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: **University of Alaska Fairbanks School of Education**

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

> *The mission of the UAF School of Education is to prepare professional educators who are culturally responsive, effective practitioners, as described in the state Standards for Alaska's Teachers and the candidate proficiencies identified in the UAF School of Education Conceptual Framework. We prepare educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures.*

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.

Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators for Alaska's schools by:
  * Providing licensure programs at undergraduate and graduate levels
  * Providing education programs to place-bound educators in rural Alaska
  * Recruiting Alaska Native candidates
  * Aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
2. Enhance the professional skills of Alaska's K-12 educators by:
  * Providing professional development opportunities throughout their careers
  * Providing graduate degree programs statewide
  * Developing partnerships with public schools
3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
  * Respond to the needs and interests of youth, families, and communities
  * Better serve Alaska's diverse populations
  * Enhance learning opportunities for individuals with exceptionalities
4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
  * The quality of Alaska's K-12 schools
  * The curriculum of the UAF School of Education
  * The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska.

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:
  - National recognition of seven elementary and secondary programs by relevant Specialized Professional Associations
  - National accreditation of SOE unit with all standards met by National Council for Accreditation of Teacher Education

- Faculty, student and staff awards, competencies, regional/national/international recognition:
  - Lolly Carpluk (grant support faculty) was appointed to the Governor's Advisory Task Force on Higher Education and Career Readiness
  - Ute Kaden (faculty) mentored two SOE students who received $5,000 space grant scholarships
  - Beth Leonard (faculty) received an Early Career Fellowship from the President of the Council on Anthropology & Education
  - Beth Leonard (faculty) was invited to serve on the editorial board of the Journal of American Indian Education

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.

Columns 1-4 are from 2010 AUP.				Columns 5-6 reflect comments fall 2010	
End Result:	**Strategies to Achieve End Result**	**Target(s):**	**Measure(s):**	**Status: AS OF FALL 2010**	**Budget Impact**
With active participation from all staff and faculty, the SOE will produce an integrated short, medium, and long-range "Unit Plan" to include goals, actions, actors, and milestones.	1. Allocation of time 2. Regular follow-through. 3. Allocation of necessary resources.	Plan that all SOE personnel believe they had meaningful opportunity to help develop.	1. Two major goals short, medium, and long-term goals will be in place by May 2010. 2. Plan will result from one initial and two follow-up all-SOE meetings scheduled so all can participate, if they so choose.	1. First all-staff faculty meeting was held 8/09 with assistance of external facilitator. 2. First follow-up meeting occurred 10/09. 3. Faculty referred specific objectives to relevant departments or ad hoc, cross-departmental work groups.	$3500 FY10 with concurrence of SOE Dean's Council.

SOE will produce a plan to **increase enrollment**	To be developed FY10 and first steps implemented	Each department will identify its goals, strategies, targets.	Each department will identify its measures / assessments.	1. Throughout reporting period, Special Education program conducted an active recruiting campaign and strategically utilized a portion of unit discretionary tuition awards. 2. One individual faculty member (Roehl) worked with CDE over summer 2010 to produce an asynchronous version of an existing, high-demand course (ED601) which he is piloting fall '10. 3. Unit increased production and distribution of recruiting brochures, increased staff and faculty recruiting presentations, and initiated dual-credit "orientation to education" course in the FNSBSD.	1. Unit discretionary tuition awards ($10K) were used strategically (i.e. to recruit or retain students who otherwise would not be able to enroll. 2. Unit SCH increased 8% FY09 → FY10. Early semester reports indicate HC and SCH are up for fall 10.

Long Range End Results and Strategies – FY2011 and Beyond					
SOE will identify medium and long-term goals for **recruiting faculty** in light of current and anticipated needs.	Part of Strategic Planning Process			1. The SOE achieved its first faculty goal of filling a vacant C&I position in the SOE Graduate Department, effective 8/10. 2. The SOE achieved its second faculty goal of obtaining and filling a second Special Education faculty position, effective 8/10.	a. During AY11, faculty will discuss and determine priorities for use of funds that previously supported a faculty person who resigned 7/10. Refilling position will have major impact on budget in view of $136K pullback that occurred 7/10 but—we are told--is permanent. b. One tenure-track faculty position in elementary department will be created by reallocating funds from existing term positions. c. No new additional new faculty positions are contemplated at this time.

SOE will identify medium and long-term goals for continued refinement of current **programs** and decide if new programs should be sought over next 2 – 5 years.				1. Secondary Department faculty:
				  a. actively engaged in ongoing process of realigning curriculum to attract more in-service teachers interested in further professional development, and more effectively utilize faculty expertise;
				  b. engaged with FNSBSD to design special options for paraprofessionals and other non-certificated district employees to become certificated teachers;
				  c. started ongoing discussion about feasibility of a baccalaureate program in certain selected content areas, recognizing resource limitations.
				
				2. Graduate Department:
				  a. Suspended in AY10 admission to one low-enrollment program (Reading) and during AY11 will prepare paperwork to close program.
				  b. During AY11, will realign several existing but under-enrolled programs under C&I.
					These efforts are primarily aimed toward increasing enrollment and maintaining program quality with no new resources.

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SOE will continue to be a leader in **instructional technology** through staff and faculty involvement and allocation of appropriate resources	Part of Strategic Planning Process			In FY10, resources were allocated and faculty were very active in multiple types of professional development, including learning and trying new strategies on their own. However, this IT leadership remains an ongoing process.
				  a. SOE technology committee makes recommendations regarding technology-related teaching and learning resources.
				  b. Faculty actively engage in SOE provided and campus provided professional development; present demonstrations to campus peers; participate in technology-related webinars, conferences, workshops.
				  c. Maintaining and acquiring new technology resources is one of two highest priorities for non-personnel budget after essential categories are covered.
					Has averaged approximately $30K in recent years. Almost certainly will be lower by end of FY11.

SOE will identify its goals for **doctoral programs** and request discussion with Provost.	Part of Strategic Planning Process			SOE understands that an UAF Ph.D. in Education is not a campus priority at this time. SOE faculty and the unit continue to support Indigenous Ph.D.	Estimate $50K in combined faculty workload effort to I.Ph.D. Equivalent of .5 FTE.

B3. Analysis of Performance Metrics and Supporting Data

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

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

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

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

Fairbanks Academic Unit-Level Historical Performance and Targets

Line No.	Performance Metrics and Supporting Data Reporting Period: FY10 (July 1, 2009 to June 30, 2010)	Historical Performance						FY11 Target		FY12 Target
		FY06	FY07	FY08	FY09	FY10		Current	New	
						From PAIR OLD	From PAIR NEW			
1	Student Credit Hours Generated (ex. 500-level)	5709	4878	5031	4550	4981	3,970	4,050	4,050	4,130
2	Grant-Funded Research Expenditures	1613	311	-1	0	0		350,000	350,000	500,000
3	High Demand Job Academic Awards	92	96	73	84	81	87	89	89	91
4	Undergraduate Student Retention	61	71	73	71	76		76	76	76
5	Undergraduate Enrollment	318	311	299	309	312		320	320	340
6	UA Scholar Enrollment	41	38	52	53	51		53	53	55
7	Graduate Enrollment	244	205	220	200	220		225	225	240
8	Unit Enrollment Management Plan									
9	Student Learning Outcomes Assessment									

From www.uaf.edu/pair.   Current as of 14Sep2010.

B3 Comments

I. Data Review
   A. Evaluate differences
      1. The numbers above do not accurately reflect SOE SCH credit hour production. PAIR has devised a new system that is being phased in.
         a. Total SOE SCH FY09 (after removing summer sessions and special topics):   3,657 SCH.
         b. Total SOE SCH FY10 (same conditions):   3,970 SCH.
         c. Overall SCH FY09 → FY10 overall SCH comparison: + 8%
         d. Yes, unit met (exceeded) its goal of +5% increase.

      2. Discuss trends.
         a. Overall comments:
            i. With very few exceptions, SOE staff and faculty work very full days.
            ii. Average annual unit growth above 3-4% is unrealistic at current staff/faculty levels.
            iii. Many SOE faculty feel torn between allocating time for scholarly activity, reducing time they spend on instruction (including supervision and grad committee work), and/or turning away students. None of those are good options for students, programs, or faculty. Thus, even average annual Unit growth of 3-4% is achievable only because many SOE faculty members voluntarily accept very heavy workloads.
            iv. All SOE programs believe that enrollment in educator preparation is driven less by their own efforts than by external forces (e.g. salary; status of the profession; State, federal, and media expectations to the profession; disincentives in the Alaska Teachers Retirement System) .
            v. Workforce demand for educators is an enrollment driver, but does not appear to "outdrive" the external forces mentioned above.
            vi. All SOE programs (except Counseling, which is above capacity) continue to strive for modest growth in the 3-4% range annually. Secondary and Counseling face additional challenges in availability of master teachers and counselors with whom to place interns.
            vii. All SOE programs:
               • believe that maintaining national accreditation, specialized professional association endorsement, and program quality and reputation are the best, long-term recruiting strategies.
               • maintain active recruiting efforts by both staff and faculty (e.g. pre-major events, presentations in university content courses and high school senior courses and events to encourage grads to consider education;
               • produce recruiting materials targeted to specific audiences
         b. The Elementary Department has placed twice as many interns for AY11 than in recent years, and has increased enrollment in its baccalaureate pre-internship courses.

c. Secondary Department faculty have demonstrated a high degree of receptivity to recommendations from district and State colleagues; they actively engage in an ongoing process of curriculum reexamination and realignment; and they are currently crafting and dissecting several proposals for new or substantially revised courses and programs (e.g. asynchronous course sections, undergraduate secondary licensure, and educational technology programs).

d. The Counseling program, since closure of the masters in psychology program, has operated above capacity in terms of placement options for counseling interns, faculty time to supervise interns, and faculty time to chair M.Ed. committees. The program is flourishing, but largely because of a high degree of faculty commitment and not without costs to both faculty and students.

e. The non-Counseling Grad Department programs, generally aligned under C&I, have to date been unable to develop a clear vision of what programs they consider to be priorities or what those programs should look like. This is--in part but not totally--because of a vacant faculty position since August '08; because one position is .5 FTE joint-appointment; and because several SOE faculty members who contribute to Grad Department activities (e.g. M.Ed. committees) are primarily aligned with either Elementary or Secondary Departments. A new faculty member (as of 8/10) wholly within the Grad Department may help coalesce these discussions.

3. Yes, targets should be adjusted to realistic levels. Some SOE faculty members do not feel that UAF or UA administrations understand the pressures they work under or value their contributions. And some SOE faculty members clearly do not understand the fiscal and space constraints at UAF or believe that they are entirely real. The transition to a new dean may be an opportune time for SOE department chairs, SOE faculty, the new SOE dean, and UAF administration representatives to engage in a candid discussion about these topics.

II. Strategies
A. SOE staff and faculty do a good job utilizing existing resources in productive, cost-effective ways. The unit has started various recruiting and/or marketing campaigns with consultation—initially--from several UAF offices, but these efforts have sputtered for one reason or another. A one-year, formal plan (meeting dates, goals, budget) with advice and facilitation from UAF individuals who have recruiting/marketing expertise would greatly assist the SOE staff and faculty members who do not have the time or expertise and who must squeeze these activities in between their regular duties. While a one-time collaboration with campus experts would not address the time issue, it would help establish recruiting and marketing mechanisms, and would help increase this expertise, within the unit.

B. The posters, brochures, recruiting events, and presentations are effective and the unit should continue to utilize them. However, these efforts would be complemented by a focused effort along the lines mentioned in (A) above.

III. Resources and Reallocations
   A. Yes, resources have been reallocated.
      1. With advice and commitment from the Chancellor, SOE resources were temporarily reallocated to establish the Special Education program, pending reimbursement from central admin.
      2. For FY10 and FY11, the SOE committed to reallocating resources currently used to support Elementary Department term faculty to support one Elementary Department tenure-track faculty member to help achieve a healthier balance of "clinical" to tenured/tenure-track faculty, both at the Department and unit levels. The FY10 search was unsuccessful and the unit is searching again FY11.
      3. One staff position will reduce from 1.0 FTE to .5 FTE or less in late fall, '10. Discussions are underway about the feasibility of reducing a second staff position from 1.0 FTE to approximately .75 FTE.
   B. Yes. Valuable staff and faculty time is being drawn away from primary duties to produce and/or cross-check data for the many campus, university, accreditation, and federal reports that are required from educator preparation units.
      1. A data management position would allow current staff and faculty to devote more time to scholarship and support for students and programs.
      2. Proposal development support would assist faculty to more quickly establish solid research agendas, leading to increased research/publication productivity and higher levels of ICR.   This does not imply "writing proposals for" faculty, but "providing assistance to" faculty.
   C. 1. My personal opinion (Madsen) is that at this time, additional resources to support a data manager would produce the greatest overall benefit to the unit. The best option would be new resources to support a 1.0 FTE staff position.
      2. The second "new resource" priority would be one-year allocation of recruiting and marketing consultation from campus level experts, with fiscal resources for the products provided by the unit.

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.

<mark>Attached as Endnote File</mark>
<mark>Notes to accompany the attached EndNote file.</mark>

1. Cook, 2008. All three authors are SOE faculty.
2. Duffy, 2009. Fabbri, the fourth-named author, is SOE faculty.
3. Leonard, 2008 and 2009. Both sole authored. Leonard is SOE faculty.

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*
SOE	Persistent Organic Pollutants in Alaska: New GC-MS Experiments and Experiences for College and Pre-College Students.	Active	(a) Engages college and pre-college students in research (b) on a topic important to the State.	
SOE	IPY: Adapting SENCER to the Arctic, Improving Polar Science as a Legacy	Active	Advances northern latitude research.	
SOE	Math in Cultural Context K-7 - Research on implementation of mathematics curriculum and teach and learn problem solving	Active	Connects scientifically-based research to Alaska P-12 classroom practice.	Yes
SOE	Vemier probe ware and soft ware to support science and mathematics	Complete	Contributed to enhancing STEM teaching and learning in public school classrooms and teacher preparation in Alaska.	

	teacher training and pre-service teacher education on teaching with technology			

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

B6. Comparative scores of students who take professional exams

List examination scores:

School, College or Institute	Examination Type	Test Date	# of UAF Students Tested	UAF Pass Rate	National Pass Rate
School of Education	PRAXIS I (Reading, Writing, Math basic skills)	Various times throughout the year.	151 individual SOE students in AY10. (Many took multiple sections.)	100% (Must pass all three sections in order to complete SOE teacher prep. programs leading to State licensure and/or endorsement.)	There are no national pass rates for these exams because cut scores are set by states.
School of Education	PRAXIS II (SOE candidates took 13 different content texts in AY09. Many candidates took multiple tests in order to earn State endorsement in multiple content areas.)	Various times throughout the year.	78 individual SOE students in AY10 (Some took multiple P-II tests.)	100% (Must pass at least one content test in order to complete SOE secondary teacher prep. programs leading to State licensure and/or endorsement.)	

C. End Results and Strategies – FY 2011

End results in C1 and D1, below, are derived from an SOE planning process that took place over academic year 2010.

C1. End Results Table
Complete the table below for the period July 1, 2010 to June 30, 2011. Add rows as needed. For each end result, identify the applicable core theme(s) listed below.
   A. Educate: Undergraduate and Graduate students
   B. Discover: Through Research, Scholarship, and Creative Activity, including an Emphasis on the North and its Peoples

C. Prepare: Alaska's Career, Technical, and Professional Workforce
D. Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
E. Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

End Result:	Theme	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
a. Increase enrollment	Educate	a. High school, dual credit, "practicum in education" course as a recruiting strategy. b. Increased marketing and recruiting into existing programs.	+ 5% overall	HC and SCH data	Underway	$7,500 recruiting / advertising.
Evaluate potential for: -- grad certif. in IT; -- BA in secondary ed.; -- spec. ed. initial licensure program	Prepare	Investigate need; draft program descriptions; evaluate human and financial resource impact of each proposed program.	Make decisions	Decision to abandon, delay, or move toward implementation (Faculty Senate, BOR, NW Comm.)	Underway	No budget impact first year
New faculty research support	Discover	Allocate resources for new faculty members may apply (subject to peer review). Consistent with strategic plan objective to support new faculty members.	3 well-conceived research proposals on topics of benefit to Alaska	Project reports due fall 2012 (option for extension up to one year).	All 3 new faculty members asked to apply for funds spr 10 for research in their second years FY12)	$36K (@ $12K x 3)
Continue refining distance delivery of SOE programs	Connect	Faculty collaboration and professional development.	3% enrollment increase in off-campus enrollment	HC and SCH data	SOE faculty have a well-established pattern of both leading and participating in IT prof. dev. opportunities.	Depending on availability of funds, the unit spends $20 - $30K / year on technology, not all of which is _for_ distance delivery, but all of which _impacts_ all programs.

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
Increase enrollment	Educate	a. High school, dual credit, "intro to ed" course. b. Increased recruiting and marketing	+ 5% overall	HC and SCH data	$7500 recruiting / advertising	ongoing
Decide about: a. Grad Certificate in IT b. BA in Second. Educ c. Spec Ed initial licensure	Prepare	-- Completed needs and resources assessments. -- Discussion about impacts and priorities	Decisions (whether to go forward or not) in time to prepare paperwork for Faculty Senate if proceeding.	Decision	Up to 3 WLU release for each program (to or among individuals)	9/15/11
New faculty research	Discover	New faculty proposals due March 15, 2011	3 well-conceived research projects underway FY12 on topics of benefit to Alaska	Project reports due fall 2012 (option for extension up to one year).	Up to $36K	6/1/11

| Continue refining distance delivery of SOE programs | Connect | Faculty collaboration and professional development. | 3% enrollment increase in off-campus enrollment | HC and SCH data | SOE faculty have a well-established pattern of both leading and participating in IT prof. dev. opportunities. | Depending on availability of funds, the unit spends $20 - $30K / year on technology, not all of which is _for_ distance delivery, but all of which _impacts_ all programs. |

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.

The School of Education's only FY12 budget request is for a tenure-track special education position (also submitted FY09, FY10, FY11). Aside from funding specifically for this position, most of the unit's challenges are reflected in this budget request sequence, although not "directly related." That is, the Special Education request enjoyed broadly-based support from UAF administration, the BOR, State high demand job area data, school district superintendents and HR directors across the State, and UAS and UAA education colleagues. While this was gratifying, we are concerned about what it portends for other requests if a request with Spec Ed's broad level of support has been unable to gain traction in the Governor's Office / Legislature (in the same years). Three years of increased pressure on UA educator preparation units under SB241 to dramatically increase the number of new educators prepared in-State, with no new resources, sends a similar message.

Challenge 1:
   Obtain support from the Governor and Legislature for the tenure-track special education position that has already been hired.
Challenge 2:
   Simultaneously increase enrollment, increase faculty research productivity, increase grant activity, while maintaining program quality, all with no new resources.
Challenge 3:
   Help SOE faculty and central administration officials better understand the very real and legitimate pressures each is trying to respond to.

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.

1. With only one budget request, there is really only one response to D3: Put any unanticipated funds toward supporting the special education faculty position that went under contract August, 2010 by agreement with the Chancellor and Provost.

2. Beyond that, the SOE would use unanticipated funds to:
    a. Reconfigure staff to include a data manager, which will improve the quality of unit decision-making and the quality of SOE reports, while also allowing academic advisors/program support staff and faculty to devote more time to their primary responsibilities and less time to generating data and cross-checking data created outside the unit.
    b. Marketing and recruiting efforts (depending on availability of funds, a recruiting specialist, advertisements, faculty recruiting trips to Alaska's high schools; professional assistance to develop a long-term "campaign.")
    c. Professional development assistance for faculty with regard to identifying grantors and writing proposals, and writing for publication.

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.

1. Scholarships for counseling and teacher preparation interns.
2. Support to supervise rural counseling and teacher preparation interns.
3. Support to continue enhancing delivery of distance courses and programs, particularly to students in rural Alaska, through research, personnel professional development, and appropriate software/hardware.
4. Rural/urban exchange opportunities.

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.

a. Continue to modernize (e.g. Smart) classrooms to support preparing counselors and teachers to be leaders in the education contexts where they begin their professional careers.
b. Staff and faculty office space that is reasonable with regard to size, sound-dampening, office equipment.