

| UAF Active Alaska Partnership Summary |   |  |   |                        |   |   |  |   |
|---------------------------------------|---|--|---|------------------------|---|---|--|---|
|                                       | UAF unit                                  | Partner(s)   | Purpose of the partnership  | Year partnership began | Describe the shared decision making responsibility, which defines this as a partnership.  | Describe shared resources, if any, please be specific, see the examples provided  | Describe the impact of the partnership   | Describe how impacts of the partnership are shared with constituents  |
| 1                                     | Bristol Bay Campus, CRCDC                 | Bristol Bay Economic Development Corporation (BBEDC) | Scholarships, program support, instructor support, student supplies and materials, ABE/GED support  | 2000                   | BBEDC supports job training and educational opportunities for CDO residents. Requests from UAF BBC are reviewed and approved by BBEDC board.  | Student tuition and fees, travel, supplies, books, instructors, lodging, salmon camps, and other related costs.   | BBEDC's support for students has been instrumental in generating an 83% enrollment increase since 2004.  | Impacts are reported in all university-generated reports, campus council reports, newsletters and community meetings.   |
| 2                                     | Bristol Bay Campus, CRCDC                 | Icicle Seafoods                                      | Scholarships, program support, instructor support, student supplies and materials   | 2008                   | Provides resources to serve students directly as well as with equipment for our new microbiology lab.   | BBC provides a list each year of special projects that need funding.  | Sponsorship of the National Ocean Sciences Bowl competitions, Youth Leadership Symposium and Think Tank for Young Entrepreneurs.   | Public acknowledgement of support, university generated reports, newsletters and Campus Council reports.  |
| 3                                     | Bristol Bay Campus, CRCDC                 | Bristol Bay Native Association (BBNA)                | Joint summer internships, joint community applied research projects, sponsorship of courses, and student funding.                                       | 2000                   | BBEDC provides grant support for the fisheries program. BBC and BBNA advertise, interview and hire summer interns for environmental lab and fisheries.  | BBC and BBNA provide the academic programs and other shared resources to support the summer interns.  | Sponsor 6-8 summer interns who work on a variety of fisheries and environmental projects.  | BBNA employee serves on BBC advisory council, grant reports, newsletters and university-generated reports.  |
| 4                                     | Chukchi Campus (CC)                       | Northwest Arctic Borough (NWAB)                      | The main partnership between CC and NWAB is the Chukchi Consortium Library. CC and NWAB partner to make the CC library available to the entire borough. | 1995                   | The Consortium agreement between the NWAB and CC defines responsibilities for maintenance, space, media resources, and staffing.  | Library Collection, Staff Support, and salaries.  | The CC Consortium library offers media resources and educational and social programming supporting a healthy, 'livable' community. Materials can be lent throughout the region.  | Public acknowledgement of support, university generated reports, newsletters and Campus Council reports as well as NWAB communications.   |
| 5                                     | Chukchi Campus (CC)                       | NANA Regional Corporation (NANA)                     | CC and NANA partner to leverage educational and training opportunities throughout the NANA region.  | 2005                   | CC works closely with NANA Village Economic Development Corporation office to coordinate planning for grant opportunities, provide facilities for region-wide training and educational opportunities.   | CC partners with NANA to support tech representatives who, in addition to their NANA duties, serve as vital points of contact for CC in the villages, providing academic placement tests, registration assistance, and information on UAF course offerings and special opportunities. | NANA village reps are known throughout the region as points of contact for information on UAF and CC. This relationship allows CC to have irreplaceable local, face-to-face contacts with each of the region's villages. Cooperation with NANA Village Economic Development Corporation helped to develop our most recent grant projects.  | Public acknowledgement of support, university generated reports, newsletters and Campus Council reports as well as NANA communications.   |
| 6                                     | Chukchi Campus (CC)                       | Northwest Arctic Borough School District (NWABSD)    | CC and NWABSD cooperate to provide ongoing professional development for the region's teachers and students.   | 2000                   | CC and NWABSD provide ongoing professional development for teachers, earning them college credit for recertification. CC is a site for accreditation tests (i.e., Praxis), allowing NWABSD to test locally. CC cooperates with NWABSD to offer college-level English, construction, vocational/ technical training and allied health courses to high school students. | CC faculty offer college courses for NWABSD students. NWABSD faculty and employees provide instruction as adjuncts for CC.  | Partnering with NWABSD has enabled CC to assist with the professional development and accreditation of NWABSD teachers and paraprofessionals. Students have also been able to earn dual credit with in English classes.  | Public acknowledgement of support, university generated reports, newsletters and Campus Council reports as well as NWABSD communications.   |
| 7                                     | Chukchi Campus (CC)                       | Aqqaqut Trust  | CC and Aqqaqut trust partner to promote the preservation of Inupiaq language and culture as well as educate the Inupiaq people of the region.           | 2000                   | CC and Aqqaqut Language Preservation staff have cooperated to initiate Inupiaq Language Bilingual Education conferences, provide materials for the development of Inupiaq Language Curriculum, and support new efforts to provide classes in traditional skills such as mukluk making.  | Aqqaqut and CC share expertise in Inupiaq language. Aqqaqut provides funding for CC Inupiaq language and traditional skills education. Aqqaqut Trust also serves as a vital source of scholarships for students.  | Sharing resources with Aqqaqut and CC have allowed for the development of stronger Inupiaq language curriculum and has supported the offering of courses aimed at maintaining Inupiaq language and traditional skills.   | Public acknowledgement of support, university generated reports, newsletters and Campus Council reports as well as Aqqaqut communications.  |
| 8                                     | Alaska Center for Energy and Power (ACEP) | Tanana Chiefs Conference (TCC)                       | Develop technical and economic energy solutions for the 42 TCC communities  | 2009                   | The rural energy specialist, a joint position between ACEP and TCC, works with both organizations to identify the energy needs of the region or specific community and matches tribal and community leaders with university researchers to discover solutions   | TCC and ACEP both fund the rural energy specialist position and share travel funding and management time facilitating the work of the position  | This partnership has resulted in the creation and continued development of an Interior Regional Energy Plan, an energy efficient greenhouse project in Galena, installation of pre-paid electric meters in Nikolai, feasibility studies for wood heating systems in several TCC communities, support for energy efficiency education and residential retrofits, administration of federally funded block grants in communities throughout the region, and two projects involving diesel generator efficiency upgrades. | Rural Energy Specialist meets with individuals, attends subregional meetings to discuss upcoming projects and research findings and receive community feedback. These lead to Cooperative Extension publications on general education or specific research. |

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| 9  | Alaska Center for Energy and Power (ACEP)         | Denali Commission (DC)                                   | Manage and conduct data analysis for the Emerging Energy Technology Grant Program   | 2010                   | ACEP manages 11 projects for the Denali Commission including contract management, reporting and oversight. In addition, ACEP conducts independent data analysis on each of the projects to verify the economic and technical performance of each technology or project.    | Denali Commission provides the majority of the funding and makes selections of the awardees. ACEP provides expertise, some equipment and contract management resources. Overhead is waived.  | The Emerging Energy Technology Grant Fund provides the opportunity to test the viability of new energy products or techniques. It has created a proving ground to determine if solutions can be successful in Alaska before significant funding is spent.                    | ACEP has set up a wiki site with project updates, images and contact information on each project. In addition quarterly meetings are held for awardees to come together and present progress to DC, ACEP, media, legislative representatives and other key stakeholders across Alaska. |
| 10 | Alaska Center for Energy and Power (ACEP)         | Alaska Energy Authority (AEA)                            | Organize the Alaska Rural Energy Conference (REC)   | 2006                   | ACEP and AEA host the Alaska Rural Energy Conference every 18 months in a different city throughout Alaska. An organizing committee comprised of AEA and ACEP staff create the agenda and develop and manage the budget and workplan.                                      | Each organization contributes the time and travel for conference organizers. In addition, each organization contributes cash sponsorship as well.  | The Alaska Rural Energy Conference continues to be the largest gathering of energy stakeholders in the state. The last conference held in April of 2010 saw over 500 participants from almost 100 different communities around the state.                                    | All REC presentations are available online. New in 2010, Cooperative Extension recorded all key note addresses and plenary sessions and made them available online as well as via live webstreaming.   |
| 11 | Northwest Campus (NWC)                            | Northwestern Alaska Career and Technical Center (NACTEC) | Outreach with HUD/OUP funding to renovate vocational shop facilities at Nome-Beltz High School, and contribute to building residential dormitory facility.  | 2003                   | As required by HUD partnership grants, both projects required extensive cooperation in planning, grant application, and completion of construction and renovations.  | NACTEC offers residential vocational education. NWC offers dual credit to high school students and uses facilities for community courses.  | With the shops and dormitory, Nome Public School and Bering Strait School District students have received educational and training opportunities previously unavailable. As a consequence, NWC has benefit in headcount, student recruitment, and community course outreach. | Nome Public School, Bering Strait School District, NACTEC, and NWC all report activities using these facilities to their respective boards, advisory councils, and funding partners.   |
| 12 | Northwest Campus (NWC)                            | Bering Strait School District (BSSD)                     | Partnership involves regional school district in 1) professional development of district staff, 2) dual credit instruction for high school students, and 3) instruction and student support for paraprofessional education program.   | ~2000                  | Relationship with BSSD is institutionalized through advisory council representation and practiced regularly through program, student service, and enrollment staff work. Multiple levels and points of contact and relationship are actively engaged.                      | BSSD provides student tuition, books/materials, travel, staff support and facility use to students. NWC provides significant effort with instruction development and delivery, placement testing, student support, and much more.  | The high level of planning and student support integration between BSSD and NWC has dramatically increased participation and completion by certified staff, high school students, and paraprofessionals.   | NWC shares partnership success with Advisory Council and at annual partnership luncheon. NWC shares impacts in regional newsletter, which is a partnership itself with other region-wide organizations.  |
| 13 | Northwest Campus (NWC)                            | Kawerak Adult Basic Education (ABE)                      | Partnership of sharing offices and classroom for regional educational services.   | ~2000                  | Kawerak is the regional, non-profit Alaska Native organization, which provides a breadth of significant services to residents including ABE. Kawerak and NWC partner on a many education efforts and at varying levels and points of contact, including advisory councils. | NWC provides office and classroom space to Kawerak for ABE/GED services.   | Funding for ABE programs is limited. With NWC support, Kawerak is able to provide services that award 40+ GEDs per year. GED graduates are introduced to UAF courses and programs.   | NWC combines UAF commencement with Kawerak ABE's GED graduation. The community event is highly visible and well attended.  |
| 14 | CRCD -- UAF Community and Technical College (CTC) | Usibelli Coal Mine (UCM)                                 | Partnerships with industry and employers are critical to providing our students the tools they need to enter a successful career after graduation. This partnership is especially important to our Diesel/Heavy Equipment program.  | 2001                   | UCM staff advise us of state and national standards in fields specific to the mining industry. In addition, they support our students through scholarship funding and interview our graduates for potential job placement.   | UCM contributes scholarships for UAF CTC students in technical fields to further solidify our partnership in workforce development.  | UCM created an endowment for Diesel/Heavy Equipment students at CTC, donates equipment, provides internships, curriculum advice and other support.   | The endowment was recognized at the Chancellor's Donor Reception, photos in the newspaper, and mention in various communication tools.   |
| 15 | CRCD -- UAF Community and Technical College (CTC) | Fairbanks Pipeline Training Center Trust (FPTC)          | Partnerships with industry and employers are critical to providing our students the tools they need to enter a successful career after graduation. This partnership is especially important to our Process Technology, Instrumentation, and Safety/Health/Environmental Awareness programs. | 2008                   | By mutual agreement UAF provides industry specific academic and technical training to our students in the fields of process technology, safety and instrumentation.  | CTC and the FPTC share 4,000 square feet of space for office, classroom, and shop facilities for the Process Technology, Instrumentation, and Safety/Health/Environmental Awareness programs. This funding has solidified a major university partnership with the Fairbanks Pipeline Training Center board of trustees and cooperating industry and labor partners as we are co-located in the same training facility. | This partnership has resulted in higher visibility for the Process Technology Program within business and industry. It has also resulted in heightened awareness about other CTC programs.   | The FPTC is a highly visible training facility in Fairbanks, with high profile visitors and media attention. The partnership is also highlighted in numerous publications.   |
| 16 | CRCD -- UAF Community and Technical College (CTC) | Fairbanks Memorial Hospital and Denali Center (FMH)      | Partnerships with industry and employers is part of CTC's practical approach to teaching which provides our students the tools they need to enter a successful career after graduation. This partnership is instrumental to our Allied Health programs.                                     | 2001                   | By mutual agreement UAF provides industry specific academic and technical training to our students in the fields of certified nurse aide, dental hygiene, dental assisting, phlebotomy, medical assisting, nursing and radiologic technology.                              | FMH provides financial support for UAF CTC students and faculty in technical fields such as radiologic technology, paramedicine and nursing to further solidify our partnership in workforce development.  | This partnership is instrumental to the success of our Allied Health Programs. FMH donates money, time and equipment to our programs. They host interns on a regular basis, provide adjunct instructors and curriculum advice and hire a large portion of our graduates.     | FMH is highlighted annually as a major donor/sponsor/ of UAF and CTC. FMH and Allied Health work together on various projects and outreach activities.   |

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| 17 | CRCD -- UAF Community and Technical College (CTC)                          | Alaska Department of Labor (DOL)   | To provide counseling and financial assistance to people who need training or to upgrade their skills to be competitive in the marketplace. DOL helps students identify programs at CTC that will help them do this and provides financial assistance.  | 1987                   | CTC and DOL help students identify the skills and programs students need to find employment plus financial assistance to complete programs. The partners monitor the students to see they are getting the resources they need to be successful and track them upon graduation.   | Both entities are instrumentalities of the State of Alaska and share philosophies of building a more sustainable workforce in the interior and state.  | This partnership has enabled numerous people to get the education and training they need to obtain a good paying job and be successful. It also has resulted in a collaboration on new and existing programs and how we meet community need.   | We co-sponsor a large community wide event.  |
| 18 | NSF Alaska Experimental Program to Stimulate Competitive Research (EPSCoR) | Western Alaska Interdisciplinary Science Conference (WAISC)                    | Develop, promote and disseminate results of research conducted in western Alaska with the aim of engaging community and rural stakeholders (students, businesses, federal agencies, and community members)  | 2007                   | Alaska EPSCoR staff work with the WAISC organizing committee to develop the agenda and promote the conference.   | Alaska EPSCoR supports travel for up to 12 rural participants at each conference.  | Collaboration of rural community members and science community; promotion of UAF and STEM fields to local high school students.  | Conference organizers present overview at the annual EPSCoR meeting; conference proceedings and results are posted on the WAISC website by organizers  |
| 19 | NSF Alaska Experimental Program to Stimulate Competitive Research (EPSCoR) | Technology Research and Development Center (TREND)                             | Stimulate research and contribute to economic development in the state.   | 2003                   | By mutual agreement, Alaska EPSCoR and TREND work together to support small businesses within the state of Alaska.   | Alaska EPSCoR provides support for TREND to award small business proposal-writing funds and/or bridge funds aimed at increasing their capacity to do business.   | In 2009-2010 EPSCoR awarded TREND approximately \$115,000, resulting in subsequent federal awards of close to \$1.6 million.   | Results are shared through EPSCoR annual reports and annual meetings, and the TREND website and publications.  |
| 20 | NSF Alaska Experimental Program to Stimulate Competitive Research (EPSCoR) | Mt Edgcombe High School in Sitka   | Engage and support Mt Edgcombe High School teachers and their students interested in conducting research on plant, animal and microbial genetics as a way of teaching and learning science  | 2004                   | By mutual agreement, Alaska EPSCoR program provides training to Mt Edgcombe High School teachers on animal, plant and microbial genetics content, methods, equipment and supplies to engage high school students in genetics research and Mt Edgcombe provides the school facilities where the genetics research can be conducted.   | Alaska EPSCoR program provides knowledge experts, mentors, equipment and supplies to teachers and students and Mt Edgcombe High School provides teacher salaries and school facilities where the genetics research can be conducted.   | Mt Edgcombe teachers and students acquire useful genetics based knowledge and methods from UAF scientists for conducting genetics research, and students are rewarded scholarships when they are able to conduct their investigation, analyze their findings, write a paper and present their project at either the Alaska High School Science Symposium or the Alaska Science and Engineering Fair. Students can also earn UAF credits for taking the Genetics course and conducting genetics research. EPSCoR contributes to UAF's mission of research, teaching and outreach.   | Research Projects and results of science competitions that the project has been presented by the student are shared with Alaska EPSCoR, Mt Edgcombe High School assemblies and the Sitka community gatherings. |
| 21 | NSF Alaska Experimental Program to Stimulate Competitive Research (EPSCoR) | Barrow High School, Kotzebue High School, Noatak School, and Delta High School | Engage and support Barrow, Kotzebue, Delta, and Noatak high school teachers and their students interested in conducting research on plant, animal and microbial genetics as a way of teaching and learning science.   | 2003                   | By mutual agreement, Alaska EPSCoR program provides training to Barrow, Kotzebue, Delta, and Noatak high school teachers on animal, plant and microbial genetics content, methods, equipment and supplies to engage high school students in genetics research and provide the schools the facilities where the genetics research can be conducted.   | Alaska EPSCoR program provides knowledge experts, mentors, equipment and supplies to teachers and students at Barrow, Kotzebue, Delta, and Noatak high schools, providing teacher salaries and school facilities for genetics research.  | Barrow, Kotzebue, Delta, and Noatak high school teachers and students acquire useful genetics based knowledge and methods from UAF scientists for conducting genetics research. Students receive scholarships when they are able to conduct their investigation, analyze their findings, write a paper and present their project at either the Alaska High School Science Symposium or the Alaska Science and Engineering Fair. Students can also earn UAF credits for taking the Genetics course and conducting genetics research. EPSCoR is helped in meeting the broader impacts requirements of the funding agency, which contributes to UAF's mission of research, teaching and outreach. | Research Projects and results of science competitions that the project has been presented by the student are shared with Alaska EPSCoR, the various school assemblies and community gatherings.                |
| 22 | Interior Aleutians Campus, CRCD (IAC)                                      | State of Alaska, Division of Forestry - Tok                                    | Provide comprehensive Wildfire Training for Rural Alaskans through the Wildland Fire Academy & Dispatch Academy. These academies will prove a step in the path towards a fire career. This training will give Alaskans the training to advance their qualifications in Fire, while sustaining a subsistence lifestyle | 2010                   | UAF provides college credits, classroom space, and instructors when Division of Forestry is not able to provide instructors to teach classes to students recruited statewide. The University and Tok Forestry conduct the Wildland Fire Academy during the Summers and the Dispatch Academy as needed. Division of Forestry will provide the instructors, supplies, books, tuition, fees, housing and meals for students. Tok Forestry for the Wildland Fire Academy in the summers and the Wildland Dispatch Academy. | Tok Forestry recruits students who will apply into the Emergency Services: Wildland Fire Degree through our office paid for by Tok Forestry. They also provides us with names of instructors and we work to get them approved to teach through UAF. Forestry uses the facilities and we share cleaning responsibilities during the summer. | Build a solid foundation in wildfire fighting for wide variety of positions in the state. Develop future leaders in our small communities. Elevate the level of training for the existing village crewmembers. Immediate job assignments upon completion. The young men and women in Alaska acquire useful Alaska wildfire knowledge to be qualified for employment at higher levels in the Fire fighting field. They also are encouraged to continue their education to receive degrees in this field.  | The partnership shows increased student enrollment in graduation reports and AUP requests.   |
| 23 | Interior Aleutians Campus, CRCD (IAC)                                      | Copper River Housing Authority   | Academic Instruction/training in Construction Trades Technology in Gakona Area  | 2010                   | By mutual agreement UAF Provided instructors to travel into the small Alaskan community to provide training. Copper River Housing Authority provided students, housing projects, classroom space, housing/travel for instructors, & paid for student tuition, fees, and books.   | The village recruits students who apply into the UAF Construction Trades Certificate program paid for by the Native Village of Tetlin. They provide the projects and we provide the instructors for those classes.   | Significant training to allow people in villages to construct homes in their communities and be employed at the same time. This partnership provides students in the region training and knowledge they can bring to their communities and jobs; such as carpentry skills that would allow them to work on their own homes or work on housing projects for employment.   | The partnership shows increased student enrollment in graduation reports and AUP requests.   |
| 24 | Interior Aleutians Campus, CRCD (IAC)                                      | Native Village of Tetlin   | Academic Instruction/training in Construction Trades Technology in Tetlin Village   | 2011                   | By mutual agreement UAF Provided instructors to travel into the small Alaskan community to provide training. The Native Village of Tetlin provided students, housing projects, classroom space, housing/travel for instructors, & paid for student tuition, fees, and books.   | The village recruits students who apply into the UAF Construction Trades Certificate program paid for by the Copper River Housing Authority. They provide the projects and we provide the instructors for those classes.   | Significant training to allow people in villages to construct homes in their communities and be employed at the same time. This partnership provides students in the region training and knowledge they can bring to their communities and jobs; such as carpentry skills that would allow them to work on their own homes or work on housing projects for employment.   | The partnership shows increased student enrollment in graduation reports and AUP requests.   |

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| 25 | Interior Aleutians Campus, CRCD (IAC)   | Council of Athabaskan Tribal Governments (CATG)  | Assist and advise CATG /NACTEP students in career track academic programs  | 2005                   | CATG provides recruitment, mentorship and funding to students in their communities who are in specified UAF degree programs. IAC provides academic advising and facilitates courses.   | CATG uses Yukon Flats Center for student seminar and classroom space. CATG provides funding for students in their region to obtain their certificate and AAS degree. Without this funding or the mentorship CATG provides students would not be able to afford an education.  | This partnership provides students up in the region training and knowledge they can bring to their communities and jobs, such as carpentry skills to work on their homes, facility maintenance course to maintain community buildings and early child classes to help with Early Head Start Program.  | The partnership shows increased student enrollment in graduation reports and AUP requests.  |
| 26 | Interior Aleutians Campus, CRCD (IAC)   | Lathrop High School/Effie Kokrine Charter School   | Highschools house our Upward Bound employees who help students achieve pathways for higher education   | 2007                   | Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.   | Our employees are housed in these highschools and work regularly with our Upward Bound Staff, doing activities, team building, creating one one mentorships with students.  | In summer 2010 9 students received certification in CPR and first aid, and 11 students received ETT training. In summer 2011 UB students will have the opportunity to take a UAF -IAC construction trades technology course that will involve building the camp's food cache. In 2010 the first UB cohort of 8 seniors graduated from HS and 3 went on to college.  | Upward Program results a bigger percentage in graduating high school students reporting in university statistics.   |
| 27 | Interior Aleutians Campus, CRCD (IAC)   | Tanana Chiefs Conference (TCC)   | Development of courses and materials for Tribal Management Program and expansion of knowledge available to tribal governments                      | 2002                   | UAF Tribal Management Program and TCC Tribal Government Specialist work closely to develop shared material and courses available to TCC constituents and tribal governments Statewide. TCC is best described as a tribal consortium, taking direction immediately from tribal governments. UAF Faculty and TCC staff work directly with tribal governments to develop materials most important and relevant to tribal governments in Alaska. | Shared experts on tribal government and tribal justice systems, collaboration on UAF course development and TCC tribal training and technical assistance activities. TCC provides direct funding for UAF faculty travel to develop a new film and to participate in training and technical assistance opportunities for tribal governments. | Development of course materials, including written materials, 3 films, online course and companion website, as well as multiple training and technical assistance opportunities for tribal councils annually. Significant new knowledge and materials concerning Tribal Government and Tribal Justice systems in Alaska. Expertise for development of online course and companion website, course instruction. Continued development of video/films to reach tribal council audience in rural Alaska. Significant increase in ability to provide knowledge to tribal communities. | The partnership shows increased student enrollment in graduation reports and AUP requests.  |
| 28 | International Arctic Research Center (IARC)   | Takshanuk Watershed Council in Haines  | Engage and support K-12 teachers in earth system/environmental science investigations as a way of teaching and learning science                    | 2009                   | IARC Education Outreach Department (EO) provides professional development workshop (content, scientific measurement protocols, best teaching practices and science process skills) to the Education Coordinator of Takshanuk Watershed Council and follow-up support (instruments, phone calls, emails, scientist visit) to the Education Coordinator & teachers that she trains and works with.   | IARC shares knowledge experts and Takshanuk Watershed Council provides training and support for teacher implementation in classrooms in the Haines Borough School District  | Teaching and learning of science in Haines schools is enhanced with hands-on/minds-on activities and research investigations done by students or collaboratively with scientists in the classrooms and or in the field.   | Science content and methods, and best teaching practices are taught to and modeled for with the teachers and students and research results are also shared .  |
| 29 | International Arctic Research Center (IARC)   | Anchorage Waterways Council  | Engage and support K-12 teachers in earth system/environmental science investigations as a way of teaching and learning science                    | 2009                   | IARC provides professional development workshop content, scientific measurement protocols, best teaching practices and science process skills to the Education Coordinator of Anchorage Waterways Council and instruments, phone calls, emails, scientist visits to the Education Coordinator and teachers that she trains and works with.   | IARC shares knowledge experts and Anchorage Waterways Council provides training and support for teacher implementation in classrooms in the Anchorage School District   | Teaching and learning of science in Anchorage schools is enhanced with hands-on/minds-on activities and research investigations done by students or collaboratively with scientists in the classrooms and or in the field.  | Science content and methods, and best teaching practices are taught to and modeled for with the teachers and students and research results are also shared .  |
| 30 | International Arctic Research Center (IARC)   | Fairbanks North Star Borough School District (FNSBSD) and schools such as Arctic Light Elementary School, Joy Elementary, North Pole Elementary, University Park Elementary, | Engage and support K-12 teachers and their students in earth system/environmental science investigations as a way of teaching and learning science | 2006                   | IARC provides professional development workshop content, scientific measurement protocols, best teaching practices and science process skills to the teachers in the schools of FNSBSD and instruments, phone calls, emails, scientist visits. School principals sign off on teacher applications approving their participation and agreeing to support them in their implementation in the classroom.                                       | IARC shares knowledge and teaching experts and FNSBSD schools provide administrative and facilities support for teacher implementation in classrooms.   | Teaching and learning of science in Fairbanks schools is enhanced with hands-on/minds-on activities and research investigations done by students or collaboratively with scientists in the classrooms and/or in the field.  | Science content and methods, and best teaching practices are taught to and modeled for the teachers and students. Research results ( scientist's and students') are also shared .   |
| 31 | International Arctic Research Center (IARC)   | Bering Strait School District, Delta-Greely School District, Iditarod Area School District, Matanuska-Susitna Borough School District, Valdez City School District.          | Engage and support K-12 teachers in earth system/environmental science investigations as a way of teaching and learning science                    | 2006                   | IARC provides professional development workshop content, scientific measurement protocols, best teaching practices and science process skills to the teachers in the schools of the different school districts mentioned and instruments, phone calls, emails, scientist visits. School principals sign off on teacher applications approving their participation and agreeing to support them in their implementation in the classroom.     | IARC shares knowledge and teaching experts and schools in the different school districts provide administrative and facilities support for teacher implementation in classrooms.  | Teaching and learning of science in the schools of the specified school districts is enhanced with hands-on/minds-on activities and research investigations done by students or collaboratively with scientists in the classrooms and/or in the field.  | Science content and methods, and best teaching practices are taught to and modeled for the teachers and students. Scientist's and students' research results are also shared within the schools and sometimes at community gatherings .   |
| 32 | North by 2020 Forum (Nx2020): <a href="http://www.iarc.uaf.edu/NX2020">http://www.iarc.uaf.edu/NX2020</a> | Alaska State agencies, Arctic communities, local organizations, private sector.  | Improve value and utility of scientific data products to stakeholders to improve basis for planning and decision-making.                           | 2007                   | University of Alaska researchers affiliated with Nx2020 work with representatives of key stakeholder groups on joint workshop organizing committees, develop joint recommendations for funding agencies and others and build joint Communities of Practice.  | University of Alaska researchers share expertise, data and information products, stakeholders provide guidance on improved products from observing networks and related activities.   | Stakeholders have a more comprehensive, holistic perspective on environmental and socio-economic change throughout the circum-Arctic and are provided scenarios for future planning.  | Nx2020 has held community-workshops and expert meetings, conducts a seminar series on risk that is shared through videoconferencing with several sites in Alaska and archived on the web ( <a href="http://www.iarc.uaf.edu/NX2020">http://www.iarc.uaf.edu/NX2020</a> ); in fall 2011 a book will be published to disseminate findings and recommendations more broadly. |

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| 33 | IDeA Networks for Biomedical Research Excellence (INBRE)/Wildlife Toxicology Laboratory (WTL) | Alaska Department of Fish & Game (ADF&G)   | Analysis, interpretation and dissemination of research studies on Steller Sea Lions, Ice Seals, Wolves and Fox in Alaska  | 2005                   | WTL works closely with ADF&G to understand the influence of feeding ecology on mercury contaminant exposure, ecotoxicoparasitology in seals and wolves and POPs and Hg in Ice Seals.   | Lab and ADF&G share graduate students, specimens and duties with communities and share results and recommendations with subsistence hunters and community. ADF&G hires graduate students as interns or works directly with the graduate students on specific projects.  | Specific knowledge about amounts of mercury and other metals in the food source can assist communities in making informed decisions. This is done through community-based management and in cooperation with agencies that work directly with subsistence users. Focus of enquiries is intake of certain food sources. | Community outreach such as faculty seminars in villages, joint publications, and presentations by faculty and graduate students in communities.   |
| 34 | IDeA Networks for Biomedical Research Excellence (INBRE)/Wildlife Toxicology Laboratory (WTL) | US Fish & Wildlife Service (USF&W)   | Analysis, interpretation and dissemination of research studies on Wolves and Fox in Alaska.   | 2005                   | WTL works closely with USF&W to understand the influence of infectious disease exposure, parasite biology, ecology, identification and feeding ecology in fox and wolves.  | Lab and USF&W share graduate students, specimens and duties with communities and share results and recommendations with subsistence hunters and community. USF&W hires graduate students as interns or works directly with the graduate students on specific projects.  | Specific knowledge about disease, ecology, parasites, and other items of interest to the communities aids in making informed decisions. These decisions are made by community-based management and in cooperation with agencies that work directly with subsistence hunters and users.                                 | Community outreach such as faculty seminars in villages, joint publications, and presentations by faculty and graduate students in communities.   |
| 35 | IDeA Networks for Biomedical Research Excellence (INBRE)/Wildlife Toxicology Laboratory (WTL) | North Slope Borough (NSB) and the United States Geological Survey (USGS)   | Analysis, interpretation and dissemination of research studies on Bowhead Whales, Polar Bears, and Fox.   | 2003                   | WTL works closely with NSB & USGS to research impacts of heavy metals on bowhead whales and polar bears and <i>Brucellosis</i> in polar bears.   | The WTL, USGS & NSB supported graduate student projects, and assisted in specimen collection in the community. The project shared results with communities and made recommendations for subsistence hunters and communities.  | Increased, specific knowledge about disease, ecology, parasites, and habitat of apex predator efforts of interest to the community help in making informed decisions. These decisions are made by community-based management and in cooperation agencies that work directly with subsistence hunters and fishermen.    | Community outreach such as faculty seminars in villages, joint publications, and presentations by faculty and graduate students in communities.   |
| 36 | IDeA Networks for Biomedical Research Excellence (INBRE)/Wildlife Toxicology Laboratory (WTL) | City of Kotzebue   | Analysis, interpretation and dissemination of research studies on subsistence foods, nutrients and contaminants.  | 2005                   | WTL works closely with Kotzebue to understand the influence of metals and whether the nutritional benefits outweigh the impacts of contamination.  | The City of Kotzebue supports graduate students, by providing samples of subsistence foods (marine mammals) for evaluation and research purposes and by disseminating recommendations to subsistence hunters and community members.   | Sharing knowledge about contaminants in commonly consumed subsistence foods assists communities to make informed decisions about whether, and in what quantities, to consume those foods.  | Community outreach such as faculty seminars in villages, joint publications, and presentations by faculty and graduate students in communities.   |
| 37 | INBRE & Alaska Biomedical Partnership for Research Education and Pipeline (BioPREP)           | Various high schools for different lengths of time, including Mt. Edgecumbe, Petersburg, Delta, Mekoryuk, Kotzebue, Noatak, Barrow, Kodiak, and Polaris K-12 (Anchorage) | Provide hands-on lab experience with up-to-date molecular biology methods and research practices for high school students and teachers; and connect teachers/students with research and researchers at UA. BioPREP provides the materials, supplies and technical expertise for the teachers to incorporate into their teaching curriculum. | 2001                   | Teachers who complete the summer professional development course use equipment, supplies and technical expertise to conduct academic year exercises and investigations with their students. The research projects are selected by the teachers and students with input from the BioPREP instructional team. Teachers teach and supervise the students, fostering their independence as investigators as much as possible.  | Materials and supplies are purchased by BioPREP and supplied to schools. Each year they are replenished, re-calibrated, or replaced by BioPREP. The expertise that each partner (teachers, students, the community, and the BioPREP instructional team and university researchers) contributes to the effort complements the others in creating an authentic research experience. | Pre-college students have the opportunity for exceptional work, unique challenges, and significant personal growth beyond normal high school experiences. The personal connections with UA researchers encourages them to graduate high school and continue to college.  | Local, district, state and national science fairs and symposia, presentations to communities, and stories in various media.   |
| 38 | IDeA Networks for Biomedical Research Excellence (INBRE)                                      | Alaska Community Action on Toxics (ACAT)   | Community-based research institute and lab practicum.   | 2008                   | By mutual agreement UAA, subgranted from UAF, provides for faculty and students to work collaboratively with the communities of Savoonga, Gamble, Diomedea, Golovin, Kotlik, Name, Point Hope, Shishmaref, Teller, Unalakleet and Wales to collect specimens to assess effects of toxics on community health in the Arctic. The Field Institute course explores the significance of environmental contaminants that are globally transported as well as those generated from local sources (i.e., past and current use mining sites, former defense sites, or local dump sites). | UAF shares expert knowledge (faculty, staff and students), some travel funding. The rural communities provide research space, housing, training facilities and personnel.   | Significant knowledge is transferred on environmental sampling (air, water, soil/ sediment, macro-invertebrates and fish) for contaminants, techniques for basic water quality assessment, GPS operations, research procedures and community participation techniques.   | A trip is made to Chickaloon Village for presentations from their Environmental Stewardship Department and staff biologists that includes site visits to stream restoration locations. All information gathered is analyzed and the impacts shared with the participants and rural communities. |
| 39 | Kuskokwim Campus, CRCD (KuC)  | City of Bethel   | To support general public access through longer evening and summer hours as well as children's programming.   | 1981                   | The City of Bethel provides a grant of \$67,600 per year to KuC to support children's programming at the Kuskokwim Consortium Library. This allows after school and Saturday programming geared towards K-12 students both within the library as well as in schools and the Bethel Youth Center. Without this grant, the library would not have extended hours during the week and on Saturdays and throughout the summer.   | The Bethel Youth Center is city owned and operated facility where the children's services library technician offers programs; the consortium library offers extended, weekend and summer hours to the public.   | This grant supports extended hours and summer hours for the public and access to all resources the library offers.   | Children and parents, and the public have a place to enjoy books, videos, free access to computers and help with all the resources the library offers.  |
| 40 | Kuskokwim Campus, CRCD (KuC)  | Orutsararmiut Native Tribe (ONC)   | To support ONC tribal members efforts to attain a GED.  | 2003                   | The Regional Adult Basic Education program operated through KuC is situated in Bethel, thus the majority of students that take advantage of the program are Bethel-based. ONC has resources that it has to expend for educational development of its tribal members. This grant is a recognition of the needs of ONC members for ABE services and the efficiency of supporting an existing entity to provide those services.   | ONC refers their tribal members who need a GED or other ABE services, such as employability skills training, to the Regional ABE Center and provides funding for this service.  | The ABE program can support a Bethel-based instructor and tester to serve more ONC tribal members as well as many more people who need a GED.  | The services offered by the ABE Center are extended to more people. This ABE program graduates the largest western rural Alaska high school graduating class annually. Each annual cohort is typically over 65 graduates.   |

| UAF Active Alaska Partnership Summary |   |  |  |                        |  |  |  |   |
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| 41                                    | Kuskokwim Campus, CRCD (KuC)  | US Department of Agriculture (USDA)  | To develop a certificate in Ethnobotany.   | 2005                   | KuC applied for to the Alaska Native/Native Hawaiian Serving grant program to increase student interest and success in the stem fields. KuC chose to develop a certificate in ethnobotany to capture the traditional knowledge and uses of local plants in a Yup'ik plant guide as well as curriculum to enhance science and math offerings at KuC.                                    | The certificate was approved by the UA Board of Regents in 2009 and accredited by the NWACC in 2010. This third iteration of the grant supports expansion of the certificate into an associate degree.   | Students now have a option at the certificate, and soon at the associate level, to explore relevant science of local interest aimed at producing jobs available in the region. Thus far five ethnobotany (EBOT) courses have been developed and 2 others offered as special topics. Over 45 students have taken EBOT courses; there are 3 majors in the program. The Yup'ik plant manual is in progress.   | Tribal natural resources departments, natural resource owners and agencies, and schools provide information on knowledge and use of local plants can tap into people with a certificate in ethnobotany.   |
| 42                                    | Center for Alaska Native Health Research (CANHR)                                    | Yukon-Kuskokwim Health Corporation (YKHC) and communities throughout Southwest Alaska  | Develop unique biomedical knowledge and translate it into research for the prevention and reduction of health disparities and disease among Alaska Native people.  | 2001                   | CANHR investigators work closely with, and take significant direction from, indigenous communities. Tribal community members become co-researchers. At every stage of the research, faculty and staff work with tribal groups and health care agencies to frame research questions, develop methodologies and procedures, and to interpret and apply data to prevention and treatment. | Some villages allow CANHR to use health clinics without charge. Yukon-Kuskokwim Health Corporation provides local knowledge.   | Significant new knowledge concerning obesity, suicide and alcohol abuse prevention, diabetes, nutrients and contaminants in subsistence foods, and nutritional status among Alaska Native people has been documented and shared with the communities and individuals. Participants learn about the levels of nutrients (polyunsaturated fatty acids) and contaminants (e.g. mercury) in subsistence foods. Protective factors against suicide and alcohol abuse increased and suicide risk decreased in youth participating in prevention interventions. | Research information is shared with participants. Aggregate information is shared with the community and region. CANHR web site and peer-reviewed publications. See <a href="http://canhr.uaf.edu/">http://canhr.uaf.edu/</a>   |
| 43                                    | Alaska Cooperative Fish & Wildlife Research Unit (AKCFWRU)                          | University of Alaska Fairbanks, Alaska Department of Fish & Game (ADF&G), U.S. Geological Survey (USGS), Wildlife Management Institute (WMI) | To provide graduate training in biological problems related to the ecology and management of fish, wildlife and their habitats that serves the management needs of the State of Alaska, the Department of the Interior and other Federal agencies, and to provide technical assistance and continuing education opportunities for our State and Federal cooperators. | 1950                   | Unit Scientists are chosen by consensus affirmation of the cooperators. Research projects identified by Research Scientists are approved by consensus vote of the Unit Coordinating Committee, composed of representatives from each of the cooperators.   | UAF provides office space, facilities and administrative support, ADF&G provides base funding for graduate education, and USGS provides salaries and a small base budget for 5 research scientists who are members of the UAF Graduate Faculty.  | Production of 135 MS and PhD graduates since 1990 and national recognition for the University and the other cooperators. Nearly all of these have obtained professional positions in natural resource agencies ranging from ADFG to Department of Interior agencies, to foreign governments.   | Impacts are shared via peer reviewed journal publications, final reports, presentations at local to international meetings, service on editorial and advisory boards from local to international scales, and repeated technical assistance to natural resource management agencies. |
| 44                                    | SFOS Marine Advisory Program (MAP)  | Alaska Marine Science and Fisheries Careers Coalition (AMSFCC)   | Help rural Alaskans and Alaska Natives pursue education towards professional careers in fisheries, marine and ocean sciences, and employment in these fields in Alaska.  | 2010                   | Partners post jobs to WWW site and entire group benefits from greater exposure   | Common job board WWW site hosted by SFOS / MAP   | To support rural Alaskans and Alaska Natives who seek careers in fisheries and marine science.   | This is a job search / board site focused on marine jobs throughout rural Alaska.   |
| 45                                    | SFOS Marine Advisory Program (MAP)  | Fishbiz: Alaska Fisheries Business Assistance Project  | A seafood business training and educational program for Alaska's seafood industry participants and dependent coastal communities   | 2008                   | Partners help define topics of interest  | Supported through MAP Outreach   | Business and financial management tools Seafood processing and technology Vessel improvements and maintenance  | Fishbiz offers educational workshops, seminars, manuals and industry updates.   |
| 46                                    | SNRAS/AFES  | Chena Hot Springs Resort (CHSR)  | Research and demonstration for controlled environment growing year-round using geothermal energy as the power source   | 2002                   | Shared with Chena Hot Springs management and Professor of Horticulture in SNRAS/AFES with research decisions made by SNRAS/AFES and production decisions by Chena Hot Springs.   | Funding is shared with CHS providing the capital for greenhouses and labor for greenhouses and gardens, SNRAS/AFES providing research support in the high tunnels, greenhouse, and controlled environment laboratory that includes salary and operating expenses. Funding sources include state general funds matched to federal Hatch formula funds and USDA special grants.  | Chena Hot Springs is now a commercially greenhouse facility operating year round and supplying the resort and restaurant with vegetables and herbs from the greenhouse and gardens. Research information has included the need to continue to work with the unique soils and water supply associated with using a thermal hot springs.   | The resort holds open houses and special events in the fall and winter. A portion of the greenhouse is open to the public with appropriate educational signage. Publications and AFES and CES publications are available to the public and are on the SNRAS/AFES website.           |
| 47                                    | SNRAS/AFES  | Pikes Waterfront Lodge (PWL)   | Research and demonstration for controlled environment growing in a seasonal greenhouse using hydroponics. Provision of training opportunities for FFA youth leaders.   | 2006                   | Shared with Pikes Waterfront Lodge with SNRAS/AFES Horticulture Professor making the decisions on the hydroponic systems and plants and PWL making the decisions on types of production.   | Funding is shared with PWL providing the capital for greenhouses and labor for greenhouses and gardens, SNRAS/AFES providing research support in the high tunnels, greenhouse, and controlled environment laboratory that includes salary and operating expenses. Funding from SNRAS/AFES is from state general funds, Hatch formula funds, and USDA special grants.   | PWL is a commercial facility providing produce for the restaurants and for public sales. High school students learn how to operate a greenhouse and a business. Proceeds go to FFA for the UA Foundation Fund that provides them with funding to attend their state and national convention.   | The greenhouse is open to the public and appropriate signage provides educational materials. Students provide tours of the greenhouse and gardens at PWL. Publications and AFES and CES materials are available at the site and on the SNRAS/AFES website.                          |
| 48                                    | School of Natural Resources and Ag Sciences/Alaska Forest Experiment Station (AFES) | Kawarek Reindeer Herders (KRHA)  | Research and demonstration for best management practices in reindeer herding on the Seward Peninsula.  | 1990                   | Decisions on research are demonstration are shared by the Reindeer Research Program and the Kawarek Reindeer Herders Association. Decisions are made for each year at the annual meeting of the Board of Directors of the KRHA.  | KRHA provides the animals. The mobile slaughter plant is a joint project with SNRAS/AFES and the Northwest Campus in Nome. Research and student time is provided by SNRAS/AFES and through volunteer labor in Nome. The RRP facility at the Fairbanks Experiment Farm is used for intensive research. Funding from SNRAS/AFES is through general funds match to Hatch formula funds and grant funds including USDA/NIFA, NRCS, BIA, and BLM. | Herds are growing in number once again on the Seward Peninsula because of research on holding deer in enclosures during the caribou migration. Collaring deer for radio tracking has made round-up more efficient. A brucellosis vaccine was developed for reindeer by AFES. A more efficient method of antler removal for sales was developed by AFES as well. Research in reproduction and in animal feeding when in enclosures is ongoing.  | The annual meeting of the KRHA is used for sharing information. Reports, publications, and popular literature disseminate information to interested producers outside the Seward Peninsula. There are tours of the RRP facility at the Fairbanks Experiment Farm.                   |

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| 49 | School of Natural Resources and Ag Sciences/Alaska Forest Experiment Station (AFES) | Binkley's Riverboat Discovery (BRD)   | Demonstration and display of two pair of reindeer for educational purposes.   | 2011                   | Binkley's Riverboat Discover provides facilities and feed. Care of deer is the responsibility of the Reindeer Research Program. Educational programs are developed by the RRP.   | BRD provides the facilities, feed, and veterinary expenses for care of the deer. SNRAS/AFES provides the salaries for researchers and students through general funds matched to Hatch formula funds.  | The deer will be for educational display for tourists and school groups.  | There will be guides explaining the role of reindeer in Alaska during the BRD tours, signage will be on the riverboat at point of sale of sausages made from reindeer meat from deer in the RRP program in SNRAS/AFES. Publications are also available on the SNRAS/AFES website.   |
| 50 | School of Natural Resources and Ag Sciences/Alaska Forest Experiment Station (AFES) | Alaska Home Grown (AHG)   | Marketing studies to determine price and market placement for reindeer meat.  | 2010                   | Meat cutting is supervised by SNRAS/AFES personnel. AHG and SNRAS/AFES together determine cuts, display, and price.  | AHG provides the sales venue through its store in Fairbanks. SNRAS/AFES' RRP supplies the meat. Profits from sales are shared.  | Reindeer meat is available commercially in primal cuts. The work will determine the potential market price for reindeer meat in retail markets. Future work will look at quality of meat from different supply points.  | There are point-of-sale placards describing the RRP work with reindeer and the appropriate preparation of reindeer meat for each specific cut.  |
| 51 | School of Education (SOE) Type (2): Collaborative Interactions                      | Various Alaska School Districts, the FNSBSD being the largest and most regular (every year) | <ol style="list-style-type: none"> <li>1. Prepare teachers and counselors (e.g. district teachers serve as practica and internship mentors).</li> <li>2. Enhance P-12 students' learning experiences (e.g. SOE faculty serve as judges, presenters, co-curricular program facilitators).</li> <li>3. Assist in reviewing each other's program structures and curricula for purposes of program updating and improvement.</li> <li>4. Several more specific agreements, e.g. districts sometimes provide transportation or housing to allow internship experiences in their districts; and the UAF SOE sometimes adapts programs to accommodate specific cohorts of district employees seeking teacher licensure or professional development.</li> </ol> | 1980's                 | <p>P-12 and University education professionals:</p> <ol style="list-style-type: none"> <li>1. co- evaluate interns' and practicum students' performance and readiness for licensure</li> <li>2. collaborate to offer co-curricular learning opportunities in science, civics, history, literature, and other disciplinary areas</li> <li>3. collegially review programs and offer constructive criticism.</li> </ol> | <ol style="list-style-type: none"> <li>1. Both P-12 and UAF faculty contribute time and expertise through personal donations and formal workload assignments to enhance students' learning experiences, prepare future teachers and counselors, and advance the profession.</li> <li>2. Districts allow University interns access to practical learning experiences in classrooms, and often donate space for collaborative meetings.</li> <li>3. Districts release teachers during work hours for program review and intern performance reviews. In turn, UAF interns assume responsibility for these teachers' classes during specified, pre-approved hours.</li> </ol> | <ol style="list-style-type: none"> <li>1. Curriculum and program refinement in both P-12 districts and University teacher and counselor preparation programs as a result of collegial review.</li> <li>2. New teachers and counselors are more fully prepared to assume professional roles than they would be without these collaborations.</li> <li>3. P-12 students have enhanced co-curricular learning opportunities because of the time and expertise contributed by UAF SOE faculty.</li> </ol> | <ol style="list-style-type: none"> <li>1. Graduates of UAF SOE programs see it as standard practice for district and university professionals to collaborate, and carry this attitude into their professional settings.</li> <li>2. P-12 students and parents see and appreciate active collaboration between their teachers, and their students' teachers, and UAF faculty.</li> </ol> |
| 52 | School of Education (SOE) Type (1): Outreach  | Various Alaska school districts and communities   | Collaborative research on topics of practical relevance to districts and communities  | 1980's                 | <ol style="list-style-type: none"> <li>1. Identifying research topics of relevance or concern to districts and communities.</li> <li>2. Identifying appropriate research methodologies and constructive research participants</li> </ol>   | Research venues, meeting space, time, expertise from districts, communities, and University faculty members.  | New and practical knowledge desired by districts and communities (e.g. concerns about tests or pedagogical practices, practical strategies for districts and communities to respond to negative social behaviors)   | Through development of research topics and methodologies; sometimes through collaborative research; and through review and implementation of research results.  |
| 53 | University of Alaska Museum of the North (UAMN)                                     | Fairbanks Daily News-Miner (FDNM)   | The FDNM provides the museum \$30,000 in in-kind advertising to promote lectures, gallery opening and other educational outreach of the UAMN  | 2004                   | FDNM is listed in our lobby as a corporate partner and on all mailings and collateral advertising that UAMN does. FDNM does not allow UAMN to use the ads for fundraising. They are to be used for educational and promotional purposes.   | FDNM uses the UAMN as a family day for tier employees, access to one free event per year and has access to 1000 free guest passes.  | The impact of the partnership allows for greater marketing of Museum events. The partnership also allows us a direct dialogue with the publisher, editor and feature writers of the FDNM. This help to get additional PR for the UAMN.  | FDNM is recognized on our web site, in our lobby and on all printed materials and advertising as a corporate sponsor of the museum.   |
| 54 | University of Alaska Museum of the North (UAMN)                                     | Toten Ocean Trailer Express (TOTE)  | TOTE is a corporate partner. They donate \$20,000 a year to promote curation and education.   | 2004                   | TOTE provides the funds for special education events aimed at families with children that emphasizes the collections and research that occurs at the museum. A new program of monthly Family Fun Days was developed this year.   | TOTE receives guest passes, name recognition in the advertising and on all printed material developed for the days. They are listed in the lobby as a corporate partner.  | The "Family Fun Days" bring an additional 1000 local visitors into the museum from Sept - May. The Museum would not be able to offer these special days without sponsorship.  | TOTE is recognized on our web site, in our lobby and on all printed materials and advertising as a corporate sponsor of the museum.   |
| 55 | University of Alaska Museum of the North (UAMN)                                     | Flint Hills Resources, Alaska (FHR)   | FHR is a corporate partner. They donate \$25,000 a year to promote the docent program and school tours.   | 2004                   | FHR partners with UAMN to provide docent training and covers the cost of all the docent led school tours.  | FHR receives guest passes, name recognition in the advertising and on all printed material.   | The impact of the FHR partnership is that it allows UAMN to have an educational outreach program it can offer the schools. It serves over 3000 school children a year. Without their sponsorship there would not be a school program.   | FHR is recognized on our web site, in our lobby and on all printed materials and advertising as a corporate sponsor of the museum.  |

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| 56 | University of Alaska Museum of the North (UAMN) | Wells Fargo   | Wells Fargo is a corporate partner. They donate \$25,000 a year to promote military appreciation day and school tours. | 2001                   | Wells Fargo partners with UAMN to provide a military appreciation reception, military family passes and a military appreciation free day at the UAMN.   | Wells Fargo receives guest passes, name recognition in the advertising and on all printed material including special Museum family passes available year round and distributed at Ft. Wainright library. | The impact of the Wells Fargo partnership is to bring the military and the museum closer together for potential collaboration such as fossil extraction or transport to remote sites. To also promote the museum as a destination for military families to visit | Wells Fargo is recognized on our web site, in our lobby and on all printed materials including the family passes and advertising as a corporate sponsor of the museum.   |
| 57 | University of Alaska Museum of the North (UAMN) | Fairbanks Convention and Visitors Center (FCVB) and Alaska Travel Industry Association (ATIA) | FCVB and ATIA are partners with UAMN through tourism marketing and training.   | 1993                   | UAMN trains the drivers and escorts from various tour companies through meetings organized by FCVB and ATIA. UAMN also has a familiarization night for members of the FCVB and ATIA to come visit the museum for free to get to know the museum so they are better able to promote the museum. UAMN has also provided special media for use by both agencies (such as the recent film clip for New York). | UAMN pays membership dues and employees of the museum have served on the board of directors for both organizations.  | The impact of this partnership is greater information sharing, high quality advertising and marketing, efficient resource sharing that hopefully result in a larger number of tourists coming to Fairbanks and UAMN.   | FCVB and ATIA have held receptions at the UAMN and we cross promote and educate each other in product and service in the tourism industry  |
| 58 | University of Alaska Museum of the North (UAMN) | Fountainhead Antique Auto Museum (FAAM)   | Share of expertise, objects and information on Museum collections. Link shared strengths of both Museums.              | 2010                   | UAMN Loan of Sheldon car to FAAM, the first car built in Alaska and a mutual "Day at the Museums " discounted ticket with trolley transport between Museums and hotels.   | Shared marketing and advertising.  | The impact of this partnership is to provide an option for visitors to visit both Museums when in Fairbanks and increase visitation to both Museums.   | FAAM has promoted UAMN in its other functions and has provided funding for exhibits. UAMN has a presence at FAAM through the Sheldon car. FAAM has used its technical expertise along with Museum conservation knowledge to restore the car appropriately. |
| 59 | University of Alaska Museum of the North (UAMN) | National Park Service   | Help fund UAMN Curator position and keep Archaeology collection active   | 2008                   | Curator manages Museum Archaeology Curator, helps with all archaeological work in National Parks. Collections are deposited in the Museum.  | National Park Service and Museum share funding of the position.  | Allows Museum to act as a repository for all archaeological collections and do field work in the National Park lands through MOU. National Parks does not have the resources or expertise to manage collections.   | Impacts shared through collaborative field work projects, scholarly papers published, and development of strategic collection planning.  |
| 61 | UAF Summer Sessions (UAF)                       | Fairbanks Convention and Visitors Bureau (FCVB)   | Provide various special summer events  | 2006                   | By mutual agreement, UAF provides a national PR vehicle for FCVB and the FCVB provides funding for major UAF special events.  | UAF shares marketing venues and organizations provides funding for community events.   | By sharing resources valuable services are provided to the community that would not be possible  | Special event participants are informed that Fairbanks Convention and Visitors Bureau and Fairbanks Memorial Hospital is providing funding as part of this partnership.  |
| 62 | UAF Summer Sessions (UAF)                       | Northern Alaska Environmental Center (NAEC)   | Provide the Discover Alaska summer public lecture series for the community   | 2007                   | By mutual agreement UAF and the NAEC collaborate on Discover Alaska a free summer public lecture series.  | UAF provides the venue and some content experts. NAEC provides some content experts and a weekly host  | Both UAF and NAEC fulfill their public service mission.  | Discover Alaska lecture series participants are informed that the series is provided through a partnership with the NAEC.  |
| 63 | UAF Summer Sessions (UAF)                       | Fairbanks Resource Agency (FRA)   | Provide a public forum for information   | 2006                   | By mutual agreement UAF and FRA agree and sponsor mutually beneficial summer lecturers.   | UAF provides content ideas and space. FRA provides fiscal resources and expansion of programming possibilities to the disability community   | UAF is able to host national experts and the needs of the disability community can be addressed by FRA   | Special event participants are informed that FRA is providing financial support as part of this partnership  |