labor/current/accft/Contract/table.html>)
 - G19 Graduate School Home Page (<http://www.uaf.edu/gradsch/>)
 - G24 1990 UAF Accreditation Self-Study Report
 - G25 Initiative Planning & Budgeting Process (<http://www.alaska.edu/swacad/planninGhtml>)
-
- E7.1 Financial Aid Summaries
 - E7.2 Current Operating Budgets for Auxiliary Organizations including reports and audits
 - E7.3 Administrative Services Manual
 - E7.4 Latest Audit Reports (collection, see page 9)
 - E7.5 UAF Development Policy
 - E7.6 UA Statewide Accounting Manual
 - E7.7 UA Statewide Administrative Guidelines for Budget Development including definitions of initiative areas and criteria for partitioning increments
 - E7.8 Vice-Chancellor of Administrative Services January 2001 presentation on reserves
 - E7.9 Banner Finance Manuals
 - E7.10 UA Foundation Articles of Incorporation and Bylaws
 - E7.11 Campaign for UAF: The 1992 75th Anniversary Fund-Raising Campaign

E8.16 Technology Advisory Board Description

Additional Web Sites

- | | | |
|------|------------------------------------|---|
| W7.1 | AlaskAdvantage | http://www.state.ak.us/acpe/akadv.html |
| W7.2 | Alaska Scholars Program | http://www.alaska.edu/scholars/ |
| W7.3 | Procurement and Contract Services | http://www.uaf.edu/purch/proc_cont_serv.html |
| W7.4 | Financial Services | http://www.uaf.edu/finsvcs/index.html |
| W7.5 | Human Resources | http://www.uaf.edu/uafhr/ |
| W7.6 | UA Budget Allocation Report | http://www.alaska.edu/swbudget/Manual/Allocation.html |
| W7.7 | FY03 Planning Initiative Proposals | http://www.uaf.edu/provost/fy03/chart.html |
| W7.8 | Development Office | http://www.uaf.edu/giving/index.html |

Notebooks of Interest

Financial Aid notebook

Development Office notebook

APPENDIX

STANDARD EIGHT

Physical Resources

Standard 8 Documents List

Appendices

- A8.1 Fairbanks Campus and Interior Aleutians Campus Map
- A8.2 Tanana Valley Campus Map (Fairbanks, AK)
- A8.3 Northwest Campus Map (Nome, AK)
- A8.4 Kuskokwim Campus Map (Bethel, AK)
- A8.5 Chukchi Campus Map (Kotzebue, AK)
- A8.6 Bristol Bay Campus Map (Dillingham, AK)

Exhibits

- G2 Regents' Policy (<http://www.alaska.edu/bor/>)
- G3 University Regulation (<http://www.alaska.edu/bor/>)
- G9 Yellow Book (<http://www.alaska.edu/swbudget/yellowindex.htm>)
- G10 Red Book (<http://www.alaska.edu/swbudget/redindex.htm>)

- E8.1 University of Alaska Facilities Inventory, December 31, 1999
- E8.2 Guidelines for ADA Signs
- E8.3 Banner Fiscal Year Screen Prints
- E8.4 Hess Village Standard Operating Procedures
- E8.5 Aurora Preventative Maintenance Overview
- E8.6 Aurora IFM Maintenance Management Systems
- E8.7 University Space Standards
- E8.8 Task Force on Safety, Final Report, October 1993
- E8.9 Campus Shuttle Bus Schedules
- E8.10 Safety Policy and Procedure Manual, #1221 "Safe Refuge"
- E8.11 Space Planning and Management Strategic Plan, 2000-2005
- E8.12 Facilities Condition Analysis Study
- E8.13 School of Fisheries and Ocean Sciences Lena Point Project, Juneau, Alaska, Schematic Design, December 2000
- E8.14 *Yahoo! Internet Life* Article
- E8.15 Statewide Property Manual Physical Inventory
- E8.16 Technology Advisory Board Description
- E8.17 1997 UAF Compliance Legislative Audit on Vehicles
- E8.18 UAF Safety System Policies and Procedures
- E8.19 UAF Radiation Safety Manual
- E8.20 UAF ADA Accessibility Audit Summary Sheets
- E8.21 UAF ADA Second Look Audits
- E8.22 Bristol Bay Campus Capital Budget Requests

Additional Web Sites

- W8.1 UAF Deferred Maintenance Appropriation <http://www.uaf.edu/ddc/projects.html>
- W8.2 TechRefresh Program <http://www.uaf.edu/dcc/services/techrefresh.html>
- W8.3 UAF Crime Statistics <http://www.uaf.edu/police/crime.html>
- W8.4 Ergonomics Review and Training Process <http://www.safetyservices.uaf.edu/codesweb/ergonomics.htm>
- W8.5 Master Planning <http://www.uaf.edu/mastplan/>

Website
W8.6 Technology Advisory Board <http://www.uaf.edu/tab/>

Notebooks of Interest

Facilities Services notebook

Provost's notebook

Department notebooks

APPENDIX

STANDARD NINE

Institutional Integrity

Standard 9 Documents List

Appendices

- A1.1 UA and UAF Mission Statements (extracts from UA Regents Policies)
- A1.4 UAF Strategic Plan 2005
- A9.1 UAF Equal Opportunity/Affirmative Action Policy
- A9.2 Academic Freedom, Regents' Policy P04.04.010
- A9.3 President Mark Hamilton Memo on Freedom of Speech
- A9.4 Chancellor Lind Memo on Freedom of Speech
- A9.5 Faculty Senate Statement on Ethics

Exhibits

- G2 Regents' Policy (<http://www.alaska.edu/bor/>)
- G3 University Regulation (<http://www.alaska.edu/bor/>)
- G4 Board of Regents' Home Page (<http://www.alaska.edu/bor/>)
- G11 Faculty Senate Home Page (<http://www.uaf.edu/uafgov/faculty/index.html>)
- G14 Collective Bargaining Agreement: United Academics – AAUP/AFT (UNAC) (<http://www.alaska.edu/labor/current/united/table2001.html>)
- G15 Collective Bargaining Agreement: Alaska Community Colleges' Federation of Teachers (ACCFT) (<http://www.alaska.edu/labor/current/accft/Contract/table.html>)
- E9.1 U.S. Public Health Service Policy on Instruction in the Responsible Conduct of Research
- E9.2 Principles for the Conduct of Research in the Arctic
- E9.3 Policy and Guidelines for Research: Alaska Federation of Natives, 1993
- E9.4 1995 Institutional Code of Ethics
- E9.5 Code of Ethics for Museums of the American Association of Museums
- E9.6 Native American Graves Protection and Repatriation Act
- E9.7 University Relations Policies and Procedures Manual
- E9.8 President Hamilton's Memo: Institutional Integrity and the Appointment of the UAF Chancellor
- E9.9 Copies of print and electronic promotional materials (collection)

Additional Web Sites

- W6.2 UA System Governance <http://sygov.swadm.alaska.edu>
- W6.3 UAF Staff Council <http://www.uaf.edu/uafgov/staff/index.html>
- W9.1 UAF Web Page Guidelines <http://www.uaf.edu/univrel/guide/>
- W9.2 UAF Governance <http://www.uaf.edu/uafgov/>

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