

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: Graduate School and Interdisciplinary Programs

A2. Unit Mission Statement - The mission is a short (no more than one paragraph) statement that describes why the unit exists. Unit mission statements that have been formally approved by the UA Board of Regents should not be changed.

Graduate School and Interdisciplinary Programs Mission Statement: UAF Graduate School and Interdisciplinary Programs advances learning and scholarship while serving the community and society.

A3. Core Services - This section identifies the unit's major functions that support its mission. In the interests of brevity, links to websites with additional information on the unit may be included. This section should not exceed two brief paragraphs.

The Graduate School and Interdisciplinary Programs promotes the quality and productivity of graduate education through coordination of graduate education activities and management of UAF's interdisciplinary program. The Graduate School provides quality control review of the masters and PhD degree programs. It also 1) manages health insurance, 2) tuition awards, 3) various foundation and grant awards. The Graduate School also supports the development of new programs and courses as well as national and international partnerships. Lastly, the Graduate School disseminates information on current themes in graduate education.

The Graduate School's strategic goals are:

- 1) To offer distinctive opportunities in graduate education that take advantage of our location in the Far North

- 2) Increase graduate programs that address the issues of indigenous people and the diverse people who live in Alaska
- 3) Increase enrollment of graduate programs with an emphasis on increasing Alaska Native enrollment
- 4) Increase the number of graduate assistantships to provide for student success in completing their programs in a timely manner
- 5) Increase the number of certificate and degree programs that support Alaska's workforce development, including dual degrees with national and international partners.
- 6) Increase the non-general fund funding coming to the Graduate School.

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.

- Teaching, research and public service:

Programmatic:

- OSI and the Graduate School delivered a Research Integrity course (LAS 601) in fall 2009.
 - LAS designator was used to develop courses for a new Leadership cohort in Education/Interdisciplinary Programs.
 - 3 Mellon Fellows graduated with Ph.D.'s. They are now UAF faculty.
 - As co-lead of the UArctic Graduate Area, received a NSF grant for student travel to a conference in Whitehorse, and supported graduate student activities in preparation for the "UArctic Rector's Conference".
 - Conducted review and assessment of the Interdisciplinary Programs.
 - Highest number of PH.D. (45) graduated in AY09/10
- Faculty, student and staff awards, competencies, regional/national/international recognition:

Awards:

- NSF grant to Dr. Duffy
- US World News Top Graduate School Recognition (Engineering Program)

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
Masters: Enrollment, UArctic	1. Climate Change, Governance and Security	Graduate Students	Enrollment	Under development	ND
	2. Biomedical Sciences (BS/MS)	Undergraduates	Enrollment	Initiated	\$13,500.00
	3. Professional Skills Certificates	Graduate Students	Enrollment	Under design	ND
	4. Interdisciplinary Leadership Ph.D.	Potential graduate students	Enrollment	Under discussion	None
Access	Ph.D. Educational Leadership Cohort	Education Administrators	Enrollment	Created 2 LAS courses	\$18,000.00
Quality	1. Program Assessment	Interdisciplinary Programs	Comprehensive	Completed	\$5,000.00
	2. LAS F601	UAF Graduate Students	Enrollment	Completed	\$9,000.00
	3. UArctic BCS Courses	Interdisciplinary Students	Enrollment	On going	\$13,500.00
Student Support	Peace Corp Fellows	New Students	Enrollment	Under discussion	\$17,000.00

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:

Fairbanks Academic Unit-Level Historical Performance and Targets

▼ ON CAMPUS	Performance Metrics and Supporting Data	Historical Performance					FY11 Target		FY12 Target
	Reporting Period: FY10 (July 1, 2009 to June 30, 2010)	FY06	FY07	FY08	FY09	FY10	Current	New	
1	Student Credit Hours Generated (ex. 500-level)	16,740	15,723	15,967	15,776	16,887		16,900	17,000
2	Graduate Division SCH	16,257	15,351	15,533	15,407	16,509		16,510	16,600
3	Student Credit Hours Generated via CDE	483	372	434	369	378		380	400
4	High Demand Job Academic Awards	124	137	127	117	130		130	130
5	High Demand Job Majors – Graduate Students	702	675	657	672	693		700	700
6	Masters Awarded	183	199	199	169	219		200	210
7	Doctorates Awarded	21	33	29	37	45		45	45
8	Graduate Majors – Masters/Licensure	975	926	922	908	978		930	930
9	Graduate Majors – Doctorates	308	322	333	361	394		395	400
10	Filled TA & RA Positions (Fall-to-Fall)	463	429	431	426	445		435	445

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?
Met targets of increased enrollment and graduation of PhD students
- Discuss data trends, both positive and negative.
Trends are positive
- Indicate whether or not the targets should be adjusted for future years in light of trends.
Declining resources and buying power suggests adjusting targets downward for future years.

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.

The strategy to support students and student travel by external funding was somewhat successful. However, the funding from NSF and the Mellon Foundation was offset by University funding decreases. There is growth in programs that combine both science and social science while international admissions in business and engineering was poor and the money invested in recruiting for these units should be reevaluated. They may be at saturation for international students.

The strategy to support interdisciplinary programs remains stable at all levels as judged by program review. Program review suggests that the program be advertised for transfer students at the undergraduate level.

- If there is a formal plan (e.g., Enrollment Management Plan) that is strongly related to a particular performance criterion, discuss any evidence that the plan is or is not achieving its objectives, and if not, any changes implemented or planned.

The new enrollment management plan seems to be working.

B3-1 Increase Number of Ph.D. Graduates

In 2009/2010 assessment began after development of a revised formal mission statement, vision and goals. Since there was a contextual shift in the way the graduate programs and Graduate School were viewed by UAF a unit action plan from the Graduate School was required. This shift in context led to more central discussions about desired learning outcomes and goals for the graduate program based on “Strategic Plan 2010” and Vision 2017. As a unit it was proposed that the Graduate School, based on its resources, should focus on increasing the number of Ph.D. graduates and improve access to graduate programs. Unfortunately, the Graduate School was dropped as a theme in accreditation.

Data Review:

An overall review of graduation rates per year since the 95-96 academic year showed a stable rate in the mid -20 Ph.D. graduates a year with an occasional spike of up to 30 a year every 4 or 5 years (97/98, 02/03). A new growth pattern is developing starting in 06/07 in which the Ph.D. graduation rate per year is greater than 30 per year range (33, 06/07; 29, 07/08; 37, 08/09; 45, 09/10). These recent 4 years do not fit the pattern of the previous decade. Increases in graduation rates were seen in CEM, CLA, CSEM, and SOE. Data shows Ph.D. graduates and graduate enrollment is up. All the other categories are slightly up but with SCH and masters showing no long-term trends.

Data Trends:

While the total number of graduate students at UAF has remained relatively stable (Fall 06, 1281; 07, 1242; 08, 1250; 09, 1268; 10, 1362). At the same time, the financial support percentage support for all graduate students has remained stable between 47 – 50%. The female gender ratios are above 50% for Ph.D. students. The increase in enrollment parallels the increase in graduation rates, especially when you consider that our Ph.D. students are admitted generally with a master’s degree.

The target of 50 Ph.D. graduates should be reduced to the mid-40’s unless both enrollment and financial support are increased.

Strategies:

The strategies to create more opportunities and programs at the Ph.D. level were justified by the data (07-10). The Ph.D. in Natural Resources and Sustainability in SNRAS (and RAP), the Indigenous Studies Ph.D. and the Interdisciplinary Leadership Cohort program lead to a modest increase in enrollment and graduation rates in the high 30 and low 40 per year. Unfortunately, reduction in the Graduate School Thesis Completion Fellowships may have a negative impact on graduation rates.

In 08/09 the Graduate School developed an enrollment management plan that has been implemented. This plan was a continuation of a strategic pathway begun around 05/06 to grow the Ph.D. without a giant influx of university funds. It consists of several elements:

- New opportunities and programs out of the disciplinary sciences, such as global change, governance and security, biomedical science (BS/MS).
- Increase minority access through the INDS program.
- Develop international partnerships leading to an increase in enrollment via UArctic.
- Improve the effectiveness of funding by targeting programs and grantsmanship, but lack of funds inhibits this element.

New applications in the Indigenous Studies and Interdisciplinary Leadership Cohort show that the plan is on the right track. The agreement on sustaining the RAP program is maintaining that program.

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?

The major pool of resources available for reallocation is the Graduate Student Fellowship. In 2009/10, we developed a budget related to administrative activity that allowed us to monitor costs related as effort. Also, in 09/10 the number of Graduate Fellowship awards had to be reduced due to budget constraints. As of AY10/11 the Graduate Fellowships will be targeted to specific programs, mostly at the Ph.D. level, but also will include the Peace Corp Masters International Program, and some CLA programs (i.e. MFA), if possible.

Needed resources for achievement: The major impact of this targeted approach is lack of funding for international students, which impacts UArctic and other unit partnerships. The most critical resources demand is to support indigenous studies, RAP, BS/MS programs and the Interdisciplinary Leadership cohort.

B3.2 Improving Alaska Native/American Indian enrollment in Ph.D. graduate programs.

Data Review:

Up until 2006, the percentage of Alaska Natives and American Indians enrolled in Ph.D. programs varied between 0.5% and 1%. Starting in 2007, there has been a continuous increase up to 4% in 2010. In 2009, 13 AK Natives were enrolled in the Ph.D. program. One of the AK Native Ph.D.'s graduated in 2008, one American Indian in 2009 and 3 graduated in 2010. In 2008, one Alaska Native Ph.D. graduated out of a total of 27, 0 out of 37 in 09, and 3 out of 45 Ph.D. graduates in 2010.

Data Trends:

The small trend in increasing AK Natives in Ph.D. programs parallels the general graduate enrollment trend. There are usually twice as many AK Natives in the masters programs, which is the usual step before a Ph.D. The lack of AK Natives / American Indian students in science graduate programs continues to be a negative for a "science and engineering" land grant university. A target of a 10% increase in AK Natives /AI (about 1 per year) seems reasonable. This would allow UAF to reach an enrollment of 5% by 2012. Since UAF seems to graduate 1 Ph.D. per 10 enrolled, we should start to average one per year by 2012. Funding for Interdisciplinary Ph.D.'s is critical to jump-start the STEM effort.

Strategies:

The Mellon Thesis Fellowship was helpful in moving several students toward completion of their Ph.D. The more opportunities and new programs that are not in the sciences seem to return results. At the interdisciplinary level the Leadership Cohort trial program will also help since many AK Natives/AI have M.Ed degrees. There is a leadership track in the Indigenous Studies Ph.D. program.

Resources and Reallocation:

Mellon funds and Graduate Fellowships helped in retention. Since the non-science and engineering disciplines do not have much graduate student support for Ph.D. students, an additional resource to AK Natives in Ph.D. programs is needed. The funding of AK Natives for Ph.D.'s in the biomedical programs is also critical.

B3.3 Increase Graduate School recruiting activities.

Data Review:

The total number of Ph.D. students increased in 2009 and Alaska Native percentages stayed about the same (08, 4.2 vs. 09, 4.3). Trends may be a flattening of the growth started in 2006. Stabilizing at a level of 5% seems a reasonable goal for 2012.

Strategies:

In 09/10, we continued communicating with 3 groups: 1) UA undergraduates (college fairs and UARCTIC courses), 2) Tribal college students (advertisements), and 3) UARCTIC international students (ACUNS meeting). The data does not give a quantitative answer to our strategies except that enrollment may be stable. We will continue to advertise in tribal publications and participate in the UARCTIC thematic partnerships such as field campus and networks for graduate students.

Based on a successful fall workshop with UAA students and parents (after contacting UAA seniors), we have expanded this activity statewide by including UAF and UAS. We were funded by UA Statewide, who provided \$5,000.00 to support in-state travel for recruiting Ph.D. This is element #1 of the Enrollment Management Plan.

The 1st Annual Graduate School Conference was developed and organized by the Graduate Student Council and was linked to the Graduate School's fall orientation.

Resources and Reallocation:

The Graduate School Conference was funded by grants and support from many of UAF's schools, colleges and institutes, as well as the Chancellor and Provost. Funding for graduate student recruiting and marketing needs to be part of the Graduate School budget and not dependent on grants or support from other UA venues. Recruiting and marketing also needs to be done out of the Graduate School. Data has shown that little recruiting or marketing is done at the graduate level by schools and colleges; our marketing effort would supplement any other efforts done by UAF. Data also shows that very little activity is done to promote graduate programs and that students in Anchorage (and throughout the State) are not aware of many of the graduate programs that UAF offers (i.e. Biochemistry, EQE, RAP, etc.). Funding for recruiting will also get the word out about research since graduate students mainly carry out research. Recruiting students from UAA is the most critical aspect of our plan as well as retaining UAF students.

B3.4 Increase globalization experience and partnerships.

Data Review:

The Graduate School has focuses on two partnerships, UARCTIC and INRA. INRA ended in the spring of 2010, so our focus will be on our partnership with UARCTIC. The UARCTIC courses can focus undergraduates on UAF. The trend at the national level indicates that multi-level university collaboration is needed for large grants. We should continue to focus on regional partnerships ad couple our recruiting activities to these partnerships. We are also planning a professional masters degree in “Climate Change, Governance and Security.”

Strategies:

UARCTIC theme is the indigenous studies program should be developed. This is our informal element in the Enrollment Management Plan.

Resources and Reallocation:

Travel funding is also important. This funding should be coordinated in the Graduate School.

B3.5 LAS Courses.

Creating LAS courses for CDE and UArctic will also increase the visibility of UAF as a site for graduate study.

B3.6 Post-doctoral communication.

Plan to meet more often with Post-docs and survey alumni as part of LOA.

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*

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:	The me	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
Increase Enrollment		Recruiting	Increase Ph.D.	Enrollment	Active	Travel in state
AK Natives		Visibility	ANSEP at UAA, Tribal Colleges, Fairs / AFN	Enrollment	Active	Travel in state, advertisement
Quality		Increase programs, opportunities, and courses	Compliance, LAS, and mentoring courses	Enrollment	Active	Workload, Travel
Workforce		New programs	Construction Management	Senate approval	Completed	None
Increase TA/RA funding		Proposals	NSF, NIH, INRA – DOE	Funding	Planned	Matching

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
More Interdisciplinary Programs – attractive to students		Reallocation of funds and grants	Climate change, RAP, leadership cohort, UARCTIC	Number of new programs and enrolled students	Adjuncts and buy-outs	Fall 2011
Increase Partnerships		Regional and international opportunities	UARCTIC	Research and funding opportunities/courses.	Workload	Fall 2012

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: Increased funding for students and activities (UARCTIC, travel)

Challenge 2: Increase visibility of programs and recruitment/retention of students, especially indigenous studies and interdisciplinary

Challenge 3: Maintain and increase required courses that graduate students need to take and mentor training

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.

- Indigenous Studies
- Travel grants for graduate students
- Biochemistry faculty positions to support BS/MS program. We support as a second priority allocation for CNSM.

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.

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.

- More office space for graduate students.