



# URSA UNDERGRADUATE RESEARCH & SCHOLARLY ACTIVITY

*Undergraduate research is a high impact practice that enhances student engagement, retention, completion and success*

## URSA Activities

- **URSA Student Project Awards** — Funding for original research and creative scholarly projects pairing undergraduates with faculty mentors at all UAF campuses.
- **URSA Student Travel Awards** — Funding for travel by undergraduates to support or present their original research.
- **URSA Mentoring Awards** — Funding for mentors (faculty, postdoctoral researchers, graduate students) to enhance or develop opportunities for undergraduate research, especially recurring opportunities.
- **Curriculum Support and Development** — Development of curricular opportunities for undergraduate research through creation of URSA courses and assistance developing departmental courses such as the Museum Research Apprenticeship Program (MRAP).
- **UAF Research Showcase** — A monthly seminar featuring current projects at UAF, making students aware of opportunities for research engagement and promoting active research across UAF and the greater Fairbanks community.
- **UAF Research Day** — An annual celebration and presentation of research by undergraduate students at UAF.

## URSA Impact

- Presentations by undergraduates of their research at national and international meetings.
- Publications co-authored by undergraduates in peer-reviewed professional journals.
- Acceptance of UAF baccalaureate graduates to top graduate programs, professional schools, and employment locally and nationally.

## Selected Performance Indicators

### URSA Innovative Technology and Education Awards

AY2015	11 awards \$65,687
AY2016	7 awards \$58,777

ITE awards derive from 20% of the student technology fee.

### URSA Student Awards

AY2012	32 awards \$93,491
AY2013	45 awards \$107,967
AY2014	60 awards \$147,931
AY2015	67 awards \$176,076
AY2016	62 awards \$149,627

### URSA Mentoring Awards

AY2012	5 awards \$16,391
AY2013	8 awards \$31,938
AY2014	10 awards \$35,203
AY2015	15 awards \$78,016
AY2016	15 awards \$69,235

All URSA student and mentoring awards derive from UAF's reinvestment of 1% ICR into undergraduate student research.

### UAF undergraduates enrolled in 1 or more research courses

	Fall	Spring	Summer	Total
AY2012	137	210	15	362
AY2013	148	186	31	365
AY2014	134	205	31	370
AY2015	127	226	55	408
AY2016	107	217	47	371

## University of Alaska Fairbanks Undergraduate Research and Scholarly Activity (URSA) Annual Report AY 2015-16

The mission of the University of Alaska Fairbanks (UAF) office of Undergraduate Research and Scholarly Activity (URSA), which was established in 2011, is to support, develop, and institutionalize UAF's diverse and robust undergraduate research and scholarly activity programs. This activity refers to student-faculty collaboration in the creation of discipline-specific and interdisciplinary knowledge. The primary means by which URSA fulfills its mission are as follows:

1. Provide funding for undergraduate students and faculty who collaborate on research and creative projects;
2. Serve as a clearinghouse for projects that offer undergraduate students and faculty opportunities to collaborate in research or creative projects;
3. Assist UAF faculty and staff who strive to create or maintain undergraduate research and creative scholarly programs;
4. Create regular events that serve as venues for students to present their research and creative projects;
5. Catalog and archive UAF undergraduate student participation in research and creative projects, as well as the outcomes and products of those projects; and
6. Facilitate undergraduate student recruitment and retention initiatives through program-specific initiatives.

Through the aforementioned programs and initiatives, URSA aims to improve skills in critical thinking, creative problem solving, and communication and to engender a culture of life-long learning among all students, as well as enhance preparation and education of undergraduate students who will fill the needs of Alaska's 21st century workforce and society. URSA is UAF's resource for the development and promotion of experiential learning activities that engage undergraduate students in support of UAF's goal to become a leading student-oriented research university. In this age of ever-increasing information and access to that information, research literacy is a required competence for the entire populace, not just UAF students. Thus, offering opportunities for undergraduate students to participate in research and creative scholarship is a noted best practice in higher education. Building on existing efforts and capacities, URSA attracts, retains, and enables UAF students to pursue varying levels of research and scholarly activity engagement from single credit first-year experience seminars to independent study investigations to senior theses including scholarly exhibits, performances, or research endeavors.

**University of Alaska Fairbanks**  
**Undergraduate Research and Scholarly Activity (URSA)**  
**Major Accomplishments**

1. URSA Administration
  - a. Trent Sutton, UAF Fisheries Department, became 18% URSA Director effective 01 July 2016, following the departure of Barbara Taylor, URSA Co-director in June 2016.
  - b. Kate Pendleton continues to serve as the full-time URSA Coordinator,
  - c. The URSA Advisory Board was expanded to include the following UAF faculty: Wendy Croskey, Nicole Cundiff, Alexandra Fitts, Carie Green, JoAnne Healy, Brian Hemphill, Alex Hirsch, Steffi Ickert-Bond, Baek Jungho, Sunwoo Kim, Anshul Pandya, Andy Seitz, Susan Todd, David Verbyla, and Xiangdong Zhang.
  - d. The URSA Review Panel was created and include the following UAF faculty: Sine Anahita, Wendy Croskrey, Hector Douglas, Greg Finstad, Alex Fitts, Javier Fochessato, Carie Green, Jennifer Guerard, Brian Hemphill, Alex Hirsh, Kara Hoover, Falk Huettman, Ute Kaden, Sun Woo Kim, Ilana Kingsley, Joy Morrison, Josh Reuther, Andy Seitz, Sarah Stanley, Susan Todd, Dave Verbyla, Peter Webley, and Xiangdong Zhang.
  - e. The URSA Innovative Technology and Equipment (ITE) Review Panel was created and consisted of the following individuals: Alexandra Fitts (Vice-Provost), Mary Kreta (staff), Andrew Seitz and Sveta Yamin-Pasternak (faculty), Elizabeth Molina and Courtney Scerbak (graduate students), and Dallon Knight and Jessica Obermiller (undergraduate students).
2. Funding Awards
  - a. The total funds awarded through URSA in FY2015-16 were \$277,639 (84 awards total).
  - b. A total of \$218,862 was allocated during AY2015-16 for undergraduate research (fall/spring projects and Summer Undergraduate Research [SUGR]), undergraduate travel, Research Day awards and mentoring awards. The funding for these awards derive from UAF's reinvestment of 1% ICR ibti undergraduate student research. Funding was allocated as follows:
    - i. Fall and Spring Undergraduate Project Awards (29 awards [50 applicants] totaling \$66,640)
    - ii. Undergraduate Student Travel Awards (13 awards [43 applicants] totaling \$24,355)
    - iii. Summer Undergraduate Research Awards (SUGR; 12 awards [40 applicants] totaling \$53,382)
    - iv. Mentoring Awards (15 awards [48 applicants] totaling \$69,235)
    - v. Research Day Awards (8 awards [108 applicants] totaling \$5,250)
  - c. Innovative Technology and Equipment (ITE) Awards (7 awards [27 applicants] totaling \$58,777). The ITE Awards represented a new funding line (former UAF Technology Advisory Board [TAB] funds) through URSA starting in 2015, which was used to support equipment and associated software in support of undergraduate and graduate education and research at UAF. These funds derive from 20% of the student technology fee.

3. Clearinghouse for Undergraduate Student Opportunities
  - a. URSA continues to serve as UAF's clearinghouse for undergraduate student opportunities to engage in unique projects conducting research or creative scholarly activities. However, the process is informal (reliant on passive communication) and thus quantifying URSA's role as clearinghouse or student-faculty matchmaker is difficult because URSA is not a student program; rather, URSA is an embodiment of UAF's institutional support for undergraduate student and faculty collaboration in research and creative projects.
  - b. Sixty-three UAF students enrolled in FYE (First-Year Experience), URSA, and MRAP (Museum Research Apprenticeship Program) courses during AY2015-16 (see 5. Curriculum Development below).
  - c. Fifty-three UAF students received URSA funding in support of research or creative scholarship during the fall, spring, and summer of AY2015-16, and another 91 students applied but did not receive funding. Some of these students may have been matched with their project either directly by URSA or indirectly through URSA's request for proposals. In addition, walk-in students seeking advice with respect to identifying research opportunities and/or mentors are frequent in the URSA office (weekly at a minimum and daily in the weeks at the beginning of a semester and around an URSA application deadline date). URSA has not tracked or followed up with these ad hoc advisees because they do not all apply for funding and, as a result, are not entered into the database.
4. Student Tracking and Project Cataloging
  - a. The URSA database currently has 1,601 UAF undergraduates that have been involved in research since the URSA database was created in 2012.
  - b. The 2013-2014 UAF accreditation report stated that 41% of UAF undergraduate students have participated in an academic research experience over the course of their baccalaureate studies. Further, the 1,601 students in the URSA database support that quantification of undergraduate student participation in research. Not included in the accreditation documents and not yet included in the URSA database are undergraduate students who are employed as research assistants. URSA has been working with UAF Human Resources and the UAF Office of Planning, Analysis, and Institutional Research (PAIR) to identify a means to include such students in the database.
  - c. An online version of UAF Research Day has been created within the Institutional Repository, which is a joint effort of URSA and Library Sciences Staff. <https://scholarworks.alaska.edu/>.
  - d. Gary Hagestead in the Office of PAIR continues to work on streamlining the process of populating the URSA database to allow for more detailed and comprehensive tracking and reporting of undergraduate student research and creative scholarly activities. URSA has been working with the various UAF Deans to identify research-focused undergraduate courses in their respective academic programs to generate more accurate and comprehensive data on the involvement of UAF undergraduates in research.
5. Curriculum Development
  - a. URSA (Undergraduate Research and Scholarly Activity) courses offered in AY2015-16
    - i. URSA 192 Introduction to Research and Scholarly Activity at UAF (Instructor: Barbara Taylor; Enrollment: 3 students)
    - ii. URSA 195 Introduction to One Health (Instructor: Lori Gildehaus; Enrollment: 6 students)

- iii. URSA 295 BLaST Bootcamp (Instructor: Natalia Podlutska; Enrollment: 9 students)
- iv. URSA 388 Undergraduate Research and Scholarly Activity I (Instructor: Barbara Taylor; Enrollment: 13 students)
- v. URSA 488 Undergraduate Research and Creative Scholarship II (Instructor: Barbara Taylor; Enrollment: 3 students)
- b. MRAP (Museum Research Apprentice Program) courses offered in AY2015-16
  - i. MRAP 288 Museum Research Apprenticeship I (Instructors: Kevin Winker, Andres Lopez, Josh Reuther, Mareca Guthrie; Enrollment: 5 students)
  - ii. MRAP 488 Museum Research Apprenticeship II (Instructor: Andres Lopez; Enrollment: 3 students)
- c. FYE (First-Year Experience) courses offered in AY2015-16
  - i. Banned! Challenges to Intellectual Freedom (Instructor: Karen Jensen; Enrollment: 9 students)
  - ii. Hidden Mysteries (Instructor: Leslie McCartney; Enrollment: 10 students)
  - iii. Fact or Fishin' (Instructors: Trent Sutton and Andy Seitz; Enrollment: 2 students)
  - iv. Introduction to Honors (Instructor: Marsha Sousa; Enrollment: 24 students)

8. UAF Research Events

a. UAF Research Showcase

- i. During the Fall 2015 and Spring 2016 semesters, URSA sponsored the UAF Research Showcase with monthly seminars from UAF researchers at Schaible Hall. This seminar series was available not only to UAF students, staff, and faculty, but to the greater Fairbanks community as well. Presentations are also available on the URSA website.
- ii. Fall 2015 Semester Presenters and Presentations

Date	Presenters	Presentation Title
September 30	Carie Green	Cancelled due to weather
October 28	Mike Harris, Andrej Podlutsky and Andrea Ferrante	Frankenstein: the science behind the legend
November 18	Carie Green	Engaging young children as researchers: our experience in the forest

iii. Spring 2016 Semester Presenters and Presentations

Date	Presenter	Presentation Title
January 12	Milo Adkison	Fish math or why do we make your take calculus?
February 17	Arleigh Reynolds	A brief history of sled dogs in Alaska: superheroes without capes
March 23	Annie Duffy	Arctic perspectives: examining the nexus of making art and science in the north
April 20	Mareca Guthrie	Learning how to think like an artist

b. Research Day

- i. The UAF Research Day was held on 26 April 2016; a total of 142 UAF undergraduate students presented at the event.
- ii. Dean's Choice Awards (\$250 per school/college) were given for each college or school; the awardees and their poster title for each college/school were as follows:
  - a. College of Engineering and Mines (CEM) – Aven Bross and Max Hesser-Knoll (Simultaneous localization and mapping [SLAM] on RobotMoose robotics infrastructure )
  - b. College of Liberal Arts (CLA) – Jessica Obermiller (The headscarf project: exposing myself by covering up)
  - c. College of Natural Science and Mathematics (CNSM) – Patrick Terhune (Topographic development and upper plate deformational response to multiple Cenozoic flat slab subduction events: Talkeetna Mountains, Alaska)
  - d. School of Education (SOE) – Elizabeth Smith (Sharing with robots)
  - e. School of Fisheries and Ocean Sciences (SFOS) – Zachary Goeden (Differential effects of sea star wasting syndrome across species)
  - f. School of Natural Resources and Extension (SNRE) – Kirsten Williams (Hydroelectricity in Alaska: current and potential developments)
- iii. Three awards were given for the top three posters of the day; the awardees, their college/school, poster title, and dollar amount for their respective award were as follows:
  - a. First place – Zachary Goeden (SFOS; Differential effects of sea star wasting syndrome across species; \$2,000)
  - b. Second place - Kirsten Williams (SNRE; Hydroelectricity in Alaska: Current and Potential Developments; \$1,000)
  - c. Third place - Elizabeth Smith (SOE; Sharing with Robots; \$500)

9. Student Highlights

- a. Gabriel Cartegen (CLA - Psychology) is using Photovoice with HIV/AIDS survivors in Fairbanks, Alaska, as a means to facilitate discussion about the realities of their lives.
- b. Carl Sage (CLA - Theater) designed lighting, audio, scenic, and costume components for a theatrical production of Antigone by Sophocles.
- c. Diana Berry (CLA - Art) contributed new documentation to the index and Find Aid to make the W.D. Berry art collection more accessible to the public at the UAF Rasmuson Library.
- d. Jessica Obermiller (CLA - Anthropology) shared insights from her ongoing research, The Headscarf Project: Exposing Myself by Covering Up, at the Annual Meeting of the American Anthropological Association.
- e. Montana Goss (CLA- Anthropology) researched the Shenks Ferry people who occupied central Pennsylvania from 1000 to 1500 CE but have no known ancestors or descendants by extracting DNA from bones and teeth for downstream use in determining haplotypes based on cleavage points in mitochondrial DNA.
- f. Jackson Drew (CNSM - Biology & Wildlife) is studying how soil nutrients and microbial processes could mediate the effect of permafrost thaw on plant community dynamics.
- g. Kira Leonard (CNSM - Biology) traveled to Shungnak, Ambler and Kotzebue, Alaska, to examine the effectiveness of the SkiKu program which engaged young children in cross-country skiing to see if they could reduce the risk of obesity in Alaskan Native populations.

- h. Nora Gyswyt (CEM - Geological Engineering) traveled to Potsdam, Germany, to present at the International Conference on Permafrost. Her research investigated the geohazard of frozen debris lobes (FDLs) along the Dalton Highway. She recently finished an extended abstract on an historical imagery analysis of FDL movement behavior, including future movement rate predictions.
- i. Nathan Feemster (CLA - Linguistics) traveled to Hong Kong, China, to attend the International Gender and Language Association conference to share his research with prominent scholars in discourse analysis and sociolinguistics.
- j. David Reynolds (SFOS - Fisheries) is studying Pacific capelin speciation by measuring and counting morphological and meristic features for collected fish (e.g., length, weight, countable traits, etc.) and comparing these data to identify differences in characteristics between the two regional distributions in the Bering Sea.
- k. Stephanie Jump (SFOS - Fisheries) created a frame trawl to attach to a barge in the Tanana River to study Chinook salmon smolt at various depths of the river to gain insights into the potential impacts of an alternative energy device that may be placed in the Tanana River.
- l. Esul Chafin (SOM - Business Management) studied the 80/20 rule (Evans & Berman 1994) which has been explored in-depth as it relates to professional sport organizations earning 80% of their revenue from their top 20% of consumers. However, no research to date has investigated the 80/20 rule as it related to professional sport team performance. Her research aims to correlate professional ice hockey player salaries to individual player statistics and team winning percentage.
- m. Luke Rogers (CNSM - Biology & Wildlife) studied the wood bison population that has recently been reestablished in Alaska. His project looks to provide more information about captive management of wood bison in order to supply healthier animals for release into the wild.
- n. Teylana Gordon (CNSM - Geology) traveled to the Nelchina area to map relationships between the surface and the deeper rocks and collected samples to get ages on the deeper and shallower rocks, to do geochemical analyses to test whether they are geochemically related. The results will give further insight into how the Talkeetna Arc was assembled and how it was accreted to Alaska.
- o. Zoe Marshall (SNRE - Natural Resource Management) studied clonal propagation of Alaska berries to provide information that may allow researchers, growers and gardeners to perpetuate superior strains that provide optimum levels of antioxidants, abundant berries for wildlife food, and rapid growth in containers for sale.
- p. Elizabeth Jepsen (SOE - Education) traveled to Rochester, New York, to present at the Computers and Writing conference at St. John Fisher's College. Her research used Eyetracker software as a means to learn how student compose their writing.
- q. Amanda Grimes (CNSM -Biological Sciences) attended the 21st Biennial Conference hosted by The Society of Marine Mammalogy to share her paper, "An analysis of whole blood concentrations of total mercury in three Antarctic phocid species." She has been accepted into the UAF Veterinary Medicine program.
- r. Jessica Garvin (CEM - Mechanical Engineering) coordinated her team entry in the 2016 Collegiate Wind Competition. The objective is to design and manufacture a small-scale wind turbine for off-grid applications in Alaska. The team placed ninth among a field of national universities.

## 10. Mentor Highlights:

- a. Sarah Hayes (CNSM - Chemistry) stated that she, “designed the CHEM 294/694 courses to act as an “on ramp” by facilitating early experiences in the research lab where students have the opportunity to see how exciting and creative science is in practice. The first offering of this course was extremely successful and has already nucleated several long-lived mentoring relationships and funded projects.” A few representative quotes from the Spring 2015 offering:
  - The CHEM 294/694 as a whole was probably the most professional class I have ever taken. It was challenging, however it remained enjoyable with a goal and a consistent workload. The class felt empowering and I learned a lot. I would definitely recommend it to my peers.
  - I actually felt like I was part of a team effort. I felt like I was contributing to the field as a whole, in a tiny way. I felt like I was getting exposure to how it is to be a chemist. This was all very exciting and informative.
  - I feel like CHEM 294 gave me an understanding of research.... I feel much more prepared for CHEM 488 now and will be more efficient in conducting my research because of this class.
- b. Devin Drown (CNSM - Biology & Wildlife) used funding to cover the cost of new data acquisition by undergraduate researchers using the DNA Core lab’s newly acquired MinION nanopore sequencer (Oxford Nanopore Technologies). Funding facilitated independent undergraduate genomic research opportunities using bleeding edge technology and a simplified workflow. The MinION at just 87 grams and half the size of an iPhone is so portable that it will visit the International Space Station as a proof of concept in remote collection of DNA sequence data.
- c. Sine Anahita (CLA - Sociology) created the “Digital Man Cave Data Analysis Project.” She used a dataset of more than 25,000 blog posts from The Red Pill (TRP), a neo-masculinist subreddit on the social bookmarking site, Reddit. The data are currently organized in Excel for quantitative analysis and in NVivo® for qualitative analysis. She used this data to help undergraduate students learn how to work with quantitative research.
- d. Carrie Green (SOE - Education) mentored undergraduate students for phase two of an ongoing forest research project with young children. Phase one involved young children enrolled at the Bunnell House Early Learning Lab School at UAF during the summer 2015 to explore methods for engaging young children as active researchers in all aspects of the research process, including: proposing research questions, choosing appropriate data collection methods, collecting and analyzing data, and disseminating findings. Several interactive methods were used including Go Pro tours, bookmaking, role-playing, building a model, artwork, and book discussions. Additionally, the research gleaned findings that provided insight on young children’s Environmental Identity Development (EID), a theoretical framework that I recently developed to understand how young children construct their sense of self in relation to the natural world. Phase two engaged undergraduate students in data transcription, analysis, scholarly writing, and follow-up data collection. Green’s work was recently published in “Across the Spectrum: Resources for Environmental Education,” electronic book published by the North American Association for Environmental Education (NAAEE) in conjunction with the USEPA and Cornell University.



**University of Alaska Fairbanks**  
**Undergraduate Research and Scholarly Activity (URSA)**  
**AY 2016-17 Challenges and Goals**

**1. Continue to raise the profile of undergraduate research and scholarly activity at UAF.**

A fundamental aspect of URSA's mission is to ensure that UAF students, faculty, and staff are aware of the opportunities available for undergraduate research and creative scholarly activities. To accomplish this important goal, there remains an increased efforts to promote URSA funding opportunities via email (e.g., directed emails to each college/school, UAF-sponsored communications such as The Cornerstone), strategically placed announcements throughout campus, presence and participation in UAF events (e.g., Inside Out, New Student Orientation, We Are CLA, UA Scholars night, etc.), periodic, directed communications with the Deans of the various colleges/schools, revision to the URSA website, attendance and participation in UA and UAF administrative meetings (e.g., Board of Regents, Provost Council, Dean's Council, etc.), and completion of an annual report each year. The ultimate goal of these efforts is to not only better inform the UAF community on URSA's mission and activities, but to also raise awareness and interest for undergraduate research (as well as research in general) at UAF. To facilitate this goal, URSA will print posters for any undergraduate student presenting their research or creative activity at a workshop, meeting, or conference, regardless of their source of funding. In addition, URSA also has dozens of portable display boards for exhibiting posters which are available for any research event taking place on the UAF campus. From the UAF perspective, URSA serves as a student engagement tool; as such, promoting and showcasing undergraduate research and creative scholarship should be a key component of all UAF student events recruitment and retention events since UAF is the leading research institution in the UA system. Ultimately, these efforts will not only yield an increase in the percentage of undergraduates involved in research and creative scholarship at UAF, but will also diversify the types of scholarly activities funded by URSA across the UAF colleges/schools.

**2. Improve student tracking and project cataloging** of URSA-sponsored and non-URSA-sponsored research. An important data need at UAF requires that URSA obtain and make available accurate numbers of students and mentors engaged in undergraduate research and creative scholarship. Collecting comprehensive data is a challenge, especially for those students who are engaged in research and creative scholarship by virtue of holding a position as a student research assistant. The URSA Coordinator works closely with Ian Olson and Gary Hagestead with the Office of PAIR (Planning, Analysis, and Institutional Research), UAF Human Resources, and other undergraduate funding initiatives at UAF (e.g., BLaST [Biomedical Learning and Student Training], Honor's Program, RAHI [Rural Alaska Honors Institute], etc.) on student research participation to facilitate the collection of these data. It is also important to track those projects that are funded by URSA, funded by other units, or not funded at all, and to provide this information to the UAF Chancellor and Provost, other administrators in the UAF Provost's Office, and the Deans of the various UAF colleges/schools for informational purposes. Further, student projects in research and creative scholarship are diverse in discipline, which translates to diversity in mode and medium. URSA will work with the Library Sciences faculty to meet the challenge of archiving all projects in undergraduate research and scholarly activity, as well as making these archived documents available to be used as tools in recruitment, marketing, and development. The URSA staff will work with staff members in the Office of Admissions, Communications and Marketing, and Development to act as a resource for sharing exciting stories that can be used for promotional purposes.

3. **Continue to rely on the URSA Advisory Board and Review Panels** as active resources to develop and enhance current and future opportunities and initiatives as well as provide direction for the URSA mission. The current structure is that one group of faculty assists with general planning (the URSA Advisory Board) and a separate group of faculty (and some staff and student members) reviews student and faculty mentor applications (the URSA Review Panel). However, members of both groups may provide feedback on the operation of URSA as well as bring forward new ideas, initiatives, and concerns related to the URSA mission. In terms of the specific structure and primary responsibilities of these two groups, we have the following: (1) the Advisory Board consists of two faculty members from each academic college/school at UAF and meets once each semester to discuss policy initiatives and opportunities related to URSA; and (2) the Review Panel meets in accordance with the various due dates of the undergraduate student project, undergraduate student travel, mentor, and ITE requests for proposals and will primarily be responsible for reviewing the submitted proposals (note that there is no limit to the number of individuals that can participate on a review panel). However, both groups are essential for disseminating URSA information and increasing the understanding of URSA funding policies and processes for all interested faculty, staff, and students at UAF.
4. **Continue to make UAF Research Day the showcase event for undergraduate research and scholarly activity** at UAF. Based on feedback, UAF Research Day will once again have a shortened duration (relative to events prior to 2016) and a fast-paced award's ceremony to maintain engagement of all participants and attendees. To accommodate the increased number of student participants, more space will be reserved for the 2017 event to allow more poster display boards and space for faculty, staff, students, and other visitors to view the posters. In addition, we would like to expand research day to include more than just traditional research and scholarly activity posters, but also to more broadly include other forms of visual and interactive displays. This was accomplished to some extent at the 2016 UAF Research Day and was well received; as a result, expanding these types of displays will diversify and enhance research day at future events. The UAF administration, as well as local members of the UA Board of Regents, will again be notified early during the fall 2016 semester to save the date for the 2017 event (25 April 2017) so that they can attend UAF Research Day.
5. Explore opportunities to **expand URSA funding initiatives**, which will include developing a mechanism for undergraduate research at the rural UAF campuses, expanding funding availability for undergraduate student grants focusing on global change in the Center for Global Change and Arctic System Research, and consideration of the development of separate URSA-supported internship and capstone programs. An additional initiative is to discuss and identify additional funding via private donors and grantsmanship as funding resources decline during the current UAF budget crisis.
6. **Increase the number of students enrolled in URSA-sponsored courses:** URSA 388 Undergraduate Research and Creative Scholarship I, URSA 488 Undergraduate Research and Creative Scholarship II 488, and MRAP (Museum Research Apprenticeship Program) 288 and 488. Historically, enrollment in these courses has been low (5-20 students per year), which is in large part due to a general lack of awareness that these opportunities exist.
7. **Develop an interactive forum for undergraduate students** to help them prepare for research and scholarly projects at UAF, which will include how to identify project ideas and mentors, write competitive proposals, and prepare posters for presentation purposes.

Table 1. The number of URSA applications (student project, student travel, mentoring, and ITE combined), awards, and awarded dollars for each college/school for AY2015-2016. The dollar amount awarded also includes awards to students for Research Day poster presentations.

<b>College/School</b>	<b>Number of Applications</b>	<b>Number of Awards</b>	<b>Dollar Amount Awarded</b>
CEM	35	7	\$19,180
CLA	78	18	\$57,128
CNSM	139	38	\$123,620
SFOS	31	7	\$33,684
CRCO	3	1	\$250
SOE	12	6	\$ 21,537
SNRE	9	6	\$17,240
SOM	2	1	\$5,000
<b>Total</b>	<b>309</b>	<b>84</b>	<b>\$277,639</b>

Table 2. The number of URSA applications (Apps), awards, total dollar amount awarded (Dollar Amt.) to all amount awarded by award type for each college/school and department/unit within each college/school for AY2015-2016.

College/ School	Department/ Unit	Apps	Awards	Dollar Amt.	Project	Travel	Mentor	ITE	Research Day
CEM	Civil & Eng	8	1	\$5,230	\$0	\$0	\$5,230	\$0	\$0
	Comp. Sci.	4	2	\$250	\$0	\$0	\$0	\$0	\$250
	Elec. & Comp.	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	Mechanical	13	1	\$2,000	\$0	\$2,000	\$0	\$0	\$0
	Mining & Geo.	9	3	\$11,700	\$0	\$2,000	\$9,700	\$0	\$0
	Petroleum	1	0	\$0	\$0	\$0	\$0	\$0	\$0
CLA	Anthropology	8	4	\$7,213	\$4,963	\$2,000	\$0	\$0	\$250
	Art	9	3	\$12,125	\$2,500	\$1,925	\$0	\$7,700	\$0
	Communication	4	0	\$0	\$0	\$0	\$0	\$0	\$0
	English	7	3	\$7,640	\$0	\$2,000	\$5,640	\$0	\$0
	Foreign Language	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	History	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	Journalism	6	1	\$10,000	\$0	\$0	\$0	\$10,000	\$0
	Linguistics	2	1	\$2,000	\$0	\$2,000	\$0	\$0	\$0
	Music	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	Northern Studies	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	Political Sci.	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	Psychology	13	2	\$4,500	\$2,500	\$2,000	\$0	\$0	\$0
	Social Work	1	0	\$0	\$0	\$0	\$0	\$0	\$0
	Sociology	11	1	\$4,926	\$0	\$0	\$4,926	\$0	\$0
	Theater & Film	12	3	\$8,724	\$3,247	\$0	\$0	\$5,477	\$0
CNSM	Bio. & Wildlife	83	20	\$53,940	\$45,725	\$3,468	\$4,747	\$0	\$0
	Chem. & Biochem.	32	11	\$40,715	\$16,365	\$5,350	\$5,400	\$10,000	\$0
	Geosciences	16	6	\$22,565	\$10,000	\$0	\$2,315	\$10,000	\$250
	Math & Stats.	3	1	\$10,000	\$0	\$0	\$10,000	\$0	\$0
	Physics	2	0	\$0	\$0	\$0	\$0	\$0	\$0
CRCO	All campuses	3	1	\$250	\$0	\$0	\$0	\$0	\$250
SFOS	Fisheries	23	6	\$23,684	\$13,732	\$1,612	\$6,090	\$0	\$2,250
	MSL	9	1	\$10,000	\$0	\$0	\$0	\$10,000	\$0
SNRE	NRM	9	6	\$17,240	\$10,990	\$0	\$5,000	\$0	\$1,250
SOE	Education	12	6	\$21,537	\$5,000	\$0	\$10,187	\$5,600	\$750
SOM	Bus. Mgmt.	2	1	\$5,000	\$5,000	\$0	\$0	\$0	\$0

Table 3. The number of URSA applications (AP), awards (Aw), and dollar amount (DA) for each college/school by awards type for AY2015-16.

	Student Project			Student Travel			Mentoring			ITE			Research Day		
	Ap	Aw	DA	Ap	Aw	DA	Ap	Aw	DA	Ap	Aw	DA	Ap	Aw	DA
CEM	4	0	\$0	17	2	\$4,000	5	3	\$14,930	3	0	\$0	7	2	\$250
CLA	12	6	\$13,210	13	5	\$9,925	9	3	\$10,566	7	3	\$23,177	37	1	\$250
CNSM	54	25	\$72,090	11	5	\$8,818	20	5	\$22,462	8	2	\$20,000	46	1	\$250
SFOS	4	3	\$13,732	2	1	\$1,612	15	1	\$6,090	5	1	\$10,000	5	1	\$2,250
SNRE	5	4	\$10,990	0	0	\$0	1	1	\$5,000	0	0	\$0	3	1	\$1,250
CRCD	3	1	\$250	0	0	\$0	2	0	\$0	0	0	\$0	1	1	\$250
SOE	3	2	\$5,000	0	0	\$0	4	2	\$10,187	3	1	\$5,600	2	1	\$750
SOM	1	1	\$5,000	0	0	\$0	1	0	\$0	0	0	\$0	0	0	\$0