

**UAF Employee Change Snapshot, Headcount and FTE, Spring 2020-2024  
 May 2024**

**Overview**

- Spring 2024 reflects continued overall growth in employee headcount and FTE since spring 2021. Major contributing factors include: tuition revenue due to enrollment increases; increased restricted funding and indirect cost recovery (ICR) from sponsored projects that support the research enterprise; and state general fund support is beginning to stabilize. It is expected that employee counts will modestly trend upward in some areas as UAF rebounds from several consecutive years of budget reductions and UAF focuses on increasing other revenue streams.
- Starting fall 2023, the collective bargaining agreement between the University of Alaska and United Academics resulted in a faculty classification change. The FN ECLS (faculty non-represented) has been reclassified to F9 (regular faculty 12 months). This change is reflected in employee data showing a decrease in FN and an increase in F9.
- This report does not include vacant positions.

**Spring Headcount**

Table 1. UAF Employee Headcounts, Spring 2020-2024

Employee Type	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
<b>REGULAR</b>									
Staff	1,191	1,199	1,229	1,333	1,425	234	19.6%	92	6.9%
Faculty	528	516	516	517	531	3	0.6%	14	2.7%
Officers/Sr. Admin	58	60	67	69	74	16	27.6%	5	7.2%
<b>REGULAR Total</b>	<b>1,777</b>	<b>1,775</b>	<b>1,812</b>	<b>1,919</b>	<b>2,030</b>	<b>253</b>	<b>14.2%</b>	<b>111</b>	<b>5.8%</b>
<b>TEMPORARY</b>									
Student	826	711	775	815	890	64	7.7%	75	9.2%
Adjunct Faculty	314	259	299	286	294	-20	-6.4%	8	2.8%
Staff	359	374	341	418	406	47	13.1%	-12	-2.9%
<b>TEMPORARY Total</b>	<b>1,499</b>	<b>1,344</b>	<b>1,415</b>	<b>1,519</b>	<b>1,590</b>	<b>91</b>	<b>6.1%</b>	<b>71</b>	<b>4.7%</b>
<b>Grand Total</b>	<b>3,276</b>	<b>3,119</b>	<b>3,227</b>	<b>3,438</b>	<b>3,620</b>	<b>344</b>	<b>10.5%</b>	<b>182</b>	<b>5.3%</b>

Note: Headcount includes an unduplicated count of temporary staff, adjuncts, and student employees, therefore represents a meaningful way to understand changes in temporary job types. Temporary employees include extended temporary positions.

- Total UAF employee headcount increased by 5.3 percent from spring 2023 to 2024 (182 employees).
  - Regular employee headcount increased by 5.8 percent from spring 2023 to 2024 (111 employees). This increase is primarily in the staff category as UAF fills vacant positions and invests in targeted areas.
  - Temporary staff, adjuncts, and student employee headcounts increased by 4.7 percent from spring 2023 to 2024 (71 employees). This increase is primarily in the student employee category.

Table 2. UAF Employee Headcounts by Employee Class (ECLS), Spring 2020-2024

Employee Type	ECLS	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
<b>REGULAR</b>										
Faculty	F9-Faculty Regular <12mo	483	463	459	470	530	47	9.7%	60	12.8%
	FN-Faculty - Non-Represented	45	53	57	47	1	-44	-97.8%	-46	-97.9%
<b>Faculty Total</b>		<b>528</b>	<b>516</b>	<b>516</b>	<b>517</b>	<b>531</b>	<b>3</b>	<b>0.6%</b>	<b>14</b>	<b>2.7%</b>
Officers/Sr. Admin	FR-Academic Leadership	19	22	26	26	30	11	57.9%	4	15.4%
	EX-Executive Management	39	38	41	43	44	5	12.8%	1	2.3%
<b>Officers/Sr. Total</b>		<b>58</b>	<b>60</b>	<b>67</b>	<b>69</b>	<b>74</b>	<b>16</b>	<b>27.6%</b>	<b>5</b>	<b>7.2%</b>
Staff	XR-Exempt Staff - Regular	584	613	645	708	795	211	36.1%	87	12.3%
	NR-NonExempt Staff - Regular	483	466	457	494	498	15	3.1%	4	0.8%
	CR-L6070 Union - Regular	124	120	127	131	132	8	6.5%	1	0.8%
<b>Staff Total</b>		<b>1,191</b>	<b>1,199</b>	<b>1,229</b>	<b>1,333</b>	<b>1,425</b>	<b>234</b>	<b>19.6%</b>	<b>92</b>	<b>6.9%</b>
<b>REGULAR Total</b>		<b>1,777</b>	<b>1,775</b>	<b>1,812</b>	<b>1,919</b>	<b>2,030</b>	<b>253</b>	<b>14.2%</b>	<b>111</b>	<b>5.8%</b>
<b>TEMPORARY</b>										
Adjunct Faculty	FW-Faculty Non-rep Temp	52	42	61	66	83	31	59.6%	17	25.8%
	FT-Faculty -Temporary	262	217	238	220	211	-51	-19.5%	-9	-4.1%
<b>Adjunct Total</b>		<b>314</b>	<b>259</b>	<b>299</b>	<b>286</b>	<b>294</b>	<b>-20</b>	<b>-6.4%</b>	<b>8</b>	<b>2.8%</b>
Staff	NT-Non-Exempt Staff- Temp	291	302	290	353	381	90	30.9%	28	7.9%
	CT-L6070 Union - Temporary	11	9	10	14	21	10	90.9%	7	50.0%
	XT-Exempt Staff - Temporary	6	5		2	3	-3	-50.0%	1	50.0%
	XX-Exempt Staff - Extended	4	4	2	2		-4	-100.0%	-2	-100.0%
	NX-NonExempt Staff - Extnd	47	54	39	47	1	-46	-97.9%	-46	-97.9%
<b>Staff Total</b>		<b>359</b>	<b>374</b>	<b>341</b>	<b>418</b>	<b>406</b>	<b>47</b>	<b>13.1%</b>	<b>-12</b>	<b>-2.9%</b>
Student	SN-Student -NonFica taxable	481	362	410	464	521	40	8.3%	57	12.3%
	GN-Grad Student FICA non-tax	274	279	302	281	292	18	6.6%	11	3.9%
	ST-Student - FICA Taxable	69	70	59	66	75	6	8.7%	9	13.6%
	GT-Grad Student FICA tax	2		4	4	2	0	0.0%	-2	-50.0%
<b>Student Total</b>		<b>826</b>	<b>711</b>	<b>775</b>	<b>815</b>	<b>890</b>	<b>64</b>	<b>7.7%</b>	<b>75</b>	<b>9.2%</b>
<b>TEMPORARY Total</b>		<b>1,499</b>	<b>1,344</b>	<b>1,415</b>	<b>1,519</b>	<b>1,590</b>	<b>91</b>	<b>6.1%</b>	<b>71</b>	<b>4.7%</b>
<b>Grand Total</b>		<b>3,276</b>	<b>3,119</b>	<b>3,227</b>	<b>3,438</b>	<b>3,620</b>	<b>344</b>	<b>10.5%</b>	<b>182</b>	<b>5.3%</b>

Note: Headcount includes an unduplicated count of temporary staff, adjuncts, and student employees, therefore represents a meaningful way to understand changes in temporary job types. Temporary employees include extended temporary positions.

- Regular Faculty: beginning in fall 2023, regular faculty formerly classified as FN were reclassified to F9. This is reflected in the table above by the FN decrease (-46) and the F9 increase (+60) from spring 2023 to 2024.
- Changes in regular staff from spring 2020 to 2024 are primarily due to the increase of XR staff (+211). During this time period, 93 individuals who were NR in 2020 moved into XR positions by 2024. In addition, UAF is hiring to refill vacant positions.

## Spring Regular Full Time Equivalency (FTE)

Table 3. UAF Employee FTE by Cabinet, Spring 2020-2024

Cabinet	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
UAF Vice Chancellor for Research	393.6	424.9	456.9	504.5	531.6	137.9	35.0%	27.1	5.4%
UAF Provost	691.8	702.8	671.6	703.9	720.2	28.4	4.1%	16.3	2.3%
UAF VC Rural, Community & Native Ed	182.0	181.4	186.4	191.7	199.3	17.3	9.5%	7.6	4.0%
UAF Vice Chanc for Admin. Services	252.2	289.8	292.6	305.0	312.1	59.9	23.8%	7.1	2.3%
UAF VC for Student Affairs & Enroll Mgmt	97.1	104.5	112.9	120.0	125.1	27.9	28.8%	5.1	4.2%
UAF Chancellor	60.0	67.3	70.6	83.5	84.0	24.0	40.0%	0.5	0.6%
<b>Grand Total</b>	<b>1,676.6</b>	<b>1,770.7</b>	<b>1,790.9</b>	<b>1,908.4</b>	<b>1,972.1</b>	<b>295.5</b>	<b>17.6%</b>	<b>63.7</b>	<b>3.3%</b>

Note 1: One FTE is equivalent to one regular full-time employee's effort in a biweekly pay period. This does not consider the number of pay periods for which an assignment is established and cannot be used to meaningfully measure temporary employee assignments. Temporary employees are therefore excluded from the table above, but extended temporary are included.

Note 2: Any organizational restructuring is mapped to previous periods in order to present apples to apples comparisons.

Overall, FTE increased 63.7 FTE (3.3 percent) in all Cabinet areas from spring 2023 to 2024. This is primarily driven by personnel changes under VCR and Provost.

Table 4. UAF Employee FTE by Cabinet and Fund Type, Spring 2023-2024

Cabinet	Fund Type	Spring 2023	Spring 2024	Change 23-24	% Change 23-24
Vice Chancellor for Research	Unrestricted	152.4	169.6	17.2	11.3%
	Restricted	319.0	331.0	12.0	3.8%
	Recharge	26.4	23.3	-3.2	-12.0%
	Match	6.6	7.7	1.1	16.7%
<b>Vice Chancellor for Research Total</b>		<b>504.5</b>	<b>531.6</b>	<b>27.1</b>	<b>5.4%</b>
UAF Provost	Unrestricted	481.6	497.9	16.3	3.4%
	Restricted	146.0	167.0	21.0	14.4%
	Recharge	44.9	34.6	-10.3	-23.0%
	Match	31.4	20.7	-10.7	-34.0%
<b>UAF Provost Total</b>		<b>703.9</b>	<b>720.2</b>	<b>16.3</b>	<b>2.3%</b>
VC Rural, Comm & Native Ed	Unrestricted	159.4	160.8	1.4	0.9%
	Restricted	28.1	31.7	3.5	12.6%
	Match	0.1	1.3	1.2	1170.0%
	Auxiliary	4.0	5.6	1.5	37.4%
<b>VC Rural, Comm &amp; Native Ed Total</b>		<b>191.7</b>	<b>199.3</b>	<b>7.6</b>	<b>4.0%</b>
VC for Admin. Services	Unrestricted	127.9	137.3	9.4	7.4%
	Restricted	14.1	14.3	0.2	1.6%
	Recharge	154.4	151.2	-3.2	-2.1%
	Auxiliary	8.6	9.3	0.7	8.1%
<b>VC for Admin. Services Total</b>		<b>305.0</b>	<b>312.1</b>	<b>7.1</b>	<b>2.3%</b>
VC Student Affairs & Enroll Mgmt	Unrestricted	98.3	103.7	5.4	5.5%
	Restricted	3.4	2.8	-0.7	-19.6%
	Recharge	0.5	0.5	0.0	0.0%
	Auxiliary	17.8	18.1	0.4	2.1%
<b>VC Student Affairs &amp; Enroll Mgmt Total</b>		<b>120.0</b>	<b>125.1</b>	<b>5.1</b>	<b>4.2%</b>
UAF Chancellor	Unrestricted	64.7	66.2	1.5	2.3%
	Restricted	18.8	17.8	-1.0	-5.3%
<b>UAF Chancellor Total</b>		<b>83.5</b>	<b>84.0</b>	<b>0.5</b>	<b>0.6%</b>
<b>Grand Total</b>		<b>1,908.4</b>	<b>1,972.1</b>	<b>63.7</b>	<b>3.3%</b>

- Of the VCR total FTE net increase of 27.1, 17.2 are funded from unrestricted funds and 12.0 from restricted funds.
  - Notable unrestricted activity occurred at the Alaska Center for Energy & Power (+5.8) and Geophysical Institute (+12.6).
  - A net increase in restricted-funded activity occurred at Alaska Center for Energy and Power (+6.7) and the VCR office (+12.6).
- The net unrestricted FTE increase under the Provost (+16.3) from Spring 2023 to 2024 was primarily within the College of Engineering & Mines (+7.6), Alaska Sea Grant and MAP (+4.1) and the College of Liberal Arts (+3.8). The 21.0 FTE net restricted fund increase was driven by the Institute of Agriculture, Natural Resources and Extension (+14.4).

Table 5. UAF Employee FTE by Fund Type, Spring 2020-2024

Fund Type	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
Unrestricted	1,016.5	1,037.5	1,040.3	1,084.3	1,135.5	119.0	11.7%	51.2	4.7%
Restricted	402.8	454.3	470.6	529.4	564.4	161.7	40.1%	35.0	6.6%
Auxiliary	33.6	28.9	31.3	30.4	33.0	-0.6	-1.8%	2.6	8.5%
Match	33.9	40.2	32.3	38.1	29.7	-4.1	-12.3%	-8.4	-22.1%
Recharge	190.0	209.9	216.4	226.2	209.5	19.5	10.3%	-16.7	-7.4%
<b>Grand Total</b>	<b>1,676.6</b>	<b>1,770.7</b>	<b>1,790.9</b>	<b>1,908.4</b>	<b>1,972.1</b>	<b>295.5</b>	<b>17.6%</b>	<b>63.7</b>	<b>3.3%</b>

- Employees funded from unrestricted sources increased from spring 2023 to 2024 (51.2 FTE or 4.7 percent).
- Roughly 29 percent of all UAF employees are primarily funded from restricted funds. This category increased by 35.0 FTE from spring 2023 to 2024 (or 6.6 percent). This increase demonstrates UAF's dedication to seeking external funding sources and building a world class research institution.

**UAF Employee Change Snapshot, Headcount and FTE, Fall 2020-2024  
 November 2024**

**Overview**

- Fall 2024 reflects continued overall growth in employee headcount and FTE since fall 2020. Major contributing factors include: tuition revenue due to enrollment increases; increased restricted funding and indirect cost recovery (ICR) from sponsored projects that support the research enterprise; and state general fund support is beginning to stabilize. Employee counts will continue to modestly trend upward in some areas as UAF rebounds from several consecutive years of budget reductions, recovers from the pandemic, and focuses on increasing other revenue streams.
- Starting fall 2023, the collective bargaining agreement between the University of Alaska and United Academics resulted in a faculty classification change. The FN ECLS (faculty non-represented) has been reclassified to F9 (regular faculty 12 months). This change is reflected in employee data showing a decrease in FN and an increase in F9.
- This report does not include vacant positions.

**Fall Headcount**

Table 1. UAF Employee Headcounts, Fall 2020-2024

Employee Type	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
<b>REGULAR</b>									
Staff	1,188	1,176	1,248	1,373	1,465	277	23.3%	92	6.7%
Faculty	508	496	518	523	522	14	2.8%	-1	-0.2%
Officers/Sr. Admin	58	64	69	69	72	14	24.1%	3	4.3%
<b>REGULAR Total</b>	<b>1,754</b>	<b>1,736</b>	<b>1,835</b>	<b>1,965</b>	<b>2,059</b>	<b>305</b>	<b>17.4%</b>	<b>94</b>	<b>4.8%</b>
<b>TEMPORARY</b>									
Student	648	675	687	767	830	182	28.1%	63	8.2%
Staff	407	365	412	411	423	16	3.9%	12	2.9%
Adjunct Faculty	261	276	254	249	276	15	5.7%	27	10.8%
<b>TEMPORARY Total</b>	<b>1,316</b>	<b>1,316</b>	<b>1,353</b>	<b>1,427</b>	<b>1,529</b>	<b>213</b>	<b>16.2%</b>	<b>102</b>	<b>7.1%</b>
<b>Grand Total</b>	<b>3,070</b>	<b>3,052</b>	<b>3,188</b>	<b>3,392</b>	<b>3,588</b>	<b>518</b>	<b>16.9%</b>	<b>196</b>	<b>5.8%</b>

Note: Headcount includes an unduplicated count of temporary staff, adjuncts, and student employees, therefore represents a meaningful way to understand changes in temporary job types. Temporary employees include extended temporary positions.

- Total UAF employee headcount increased by 5.8 percent from fall 2023 to 2024 (196 employees).
  - Regular employee headcount increased by 4.8 percent from fall 2023 to 2024 (94 employees). This increase is primarily in the staff category as UAF fills vacant positions and invests in targeted areas.
  - Temporary staff, adjuncts, and student employee headcounts increased by 7.1 percent from fall 2023 to 2024 (102 employees). This increase is primarily in the student employee category.

Table 2. UAF Employee Headcounts by Employee Class (ECLS), Fall 2020-2024

Employee Type	ECLS	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
<b>REGULAR</b>										
Faculty	F9-Faculty Regular <12mo	460	448	469	521	522	62	13.5%	1	0.2%
	FN-Faculty - Non-Represented	48	48	49	2		-48	-100.0%	-2	-100.0%
<b>Faculty Total</b>		<b>508</b>	<b>496</b>	<b>518</b>	<b>523</b>	<b>522</b>	<b>14</b>	<b>2.8%</b>	<b>-1</b>	<b>-0.2%</b>
Officers/Sr. Admin	FR-Academic Leadership	18	26	26	28	30	12	66.7%	2	7.1%
	EX-Executive Management	40	38	43	41	42	2	5.0%	1	2.4%
<b>Officers/Sr. Total</b>		<b>58</b>	<b>64</b>	<b>69</b>	<b>69</b>	<b>72</b>	<b>14</b>	<b>24.1%</b>	<b>3</b>	<b>4.3%</b>
Staff	XR-Exempt Staff - Regular	599	615	668	758	838	239	39.9%	80	10.6%
	NR-NonExempt Staff - Regular	470	443	449	482	490	20	4.3%	8	1.7%
	CR-L6070 Union - Regular	119	118	131	133	137	18	15.1%	4	3.0%
<b>Staff Total</b>		<b>1,188</b>	<b>1,176</b>	<b>1,248</b>	<b>1,373</b>	<b>1,465</b>	<b>277</b>	<b>23.3%</b>	<b>92</b>	<b>6.7%</b>
<b>REGULAR Total</b>		<b>1,754</b>	<b>1,736</b>	<b>1,835</b>	<b>1,965</b>	<b>2,059</b>	<b>305</b>	<b>17.4%</b>	<b>94</b>	<b>4.8%</b>
<b>TEMPORARY</b>										
Adjunct Faculty	FW-Faculty Non-rep Temp	41	48	52	56	78	37	90.2%	22	39.3%
	FT-Faculty -Temporary	220	228	202	193	198	-22	-10.0%	5	2.6%
<b>Adjunct Total</b>		<b>261</b>	<b>276</b>	<b>254</b>	<b>249</b>	<b>276</b>	<b>15</b>	<b>5.7%</b>	<b>27</b>	<b>10.8%</b>
Staff	NT-Non-Exempt Staff- Temp	321	287	354	383	399	78	24.3%	16	4.2%
	CT-L6070 Union - Temporary	5	8	11	12	20	15	300.0%	8	66.7%
	XT-Exempt Staff - Temporary	7	1	2	5	4	-3	-42.9%	-1	-20.0%
	XX-Exempt Staff - Extended	5	2	1			-5	-100.0%	0	N/A
	NX-NonExempt Staff - Extnd	69	67	44	11		-69	-100.0%	-11	-100.0%
<b>Staff Total</b>		<b>407</b>	<b>365</b>	<b>412</b>	<b>411</b>	<b>423</b>	<b>16</b>	<b>3.9%</b>	<b>12</b>	<b>2.9%</b>
Student	SN-Student -NonFica taxable	310	334	345	401	458	148	47.7%	57	14.2%
	GN-Grad Student FICA non-tax	240	286	295	296	303	63	26.3%	7	2.4%
	ST-Student - FICA Taxable	70	53	46	69	61	-9	-12.9%	-8	-11.6%
	GT-Grad Student FICA tax	28	2	1	1	8	-20	-71.4%	7	700.0%
<b>Student Total</b>		<b>648</b>	<b>675</b>	<b>687</b>	<b>767</b>	<b>830</b>	<b>182</b>	<b>28.1%</b>	<b>63</b>	<b>8.2%</b>
<b>TEMPORARY Total</b>		<b>1,316</b>	<b>1,316</b>	<b>1,353</b>	<b>1,427</b>	<b>1,529</b>	<b>213</b>	<b>16.2%</b>	<b>102</b>	<b>7.1%</b>
<b>Grand Total</b>		<b>3,070</b>	<b>3,052</b>	<b>3,188</b>	<b>3,392</b>	<b>3,588</b>	<b>518</b>	<b>16.9%</b>	<b>196</b>	<b>5.8%</b>

Note: Headcount includes an unduplicated count of temporary staff, adjuncts, and student employees, therefore represents a meaningful way to understand changes in temporary job types. Temporary employees include extended temporary positions.

- Regular Faculty: beginning in fall 2023, regular faculty formerly classified as FN were reclassified to F9. This is reflected in the table above by all regular faculty now appearing in the F9 category only.
- Changes in regular staff from spring 2020 to 2024 are primarily due to the increase of XR staff (+239). During this time period, 94 individuals who were NR in 2020 moved into XR positions by 2024. In addition, UAF is hiring to refill vacant positions. From fall 2023 to fall 2024, 47 individuals who were NR moved into XR positions.

## Fall Regular Full Time Equivalency (FTE)

Table 3. UAF Employee FTE by Cabinet, Fall 2020-2024

Cabinet	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
UAF Provost	698.1	667.9	661.7	686.4	710.1	12.0	1.7%	23.7	3.4%
UAF Vice Chancellor for Research	417.9	437.6	487.8	517.6	531.8	114.0	27.3%	14.2	2.8%
UAF Vice Chanc for Admin. Services	272.3	280.1	295.0	296.8	324.8	52.4	19.2%	28.0	9.4%
UAF VC Rural, Community & Native Ed	179.7	177.3	184.8	186.1	208.0	28.3	15.7%	21.9	11.8%
UAF VC for Student Affairs & Enroll Mgmt	120.6	115.6	120.3	140.3	130.4	9.8	8.1%	-9.9	-7.1%
UAF Chancellor	66.6	71.4	75.1	82.9	91.7	25.1	37.7%	8.8	10.6%
<b>Grand Total</b>	<b>1,755.2</b>	<b>1,749.9</b>	<b>1,824.6</b>	<b>1,909.9</b>	<b>1,996.6</b>	<b>241.4</b>	<b>13.8%</b>	<b>86.7</b>	<b>4.5%</b>

**Note 1:** One FTE is equivalent to one regular full-time employee's effort in a biweekly pay period. This does not consider the number of pay periods for which an assignment is established and cannot be used to meaningfully measure temporary employee assignments. Temporary employees are therefore excluded from the table above, but extended temporary are included.  
**Note 2:** Any organizational restructuring is mapped to previous periods in order to present apples to apples comparisons.

Overall, FTE increased 86.7 FTE (4.5 percent) from fall 2023 to 2024.

Table 4. UAF Employee FTE by Cabinet and Fund Type, Fall 2023-2024

Cabinet	Fund Type	Fall 2023	Fall 2024	Change 23-24	% Change 23-24
UAF Provost	UNRESTRICTED	471.9	485.0	13.0	2.8%
	RESTRICTED	150.0	161.2	11.2	7.5%
	RECHARGE	35.6	34.3	-1.3	-3.7%
	MATCH	28.9	29.6	0.7	2.4%
	AUXILIARY		0.1	0.1	
<b>UAF Provost Total</b>		<b>686.4</b>	<b>710.1</b>	<b>23.7</b>	<b>3.4%</b>
UAF Vice Chancellor for Research	RESTRICTED	329.3	321.9	-7.4	-2.3%
	UNRESTRICTED	154.0	180.7	26.6	17.3%
	RECHARGE	28.2	23.2	-5.1	-17.9%
	MATCH	6.0	6.1	0.1	2.0%
<b>UAF Vice Chancellor for Research Total</b>		<b>517.6</b>	<b>531.8</b>	<b>14.2</b>	<b>2.8%</b>
UAF Vice Chanc for Admin. Services	RECHARGE	148.0	159.6	11.7	7.9%
	UNRESTRICTED	126.6	142.2	15.6	12.3%
	RESTRICTED	14.3	13.8	-0.5	-3.2%
	AUXILIARY	7.9	9.2	1.3	15.8%
<b>UAF Vice Chanc for Admin. Services Total</b>		<b>296.8</b>	<b>324.8</b>	<b>28.0</b>	<b>9.4%</b>
UAF VC Rural, Community & Native Ed	UNRESTRICTED	156.9	166.6	9.7	6.2%
	RESTRICTED	23.3	33.2	10.0	43.0%
	AUXILIARY	5.9	5.5	-0.4	-7.6%
	MATCH		2.6	2.6	N/A
<b>UAF VC Rural, Community &amp; Native Ed Total</b>		<b>186.1</b>	<b>208.0</b>	<b>21.9</b>	<b>11.8%</b>
UAF VC for Student Affairs & Enroll Mgmt	UNRESTRICTED	113.4	106.0	-7.4	-6.5%
	AUXILIARY	19.3	20.0	0.8	3.9%
	RESTRICTED	7.1	4.0	-3.2	-44.6%
	RECHARGE	0.5	0.5	0.0	0.0%
	MATCH			0.0	N/A
<b>UAF Vice Chanc for Student Affairs Total</b>		<b>140.3</b>	<b>130.4</b>	<b>-9.9</b>	<b>-7.0%</b>
UAF Chancellor	UNRESTRICTED	64.2	72.4	8.3	12.9%
	RESTRICTED	18.8	19.3	0.5	2.7%
<b>UAF Chancellor Total</b>		<b>82.9</b>	<b>91.7</b>	<b>8.8</b>	<b>10.6%</b>
<b>Grand Total</b>		<b>1,909.9</b>	<b>1,996.6</b>	<b>86.7</b>	<b>4.5%</b>

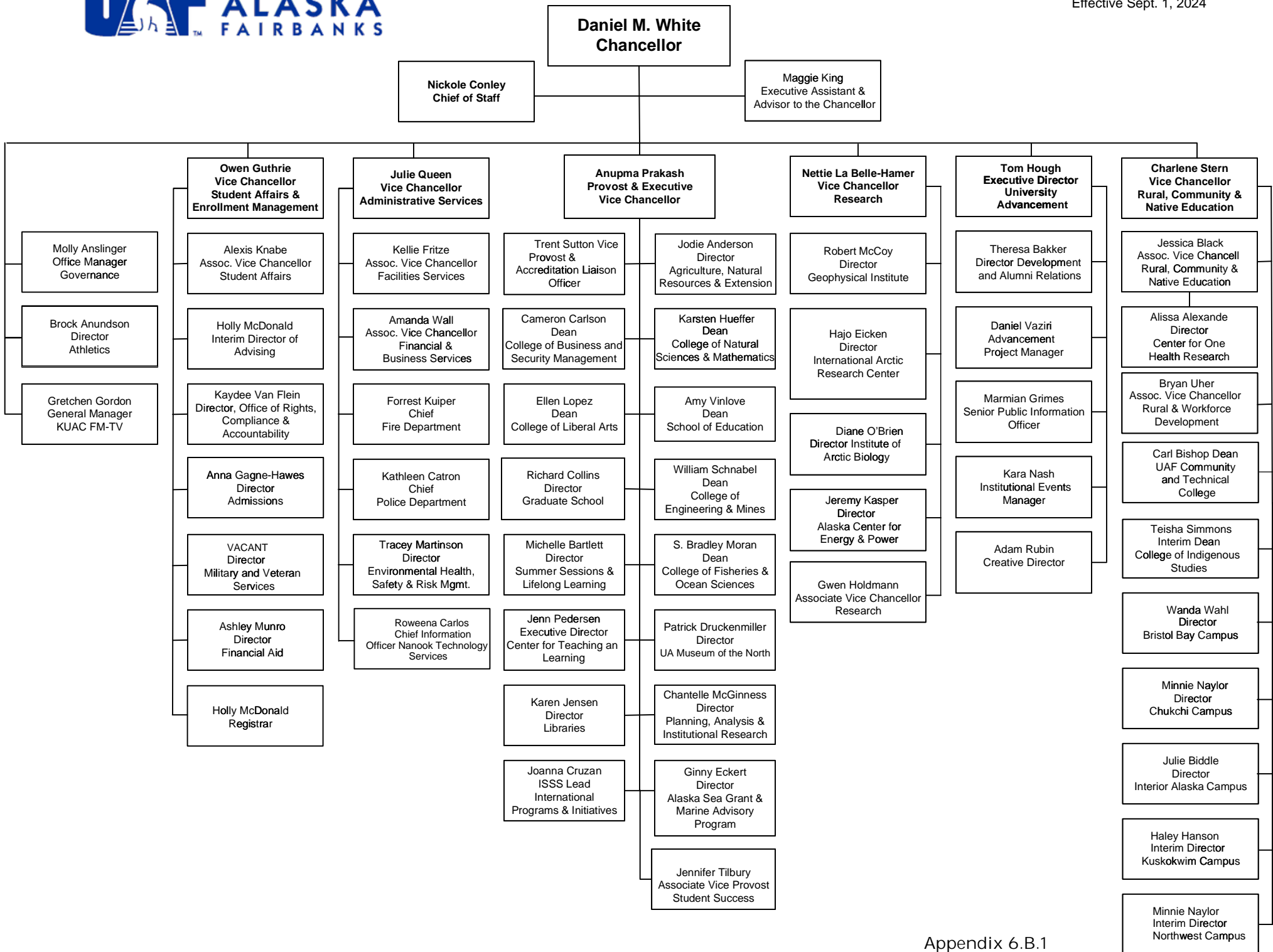
- The net unrestricted FTE increase under the Provost (+16.3) from fall 2023 to 2024 was primarily within the College of Engineering & Mines (+7.6), Alaska Sea Grant and MAP (+4.1) and the College of Liberal Arts (+3.8). The 21.0 FTE net restricted fund increase was driven by the Institute of Agriculture, Natural Resources and Extension (+14.4).
- Of the VCR total FTE net increase of 14.2, there was a 26.6 increased in unrestricted FTE and 7.4 decrease in restricted funding.
  - This was primarily due to changes in funding for individuals under the Geophysical Institute. GI decreased 16.2 FTE in restricted funded individuals and increased 18.1 FTE in unrestricted. Roughly one dozen individuals transitioned their primary funding sources from restricted to unrestricted between fall 2023 to fall 2024, either partial or total funding.
- The VCAS FTE net increase of 28.0 includes 15.6 in unrestricted funds, and 11.7 in recharge.
  - Unrestricted growth occurred in the Office of Grants & Contracts (4.1 FTE), Travel Customer Service Office (2.1 FTE), and the Office of Finance & Accounting (2.1 FTE). Departments with growth in recharge were Facilities Services (+7.4 FTE) and Nanook Technology Services (+4.3 FTE).
  - VCAS departments provide a vital role in supporting services across the university. Targeted growth in critical areas allows improved efficiency and compliance in areas of administrative processes.
- VCSAEM decreased 9.9 FTE from fall 2023 to fall 2024. The unrestricted decrease of 7.4 includes employees who have moved to other departments, such as one individual who moved from Academic Advising under the VCSAEM to Exploratory Studies & Academic Success under the Provost as part of an advising restructure. The Center for Student Engagement made up the largest part of this decrease (-3.2 FTE). This includes a mixture of individuals who moved departments, changed employee type, (i.e. moving from regular to temporary), and those who have left the university.

Table 5. UAF Employee FTE by Fund Type, Fall 2020-2024

Fund Type	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Change 20-24	% Change 20-24	Change 23-24	% Change 23-24
UNRESTRICTED	1,034.1	1,004.8	1,055.1	1,087.0	1,152.7	118.6	11.5%	65.8	6.1%
RESTRICTED	444.4	462.3	485.4	542.8	553.3	108.9	24.5%	10.6	2.0%
RECHARGE	205.8	209.9	221.3	212.2	217.5	11.7	5.7%	5.3	2.5%
MATCH	38.9	45.5	35.3	34.9	38.3	-0.6	-1.5%	3.4	9.8%
AUXILIARY	32.0	27.5	27.5	33.1	34.7	2.7	8.5%	1.6	4.8%
<b>Grand Total</b>	<b>1,755.2</b>	<b>1,749.9</b>	<b>1,824.6</b>	<b>1,909.9</b>	<b>1,996.6</b>	<b>241.4</b>	<b>13.8%</b>	<b>86.7</b>	<b>4.5%</b>

- Employees funded from unrestricted sources increased from fall 2023 to 2024 (65.8 FTE or 6.1 percent).
- Roughly 28 percent of all UAF employees are primarily funded from restricted funds. This category increased by 108.9 FTE from fall 2020 to 2024 (or 24.5 percent). This increase demonstrates UAF's dedication to seeking external funding sources and building a world class research institution.





May 2023

## **UAF and OIT Realign Duties to Better Serve Users**

**The News:** OIT and UAF have begun a realignment of IT resources. These changes have been years in the making, and have the support of President Pitney, Chancellor White, CITO Shier, UAF VCAS Queen, and their respective teams. The transition period should be complete by July 1, 2023.

Fortunately, the changes should have minimal initial impact on OIT employees and users across the system. End users will notice few changes at first, and will experience little change in terms of support. All IT organizations systemwide will continue collaborating to enhance IT capacity.

**The Details:** The reorganization will create a new UAF IT Department headed by VCAS Julie Queen, which will oversee mission-enabling resources for students, staff, and faculty at both UAF and the System Office. They include:

- IT Helpdesk - Operators will still route your call or email inquiry to the proper spot, regardless of whether you're calling from any of the three Universities, or the System Office.
- Desktop Support Service
- Academic Technology Support
- Video Conferencing Services

OIT under CITO Shier will shift its focus to enhancing IT efforts for the entire UA System, and will continue to support Cybersecurity and LAN for UAF.

In practice, OIT employees primarily working in the Bunnell Building will join the new UAF IT Division, while OIT employees currently working in the Butrovich Building will remain part of OIT.

Reporting lines will not change, except for new vacant positions that UAF IT will control to augment the division's capacity. Martha Mason will serve as interim UAF CIO, then stay on as a strategic advisor to the permanent CIO when they are hired this fall.


**The Bottom Line:** This transition will better align IT resources to core mission and better support end users. As some services and support need time to transition effectively, IT teams will partner and hire to add capacity in key technology areas.

  
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July 21, 2023

TO: Owen Guthrie, Vice Chancellor for Student Affairs and Enrollment Management

FROM: Daniel M. White, Chancellor 

RE: Establishment of the Office of Dual Enrollment

---

I approve the creation of the Office of Dual Enrollment (ODE) to be housed under the Vice Chancellor for Student Affairs and Enrollment Management.

The ODE will be responsible for leading and implementing the university's dual enrollment strategies by coordinating with various groups, including but not limited to internal UAF stakeholders and external stakeholders such as K-12 school districts, government entities and administration, UAA, UAS, and state education departments to promote and expand UAF's dual enrollment programs. The ODE will also be responsible for guiding the policy and administration of recruitment, admissions, registration, and support services for dual-enrolled students.

To staff this new office, I approve the creation of one new position, the Director of Dual Enrollment, and a change in reporting for the advisor and program coordinator positions. The dual enrollment advisor and program coordinator will report to the newly established director.

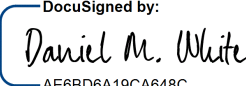
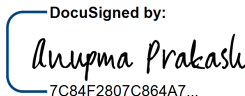

Thank you.

DMW:mkk





131 Bunnell Building  
PO BOX 756700 • Fairbanks Alaska 99775-6700  
907.455.2060 • 800.227.8060  
uaf-eCampus@alaska.edu

To: Daniel M. White, Chancellor   
Through: Anupma Prakash, Provost and Executive Vice Chancellor   
From: Jenn Pedersen, Executive Director, eCampus   
Re: Request for establishing a Center for Teaching and Learning

Establishing a Center for Teaching and Learning (CTL) that houses eCampus is a strategic move that would allow us to maintain the valued eCampus brand while effectively capitalizing on existing resources, expanding the scope of services to better support faculty development, instructional innovation, and evidence-based teaching practices that reflect the rich diversity of the UAF community. All of the \*R1 universities recognized as our peers in the Goal 3 report have established Centers for Teaching and Learning, which play a critical role in enhancing educational standards and faculty excellence. Having a CTL will align UAF with industry best practices, strengthen our reputation, and allow us to reach more faculty than ever, thus helping UAF achieve the 2027 Strategic Plan and prepare for the next big thing. This proposal requires no additional funding or resources.

Best regards,

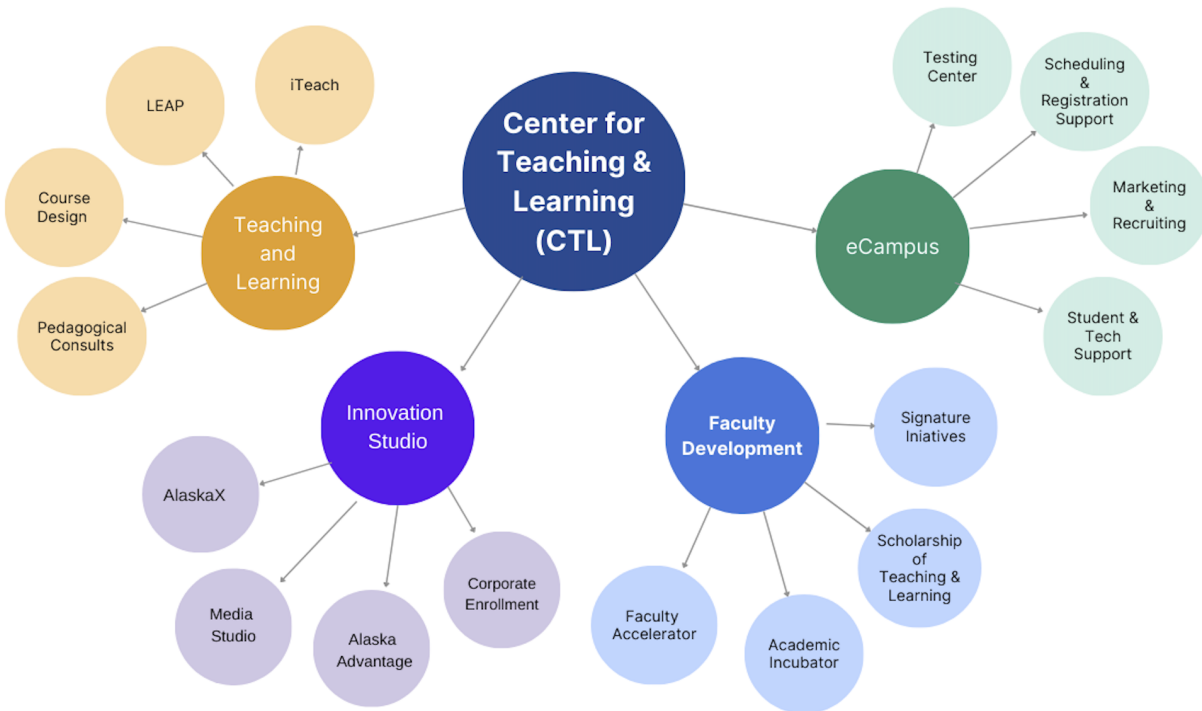
Jenn Pedersen  
Executive Director, eCampus

\*Brandies University, Brown University, CUNY Graduate School, Dartmouth College, New Jersey Institute of Technology, Princeton, Rensselaer Polytechnic Institute, Rice University, California Institute of Technology (over half of the CTLs have embedded online course and program support)

## Proposal: Establishing a Center for Teaching and Learning

**Summary:** The proposed establishment of a Center for Teaching and Learning that houses eCampus utilizes existing resources, preserves the firmly established eCampus brand, and reflects the diverse range of services we provide to the UAF community.

- All nine R1 universities recognized as peer institutions in the UAF Strategic Goal #3 report boast a Center for Teaching and Learning. These centers empower educators with cutting-edge pedagogical strategies and innovative instructional practices while also honing in on evidence-based techniques to enhance student learning; an industry standard.
- Having a Center for Teaching and Learning (CTL) signals a commitment to supporting faculty development and innovation in all modalities, strengthening UAF's reputation and expertise in quality education.
- Aligning with [established CTL models](#) enhances credibility, visibility, and recognition within the higher education community, facilitating partnerships and collaborations with peer institutions.
- This proposal maximizes talent within the unit, leveraging staff expertise to provide resources for mentorship and leadership development while expanding hands-on learning opportunities for student employees and engagement assistants.
- CTL plays a vital role in UAF's Strategic and Academic Plans by creating a modern and digitally enriched learning environment by providing assistance in curriculum design, promoting the integration of Indigenous approaches to education and inclusive teaching practices that celebrate diverse learning styles, and fostering pedagogical innovation through professional development opportunities for faculty.




  
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July 25, 2023

TO: Kaydee Van Flein, Director & Chief Student Conduct Officer - Center for Student Rights and Responsibilities and Interim Director & Title IX Coordinator - Department of Equity and Compliance

FROM: Daniel M. White, Chancellor 

RE: Establishment of the Office of Rights, Compliance and Accountability (ORCA)

---

I approve the creation of the Office of Rights, Compliance and Accountability (ORCA) to be housed under the Vice Chancellor for Student Affairs and Enrollment Management.

ORCA will combine the Center for Student Rights and Responsibilities and the Department of Equity and Compliance to create a single, collaborative unit. This reorganization continue will continue our efforts to make UAF a place of respect, diversity, inclusion and caring, increase the accessibility of resources, and improve collaboration and connections between units.

The new unit will be led by the executive director. The executive director will oversee compliance, student accountability and support needs, and misconduct investigations outlined under Board of Regents' Policy (01.02, 01.04. and 09.02). The ORCA office will be located on the third floor of Constitution Hall.

Thank you.

DMW:mkk


CC: Core Cabinet  
UA Counsel



  
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March 5, 2024

TO: Anupma Prakash, Provost and Executive Vice Chancellor  
FROM: Daniel M. White, Chancellor   
RE: Approval of Unit Restructure to house MAPTS under CTC

---

I approve your recommendation to move the Mining and Petroleum Training Services (MAPTS) program from the Institute of Agriculture, Natural Resources and Extension (IANRE) to the Community and Technical College (CTC). It is my understanding from your memo that this move will create structural efficiencies and align the MAPTS program with the community college mission at UAF.

As part of this transition, I encourage the Community and Technical College to pursue for-credit options through the MAPTS program. For-credit training courses would better align MAPTS with existing programs offered at CTC.

Thank you.

DMW:mkk

CC: Bryan Uher, Interim Dean, Community and Technical College  
Jodie Anderson, Director, Institute of Agriculture, Natural Resources and Extension  
Bill Bieber, Executive Director, Mining and Petroleum Training Services

*Attachment*




  
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April 23, 2024

TO: Anupma Prakash, Provost and Executive Vice Chancellor  
Owen Guthrie, Vice Chancellor for Student Affairs and Enrollment Management  
Charlene Stern, Vice Chancellor for Rural, Community and Native Education

FROM: Daniel M. White, Chancellor 

RE: UAF Admissions, Early Advising and Student Support Transition

---

In order to attract and retain new students, we seek to minimize barriers from initial recruiting to advising in the academic departments. For some years, the separate structures of admissions (in Student Affairs) and first year advising (in Academics) has presented the opportunity for physical and procedural barriers to persist. In an effort to improve the student experience, I asked members of the core cabinet to consider structural efficiencies/organizational changes that might reduce these barriers for students. I also charged a PIT CREW to look at *processes* that could improve the student experience.

As follow-up from the discussion in the Chancellor's Core Cabinet, we determined that there were opportunities for structural realignment that might improve process flow and student experience. With this context, and to improve student recruitment/retention, I am asking that the units/positions listed in the attachment be moved from the Office of the Provost to the Office of the Vice Chancellor for Student Affairs and Enrollment Management effective July 1, 2024. In essence, this is a move of first year advising, student support services and several individual positions in the Center for Teaching and Learning.

The Core Cabinet also discussed Career Services, Study Away, International Student Services, and overall management of the Student Success Center and Academic Coaching. These units will remain with the Office of the Provost.

The discussion also included Rural Student Services. This unit will remain with the Office of the Vice Chancellor for Rural, Community and Native Education.

We will reassess the realignment in one year. Based on the outcomes of the transition and recommendations from the Enrollment and Recruitment Process Improvement Team, additional changes will be considered for July 1, 2025.

Thank you.

DMW

CC: *Core Cabinet*






  
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Aug. 19, 2024

**TO:** Anupma Prakash, Provost and Executive Vice Chancellor  
Owen Guthrie, Vice Chancellor for Student Affairs and Enrollment Management

**FROM:** Daniel M. White, Chancellor 

**RE:** Transfer of Honors College from Office of the Vice Chancellor for Student Affairs and Enrollment Management to the Office of the Provost

---

The reporting line for the UAF Honors College will transfer from the Office of the Vice Chancellor for Student Affairs and Enrollment Management to the Office of the Provost effective immediately. This transition will restore its previous alignment with related programs under the Office of the Provost.

The interim Honors College director will report to the Provost. The Provost may decide on an alternative reporting line within the office once a permanent director is assigned. The Associate Vice Chancellor for Student Experience position will not be refilled at this time.

Thank you.

DMW:mkk

**CC:** Core Cabinet



## What is R1 status?

---

The Carnegie Classification is a national framework for categorizing universities in the United States. Under the Carnegie Classification system, doctoral-degree-granting research universities fall into one of three categories:

- Very high research activity (R1)
- High research activity (R2)
- Doctoral/professional universities (R3)

UAF today is classified as an R2 university, a distinction held by about 7% of universities nationally. Currently, only 4% of universities in the United States have R1 status. UAF's is aiming to achieve R1 status by 2027.

## Why does R1 matter?

---

R1 status has the potential to transform Alaska's economy and support local businesses by attracting top tier talent to live and work in Alaska. This investment will help UAF attract the next generation of Alaska's workforce to meet our state's needs.

Some examples of the impacts of R1 on other universities include:

- In 2019, University of Colorado Boulder estimated their R1 research activities alone produced \$1.2 billion in economic activity for the state.
- Old Dominion University tripled research expenditures in the process of pursuing R1.
- University of Maine saw all-time highs in both enrollment and research expenditures in the year it transitioned to R1.

Increased research activity spurred by R1 efforts will advance knowledge in priority areas for Alaska, such as:

- Climate resilience
- Mitigating natural hazards
- Retaining and advancing Alaska Native Languages and Indigenous ways of knowing
- Improving the health of Alaskans and our environment
- Developing sustainable energy sources and infrastructure

R1 status will enhance UAF's competitiveness for external funding and attract top-tier faculty, staff and students. By pursuing R1, UAF is committed to advancing our capacity as Alaska's research flagship university, recruiting and retaining top tier faculty, advancing multi-disciplinary research, providing competitive funding for UAF students, and more.

## How do we get to R1?

---

In order to reach R1 status, UAF must:

- Have at least \$50 million in annual research activity  
*UAF already exceeds Carnegie's R1 research expenditures threshold by nearly \$150 million.*
- Award an average of 70 doctorates each year  
*UAF will need to approximately double our annual Ph.D. graduates in order to meet this threshold*

UAF has requested \$20 million from the Alaska Legislature to help increase the number of incoming Ph.D. candidates and boost the number of annual graduates. These funds will be used to support recruitment, retention and mentorship of graduate students, and to strengthen doctoral programs to ensure UAF can sustain its R1 status in the future.

Further quantifying the economic return on investment for the \$20 million invested into UAF's R1 initiative is a priority. UAF plans to work with economic analysts in early 2024 to further refine.



## **Chancellor's R1 Series (weekly 4-part series during FY24)**

April 3, 2024

Faculty and Staff,

For the next few weeks, I will be sending out a weekly email on a different aspect of R1 to share information about the planning process, address questions or concerns you have raised, and highlight opportunities to get involved. To kick off the series, I am going to talk about what R1 is and what this goal means for UAF.

Back in 2018, we began the strategic planning process for UAF. Six strategic goals were established in a general form. Six teams of faculty, staff, and students were then empowered to assess, modify, and sharpen those goals. They were charged with addressing three questions about our position relative to the goal: 1) what do we want to be, 2) what are we now, and 3) how do we get from where we are to where we want to be. The teams did great work on all six strategic goals. And importantly to our path today, one of those goals was to attain R1 status.

R1 status, as defined by the Carnegie Classification of Institutions of Higher Education, signifies the highest level of research activity among U.S. doctoral-granting universities. R1 has become the gold standard, the mark of the highest achieving research universities in the United States. For many years, the path to achieving R1 was a little opaque, and the bar universities had to meet each review cycle was a function of which other universities were seeking R1. So while many of UAF's peers and competitors assumed we were already R1, we sat atop the R2 stack, just a smidge below the R1 bar.

In 2023, Carnegie released a new framework that simplified the process of determining R1. This new system did away with complicated metrics and moved to two simple categories: annual research expenditures and Ph.D. graduates. In order to attain R1, a university needs to have at least \$50 million in annual research activity and an average of 70 doctoral degrees each year. UAF exceeds the annual research spend by about four times. However, we currently have only about half of the Ph.D. graduates we need. We have until 2026 (to make the 2027 review cycle) to bring those numbers up. The good news is that, thanks to the hard work of the students here and already working on their Ph.D., we are already projecting 70 Ph.D. graduates in 2025.

So beyond this classification, what does R1 really mean to an institution? What does it mean for UAF? For us, R1 is the next step in establishing ourselves as a nationally and internationally recognized research university. In turn, it is likely to attract more investors who can help us build modern facilities, laboratory space, and student housing to attract and retain the nation's best students. It will make us a more attractive destination for new faculty, staff, and students, ultimately positioning us to better serve the needs of UAF and Alaska. This tangible goal will also elevate our reputation, attracting business to Alaska's economy. Reaching R1 has done this and more for other

universities across the country. And while another big state (Texas) has 11 R1 universities, we will be Alaska's first! It's our time.

What have we done so far to get there? Decades of work have gone into establishing UAF as the world's leader in Arctic science and getting us to a place where R1 is within reach. Most recently, UAF received enthusiastic support from the Board of Regents for our goal of achieving R1. UAF submitted a request to the legislature for \$20M to increase the number of Ph.D. graduates by funding graduate student salaries. This request recently passed the House Finance Committee and I am optimistic that a version of this funding will move through the legislative process. Thank you to all who visited Juneau and contacted their legislators in support of UAF.

Last year, I appointed Taryn Lopez to chart our path to achieving and maintaining R1. Taryn has put together a 10-person steering committee and several working groups, bringing over 80 UAF employees into the planning process. For the past six months, these groups have been charged with developing and implementing the steps needed to get to R1.

As we continue on this path, we're focused on streamlining processes, improving communication, and fostering collaboration across the university. Simple steps like our recent graduate student enrollment process review and the launch of our R1 graduate student fellowship program are already making a difference.

We also hosted a Chancellor's Forum on R1 in January (watch the recording [here](#)) talking about the "why" and are looking forward to hosting more events in the fall.

We know R1 is essential to ensure our success for the next century to come. We're not just chasing a designation; we're striving to become a world-class research university that sustains UAF and Alaska!

In the coming weeks, I will share more about how this process of pursuing R1 is critical to transforming our university into the UAF of the future. Next Tuesday, I will share a message on how we plan to attain and sustain R1.

Thanks for choosing UAF.  
Dan White, chancellor

April 10, 2024

Faculty and Staff,

As a second installment in my miniseries on R1, I want to briefly discuss a few of the many tools we have (and will have) to maintain R1 once we achieve it. Since maintaining R1 is years down the road, talking about it feels a little like putting the cart before the horse. Getting R1 in the first place is not a foregone conclusion. It needs our full attention now. That said, I know sustaining R1 is a concern for some who are feeling stretched thin.

So, in an attempt to allay fears, I am happy to say that becoming R1 will land us in a different environment than we are today: an environment in which we have more stability and many opportunities that will make maintaining R1 even easier than maintaining our current path of R2! Though we have some stability now, we know that the status quo is not certain at all. In fact, we know that in 2026 the status quo is about to change with the significant drop predicted in collegiate enrollment nationwide. We need to act now to prepare for the future.

So, once we achieve R1 status, whether it be in the 2027 review (class of 2028) or later, our goal will shift from attaining to maintaining this status. And the odds are in our favor; excluding universities gaining or losing R1 status because of changes in metrics, (such as in 2000 and 2023), only seven universities in the history of R1 rankings have ever lost R1 status, putting the loss rate at below 1%. Why is this? Because achieving R1 adds tools to our toolbox that make the task of sustaining this achievement much more achievable than it appears at first blush.

The first tool is the recruiting advantage of being an R1 university. Becoming R1 will empower our faculty to continue their excellent work and increase their ability to recruit and retain the most highly motivated and best-prepared students in the country. This, in turn, increases our graduation rate and allows faculty to obtain grants that have more student funding available.

Likewise, faculty and departments will have a recruiting advantage to bring in peers who are at the top of their game, increasing our ability to grow our competitiveness for large programmatic grants. These grants, such as NSF Science and Technology Centers and Engineering Research Centers, are large, longer-term programs that are tides that lift all boats. In turn, these will enable us to recruit further top talent to work alongside and in support of our many faculty already here.

The self-perpetuating cycle of achieving R1 will assist us in maintaining high numbers of Ph.D. graduates and, consequently, our status as an R1 institution. This is one reason that the national attrition rate is so low.

Moreover, becoming R1 will advance our national reputation, serving as a strong recruiting tool for undergraduate students. As the value of a degree from UAF rises, our graduates will be stronger

candidates for high-paying jobs, another important recruiting tool. In a time where the number of college-going students is declining across the country, it is crucial that we stand out among the competition. Having strong name recognition in the Lower 48 as we achieve R1 will only help us in this regard. Attracting the state and nation's best undergraduates will increase our graduation rate, another number that students view as a reason to come to UAF.

Finally, being an R1 university will increase our competitiveness for federal grants. Of course, this is important for our research faculty and the students they support. However, this is also a critical piece for UAF staff support. As we enhance our competitiveness for grants, we will be able to shift toward attaining a larger percentage of awarded grants from agencies that cover the full cost of doing the research. This cost of doing research funds facilities and administration. For instance, the Department of Defense and the National Institutes of Health provide funding for 55% of the direct costs of the award to support the facilities and administration of the grant, compared to many agencies that are at rates far lower. Right now, the average F&A we receive is around 25%. While grants from DoD and NIH are highly competitive, once secured, they will significantly impact our ability to support staff at UAF. As we shift the cost of the facilities and administration more onto the agencies that can and want to fund them, it will leave UAF more dollars dedicated to student- and employee-support programming.

I know the benefits of achieving R1 will aid us in maintaining this prestigious status. The work we are currently undertaking to push ourselves over the line will yield dividends as we grow in our position as America's Arctic University and continue to produce top-tier research. #WhyNotUs?

Next week, I will be sharing more information about why R1 is important for Alaska.

Thanks for choosing UAF.

—Dan White, chancellor

April 17, 2024

Faculty and Staff,

In my third and fourth installments on UAF's path to R1 I will be sharing elements of the "why." Why R1 for UAF and why it is important for the state of Alaska. Today I want to focus on some of the UAF "whys" I have not talked about yet.

In last week's contribution, I outlined the many ways that obtaining R1 will make it practical to maintain R1. These are the pretty tangible whys. For example, we will be more competitive in recruiting the best faculty and graduate students in the world. We will be a more attractive institution for undergraduate students - students who are seeking a full-time, transformative education. R1 will make UAF a more attractive institution for funding agencies and we will be able to recruit grants with more facilities and administrative funds attached - reducing our reliance on state funding. The road to R1 is paved with actions that will make us a more efficient and more nimble university. These were just a few of the whys for UAF that I discussed last week in a slightly different context.

Today I want to focus on another why, one that is just as important as the tangible reputational benefits, but is a bit less obvious. It is the intangible benefit - the benefit of leaning into our future. Why us? Or, more aptly, why not?

At the end of my message last week I left you with #WhyNotUs. It occurred to me that if you have not seen me out wearing my t-shirt with a big A-Bear and the words #WhyNotUs on the front, you probably don't know this Cinderella story. The shirt is from the Nanook Men's basketball team's historic postseason run two years ago. At the end of regular season play, the men's basketball team was ranked 10 out of 10 in the Great Northwest Athletics Conference. Last place. Normally, only the top six teams compete in the conference playoffs, a prerequisite to the national tournament. But because of COVID-19, the GNAC agreed to let all teams participate in the tournament. The UAF men's team won all their games and went to the NCAA Division II tournament as the most unlikely of GNAC champs. No one on the national scene was ready. The announcers at the first game mixed up and mispronounced the players' names every which way. In response to the quite narrative of "what is this last place conference team doing in the big dance," one of the basketball boosters had a bunch of #WhyNotUs t-shirts made up emblazoned with a Nanook logo on the front. The Cinderella story men's team made it to the Sweet 16, accumulating fans as they went (most new fans now adorning a UAF #whynotus t-shirt). In the final game of our run, injuries resulted in a team with six players available to play, some of those limping. We did not win in the Sweet 16, but we won a lot of fans along the way. More importantly, the campaign gave the talent-laden UAF team the self-confidence they needed to play as a team and win as a team.

As I walk across campus, I recognize that this is a place of tremendous talent. Talent in staff, faculty, and leaders top to bottom. I was humbled last week when I witnessed the UAF briefing for the



director of the National Science Foundation, the director of the NSF Office of Polar Programs, and the Section Head for OPP Arctic Science on the Troth Yeddha' campus. Drs. Claudine Hauri, Courtney Carothers, Jessica Black and many others stood up and spoke authoritatively and passionately about UAF research. I thought to myself, wow! If there were a higher ranking than R1, this group of leaders would blow right by R1 and land us in that top spot.

For many years, UAF has been at the top of R2 universities. In fact, in the meetings with NSF leadership I mentioned our run to R1 and a response I got was, "I thought you already were R1?" And why wouldn't they think so? According to the most recent information available on annual Federal research spending:

- UAF conducts more research than the University of Oregon, Syracuse University, Drexel University, University of Maine, Montana State University, and North Dakota State University (all R1 universities).
- UAF conducts more research than all universities in similarly-sized states combined - including the states of South Dakota, Wyoming, Idaho and Maine.
- UAF is one of three institutions in the United States that rank in the top 15 in key geosciences R&D including atmospheric sciences, earth sciences, and ocean and marine sciences (the others are Johns Hopkins University and Woods Hole Oceanographic Institution).
- UAF ranks 2nd among all U.S. universities in geological and earth sciences R&D.

So if externally people think we are R1 already, we should too. We are a top-tier university, and it is to our benefit to see ourselves this way. UAF conducts high-level research while maintaining excellence in other areas most R1s do not. We do it while offering certificates and associate's degrees, and while maintaining rural campuses and learning centers across the roadless expanse of Alaska.

The way we see ourselves is the position from which we lean into our future; the basis from which we lean into increased reputation and responsibility (and accountability). It is critical to our ability to reduce our reliance on state funding. I know there is uncertainty and anxiety about going R1. That said, as I look down the bench I see a lot of faculty, staff and administrators leaning forward just like on our 2022 men's basketball team. Leaning forward saying "put me in coach." This team is ready to be R1.

Next week, I will conclude this series with a reflection on why R1 at UAF is paramount for the State of Alaska.

Thanks for choosing UAF.

—Dan White, chancellor

April 24, 2024  
Faculty and Staff,

Today is the last of my 4-week series on UAF's path to R1. In last week's message, I shared why R1 is important for UAF. In this final installment, I want to focus on why R1 will not only strengthen UAF, but also benefit the State of Alaska in significant and long-lasting ways.

When UAF achieves R1, the impacts will be felt across the State of Alaska. As America's Arctic University, we conduct 89% of university research and development in the State. A boost in our research will be a boost to the State of Alaska's research enterprise. Based on data pulled from other universities that have achieved R1, it is reasonable to anticipate an increase in UAF's research expenditures in our run-up to and following our achievement of R1. During the latest R1 classification cycle in 2021, federally financed R&D expenditures grew by 60% for 15 institutions that made the transition from R2 to R1. By comparison, federally financed R&D increased by 30% nationally during that same timeframe.

A significant boost in research will have a significant economic impact on Alaska. More research dollars brought into Alaska means more dollars spent on local jobs to do the research, services to support the research, and services to support the researchers (housing, recreational activities, etc). This is a direct infusion of cash into the economy. But that is just a small beginning to the overall economic impact.

The vast majority of UAF's research is conducted in Alaska in areas of direct interest to Alaskans and their businesses. Topics like agriculture, volcanoes, earthquakes, environmental change, cold regions engineering, wildlife biology, and the arts. The information provided by UAF research is actionable to Alaskans; such as what are the best seed varieties for Alaska's changing environment, when will a volcanic ash plume interrupt air travel, or when and how should kelp be harvested and processed to make a sustainable business. Stuff that matters to the State's economy.

While it is true that new dollars put into the economy benefits the community, and actionable information helps Alaskan lives and businesses every day, the things that have the most potential to have long-lasting positive impacts on the economy of Alaska are talent and innovation. Companies can take talent and innovation and create wealth in our economy. Businesses can take the know-how UAF research produces and create products, processes, and services that create new business niches, or introduce more competitive products into existing sectors. The outcome of research is innovation and companies can leverage this knowledge to create wealth right here in Alaska. This is what drives our economy.

Check out the [story of Schweitzer Engineering Laboratories](#) in Pullman, Washington. The first digital relay was invented as part of a doctoral thesis at Washington State University. This electronic device became the foundation for a massive international company still based in Pullman. Schweitzer has

manufacturing facilities in Mexico, Idaho, Illinois, and Indiana. The company grew from one employee in 1984 to more than 6,000 today. This is an amazing success story that is the result of university research. It is true that you don't need to be R1 to have this success, but it surely helps. This can be our story and Alaska's story!

In Alaska, we have the start of this story in various research-derived businesses. For example, in January 2020, BeCool Pharmaceuticals founder Dr. Kelly Drew licensed a UAF-developed drug composition that aims to control shivering during medical procedures where body cooling technologies are critical to success. Modulating metabolism and body temperature is used in treating stroke and traumatic injury. The drug is a result of many years of research into animal hibernation by Dr. Drew and her colleagues. This drug development done at UAF could have significant impacts around the world on modern medicine and at the same time, contribute to diversifying Alaska's economy.

In order to have a successful industry, you have to have talent in the state that can seize that opportunity. Alaska is home to incredible talent, and we want to provide Alaskans with the opportunities and resources they need to find success and fulfillment in their home state. Achieving R1 will help UAF recruit more people who want to make Alaska their home, and to allow people who want to stay here the opportunity to do so. That includes entrepreneurs and businesses who want to work in partnership with UAF, researchers who want to work at UAF, and students who seek UAF's transformative experience. Since achieving R1 status in 2018, the University of Nevada, Reno graduate student enrollment increased by approximately 12% and the number of graduate assistants (teaching and research) increased by about 15.4 %. We want this to be our story too.

Though we are still discovering the potential impact of R1 for UAF on the Alaskan economy, we know that the R1 transition for other universities has had positive economic impacts in their states. For example, the University of New Mexico, the only R1 university in NM, accounted for 47,053 jobs, \$1.9 billion in labor income, and \$5.2 billion in economic output in 2022. Similarly, in 2019, the University of Colorado Boulder estimated its R1 research activities alone produced \$1.2 billion in economic activity for the state. As a public university, we can optimize state funding and contribute to the state's economic prosperity.

Thank you for following along on my R1 mini-series. I am grateful to those who have provided feedback and posed questions. There are now over 80 people involved in the R1 Steering Committee and working groups. If you are not already involved, chances are you know someone dedicating their time to help UAF achieve this milestone. I encourage you to continue sharing your questions, ideas, and insights with leaders and R1 volunteers across campus. Achieving R1 will take all of us.

Thanks for choosing UAF.  
—Dan White, chancellor

## Friday Focus

### R1 - Building and capitalizing on momentum

September 6, 2024

— By Anupma Prakash, provost and executive vice chancellor

The past two weeks I spent parts of my evenings following a personal creative pursuit – building a three-dimensional diorama to depict the story of the birth of Krishna, one of the many Hindu gods. I had a deep desire to re-create this scene and some plans on how to do it had been brewing in my head for a long time. However, I did not have all the steps worked out on how this ambitious project would be completed by the time I had planned to open my home to several students and community members in celebration of Krishna’s birthday. As I started working on the project and asking around, many people stepped up to generously volunteer their time. They took the lead on different project elements, experimenting and innovating. Some ideas failed and new ones emerged, all amidst fun and laughter. The work gained momentum and volunteers took on even more agency. Together they created a [magnificent diorama](#) that surpassed all my expectations. And, the project wrapped up well before the guests arrived. By all measures, it was a great success.

Working on the project, I learned a valuable lesson. We can’t always have a perfect blueprint of everything we want to create. Even with a well-laid-out plan, we need to adapt and innovate. Aspiration, purpose, planning, belief, commitment, agency, teamwork, adaptation, innovation - are all a part of the journey to success. At UAF we have also embarked on an aspirational journey to be an R1 University. R1 is a prestigious status denoting the highest level of research activity among U.S. doctoral-granting universities. I urge you to read and re-read the four-part R1 series by Chancellor White to learn about [what R1 is](#), [how UAF can achieve R1](#), [why R1 is important for UAF](#), and [why UAF being R1 is important for Alaska](#). This series lays down the aspiration, purpose, planning, and work already in progress. His quote “The way we see ourselves is the position from which we lean into our future” resonates with me, and I echo it here.

Hundreds of faculty, staff and students have already begun working tirelessly on R1 planning. All across the university, work is underway to increase the recruitment, retention, and graduation of all our students, with a focus on doctoral students. A Process Improvement Team worked with the Admissions Office and Graduate School to move and modernize the graduate admissions process. Members or designees of the Faculty Senate, Staff Council, and ASUAF – UAF’s student government, are increasingly engaged not only in planning, but also in implementation of the R1 initiatives. UAF established new degree programs, such as Masters and Ph.D. programs in Earth System Science, that better align with students’ interest and industry needs. The State of Alaska saw the hard work, recognized the merit, and invested \$12.5 million to empower UAF to pursue the R1 aspiration.

This summer and fall, 84 doctoral students received one or more Troth Yeddha’ Ph.D. fellowships. Earlier this week our Regents heard multiple student testimonies on how these

fellowships are helping them with planned timely graduation. UAF has already built tremendous momentum in the R1 efforts. Now is the time for every UAF member and stakeholder to engage further, take agency, and capitalize on the momentum toward R1 success. If you are a Master's student who wishes to pursue a Ph.D. or would like to explore the value proposition of a Ph.D. degree, talk to your faculty mentor, department chair, dean, or the staff at the Graduate School. If you are a staff member who always wanted to pursue a Ph.D. but found the idea overwhelming, there are opportunities for pursuing your Ph.D. alongside peers in a supported cohort model. Again, talk to your dean/director or the Graduate School about the resources available to support your journey. If you are a current Ph.D. student facing a roadblock with writing your thesis, use the help available through the UAF Writing Center in the new Student Success Center on the 6th floor of the Rasmuson Library. If you are a faculty member and notice that your student is not showing up or is struggling, reach out and let them know about the [Counseling Services](#) at the UAF Student Health and Counseling Center. Students who are struggling may need additional help for routine tasks such as scheduling their annual committee meeting and completing their paperwork. While working in partnership with the Counseling Center you can help the student get back on track. If you are a chair, dean, or director, please keep an oversight on the progress of every student. I will do the same. We are vested in the success of every student.

I am so proud of the work that has already been done and of the success stories emerging. Let's remember to celebrate these individual victories as we continue to build new momentum and capitalize on the momentum toward R1 success.

*Friday Focus is written by a different member of UAF's leadership team every week.*

## **R1 Perspectives: Improving UAF as a place to learn and work**

[By Rod Boyce](#)

November 15, 2024

“R1.” You’ve read about it and heard about it.

It’s UAF’s powerful effort to attain the top research classification of higher-education institutions from the The Carnegie Commission on Higher Education. The classification system is widely regarded as the gold standard.

UAF far exceeds Carnegie’s research expenditure criteria but is short of the necessary number of Ph.D. graduates, so that’s where the effort is focused.

Now that you know it’s out there, it’s fair for each person in the UAF community to wonder: “That’s really great, but what does R1 mean for me? And what should I do about it?”

You will hear some answers Tuesday, Nov. 19, at Chancellor Dan White’s “[Chancellor’s Forum on R1](#).”

At convocation this year, White asked attendees to vote on a forum topic. The crowd chose R1.

The forum’s goal is to report to the UAF community the outcomes and next steps from the Oct. 17 [R1 strategy workshop](#) convened by the chancellor’s office and R1 Steering Committee, with support from Agnew::Beck Consulting.

The Nov. 19 forum on R1 will be from 1-2 p.m. in the Davis Concert Hall and livestreamed on the [UAF YouTube channel](#). Questions will be taken in person and online during the event.

So, back to those questions about what R1 means for you and what you can do.

Aside from raising UAF’s national profile and bringing in more research dollars and students, [striving for R1](#) is an opportunity to improve UAF as a workplace for staff and faculty and as a research and academic center for students.

How can it do that?

Think of R1 as a giant lasso, with the chancellor using R1 to round up the ideas and concerns of students, staff and faculty so he and his team can work to resolve them. Many — perhaps most — of these indirectly relate to R1 and predate that effort.

Trying to reach R1 in the next Carnegie evaluation period provides the oomph needed to get a lot of things resolved.

What are some of the things that could get some attention under the R1 umbrella? Here are just a few of the many that surfaced at the Oct. 17 R1 strategy workshop attended by more than 60 people representing students, staff and faculty:

- Increasing gender diversity among full professors
- Insufficient number of graduate courses
- Increased staffing for graduate student support
- Better integration of research faculty into Ph.D. programs
- Opportunities for partner hires
- Improved mentoring
- More child care

That workshop provided great insight into the sense of the many populations that make up the UAF community. Some of the concerns and challenges raised at that workshop are being addressed through the \$12.5 million R1 allocation approved by the Legislature and governor.

Here's that breakdown:

- \$8 million in Ph.D. student support. Of that, \$3.4 million has been awarded this year to 84 UAF Ph.D. students in 17 programs.
- \$3 million in faculty incentives to help faculty effectively mentor Ph.D. students.
- \$1.25 million in staff and technology for thesis-writing support, graduate school support, international student support and for software to improve efficiencies.
- \$250,000 for promotion, marketing and graduate student recruitment.

There's still much to do. You can support the effort by simply understanding what's in it for UAF and for you as a valuable part of our university and by joining the discussion.

As individuals, each of us is continually looking to improve, whether in knowledge, skills, financially, spiritually or in our relations with others.

Our university also continually strives to improve. Sometimes that effort is bumpy. Sometimes it seems slow. Even so, the desire to grow and thrive is always here.

Achieving top tier research status will be good for UAF.

The effort to get there has already proved good for UAF. It has elevated discussion on lingering subjects and new ones. It has helped staff, students and faculty learn about each other's aspirations and worries.

Over the past year, 80 people representing faculty, staff and students have worked on nine groups to help UAF advance to R1 status.

With continued attention to each other's ideas and hopes, and in working with UAF's administration, we can make our university an even better place to learn and work.

And that, really, is what going for R1 is all about.

*R1 Perspectives is a periodic column written by members of the UAF community. Rod Boyce is a member of one of the nine R1 working groups and participated in the Oct. 17 R1 strategy workshop. He is a science communicator and public information officer at the Geophysical Institute.*

# UAF RUN TO R1

