

University of Alaska Fairbanks
2011 Annual Unit Plan

The information collected in the Annual Unit Plan (AUP) is used in a variety of required reports, including but not limited to institutional accreditation reporting, Performance Based Budgeting (PBB), Alaska Budget System (ABS), Missions and Measures (M&M), and the Annual Operating and Management Reviews. Submission of the AUP is required in August of each year.

Please complete the following information using the format provided, and submit it electronically by August 27, 2010 to Deb Horner, University Planner (dghorner@alaska.edu) with a copy to Ian Olson, PAIR (inolson@alaska.edu) as well as to Susan Henrichs, Provost (fyprov@uaf.edu).

A. General Information

A1. Unit Name: UAF Cooperative Extension Service

A2. Unit Mission Statement - Alaska Cooperative Extension Service engages and supports the people and communities of Alaska, connecting them with their university. We provide fact-based and practical information while bringing Alaska's issues and challenges to the university.

A3. Core Services - UAF's Extension is part of the largest informal education system in the world, connecting Extension programs at land-grant colleges and universities in every U.S. territory and state. In our effort to engage the university with communities around the state, Extension offers hundreds of publications, written and produced by university specialists, which contain practical information of interest to Alaska residents. Many publications are free and available online. Major statewide issues areas that CES will address include: Climate Change, Economic Development, Energy, Food Safety and Security, Health and Youth, Family and Communities.

B. Progress Report

B1. Major Accomplishments

List the significant unit accomplishments for AY09-10 in the areas indicated below. Please include the top three accomplishments in each area. Be brief; use web links to provide additional information if necessary.

Cooperative Extension 2009

The University of Alaska Fairbanks Cooperative Extension Service has offered research-based practical knowledge to Alaskans for 80 years.

- Extension had 70,000 direct contacts with Alaskans through its educational outreach, economic development and 4-H youth development programs.
- Thirty-three agents based in nine Alaska communities connect individuals and their communities with practical, research-based information. Agents offer programming in the areas of health, energy, youth and families, food security and economic and community development. This includes everything from gardening and home retrofit workshops to 4-H after-school programs. Extension also brings the concerns of communities back to the university.

Extension Offices: Anchorage, Bethel, Juneau, Sitka, Nome, Palmer, Delta Junction, Fairbanks, Kodiak, and Soldotna. Affiliate offices located in Thorne Bay, Tanana Chiefs Conference and Eielson Air Force Base.

Improving home energy efficiency

- Higher fuel costs, particularly in rural areas, pose challenges to residents. Extension's energy and housing specialist promotes energy conservation through a variety of classes he teaches across the state. In 2009, 943 residents from 11 communities attended 31 retrofit, solar design and cold climate homebuilding workshops.
- Our specialist has compiled a manual to help residents retrofit their homes for greater efficiency. Another publication, the quarterly *Alaska Building Science News*, helps homeowners and builders improve the quality and durability of Alaska homes.

Providing greater food security

- An increasing interest in eating local has led to a greater number of Extension gardening classes, and agents have worked with Alaska communities and villages to develop community gardens. During 2009, agents trained more than 250 Master Gardeners in Fairbanks, Anchorage, Craig, Bethel, Palmer, Kenai and Homer and through an online course. Master Gardeners donate thousands of volunteer hours to their communities.
- Our agents show Alaskans how to preserve foods safely. In 2009, they taught 83 classes to more than 1,000 Alaskans — everything from canning salmon and making jam to preserving kelp. Extension also offers a toll-free food safety and food preservation hotline.
- Agents and staff have created six how-to food preservation DVDs, and 14 web-based lessons are available at www.uaf.edu/ces/preservingalaskasbounty.

Translating research to meet community needs

- Flying rocks from gravel airstrips sometimes damage small planes that land on them. Using aviation turf research, Extension showed 45 airstrip owners how to inexpensively develop grass airstrips directly on gravel with native red fescue grass.
- Alaskans may read more than 250 Extension publications online at www.uaf.edu/ces/pubs to answer questions about gardening, preserving Alaska foods, insulating their homes and a myriad of other topics. More than 145,000 copies of print publications also were distributed in 2009.

Promoting youth development

- The 4-H motto is “learn by doing” and activities emphasize leadership and citizenship. Six full-time 4-H agents and four other agents work with 4-H programs in Fairbanks, Anchorage, Palmer, Soldotna, Bethel, Juneau and Nome. Programs reached more than 14,000 Alaska youths in 2009. Activities ranged from ice carving and gardening to seeing firsthand how the Legislature works. Clubs also raise livestock, including the first reindeer sold at a fair livestock auction in the United States.
- An important focus for 4-H programs is in the areas of science, engineering and technology. More than 700 youth statewide celebrated 4-H National Youth Science Day with a “Biofuel Blast,” in which kids used kits to convert organic materials to fuels.

Working with Farmers

- Precision agriculture, which uses a GPS to precisely steer farm equipment, greatly reduces the amount of fuel, chemicals and labor needed. The Palmer agent worked with farmers to introduce the new technology, and participating farmers in Palmer share a base station with the Mat-Su School District.

- A variety of conferences hosted by Extension bring the latest research and recommendations to farmers and commercial greenhouse and nursery operators. Conferences include the Alaska Produce Growers Conference, Alaska Greenhouse and Nursery Conference, Delta Farm Forum and Sustainable Agriculture Conference and Organic Growers School.

Promoting renewable energy

- During the past year, Extension provided information to many residents about how to install, maintain and use wood safely and how to burn wood responsibly, with lower emissions. Extension's updated wood-heating website, www.alaskawoodheating.com, contains numerous resources.
- Extension has worked to support development of biomass projects on Prince of Wales Island, where sawmills process more than 28 million board feet of timber annually. Our program assistant worked with City of Craig, which became the first community in Alaska to install an automatic wood chip-fed boiler in 2008. The community saved \$40,000 in heating costs during the boiler's first full year of operation and more savings are expected.

Encouraging Healthy Living

- Alaska's senior population is growing faster than any other state and StrongWomen classes increase participants' strength, muscle mass and bone density. Classes are offered across Alaska, thanks to a Soldotna agent who is one of 11 teachers in the United States certified to train instructors. Since 2005, she has trained 121 instructors in Alaska and 50 in Oregon.
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- During the past year, an Anchorage agent has trained 112 leaders who will teach the six-session Living Well Alaska courses to others in their communities. The classes help individuals acquire skills to manage their chronic health conditions.

Faculty, student and staff awards, competencies, regional/national/international recognition:

National

Steve Brown, NASA Fellow, for precision agriculture program excellence, NASA

Candy Dierenfield, Service to 4-H Award, National Association of Extension 4-H Agents

Roxie Dinstel, Distinguished Service Award for ongoing service, National Association of Extension 4-H Agents

Michele Hebert, Distinguished Mid-Career Award, Epsilon Sigma Phi

Stephen Brown, Achievement Award, National Association of County Extension Agents, for excellence in programming

Jeffrey Smeenck, Achievement Award, National Association of County Extension Agents, nominated by peers at state level

Western region

Roxie Dinstel, Julie Cascio, Sonja Koukel, Kari van Delden, Team award, Epsilon Sigma Phi, for Preserving Alaska's bounty food preservation series

University

Richard Seifert, Usibelli Award for Service, University of Alaska Fairbanks

B2. End Results and Strategies

List end results, strategies, targets, etc, in the table below for the period July 1, 2009 to June 30, 2010, based on the 2010 AUP. Add rows as needed.

End Result:	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
Establish safe environments for youth to learn and socialize, develop leadership skills, practice essential elements of 4-H positive youth development	Organized 4-H club programs and projects	Organized 4-H club 4-H members and adult leaders	4-H member and adult leader enrollment and life skills assessment, using life skills wheel and WSU/OSU 4-H Evaluation and Research Model	Eighty-year history of delivering programs in Alaska. Establishing baseline data	\$50,000
	4-H Science, Technology, Engineering and Math STEM programs	Alaska teens and science teachers	4-H STEM enrollment and WSU/Oregon State 4-H Evaluation and Research Model	New program to Alaska. Establishing baseline data	\$35,000
	4-H after-school programs	Alaska primary and secondary schools	4-H After-school enrollment and number of school partnerships and WSU/Oregon State 4-H Evaluation and Research Model	Ten- to 15-year history of delivering 4-H after-school programs. Establishing baseline data	\$40,000
Address issues critical to Alaska communities	Energy	Alaska families, communities and small businesses	Number of Alaska families, communities and small business contacted with educational information. Knowledge and skills gained from educational contact	Currently have a model Extension delivery program. Expanding with additional partners and collaborators. Creating a strategic plan for implementation.	\$150,000

	Climate Change	Alaska families, communities and small businesses	Number of Alaska families, communities and small business contacted with educational information. Knowledge and skills gained from educational contact.	New program, forming new partnerships and collaborators and creating a strategic plan for implementation.	\$200,000
	Food Security	Alaska families, communities, small businesses and producers	Number of Alaska families, communities, small business and producers contacted with educational information. Knowledge and skills gained from educational contact. Impact measured in number of reduced food carbon miles.	A long history of providing regional grown Ag products and food safety information. Developing a focused and directed plan.	\$40,000
	Community Economic Development	Alaska communities and small businesses	Number of Alaska communities and small business contacted with educational information. Knowledge and skills gained from educational contact. Impact measured in dollars saved or created.	Some historical programming developing a focused and directed plan that will form new partnerships.	\$25,000

B3. Analysis of Performance Metrics and Supporting Data

Unit data will be provided by the UAF Office of Planning, Analysis and Institutional Research (PAIR). Respective data reports will be available at <http://www.uaf.edu/pair/performance-data/> for your use by July 30, 2010. Units may also include additional unit-specific performance data at the end of the section. Please use the same format in reporting unit-specific performance data. Please write a brief data analysis that incorporates the following aspects, where applicable:

Data Review

- Evaluate the differences in final numbers as compared to your unit targets. Did your unit meet its stated goal? Why or why not?
- Discuss data trends, both positive and negative.
- Indicate whether or not the targets should be adjusted for future years in light of trends.

Strategies

- Reflect upon key unit strategies initiated over the last year – which ones worked and which ones returned results that did not meet your expectations. Please explain. Take careful note of this critical piece as it plays an important role in the university's overall PBB evaluation.
- If there is a formal plan (e.g., Enrollment Management Plan) that is strongly related to a particular performance criteria, discuss any evidence that the plan is or is not achieving its objectives, and if not, any changes implemented or planned.

Resources and Reallocation

- Were there any resources allocated or reallocated to support achievement of your unit's targets and strategies? If so, please explain.
- Are any areas of achievement suffering from a resource (re)allocation that additionally impacts other metrics?
- Of all your strategies, which is your most critical for unit success and is it in need of additional resources in order to make it successful?

Fairbanks Academic Unit-Level Historical Performance and Targets

Line No.	Performance Metrics and Supporting Data Reporting Period: FY10 (July 1, 2009 to June 30, 2010)	Historical Performance					FY11 Target		FY12 Target
		FY06	FY07	FY08	FY09	FY10	Current	New	
1	Student Credit Hours Generated (ex. 500-level)								
2	Grant-Funded Research Expenditures								
3	High Demand Job Academic Awards								
4	Undergraduate Student Retention								
5	Undergraduate Enrollment								
6	UA Scholar Enrollment								
7	Graduate Enrollment								
8	Unit Enrollment Management Plan								
9	Student Learning Outcomes Assessment								

Community Campus Academic Unit-Level Historical Performance and Targets

Line No.	Performance Metrics and Supporting Data Reporting Period: FY10 (July 1, 2009 to June 30, 2010)	Historical Performance					FY11 Target		FY12 Target
		FY06	FY07	FY08	FY09	FY10	Current	New	
1	Student Credit Hours Generated (ex. 500-level)								
2	High Demand Job Academic Awards								
3	Undergraduate Student Persistence								
4	Undergraduate Enrollment								
5	UA Scholar Enrollment								
6	Unit Enrollment Management Plan								
7	Student Learning Outcomes Assessment								
8	Non-credit Instructional Productivity Units (NCU) Delivered								

Research Unit-Level Historical Performance and Targets

Line No.	Performance Metrics and Supporting Data Reporting Period: FY10 (July 1, 2009 to June 30, 2010)	Historical Performance					FY11 Target		FY12 Target
		FY06	FY07	FY08	FY09	FY10	Current	New	
1	Grant-Funded Research Expenditures								
2	Indirect-Cost Recovery								
3	Non-General Fund (NGF) Revenue								
4	Ratio of NGF Revenue to GF Revenue								
5	TA/RA Positions								

B4. Publications in refereed journals/periodicals

Please use EndNote to report publications for CY2008. The download is available at: <http://www.alaska.edu/keys/#Windows%20installers>, or <http://www.alaska.edu/keys/#Macintosh%20Installers>. Include the information as an attachment when you submit the AUP.

B5. Occurrences of applied research benefiting Alaska

School, College or Institute	Project Title	Project Status (complete, active, awarded, proposed)	Description of contribution to the state of Alaska	Indicate if project is collaborative w/ AK Native or rural groups and/or involves traditional knowledge*
CES	Fruit and berry trials for rural villages Project # ALK-07-01 No. 2006-34567-17332	Completed	The project evaluated cold tolerant fruits and vegetables in rural villages for cost benefit for village agricultural enterprises.	YES
CES/Utah State SARE	Fruit and berry trials for Native AK Rural communities	Active	The project investigates the potential for the production of domestically grown fruit and berry crops in cold (Zone 2) sites in Interior Alaska to reduce food costs and increase production options.	YES
CES	Food Production Development Project # ALKN-06-08 No. 2006-45057-03508	Active	The project assesses the antioxidant level of different Alaska wild berries and develops processing times for Alaska native foods, such as walrus meat.	YES
CES/PNW AK Wood Utilization Research Center	Partnership (JVA)	Active	The project identifies, collects and processes biomass available to rural communities, and ships material to manufacturing facilities to produce biomass products. It includes survey and data collection to evaluate consumer interest in use of products.	YES
CES/AK DNR	Gypsy Moth & Forest Moth Detection	Active	Pest monitoring fieldwork and reporting is required. The geographical area trapped for these pests is within the state of Alaska.	

CES	AK Food Plan Pilot Project	Active	The pilot project involves developing a food plan for low-income women of Alaska. The plan will reflect current local prices and dietary habits and will meet current food stamp distribution constraints.	YES
CES/SNRAS	Season Extension for High Latitude Market Garden	Active	The overall goal of this project is to increase the productivity of leafy greens through season extension and plasticulture techniques.	
CES/SNRAS	Reproductive Performance in Domestic Ruminants	Active	Research objectives are to increase understanding of reproductive biology of high latitude ruminant species and to determine means of improving reproductive management of domestic ruminants on farms in Alaska.	
CES	Food Preparation and marketing	Active	This project uses webcast, DVD video and a library of digital audiovisual files to deliver food safety, preparation and nutrition information to rural areas of Alaska.	YES
CES/USFS	Urban Forests-Integrated Pest Management	Active	The project involves forest and urban tree entomology and forest and tree pathology. Forest and tree pests will be scouted, detected, collected, and evaluated in Anchorage and other urban areas of the state.	

*This information is being collected as an *Indicator* for UAF's NWCCU accreditation reporting.

B6. Comparative scores of students who take professional exams

List examination scores:

School, College or Institute	Examination Type	Test Date	# of UAF Students Tested	UAF Pass Rate	National Pass Rate

C. End Results and Strategies – FY 2011

C1. End Results Table

Complete the table below for the period July 1, 2010 to June 30, 2011. Add rows as needed. For each end result, identify the applicable core theme(s) listed below.

- A. Educate: Undergraduate and Graduate students
- B. Discover: Through Research, Scholarship, and Creative Activity, including an Emphasis on the North and its Peoples
- C. Prepare: Alaska's Career, Technical, and Professional Workforce
- D. Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
- E. Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

End Result:	Theme	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
UAF Cooperative Extension Service will expand on existing partnerships and involvement with stakeholders supporting new activities.	Engage	Building on the CES Strategic Plan that was developed in the winter and spring of 2010, new ventures will continue to be developed in 4-H Science, Technology, Engineering and Math (STEM) youth, family and community development, energy extension programming for community energy self-sufficiency, climate change, food security and safety, health, and economic development. We are also developing new initiatives in outreach and engagement.	Alaska youth, families, communities and small businesses	Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.	Ongoing	\$350,000 request for three positions, including energy, positive youth development and staff working on engagement per external reviews

<p>Climate change</p> <p>To collaborate and communicate regularly with Alaska-related climate change researchers to maintain and expand current scientific information and transfer to the public.</p> <p>To facilitate the transfer of up-to-date relevant, research-based climate change information on impacts to Alaska communities.</p> <p>To involve Alaskans in risk assessment and appropriate adaptation to climate change impacts on systems critical to our communities.</p>	<p>Engage</p>	<p>Facilitate dialogue with UA, State of Alaska, Alaska-based federal climate change researchers, nongovernmental organizations and Extension climate change faculty and programmatic staff.</p> <p>Collaborate within Cooperative Extension Service and other entities in the UA system to develop outreach education projects for climate change-impacted resources, communities, residents and businesses.</p> <p>Extension professionals respond to requests and/or initiate contact with communities (described as communities of place, interest, or other grouping) having forest ecosystems, human health or food security potentially impacted by climate change.</p> <p>Work with interested communities (described as communities of place, interest, or other grouping) to identify climate change risks to them and to identify adaptation strategies to those weaknesses within 24 months.</p>	<p>Alaska youth, families, communities and small businesses</p>	<p>Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.</p>	<p>Ongoing</p>	
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Climate Change (continued)		<p>Work with forest and natural resource managers to identify climate change-related risks critical to forest ecosystem components such as biological, economic and cultural systems and their adaptation options.</p> <p>Work with forest and natural resource managers to identify climate change-related risks critical to forest ecosystem components such as biological, economic and cultural systems and their adaptation options.</p>				
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<p>Economic Development</p> <p>To encourage and support partnerships that increase Alaskans' ability and access to entrepreneurial opportunities and connect entrepreneurs with small business resources.</p> <p>To collaborate with industry and business in training and workforce development for youth and adults.</p> <p>To increase financial literacy for Alaskans.</p>	<p>Engage</p>	<p>Educate individuals and facilitate informed decision making for small business entrepreneurs.</p> <p>Identify resources for small business employment programming.</p> <p>Develop and expand programs to educate youth and adults about personal financial management skills.</p> <p>Create a master volunteer group with a focus on personal (or household) financial management.</p> <p>Teach entrepreneurs techniques for financial management of businesses.</p>	<p>Alaska youth, families, communities and small businesses</p>	<p>Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.</p>	<p>Ongoing</p>	
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<p>Energy –</p> <p>To educate Alaskans about the benefits and methods of increasing energy efficiency.</p> <p>To educate Alaskans about fossil fuels, renewable and alternative energy systems and technologies.</p>	<p>Engage</p>	<p>Identify, appoint and train a CES-supported energy efficiency team to educate clientele on best practices for energy efficiency for Alaska’s varied climates.</p> <p>Develop and maintain an ongoing CES-supported energy resources team that identifies individuals and communities willing and capable of effectively utilizing alternative energy systems and technologies.</p> <p>Work with communities, private landowners and government land managers to maximize Alaska’s renewable energy resources such as wind, geothermal, forest and hydro.</p> <p>Engage Alaskans in public policy deliberation regarding energy policy.</p>	<p>Alaska youth, families, communities and small businesses</p>	<p>Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.</p>	<p>Ongoing</p>	
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<p>Food Security and Safety –</p> <p>To promote safe and healthy foods for Alaskans that will assist in increasing Alaska's food security and decreasing imported foods.</p> <p>To enhance agricultural opportunities in Alaska.</p>	<p>Engage</p>	<p>Provide programming that increases consumer knowledge about affordable and healthy foods.</p> <p>Improve harvest and post-harvest food storage techniques, food preservation and safety, and quality of stored food.</p> <p>Increase the number of home and community gardens in Alaska to increase local food production</p> <p>Increase food policy issue visibility and public involvement in state, regional and local food security policy.</p> <p>Increase use of modern production practices on Alaska farms and greenhouse operations.</p> <p>Provide tools which assist in improving profitability of commercial agriculture in Alaska.</p>	<p>Alaska youth, families, communities and small businesses</p>	<p>Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.</p>	<p>Ongoing</p>	
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Food Security and Safety (continued)		Protect Alaska's crops, livestock and natural food sources from invasive species.				
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<p>Health –</p> <p>To promote healthy food choices among Alaskans.</p> <p>To increase the number of Alaskans engaged in regular physical activity.</p> <p>To reduce the burden of living with chronic health conditions.</p> <p>To reduce health risks related to drinking water, waste management and solid waste.</p>	<p>Engage</p>	<p>Assess barriers to healthy food choices.</p> <p>Develop programs to overcome barriers to healthy food choices</p> <p>Increase knowledge of healthy food choices.</p> <p>Assess barriers to physical activity.</p> <p>Develop programs to overcome barriers to physical activity.</p> <p>Increase knowledge on the benefits of incorporating physical activities into your lifestyle.</p> <p>Identify, adapt and create programs that provide guidance for living with chronic health conditions.</p> <p>Identify, adapt or create programs that promote safe drinking water for households and nonpublic water systems.</p>	<p>Alaska youth, families, communities and small businesses</p>	<p>Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.</p>	<p>Ongoing</p>	
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Health - continued		Identify, adapt or create programs that promote waste management for households. Identify, adapt or create programs that promote solid waste management for households and small communities.				
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<p>Youth, Families and Community Development –</p> <p>To strengthen positive youth development in Extension’s outreach to families and communities.</p> <p>To teach life skills to adults and families preparing them for success in the home, workplace, and community.</p> <p>To strengthen the health and resiliency of Alaska’s communities.</p>	<p>Engage</p>	<p>Increase the number of 4-H and youth development experiences for Alaska youth and their families.</p> <p>Increase youth access to research-based curricula and programs that emphasize positive youth development through the essential elements of 4-H: mastery, independence, generosity and belonging.</p> <p>Provide opportunities to families to attain healthy living.</p> <p>Increase citizen participation in developing and sustaining healthy communities.</p> <p>Increase work-force readiness of youth and adults.</p> <p>Engage with local government leaders and others, especially in underserved areas, to develop leadership and capacity-building programs for youth and adults.</p>	<p>Alaska youth, families, communities and small businesses</p>	<p>Performance measures from 2010 Strategic Plan goals, objectives, strategies and outcomes.</p>	<p>Ongoing</p>	<p>22</p>
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D. Long Range End Results and Strategies – FY. 2012 and Beyond

D1. Long Range End Results Table

Complete the table below. For End Results with an anticipated start date of 2012, the results should be in line with budget requests for FY2012. Add rows as needed. For each end result, identify the applicable core theme(s) listed below.

- A. Educate: Undergraduate and Graduate students
- B. Discover: Through Research, Scholarship, and Creative Activity, including an Emphasis on the North and its Peoples
- C. Prepare: Alaska’s Career, Technical, and Professional Workforce
- D. Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
- E. Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

End Result:	Theme	Strategies to Achieve End Result	Target(s):	Measure(s):	Budget Impact	Anticipated start date
Establish safe environments for youth to learn and socialize, develop leadership skills, practice essential elements of 4-H positive youth development.	Engage	Organized 4-H club programs and projects	Organized 4-H club 4-H members and adult leaders	4-H member and adult leader enrollment and life skills assessment	\$50,000	Fall of 2009
	Engage	4-H Science, Technology, Engineering and Math STEM programs	Alaska teens and science teachers	4-H STEM enrollment and WSU/Oregon State 4-H Evaluation and Research Model	\$35,000	Fall of 2009

	Engage	4-H After-school programs	Alaska primary and secondary schools	4-H After-school enrollment and number of school partnerships and WSU/Oregon State 4-H Evaluation and Research Model	\$40,000	Fall of 2009
Address issues critical to Alaska communities	Engage	Energy programs	Alaska families, communities and small businesses	Number of Alaska families, communities and small business contacted with educational information. Knowledge and skills gained from educational contact.	\$100,000	Fall of 2009
	Engage	Climate Change Programs	Alaska families, communities and small businesses	Number of Alaska families, communities and small business contacted with educational information. Knowledge and skills gained from educational contact.	\$100,000	Fall of 2009

	Engage	Food Security and Safety Programs	Alaska families, communities, small businesses and producers	Number of Alaska families, communities, small business and producers contacted with educational information. Knowledge and skills gained from educational contact. Impact measured in number of reduced food carbon miles.	\$50,000	Summer 2010
	Engage	Community Economic Development Programs	Alaska communities and small businesses	Number of Alaska communities and small business contacted with educational information. Knowledge and skills gained from educational contact. Impact measured in dollars saved or created.	\$100,000	Fall 2010
	Engage	Alaskan Health Programs	Alaskan families	Number of Alaska families contacted with health- related educational programs	\$75,000	Fall 2010

D2. Top three challenges for FY2012

Identify the top three challenges confronting the unit for the period July 1, 2011 to June 30, 2012. These challenges must be directly related to the unit's FY2012 budget request.

Challenge 1: Integration of various Extension outreach/engagement activities across the university, with limited resources and budget.

Challenge 2: Increasing integrated activities with research and meeting multistate activity requirements mandated by USDA NIFA Smith-Lever funding.

Challenge 3: Grant and program management continues to diminish faculty time for on-the-ground programming activity at the same time being responsible for planned programming as well as responding to community needs for information.

D3. Use of unanticipated funds

Specify what the unit would do with additional funds, should they be made available later in FY2012. Activities must support the FY2012 budget request.

Additional FY12 funds would provide stable funding for programming areas, allow for marketing and publications necessary for UAF engagement and outreach activities, provide funding for filling vacant Juneau Health, Home and Family Development position and create an Ag/Hort/4-H position in Kodiak (both positions will become political in FY11-12).

E. Additional Information

E1. Unit Unmet Needs

Identify unmet unit needs that could be supported through private, non-governmental funding, such as donors, foundations, etc.

Increased local support of programming could be achieved through new collaborations with local partners. For example, the 4-H programming in Kenai and Kodiak could be subsidized through an agreement with the Kenai /Kodiak boroughs, modeled after the successful partnership with the City of Bethel. Additional support for encumbrances for office space can be explored with co-location of agents and program employees with regional councils and corporations where appropriate. Private foundations could provide sustained funds for small-scale agriculture projects initiated through the FRTEP program and sustainable community grants.

E2. Major Capital Investment Priorities and Space Needs

In order to better connect academic and research priorities with capital investment planning, identify the unit's highest priority facility needs, if any, for consideration in the six-year capital plan. Units should also describe any other significant facility or space management issues in this section. Be sure to show the linkages between facilities needs and unit End Results.

Create a UAF Outreach and Extension Center, like Anchorage, that can house Cooperative Extension Offices, on-campus outreach and engagement programs, regional economic development entities and consolidate off-campus leases.