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University of Alaska
Board of Regents’ Meeting
April 3-4, 2014
Kodiak College
Kodiak, Alaska

MEETING SCHEDULE AND ACTIVITIES

*Times for meetings are subject to modifications within the April 3-4, 2014 time frame.*

**Thursday, April 3, 2014**

9:00 a.m. – 9:30 a.m. The **Full Board** will meet in Room 128 and hear the President’s and Governance Reports.

9:30 a.m. – 10:30 a.m. The **Full Board** will hear public testimony. The board chair will announce when public testimony is closed.

10:30 a.m. – 11:45 a.m. The **Full Board** will continue with business items.

11:45 a.m. – 1:15 p.m. The **Full Board** will have lunch with the Kodiak College Campus Council.

1:15 p.m. – 1:45 p.m. The **Full Board** will continue with business items.

1:45 p.m. – 4:30 p.m. The **Academic and Student Affairs Committee** will meet in Room 128.

1:45 p.m. – 4:30 p.m. The **Facilities and Land Management Committee** will meet in Room 106.

4:30 p.m. – 5:30 p.m. The **Full Board** will tour the Kodiak College.

5:30 p.m. – 7:30 p.m. Board members and staff will attend a community reception at the Kodiak Seafood and Marine Science Center located at 118 Trident Way.
Friday, April 4, 2014

8:00 a.m. – 9:00 a.m.  Audit Committee will meet in Room 128.

9:00 a.m. – 9:30 a.m.  The Full Board will continue with business items.

9:30 a.m. – 10:30 a.m.  The Full Board will hear public testimony. The board chair will announce when public testimony is closed.

10:30 a.m. – 11:15 a.m.  The Full Board will continue with business items.

11:15 a.m. – 12:15 p.m.  The Full Board will hear a presentation from the Kodiak College. A working lunch will be provided to regents and executive staff.

12:15 p.m. – 4:00 p.m.  The Full Board will continue with business items and hold an executive session.

4:00 p.m.  Adjourn

To contact members of the Board of Regents or participating staff during the meeting, please call (907) 450-8000 or email sybor@alaska.edu.
Thursday, April 3, 2014

I. Call to Order

II. Adoption of Agenda

MOTION
“The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Approval of Minutes
IV. President’s Report
V. Governance Report
VI. Public Testimony
VII. Approval of Shaping Alaska’s Future Themes, Issues and Effects Statements and a Review of Draft Metrics
VIII. Presentation on the Alaska Student Loan and the Alaska Education Leadership Surveys
IX. University Relations Reports
   A. Federal Relations Update
   B. Legislative Update
X. Approval of Bargaining Unit Agreement between the University of Alaska and United Academic-Adjuncts (UNAD)
XI. Approval of FY15 Amended Budget Request for United Academic-Adjuncts (UNAD) Agreement
XII. Human Resources Report
XIII. Planning and Development Committee
   A. Discussion Regarding Board Governance
XIV. Alaska Commission on Postsecondary Education Report
XV. UA Athletics Report
XVI. Presentation from the Kodiak College
XVII. Consent Agenda
   A. Academic and Student Affairs Committee
      1. Approval of a Revision to Regents’ Policy 10.06.010 – Academic Program Review
      2. Approval of Revisions to Regents’ Policy 10.07.010 – Role of Research, Scholarship and Creative Activity
3. Approval of Revisions to Regents’ Policy 10.07.020 – Sponsored Projects Submittal and Acceptance
4. Approval of Revisions to Regents’ Policy 10.07.070 – Human Subjects in Research
5. Approval of a Graduate Certificate in Marriage and Family Counseling at the University of Alaska Anchorage
6. Approval of Revisions to Regents’ Policy 10.04.100 – Academic Calendar
7. Approval of a Resolution regarding Revisions to Regents’ Policy 10.04.040 – General Education Requirements

B. Audit Committee
1. Approval of Revisions to Regents’ Policy 05.02.060 – Travel and Relocation

C. Facilities and Land Management Committee
1. Formal Project Approval for the University of Alaska Fairbanks Akasofu Restoration
2. Project Change Request for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2
3. Project Change Request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center)

XVIII. New Business and Committee Reports
A. Academic and Student Affairs Committee
B. Audit Committee
C. Facilities and Land Management Committee

XIX. Board Members will consider a Member’s Request to Review Regents’ Policy 02.09.020 – Possession of Weapons

XX. Future Agenda Items
XXI. Board of Regents' Comments
XXII. Executive Session
XXIII. Adjourn

This motion is effective April 3, 2014.”

III. Approval of Minutes

MOTION
"The Board of Regents approves the minutes of its regular meeting of February 20-21, 2014 as presented. This motion is effective April 3, 2014."

MOTION
"The Board of Regents approves the minutes of its emergency meeting of February 28, 2014 as presented. This motion is effective April 3, 2014."
MOTION
"The Board of Regents approves the minutes of its emergency meeting of March 17, 2014 as presented. This motion is effective April 3, 2014."

IV. President’s Report

President Gamble will update the board on issues of importance.

V. Governance Report [Scheduled for 9:15 a.m.]

Representatives from the Faculty Alliance, Staff Alliance and Coalition of Student Leaders will report on issues of importance to the faculty, staff and students at the University of Alaska. Representatives are:

Carey Brown, Staff Alliance Chair
Robert Boeckmann, Faculty Alliance Chair
Shauna Thornton, Coalition of Student Leaders Speaker

VI. Public Testimony [Scheduled for 9:30 a.m.]

Public testimony will be heard at approximately 9:30 a.m. Comments are limited to three minutes per individual. Written comments are accepted and will be distributed to the Board of Regents and President Gamble by the Board of Regents’ Officer following the meeting. The chair will determine when public testimony is closed.

VII. Approval of Shaping Alaska’s Future Themes, Issues and Effects Statements and a Review of Draft Metrics [Scheduled for 10:30 a.m.] [Reference 1 & Addendum 1]

Vice President Thomas will present the Shaping Alaska’s Future Themes, Issues and Effects Statements. Associate Vice President Gruenig will review the draft matrix of metrics associated with Shaping Alaska’s Future.

The president recommends that:

MOTION
“The Board of Regents approves the Shaping Alaska’s Future Themes, Issues and Effects Statements as presented. This motion is effective April 3, 2014.”

VIII. Presentation on the Alaska Student Loan and the Alaska Education Leadership Surveys [Scheduled for 11:15 a.m.] [Addendum 2]

Diane Barrans, Alaska Commission on Postsecondary Education executive director, will present the survey results and will answer any questions regarding the surveys.
IX. University Relations Report

A. Federal Relations Update

Vice President Beam will provide a Patton Boggs federal priorities update on issues concerning the University of Alaska.

B. Legislative Update

Associate Vice President Christensen will provide an update regarding the status of legislation concerning the University of Alaska.

Friday, April 4, 2014

X. Approval of Bargaining Unit Agreement between the University of Alaska and United Academic-Adjuncts (UNAD)

The president recommends that:

MOTION
"The Board of Regents approves the collective bargaining agreement between the University of Alaska and United Academic-Adjuncts (UNAD) for the term of March 1, 2014 through February 28, 2017. This motion is effective April 4, 2014."

POLICY/STATUTORY CITATION
Regents' Policy 04.11.020 – Exclusions and Agreements, states:

No collective bargaining agreement shall be binding upon the Board of Regents without prior approval of the entire agreement by the Board of Regents.

Alaska Statute 14.40.170(a)(2) provides:

The Board of Regents shall . . . fix the compensation of the president of the university, all heads of departments, professors, teachers, instructors, and other officers; . . .

Alaska Statute 14.40.170(b)(1) provides:

The Board of Regents may . . . adopt reasonable rules, orders, and plans with reasonable penalties for the good government of the university and for the regulation of the Board of Regents.

The Alaska Supreme Court has stated:

Through legislative enactments, the university enjoys a considerable degree of statutory independence. Not only does the Board of Regents have the constitutional authority to appoint the president of the university, formulate policy and act as the governing body of the institution, but the legislature has specifically empowered it to fix the president's compensation and the compensation of all teachers, professors, instructors and other officers . . .
RECOMMENDATION

Pursuant to this policy and legal authority, the university administration has tentatively agreed upon a contract with the United Academics union. Members of the union will vote on the contract on March 26, 2014.

Pursuant to AS 23.40.215, the monetary terms of this collective bargaining agreement are subject to initial approval/disapproval and annual funding by the Alaska Legislature.

XI. Approval of FY15 Amended Budget Request for United Academic-Adjuncts (UNAD) Agreement

The president recommends that:

MOTION
"The Board of Regents approves the amended FY15 operating budget request to include funding for the United Academic-Adjuncts (UNAD) represented faculty. This motion is effective April 4, 2014."

POLICY CITATION
Regents' Policy 05.01.010.A. – Budget Policy, states: "The budget of the university represents an annual operating plan stated in fiscal terms. All budgetary requests shall be adopted by the board prior to submittal to the Office of the Governor or the legislature."

RATIONALE AND RECOMMENDATION

The FY15 amended budget request includes funding for the United Academic-Adjuncts (UNAD) represented faculty.

Funding of $349.6 thousand ($174.8 thousand general funds and $174.8 thousand university receipts) will cover the FY15 compensation increases necessary under the agreement with the UNAD represented faculty. The agreement between UA and UNAD includes a rate increase based on the number of semesters taught at UA. The increases are as follows: 0-5 semesters 1%; 6-11 semesters 2%; and 12+ semesters 3%.

VI. Public Testimony (cont’d) [Scheduled for 9:30 a.m.]

Public testimony will be heard at approximately 9:30 a.m. Comments are limited to three minutes per individual. Written comments are accepted and will be distributed to the Board of Regents and President Gamble by the Board of Regents’ Officer following the meeting. The chair will determine when public testimony is closed.

XII. Human Resources Report [Scheduled for 10:30 a.m.]

Chief Human Resources Officer Seastedt will update the board regarding human resources issues.
XIII. **Planning and Development Committee**  

A. **Discussion Regarding Board Governance**

Regent Hughes will lead a discussion on board governance.

XIV. **Alaska Commission on Postsecondary Education Report**

A report will be given by members representing the Board of Regents on the Alaska Commission on Postsecondary Education.

XV. **UA Athletics Report**

A report will be given by Regent Enright, the Board of Regents’ representative for UA Athletics.

XVI. **Presentation from the Kodiak College**

Faculty, staff and students will give presentations on programs and partnerships offered at Kodiak College. Presentations include:

- Distance Education (QM) presented by Kitty Deal, assistant professor of education;
- Workforce Development Kodiak Style presented by Alan Fugleberg, assistant director of academic affairs and assistant professor of general business, and Lorraine Stewart, coordinator, career technical education;
- Cross UA partnerships:
  - UAS/AAST Fisheries presented by Cathy Foy, Kodiak site based student success coach, Fisheries Technology Department and Reid Brewer, associate professor, Fisheries Technology, UAS Sitka;
  - Alaska Native Studies/Alutiiq Studies presented by April Laktonen-Counceller, assistant professor of humanities, and Katie St. John, program manager, Title III Alutiiq Studies Grant;
  - WICHE Consortium of Healthcare Education Online DOL TAACCCT Grant: Medical Coding and online labs presented by Suzanne Buie, assistant professor of biology and health sciences department chair, and the UA Allied Health Alliance;
- Student Success at Kodiak College presented by Kodiak College students;
- Productivity, Goal Setting and Continuous Improvement presented by Kodiak College Director Bolson.
XVII. Consent Agenda

MOTION
“The Board of Regents approves the consent agenda as presented. This motion is effective April 4, 2014.”

A. Academic and Student Affairs Committee

1. Approval of a Revision to Regents’ Policy 10.06.010 – Academic Program Review

MOTION
“The Board of Regents approves a revision to Regents’ Policy 10.06.010 – Academic Program Review as presented. This motion is effective on April 4, 2014.”

2. Approval of Revisions to Regents’ Policy 10.07.010 – Role of Research, Scholarship and Creative Activity

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.07.010 – Role of Research, Scholarship and Creative Activity as presented. This motion is effective on April 4, 2014.”

3. Approval of Revisions to Regents’ Policy 10.07.020 – Sponsored Project Submittal and Acceptance

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.07.020 – Sponsored Project Submittal and Acceptance as presented. This motion is effective on April 4, 2014.”

4. Approval of Revisions to Regents’ Policy 10.07.070 – Human Subjects in Research

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.07.070 – Human Subjects in Research as presented. This motion is effective on April 4, 2014.”

5. Approval of a Graduate Certificate in Marriage and Family Counseling at the University of Alaska Anchorage

MOTION
“The Board of Regents approves the Graduate Certificate in Marriage and Family Counseling at the University of Alaska Anchorage. This motion is effective April 4, 2014.”
6. Approval of Revisions to Regents’ Policy 10.04.100 – Academic Calendar

MOTION
“The Board of Regents approves revisions to Regents’ Policy 10.04.100 – Academic Calendar as presented. This motion is effective on April 4, 2014.”

7. Approval of a Resolution regarding Revisions to Regents’ Policy 10.04.040 – General Education Requirements

MOTION
“The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. This motion is effective April 4, 2014.”

WHEREAS, the Faculty Alliance has formed a General Education Learning Outcomes working group to discuss common general education learning outcomes; and

WHEREAS, faculty and postsecondary education leaders from across the country developed Essential Learning Outcomes under the Liberal Education and America's Promise (LEAP) initiative sponsored by the Association of American Colleges and Universities and hundreds of campuses and several state systems have adopted LEAP for general education; and

WHEREAS, Alaska has one of the lowest college-going rates among the fifty states and providing clear and consistent initial course placement information in developmental/preparatory education and general education courses is needed to improve communication about postsecondary educational pathways; and

WHEREAS, teachers, school principals, parents, and legislators have communicated their confusion over differing initial placement requirements in general education and developmental/preparatory courses among UA institutions; and

WHEREAS, our universities and community college share a common institutional accreditor, the Northwest Commission on Colleges and Universities, which has a standard requiring a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences; and
WHEREAS, sharing common developmental/preparatory and general education programs across the UA system will allow students to complete those requirements at any institution without credit transfer concerns; and

WHEREAS, the faculty are responsible for the general education curriculum; and

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements.

NOW, THEREFORE BE IT RESOLVED the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed, with a copy to be incorporated in the official minutes of the April 3-4, 2014, meeting of the University of Alaska Board of Regents.

B. Audit Committee

1. Approval of Revisions to Regents’ Policy 05.02.060 – Travel and Relocation

   MOTION
   "The Board of Regents approves revisions to Regents’ Policy 05.02.060 – Travel and Relocation as presented. This motion is effective April 4, 2014."

C. Facilities and Land Management Committee

1. Formal Project Approval for the University of Alaska Fairbanks Akasofu Restoration

   MOTION
   "The Board of Regents approves the formal project approval request for the University of Alaska Fairbanks Akasofu Restoration as presented in compliance with the approved campus master plan, and authorizes the university administration to proceed through schematic design not to exceed a total project cost of $4,400,000. This motion is effective April 4, 2014."

Full Board Agenda: Page 9 of 11
2. **Project Change Request for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2**  

   **MOTION**  
   “The Board of Regents approves the project change request in the amount of $2,000,000 for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved total project cost of $26,25 million, and to proceed with project construction not to exceed $19,880,000. This motion is effective April 4, 2014.”

3. **Project Change Request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center)**  

   **MOTION**  
   “The Board of Regents approves the project change request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center) project as presented in compliance with the campus master plan, and authorizes the university administration to continue with project construction, increasing the total project cost by $1,585,000 for the build-out of restaurant spaces, not to exceed a total expenditure of $110,585,000. This motion is effective April 3, 2014.”

**XVIII. New Business and Committee Reports**

A. **Academic and Student Affairs Committee**

B. **Audit Committee**

C. **Facilities and Land Management Committee**

**XIX. Board Members will consider a Member’s Request to Review Regents’ Policy 02.09.020 – Possession of Weapons**

This is a full board discussion item.

**XX. Future Agenda Items**

**XXI. Board of Regents’ Comments**
XXII. Executive Session

MOTION
“The Board of Regents goes into executive session to discuss matters the immediate knowledge of which could have an effect on the finances of the university related to Prince William Sound Community College and the 6070 labor negotiations and to discuss matters that by law are required to be confidential related to receiving legal advice and providing direction to an attorney regarding weapons on campus. This motion is effective April 4, 2014.”

(To be announced prior to commencing executive session:)
The Board of Regents goes into executive session at _____ p.m. Alaska Time in accordance with AS 44.62.310. The session will include members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president may designate and will last approximately __________.

(To be announced at the conclusion of executive session:)
The Board of Regents concluded an executive session at _____ p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters the immediate knowledge of which could have an effect on the finances of the university related to Prince William Sound Community College and the 6070 labor negotiations and to discuss matters that by law are required to be confidential related to receiving legal advice and providing direction to an attorney regarding weapons on campus. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members designated by the president and lasted approximately __________.

XXIII. Adjourn
I. Call to Order

II. Adoption of Agenda

MOTION
“The Academic and Student Affairs Committee adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Full Board Consent Agenda
   A. Approval of a Revision to Regents’ Policy 10.06.010 – Academic Program Review
   B. Approval of Revisions to Regents’ Policy 10.07.010 – Role of Research, Scholarship and Creative Activity
   C. Approval of Revisions to Regents’ Policy 10.07.020 – Sponsored Projects Submittal and Acceptance
   D. Approval of Revisions to Regents’ Policy 10.07.070 – Human Subjects in Research
   E. Approval of a Graduate Certificate in Marriage and Family Counseling at the University of Alaska Anchorage
   F. Approval of Revisions to Regents’ Policy 10.04.100 – Academic Calendar
   G. Approval of a Resolution regarding Revisions to Regents’ Policy 10.04.040 – General Education Requirements

IV. Ongoing Issues
   A. Presentation on Research and Creative Activity
   B. Fisheries, Seafood and Maritime Initiative Update

V. Future Agenda Items

VI. Adjourn

This motion is effective April 3, 2014."
III. Full Board Consent Agenda

A. Approval of a Revision to Regents’ Policy 10.06.010 – Academic Program Review

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends that the Board of Regents approve a revision to Regents’ Policy 10.06.010 – Academic Program Review as presented. This motion is effective on April 3, 2014.”

RATIONAL/RECOMMENDATION
The proposed change aligns the policy with the new accreditation cycle, and program review now includes research and other units. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 3.

B. Approval of Revisions to Regents’ Policy 10.07.010 – Role of Research, Scholarship and Creative Activity

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 10.07.010 – Role of Research, Scholarship and Creative Activity as presented. This motion is effective on April 3, 2014.”

RATIONAL/RECOMMENDATION
The proposed changes are more consistent with wording in federal regulations. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 4.

C. Approval of Revisions to Regents’ Policy 10.07.020 – Sponsored Project Submittal and Acceptance

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 10.07.020 – Sponsored Project Submittal and Acceptance as presented. This motion is effective on April 3, 2014.”
RATIONAL/RECOMMENDATION
The proposed changes clarify that the president approves regulations and although it is not uncommon for portions of projects to be classified or proprietary, being so does not significantly impede student research or publication. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 5.

D. Approval of Revisions to Regents’ Policy 10.07.070 – Human Subjects in Research

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 10.07.070 – Human Subjects in Research as presented. This motion is effective on April 3, 2014.”

RATIONAL/RECOMMENDATION
There are categories of research that do not require informed consent; in particular, those that an Institutional Review Board determines are exempt. In addition, informed consent, not just the opportunity for informed consent is required. Vice President Thomas will answer questions regarding the policy revisions presented in Reference 6.

E. Approval of a Graduate Certificate in Marriage and Family Counseling at the University of Alaska Anchorage

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends that the Board of Regents approve the Graduate Certificate in Marriage and Family Counseling at the University of Alaska Anchorage. This motion is effective April 3, 2014.”

POLICY CITATION
In accordance with Regents’ Policy 10.02.040, academic unit establishment, major revision, and elimination, modification to university units, requires approval by the board.

RATIONALE/RECOMMENDATION
Although there are academic requirements for licensure in Alaska for Marriage and Family Therapists (LMFT), there are no academic programs in Alaska offering the courses required for licensure. The Alaska LMFT
curriculum requirements include: three courses on marriage and family therapy theory; three courses in marriage and family studies content; three courses in human development; one course in professional ethics; one course in research; and nine credits or one year of clinical practice or a practicum in marriage and family therapy.

A content analysis of courses available within the four UA system behavioral health graduate programs identified a number of courses that could meet these curriculum requirements, but collectively there were insufficient offerings for a student to complete all course requirements for LMFT. Although existing behavioral health programs can meet some of the course requirements on human development, ethics and research, a significant gap exists within UA academic programs for content addressing family development, family studies and marriage and family therapy.

The proposed graduate certificate adds curriculum to existing master’s level programs such that students in graduate social work, psychology or counseling education programs, or graduate level practitioners can complete the course requirements for LMFT licensure in Alaska.

Reference 7 includes the program action forms, executive summary, and prospectus. Provost Baker will answer any questions committee members may have.

F. Approval of Revisions to Regents’ Policy 10.04.100 – Academic Calendar

The president recommends that:

**MOTION**

“The Academic and Student Affairs Committee recommends that the Board of Regents approve revisions to Regents’ Policy 10.04.100 – Academic Calendar as presented. This motion is effective on April 3, 2014.”

**RATIONAL/RECOMMENDATION**

One of the draft Shaping Alaska’s Future effect statements is “UA’s decision-making cooperation across the system results in greater efficiency, effectiveness, quality, and revenue generation.” Cooperation among UA institutions, e.g., in terms of students taking classes from multiple institutions by eLearning, will be greatly enhanced by a common calendar and common minimum hours of instruction. This motion is consistent with UA Board of Regents policy P10.04.110 Inter-Institutional Delivery of Courses and Programs, which reads as follows:
A. The MAUs will cooperate in the establishment and delivery of educational courses and programs to promote access to a quality education, minimize ineffective duplication of effort, and ensure the effective use of university resources. Inter-MAU use of faculty expertise, specialized equipment, and library collections will be promoted and collaboration with other colleges and universities will be sought.

Vice President Thomas will answer questions regarding the policy revisions presented in Reference 8.

G. Approval of a Resolution regarding Revisions to Regents’ Policy 10.04.040 – General Education Requirements

The president recommends that:

MOTION
“The Academic and Student Affairs Committee recommends that the Board of Regents approve a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. This motion is effective April 3, 2014.”

WHEREAS, the Faculty Alliance has formed a General Education Learning Outcomes working group to discuss common general education learning outcomes; and

WHEREAS, faculty and postsecondary education leaders from across the country developed Essential Learning Outcomes under the Liberal Education and America's Promise (LEAP) initiative sponsored by the Association of American Colleges and Universities and hundreds of campuses and several state systems have adopted LEAP for general education; and

WHEREAS, Alaska has one of the lowest college-going rates among the fifty states and providing clear and consistent initial course placement information in developmental/preparatory education and general education courses is needed to improve communication about postsecondary educational pathways; and

WHEREAS, teachers, school principals, parents, and legislators have communicated their confusion over differing initial placement requirements in general education and developmental/preparatory courses among UA institutions; and

WHEREAS, our universities and community college share a common institutional accreditor, the Northwest Commission on Colleges and Universities, which has a standard requiring a recognizable core of general
education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences; and

WHEREAS, sharing common developmental/preparatory and general education programs across the UA system will allow students to complete those requirements at any institution without credit transfer concerns; and

WHEREAS, the faculty are responsible for the general education curriculum; and

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements.

NOW, THEREFORE BE IT RESOLVED the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed, with a copy to be incorporated in the official minutes of the April 3-4, 2014, meeting of the University of Alaska Board of Regents.

IV. Ongoing Issues

A. Presentation on Research and Creative Activity [Addendum 9]

UAA Vice Provost Wisniewski, UAF Provost Henrichs and UAS Provost Caulfield will present on research and creative activity across the UA system.

B. Fisheries, Seafood and Maritime Initiative Update [Addendum 10]

Paula Cullenberg, director of Alaska Sea Grant and co-chair of UA’s Fisheries, Seafood and Maritime Initiative (FSMI), will present an update on the FSMI, Alaska Maritime Workforce Development Plan, and UA’s role in implementation of the plan.

V. Future Agenda Items

VI. Adjourn
I. Call to Order

II. Adoption of Agenda

MOTION
"The Facilities and Land Management Committee adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Full Board Consent Agenda
A. Formal Project Approval for the University of Alaska Fairbanks Akasofu Restoration
B. Project Change Request for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2
C. Project Change Request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center)

IV. New Business
A. Formal Project Approval for the University of Alaska Fairbanks Irving I Repurpose for Veterinary Medicine
B. Schematic Design Approval for University of Alaska Anchorage 1901 Bragaw Tenant Improvements

V. Ongoing Issues
A. UAA Alaska Airlines Center Project Information Item
B. UAA Engineering and Industry Building Project Information Item
C. UAA Northern Access Information Item
D. UAF Combined Heat and Power Plant Major Upgrade Information Item
E. UAF Engineering Facility Information Item
F. UAF P3 Student Dining Development Information Item
G. UAF West Ridge Deferred Maintenance Phase 2 Information Item
H. UAF FY12 through FY14 Deferred Maintenance and Renewal Distribution Change Report
I. Construction Manager at Risk (CMAR) Use Guidelines

Times for meetings are subject to modifications within the April 3-4, 2014 time frame.
II. Deferred Maintenance Spending Report

K. Construction in Progress Reports

L. IT Report

VI. Future Agenda Items

VII. Adjourn

This motion is effective April 3, 2014."

III. Full Board Consent Agenda

A. Formal Project Approval for the University of Alaska Fairbanks Akasofu Restoration

The president recommends that:

MOTION

“The Facilities and Land Management Committee recommends that the Board of Regents approve the formal project approval request for the University of Alaska Fairbanks Akasofu Restoration as presented in compliance with the approved campus master plan, and authorizes the university administration to proceed through schematic design not to exceed a total project cost of $4,400,000. This motion is effective April 3, 2014."

POLICY CITATION

In accordance with Regents’ Policy 05.12.042, formal project approval (FPA) represents approval of the project including the program justification and need, scope, the total project cost (TPC), and funding plan for the project. It also represents authorization to complete the development of the project through the schematic design, targeting the approved scope and budget, unless otherwise designated by the approval authority.

A FPA is required for all projects with an estimated TPC in excess of $2.5 million in order for that project’s inclusion of construction funding to be included in the university’s capital budget request, unless otherwise approved by the board.

TPC > than $4.0 million will require approval by the board based on recommendations from the Facilities and Land Management Committee

RATIONALE AND RECOMMENDATION

Reference 10 contains the complete formal project approval request. Pat Pitney, associate vice chancellor for administrative services, and Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.
B. Project Change Request for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 [Reference 11]

The president recommends that:

MOTION
“The Facilities and Land Management Committee recommends that the Board of Regents approve the project change request in the amount of $2,000,000 for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved total project cost of $26.25 million, and to proceed with project construction not to exceed $19,880,000. This motion is effective April 3, 2014.”

POLICY CITATION
In accordance with Regents’ Policy 05.12.047, a project change request is required when there are changes in the source of funds, increases or decreases in budget, savings to the construction budget, or material changes in program or project scope identified subsequent to schematic design approval.

Changes > than $1.0 million will require approval by board based on recommendations from the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION
Reference 11 contains the complete project change request. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

C. Project Change Request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center) [Reference 12]

The president recommends that:

MOTION
“The Facilities and Land Management Committee recommends that the Board of Regents approve the project change request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center) project as presented in compliance with the campus master plan, and authorizes the university administration to continue with project construction, increasing the total project cost by $1,585,000 for the build-out of restaurant spaces, not to exceed a total expenditure of $110,585,000. This motion is effective April 3, 2014.”
POLICY CITATION
In accordance with Regents’ Policy 05.12.047, a project change request is required when there are changes in the source of funds, increases or decreases in budget, savings to the construction budget, or material changes in program or project scope identified subsequent to schematic design approval.

Changes > than $1.0 million will require approval by board based on recommendations from the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION
Reference 12 contains the complete project change request. Chris Turletes, associate vice chancellor for facilities and campus services, will review the request with members of the committee.

IV. New Business

A. Formal Project Approval for the University of Alaska Fairbanks Irving I Repurpose for Veterinary Medicine

The president recommends that:

MOTION
“The Facilities and Land Management Committee approves the formal project approval request for the University of Alaska Fairbanks Irving I Repurpose for Veterinary Medicine, as presented in compliance with the approved campus master plan and authorizes the university administration to proceed through schematic design not to exceed a total project cost of $4,000,000. This motion is effective April 3, 2014.”

POLICY CITATION
In accordance with Regents’ Policy 05.12.042, formal project approval (FPA) represents approval of the project including the program justification and need, scope, the total project cost (TPC), and funding plan for the project. It also represents authorization to complete the development of the project through the schematic design, targeting the approved scope and budget, unless otherwise designated by the approval authority.

A FPA is required for all projects with an estimated TPC in excess of $2.5 million in order for that project’s inclusion of construction funding to be included in the university’s capital budget request, unless otherwise approved by the board.

TPC > $2.0 million but not more than $4.0 million will require approval by the Facilities and Land Management Committee.
RATIONALE AND RECOMMENDATION
Reference 13 contains the complete formal project approval request. Pat Pitney, vice chancellor for administrative services, and Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

B. Schematic Design Approval for University of Alaska Anchorage 1901 Bragaw Tenant Improvements

The president recommends that:

MOTION
“The Facilities and Land Management Committee approves the schematic design approval request for the University of Alaska Anchorage 1901 Bragaw Tenant Improvements as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved budget, and to proceed to completion of project construction not to exceed a total project cost of $3,850,000. This motion is effective April 3, 2014.”

POLICY CITATION
In accordance with Regents’ Policy 05.12.043, schematic design approval represents approval of the location of the facility, its relationship to other facilities, the functional relationship of interior areas, the basic design including construction materials, mechanical, electrical, technology infrastructure, and telecommunications systems, and any other changes to the project since formal project approval.

TPC > $2.0 million but not more than $4.0 million will require approval by the Facilities and Land Management Committee.

RATIONALE AND RECOMMENDATION
Reference 14 contains the complete schematic design approval request. Chris Turletes, associate vice chancellor for facilities services and campus services, and John Faunce, director facilities planning and construction, will review the request with members of the committee.

V. Ongoing Issues

A. UAA Alaska Airlines Center Project Information Item

Chris Turletes, associate vice chancellor for facilities and campus services, will answer any questions about the UAA Alaska Airlines Center project. This is an information and discussion item; no action is required.
B. **UAA Engineering and Industry Building Project Information Item** [Addendum 12]

Chris Turletes, associate vice chancellor for facilities and campus services, will answer any questions about the UAA Engineering and Industry Building project. This is an information and discussion item; no action is required.

C. **UAA Northern Access Information Item**

Kit Duke, associate vice president for facilities and land management, and Chris Turletes, associate vice chancellor for facilities and campus services, will answer any questions about the UAA Northern Access project. This is an information and discussion item; no action is required.

D. **UAF Combined Heat and Power Plant Major Upgrade Information Item** [Addendum 13]

Scott Bell, associate vice chancellor for facilities services, will answer any questions about the UAF Combined Heat and Power Plant Major Upgrade project. This is an information and discussion item; no action is required.

E. **UAF Engineering Facility Information Item** [Addendum 14]

Scott Bell, associate vice chancellor for facilities services, will answer any questions about the UAF Engineering Facility project. This is an information and discussion item; no action is required.

F. **UAF P3 Student Dining Development Information Item** [Addendum 15]

Scott Bell, associate vice chancellor for facilities services, will answer any questions about the UAF P3 Student Dining Development project. This is an information and discussion item; no action is required.

G. **UAF West Ridge Deferred Maintenance Phase 2 Information Item** [Addendum 16]

Scott Bell, associate vice chancellor for facilities services, will answer any questions about the UAF West Ridge Deferred Maintenance Phase 2 project. This is an information and discussion item; no action is required.

H. **UAF FY12 through FY14 Deferred Maintenance and Renewal Distribution Change Report** [Addendum 17]

Scott Bell, associate vice chancellor for facilities services, will answer any questions about the UAF FY12 through FY14 Deferred Maintenance and Renewal Distribution Change report. This is an information and discussion item; no action is required.
I. Construction Manager at Risk (CMAR) Use Guidelines  
Addendum 18

Kit Duke, associate vice president for facilities and land management, will answer any questions about the CMAR Use Guidelines. This is an information and discussion item; no action is required.

J. Deferred Maintenance Spending Report  
Addendum 19

Kit Duke, associate vice president for facilities and land management, will answer any questions about the Deferred Maintenance Spending report for the deferred maintenance and renewal appropriations for FY07-FY14. This is an information and discussion item; no action is required.

K. Construction in Progress Reports  
Addendum 20

Kit Duke, associate vice president for facilities and land management, and campus facilities representatives will answer questions regarding the Construction in Progress reports on active construction projects approved by the Board of Regents. This is an information and discussion item; no action is required.

L. IT Report  
Addendum 21

Karl Kowalski, chief information technology officer, will update the committee on security issues and the CIO Business Vision survey results.

VI. Future Agenda Items

VII. Adjourn
Agenda
Board of Regents
Audit Committee Agenda
Friday, April 4, 2014; *8:00 a.m. – 9:00 a.m.
Room 128
Kodiak College
Kodiak, Alaska

*Times for meetings are subject to modifications within the April 4, 2014 time frame.

Committee Members:
Gloria O’Neill, Committee Chair
Michael Powers
Timothy Brady
Patricia Jacobson, Board Chair

I. Call to Order

II. Adoption of Agenda

MOTION
"The Audit Committee adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Executive Session
IV. Full Board Consent Agenda
   A. Approval of Revisions to Regents’ Policy 05.02.060 – Travel
      and Relocation
V. Ongoing Issues
   A. Final Audit Reports Issued
   B. Audit Status Update Report
VI. Future Agenda Items
VII. Adjourn

This motion is effective April 4, 2014."

III. Executive Session

MOTION
"The Audit Committee of the Board of Regents goes into executive session to
discuss matters the immediate knowledge of which could affect the finances
of the university related to audit findings and the reputation or character of
a person or persons related to personnel. This motion is effective April 4,
2014."

(To be announced prior to commencing executive session:)
The Audit Committee of the Board of Regents goes into executive session at _____ a.m.
Alaska Time in accordance with AS 44.62.310. The session will include members of the
Board of Regents, Chief Audit Executive Pittman, General Counsel Hostina, and other
university staff designated by the audit chair and will last approximately __________.
(To be announced at the conclusion of executive session:)
The Audit Committee of the Board of Regents concluded an executive session at _____ a.m. Alaska Time in accordance with AS 44.62.310 to discuss matters the immediate knowledge of which could affect the finances of the university related to audit findings and the reputation or character of a person or persons related to personnel. The session included members of the Board of Regents, Chief Audit Executive Pittman, General Counsel Hostina, and other university staff designated by the audit chair and lasted approximately __________.

IV. Full Board Consent Agenda

A. Approval of Revisions to Regents’ Policy 05.02.060 – Travel and Relocation

The president recommends that:

MOTION
"The Audit Committee recommends that the Board of Regents approve revisions to Regents’ Policy 05.02.060 – Travel and Relocation as presented. This motion is effective April 4, 2014."

RATIONALE AND RECOMMENDATION
Section C. has been added to P05.02.060 to communicate the expectations for accountability regarding external travel accounts utilized for university business. These accounts, such as the Alaska Airlines EasyBiz program, typically accrue and track air miles, refunds and credits that correspond with university business travel activities.

Vice President Roy will answer any questions regarding the new policy section. Regulations to implement this policy are in progress, pending policy approval.

V. Ongoing Issues

A. Final Audit Reports Issued

Nichole Pittman, chief audit executive, will review with the Audit Committee, the final audit reports issued since the last Audit Committee meeting and answer any questions members of the committee may have. This is an information item; no action is necessary.

B. Audit Status Update Report

Nichole Pittman, chief audit executive, will review the status of internal and external audits and other audit activities since the last Audit Committee meeting and answer any questions members of the committee may have. This is an information item; no action is necessary.

VI. Future Agenda Items

VII. Adjourn
Unofficial Minutes
Board of Regents
Meeting of the Full Board
February 20-21, 2014
Fairbanks, Alaska

Regents Present:
Patricia Jacobson, Chair
Jyotsna Heckman, Vice Chair
Kenneth Fisher, Secretary
Michael Powers, Treasurer
Dale Anderson
Timothy Brady
Fuller A. Cowell (attended via audio)
Courtney Enright
Mary K. Hughes
Gloria O’Neill
Kirk Wickersham

Patrick K. Gamble, Chief Executive Officer and President, University of Alaska

Others Present:
Tom Case, Chancellor, University of Alaska Anchorage
John Pugh, Chancellor, University of Alaska Southeast
Brian Rogers, Chancellor, University of Alaska Fairbanks
Michael Hostina, General Counsel
Carla Beam, Vice President for University Relations
Ashok Roy, Vice President of Finance & Administration and Chief Financial Officer
Dana Thomas, Vice President for Academic Affairs
Kit Duke, Chief Facilities Officer & AVP for Facilities and Land Management
Karl Kowalski, Chief Information Technology Officer
Erik Seastedt, Chief Human Resources Officer
Michelle Rizk, Associate Vice President, Budget
Kate Ripley, Director, Public Affairs
Brandi Berg, Executive Officer, Board of Regents
Barbara Nilsen, Assistant, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 9:00 a.m. on Thursday, February 20, 2014.
II. Adoption of Agenda

Regent Fisher moved, seconded by Regent Enright and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:

PASSED AS AMENDED (amendment noted by *)
“The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Approval of Minutes
IV. President’s Report
V. Governance Report
VI. Public Testimony
VII. Approval of FY14 Supplemental Operating Budget Request
VIII. Approval of FY15 Amended Budget Request
IX. Presentation on WICHE State Authorization Reciprocity Agreement
X. Presentation on Arctic Activities at the University of Alaska Fairbanks
XI. Human Resources Report
XII. Development and Foundation Report
XIII. Presentation on Alaska Center for Unmanned Aircraft Systems Integration
XIV. Planning and Development Committee
   A. Discussion Regarding Board Governance
XV. Approval of an Additional Board Member for Seawolf Holdings, LLC
XVI. Shaping Alaska’s Future Discussion
XVII. Presentation on Commercialization Activities at the University of Alaska Anchorage and the University of Alaska Fairbanks
XVIII. Presentation on the Alaska Science and Technology Plan and an Approval of a Resolution of Support for the Plan
XIX. Consent Agenda
   A. Academic and Student Affairs Committee
      1. Approval of Revision to Regents’ Policy 10.02.040 Related to the Merger of the University of Alaska Fairbanks School of Natural Resources and Agricultural Sciences and the Cooperative Extension Service
      *2. Approval of Revisions to Regents’ Policy 10.07.010 — Role of Research, Scholarship and Creative Activity (removed from agenda)
      *3. Approval of Revisions to Regents’ Policy 10.07.020 — Sponsored Projects Submittal and Acceptance (removed from agenda)
      *4. Approval of Revisions to Regents’ Policy 10.07.070 — Human Subjects in Research (removed from agenda)
5. Approval of a Master of Music in Performance and the Deletion of a Master of Arts in Music at the University of Alaska Fairbanks

B. Facilities and Land Management Committee
   1. Schematic Design Approval for the University of Alaska Anchorage Health Campus Pedestrian Bridge
   2. Project Change Request for the University of Alaska Fairbanks Fine Arts Vapor Barrier Design and Installation
   4. Approval of the 2014 South Mitkof and Wrangell Narrows East Timber Development and Disposal Plans

XX. New Business and Committee Reports
   A. Academic and Student Affairs Committee
   B. Audit Committee
   C. Facilities and Land Management Committee

XXI. Alaska Commission on Postsecondary Education Report
XXII. UA Athletics Report
XXIII. Executive Session
XXIV. Future Agenda Items
XXV. Board of Regents' Comments
XXVI. Adjourn

This motion is effective February 20, 2014.”

III. Approval of Minutes

Regent Powers moved, seconded by Regent Wickersham and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:

PASSED
"The Board of Regents approves the minutes of its regular meeting of December 12-13, 2013 as presented. This motion is effective February 20, 2014."

Regent Heckman moved, seconded by Regent Enright and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:

PASSED
"The Board of Regents approves the minutes of its board retreat of January 22-23, 2014 as presented. This motion is effective February 20, 2014."
IV. President’s Report

President Gamble stated trips to Juneau regarding interaction with the Legislature about the UA budget requests have begun; noted the most recent trip was well received where the capital budget was presented to the senate finance committee; stated UA has many advocates in the Legislature; said one subject of discussion was how can UA earn more revenue; said it is not feasible to cover the budget deficit with an increase in tuition; noted the opportunity arose to offer and discuss enacting the Alaska Sovereign Education Fund similar to the resource development fund used by the state of Texas to fund higher education; stated if enacted a fractional portion of future gas and oil contracts could go into the sovereign fund and supplement capital projects including maintenance, repair and renovation at UA; said the UAA and UAF presentations before the senate finance committee regarding research, unmanned aircraft systems, commercialization efforts and an extensive heat and power plant discussion were well received and stated the students were great spokespersons for the university while in Juneau visiting with members of the Legislature.

V. Governance Report

Robert Boeckmann, Faculty Alliance chair, noted a consensus has been reached regarding a university system set of principles and guidelines for the distance delivered natural science labs; stated continued concern about the Statewide Academic Council’s proposed minimum standards for baccalaureate degrees; said faculty reviewed and provided feedback regarding the October draft document of Shaping Alaska’s Future (SAF) issues and effects statements; thanked LaNora Tolman, System Governance executive officer, for her support and assistance in transmitting the SAF responses to Vice President Thomas; stated the recent Summit Team email did not affirmatively recognize the role of faculty governance in the decision-making process related to academic matters; noted a letter has been drafted to the Summit Team requesting a more robust acknowledgement of faculty governance in that aspect of the Summit Team’s work; applauds the efforts of the Summit Team and the coordination between the three universities; considers the Summit Team a very effective approach to the issues facing UA and noted progress continues regarding a universal student satisfaction survey, the general education learning outcomes and student services related to student success.

Carey Brown, Staff Alliance chair, noted the Staff Make Students Count award deadline is approaching and nominations are being accepted and reviewed; said Anne Sakumoto, Statewide Training and Development director, attended the February 11, 2014 Staff Alliance meeting to provide a training session regarding SkillSoft learning resources; stated the alliance is an advocate for using e-learning for certification, skill building and other professional development opportunities; noted the SkillSoft contract expires in January 2015; therefore, the alliance is working with other UA governance groups to promote the learning opportunity at the three universities; said the collective staff governance feedback regarding SAF has been provided to Vice President Thomas; stated appreciation to President Gamble and Vice President Thomas for offering the opportunity for staff to participate in the SAF process; noted preparation for the annual retreat in
March is underway where the focus will be strategic planning for the upcoming academic year; welcomed the gesture from the Summit Team allowing governance to participate in providing feedback on topics that impact the three universities and stated more reference and visual aid material is being displayed at the campuses to attract additional participation in the governance process.

Shauna Thornton, Coalition of Student Leaders speaker, noted spring semester is a busy time for students; stated during the January retreat students prepared for the Juneau Legislative retreat; said while in Juneau students attended a luncheon with legislators, a finance committee meeting and had the opportunity to see President Gamble and Vice President Rizk in action in front of the Legislature; noted the visit to Juneau allowed students to use their presentation skills and was a good opportunity to practice for similar situations in their future careers; stated unified support for the three UA priorities: high demand programs, the engineering buildings and the UAF heat and power plant; thanked Chancellor Pugh and his staff for organizing the logistics that made the Juneau trip successful; thanked LaNora Tolman, System Governance executive officer, and Joseph Altman, System Governance coordinator, for advising and chaperoning during the Juneau trip; noted students actively participated in providing feedback for SAF and stated training is being sought for the student government advisors to further assist students in the governance roles.

VI. Public Testimony

Neal Brown spoke about his involvement in and support of the Osher Lifelong Learning Institute (OLLI); noted he teaches several science classes at the institute inviting UAF undergraduate students to assist in the OLLI classroom, which provides an opportunity for younger and older students to interact in the learning process.

Vincent Valenti, UAF engineering honor student, thanked the board for approving the construction of the engineering facility; noted students are excited about the new building; stated he leads student tours of the facility and spoke in support of the engineering building.

Deb Jones, State 4-H Program leader, spoke in support of the 4-H program; noted the program at UAF is first class and benefits youth, their families and communities across the state; said many of the activities are funded by the natural resources funds and noted appreciation for continued support from the university.

Michaela Rice, 4-H alumni and 4-H leader, spoke about her interest in 4-H; noted the various travel opportunities provided by the program; stated the program taught her to be a leader and a business owner by providing information regarding communication, marketing, record-keeping and time management and stated she encourages students to get involved in the 4-H program.
Mara Bacsujlaky, Cooperative Extension Service 4-H community development agent, noted she is the 4-H outreach agent for rural communities and is currently working with students in the village of Tanana.

Natawnee Wiehl, 4-H student from Tanana, noted the efforts of 4-H in her village; said the 4-H adults spend time with students, teach skills such as self-defense lessons, crocheting and leadership and said she is thankful to have these adults in Tanana.

Lily Rice, 4-H student since 2005, noted her experience began with livestock; stated she is currently researching genetics in the pig population within Alaska; said she has also been involved in the youth in government program and traveled to Washington D.C. and noted she encourages other students to get involved in 4-H.

Candi Dierenfield, Cooperative Extension Service 4-H youth development agent, noted she works with military families involved in the 4-H program; stated she is currently teaching crime scene investigation, DNA collection and providing other science experiment opportunities for students; said there are 4-H clubs on each military installation in Alaska and noted most of her work is with Title I schools.

Jenifer McBeath, UAF professor, spoke briefly about her seed potato project and then introduced her new arctic agriculture project.

Dave Norton spoke about his involvement, teaching experience in and support of the Osher Lifelong Learning Institute (OLLI); noted he is a former board of director for OLLI and stated OLLI offers fun, engaging and enlightening opportunities for students.

Jim Dixon, UAF Alumni Association president, noted Joe Hayes, UAF alumni director, is retiring; said the association will be actively involved in the change of leadership transition; stated the two important spring alumni activities include: awarding six scholarships to UAF students and the annual trip to Juneau to advocate for the university budget.

Tina Holland, university staff member, alumni, adjunct faculty and a Statewide Administration Assembly member, thanked the board for the opportunity to comment; noted Shaping Alaska’s Future (SAF) is near and dear to her; has observed this is the first time that university strategic planning has been opened to individuals outside of the executive management team; said individuals that are not familiar with such planning do not understand that the effect statements are a “what” not a “how” and shared that the community-at-large needs to have an understanding of what exactly the SAF process is, in order to better understand the overall process.

Azara Mohammadi, UAF publicist, introduced the UAF Chancellor’s Student Food Committee (CSFC) members and spoke in favor of promoting the procurement of Alaskan food on the UAF campus with the ultimate goal of 20 percent local by 2020.
Alyssa Englert, UAF College of Engineering and Mines staff member and graduate student, noted the goals of the UAF Chancellor’s Student Food Committee (CSFC) include: providing students with the food they want, promoting local economy, fostering a sustainable Alaskan food system and increasing the transparency and communication with UAF Dining Services and students.

Erik Williams, UAF civil engineering student, noted since the 2013 fall semester the CSFC has made the following accomplishments: established contact and learned from UAF Dining Services that the greatest challenge in sourcing Alaskan food is the great disparity between the growing season and the business cycle; said the committee hosted the first ever student organized Food Day, sent a committee member to two food related conferences and was awarded funding from UAF’s People’s Endowment Fund to bring Bryce Wrigley, owner of the Alaskan Flour Company, to Fairbanks.

Thomas Osterman, UAF civil engineering student, noted the CSFC future plans include: an Alaskan Barley cooking workshop at the Fairbanks Community Food Bank, two presentations from Bryce Wrigley discussing socio-economic strategies for implementing the concepts behind local food systems and sending committee member Azara Mohammadi to speak at the Sustainable Agricultural conference.

Sophia Walling-Bell, UAF student, noted the CSFC conducted research regarding the meal plans available to students; said the results indicated students spend a significant amount of money supplementing their required meal plan to get food from outside sources in order to get foods they prefer; noted 55.74 percent of students who took the survey responded in agreement to the statement “local food is important” and stated UAF Dining Services is negotiating with a farmer in Delta Junction to purchase Alaskan grown potatoes for student’s enjoyment.

Lisa Strecker, UAF student, stated the CSFC is administered by students; noted the work of the committee is done during a student’s free time and said students are not earning credit for their efforts.

Matthew Hall, Fairbanks Airport Police and Fire Department employee, spoke in support of the fire science program and the baccalaureate degree in emergency management at UAF and asked the board to support the addition of an indoor emergency training facility in Fairbanks similar to the one in Anchorage.

VII. Approval of FY14 Supplemental Operating Budget Request

Regent Powers moved, seconded by Regent Heckman and passed with Regents Anderson, Brady, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:
PASSED
"The Board of Regents approves the supplemental FY14 operating budget request to offset increases in fuel and utility costs. This motion is effective February 20, 2014."

POLICY CITATION
Regents' Policy 05.01.010.A. – Budget Policy, states: "The budget of the university represents an annual operating plan stated in fiscal terms. All budgetary requests shall be adopted by the board prior to submittal to the Office of the Governor or the legislature."

RATIONALE AND RECOMMENDATION
The University of Alaska (UA) requested FY14 supplemental funding in the amount of $1.6 million to help offset increases in fuel and utility costs. UA continues to look for ways to reduce utility costs across the system, but with an aging power plant in Fairbanks and electrical charge increases in Anchorage, the annual costs continue to grow.

UA’s projected FY14 utility funding shortfall is $6.3 million, with an annual fuel allocation of $4.7 million; UA expects to need an additional $1.6 million to cover the cost increase.

VIII. Approval of FY15 Amended Budget Request

Regent Hughes moved, seconded by Regent Powers and passed with Regents Anderson, Brady, Enright, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor and Regent Fisher voting in opposition that:

PASSED
"The Board of Regents approves the amended FY15 operating budget request to include funding for the United Academics (UNAC) represented faculty and base funding for utility cost increases. This motion is effective February 20, 2014."

POLICY CITATION
Regents' Policy 05.01.010.A. – Budget Policy, states: "The budget of the university represents an annual operating plan stated in fiscal terms. All budgetary requests shall be adopted by the board prior to submittal to the Office of the Governor or the legislature."

RATIONALE AND RECOMMENDATION
Funding of $3.4 million ($1.7 million general funds and $1.7 million university receipts) will cover the FY15 compensation increases necessary under the agreement with the United Academics (UNAC) represented faculty. The agreement between UA and UNAC includes a two percent (2%) salary increase across-the-board to eligible faculty members and a lump sum payment of $750 per eligible unit member for FY15.

Funding of $3.4 million in general funds will replace FY14 supplemental funding and fund the FY15 projected utility cost increases not covered by the fuel trigger mechanism and other non-state funds. UA requested a FY14 supplemental of $1.6 million to cover
projected utility cost increases not covered by the fuel trigger mechanism and an FY15 amendment to the fuel and utility cost distribution to maintain the FY14 funding level. In FY15, the $18 million funding cap was reduced to $15 million, reducing the potential amount available to UA by $780 thousand. To maintain the FY14 funding level, UA requested the distribution percentage be increased to 13% (up from 10%) plus or minus three percent (maximum of 16% available).

IX. **Presentation on WICHE State Authorization Reciprocity Agreement**  Addendum 1

Carol Gering, executive director of eLearning and Distance Education at the University of Alaska Fairbanks and Rhonda M. Epper, director of the WICHE SARA program, gave a presentation on the WICHE State Authorization Reciprocity Agreement (SARA). Information regarding this agreement is included in Addendum 1.

X. **Presentation on Arctic Activities at the University of Alaska Fairbanks**  Addendums 2 & 3

Chancellor Rogers led a presentation on University of Alaska Fairbanks activities in the Arctic.

Other presenters included:
- Aldona Jonaitis, Director, University of Alaska Museum of the North (UAMN)
- Patrick Druckenmiller, Curator of Earth Sciences, Geology and Geophysics-UAMN
- Scott Rupp, Director, Scenarios Network for Alaska & Arctic Planning (SNAP)
- Nettie La Belle-Hamer, Associate Vice Chancellor for Research & ASF Director
- Cam Carlson, Director, Center for Study of Security, Hazards, Response and Preparedness
- Harry Bader, Director, Center for Island, Maritime and Extreme Environment Security
- Bob McCoy, Director, Geophysical Institute
- Cathy Cahill, Professor of Chemistry and Congressional Fellow
- Mark Myers, Vice Chancellor for Research

XI. **Human Resources Report**

Chief Human Resources Officer Seastedt updated the board regarding human resources issues.

XII. **Development and Foundation Report**

Vice President Beam provided an update on University of Alaska Foundation and University System Development goals and efforts.
XIII. **Presentation on Alaska Center for Unmanned Aircraft Systems Integration**

Addendum 4

Deputy Director Bailey, Alaska Center for Unmanned Aircraft Systems Integration (ACUASI), gave a presentation regarding the program.

XIV. **Planning and Development Committee**

A. **Discussion Regarding Board Governance**

Regent Hughes led a discussion on board governance regarding best practices for nominating board officers. The discussion included ideas on how best to organize a nomination committee: assigning two to three regents or possibly allowing the planning and development committee to take the lead. This was an information and discussion item; no action was taken.

XV. **Approval of an Additional Board Member for Seawolf Holdings, LLC**

Regent O’Neill moved, seconded by Regent Fisher and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, O’Neill, Powers, Wickersham and Jacobson voting in favor that:

**PASSED**

“The Board of Regents approves an additional board member for Seawolf Holdings, LLC. This motion is effective February 21, 2014.”

**RATIONALE AND RECOMMENDATION**

Chancellor Case and Vice Provost Wisniewski, president of Seawolf Holdings, LLC, submitted under separate cover a nominee for Board of Regents’ review.

XVI. **Shaping Alaska’s Future Discussion**

Vice President Thomas provided an update on Shaping Alaska’s Future (SAF); noted the UA governance groups, the Alaska Native Studies Council and several individuals have provided feedback; stated the UA Foundation will review and provide input after their February 25, 2014 meeting, which will end the input sessions allowing UA to move forward and begin finalizing the effect statements seeing that all opinions are represented; said the intent is to bring a final version before the board in April along with draft metrics related to SAF; noted the input from groups has been fine-tuning the current statements not major suggestions or revisions; recognized the Chancellor’s Cabinet for revising and refining the effect statements and the statewide staff for working together to reconcile the statements.

President Gamble said the Strategic Direction Initiative (SDI) has been in place since the summer of 2011 and UA is at a transition point from inputs to outputs, which has developed into the SAF effect statements; recognized Paula Donson, associate vice
president of academic affairs and strategic direction, and Chas St. George, strategic direction coordinator, for the wonderful job thus far noting they will continue to assist in the output phase; said the SDI phase has withered away; noted the shaping phase now begins to take form with the refinement of metrics, assessing a culture change and moving UA in a new direction with continued dialogue and collaboration at each and every stage.

XVII. Presentation on Commercialization Activities at the University of Alaska Anchorage and the University of Alaska Fairbanks Addendums 5 & 6

Vice Provost Wisniewski at UAA and Director White of the Office of Intellectual Property and Commercialization at UAF presented information on commercialization activities at their respective campuses.

XVIII. Presentation on the Alaska Science and Technology Plan and an Approval of a Resolution of Support for the Plan Addendums 7 & 8

Lt. Governor Treadwell and Vice President Thomas provided information on the Alaska Science and Technology Plan.

Regent Cowell moved, seconded by Regent Enright and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, O’Neill, Powers, Wickersham and Jacobson voting in favor that:

PASSED
“The Board of Regents approves a resolution of support for the Alaska Science and Technology Plan as presented. This motion is effective February 21, 2014."

WHEREAS, The Alaska State Committee for Research (SCoR) is an advisory body created to assist the University of Alaska in focusing and enhancing its capacity for research and development through a partnership of UA colleges and universities, to promote research and development in and between universities and industry, to promote economic development in Alaska, and to provide oversight and guidance to the Alaska EPSCoR program; and

WHEREAS, The Alaska State Committee for Research (SCoR) has developed the Alaska Science and Technology Plan, “To Build a Fire”, as a road map for the future of Alaska by collaborative effort between the state, the University of Alaska, federal agencies, communities and the private sector.

NOW, THEREFORE BE IT RESOLVED that the Board of Regents strongly supports the Alaska Science and Technology Plan developed by the Alaska State Committee for Research (SCoR); and
BE IT FURTHER RESOLVED that the president of the University of Alaska should take whatever actions he determines appropriate to further the Alaska Science and Technology Plan; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed, with a copy to be incorporated in the official minutes of the February 20-21, 2014, meeting of the University of Alaska Board of Regents.

RATIONALE AND RECOMMENDATION
The Alaska Science and Technology Plan is consistent with the University’s Academic Master Plan and works to support and foster research throughout the state. The plan presents a road map for improving Alaskan science and technology and requires a collaborative effort between the state, the University of Alaska, federal agencies, communities, and the private sector.

XIX. Consent Agenda

Regent Fisher moved, seconded by Regent Enright and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, O’Neill, Powers, Wickersham and Jacobson voting in favor that:

PASSED AS AMENDED
“The Board of Regents approves the consent agenda as presented. This motion is effective February 21, 2014.”

A. Academic and Student Affairs Committee

1. Approval of Revisions to Regents’ Policy 10.02.040 Related to the Merger of the University of Alaska Fairbanks School of Natural Resources and Agricultural Sciences and the Cooperative Extension Service

PASSED
“The Board of Regents approves the merger of the University of Alaska Fairbanks School of Natural Resources and Agricultural Sciences and the Cooperative Extension Service to form the School of Natural Resources and Extension. This motion is effective February 21, 2014.”

*2. Approval of Revisions to Regents’ Policy 10.07.010 — Role of Research, Scholarship and Creative Activity

*This item was removed from the agenda due to time constraints during the Academic and Student Affairs Committee meeting.
*3. **Approval of Revisions to Regents’ Policy 10.07.020 – Sponsored Project Submittal and Acceptance**  
This item was removed from the agenda due to time constraints during the Academic and Student Affairs Committee meeting.

*4. **Approval of Revisions to Regents’ Policy 10.07.070 – Human Subjects in Research**  
This item was removed from the agenda due to time constraints during the Academic and Student Affairs Committee meeting.

5. **Approval of a Master of Music in Performance and the Deletion of a Master of Arts in Music at the University of Alaska Fairbanks**  
PASSED  
“The Board of Regents approves a Master of Music in Performance at the University of Alaska Fairbanks. This motion is effective February 21, 2014.”

PASSED  
“The Board of Regents approves the deletion of a Master of Arts in Music at the University of Alaska Fairbanks. This motion is effective February 21, 2014.”

B. **Facilities and Land Management Committee**

1. **Schematic Design Approval for the University of Alaska Anchorage Health Campus Pedestrian Bridge**  
PASSED  
“The Board of Regents approves the schematic design approval request for the University of Alaska Anchorage Health Campus Pedestrian Bridge, as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved budget, and to proceed to completion of project construction not to exceed a total project cost of $6,165,730. This motion is effective February 21, 2014.”

2. **Project Change Request for the University of Alaska Fairbanks Fine Arts Vapor Barrier Design and Installation**  
PASSED  
“The Board of Regents approves the project change request for the University of Alaska Fairbanks Fine Arts Complex Vapor Barrier Design and Installation as presented in compliance with the campus master plan, and authorizes the university administration to release a budget surplus of
$2.3 million of the original total project cost of $5.6 million resulting in a final total project cost of $3.3 million. This motion is effective February 21, 2014.”


PASSED
“The Board of Regents approves the formal project approval request for the University of Alaska Southeast Campus Modifications 2014-2016 as presented in compliance with the approved campus master plan, and authorizes the university administration to proceed through schematic design not to exceed a total project cost of $12,771,000. This motion is effective February 21, 2014.”

4. Approval of the 2014 South Mitkof and Wrangell Narrows East Timber Development and Disposal Plans

PASSED
“The Board of Regents approves the 2014 South Mitkof and Wrangell Narrows East Timber Development and Disposal Plans and authorizes the university administration to proceed with the competitive timber sale as set forth in the timber development and disposal plans. This motion is effective February 21, 2014.”

XX. New Business and Committee Reports

A. Academic and Student Affairs Committee

In addition to action items, the committee received presentations on student recruitment, the WICHE Interstate Passport Initiative, the Osher Lifelong Learning Institute and heard reports on the National Center for Teach Quality and SB241.

B. Audit Committee

The committee heard reports on audit status and the Education Trust of Alaska semi-annual report and received a presentation on the UA Identity Theft Prevention program.

C. Facilities and Land Management Committee

1. Formal Project Approval for University of Alaska Anchorage 1901 Bragaw Tenant Improvements

PASSED
The Facilities and Land Management Committee approved the following motion:

**PASSED**

“The Facilities and Land Management Committee approves the formal project approval request for University of Alaska Anchorage 1901 Bragaw Tenant Improvements as presented in compliance with the approved campus master plan, and authorizes the university administration to proceed through schematic design not to exceed a total project cost of $3,850,000. This motion is effective February 20, 2014.”

2. **Committee Report**

In addition to action items, the committee received a presentation on Sightlines FY13 ROPA, had a discussion and gave direction regarding revisions to Regents’ Policy chapters 05.11 and 05.12 and final project report recommendations and heard reports on the Alaska Pacific University land purchase proposal, UAA Alaska Airlines Center, UAA ConocoPhillips Integrated Science Building re-commissioning, UAA justification for approval of innovative procurement for the Consortium Library old core mechanical upgrades, UAA Engineering and Industry Building, UAF combined heat and power plant major upgrade, UAF engineering facility, UAF P3 student dining development, UAF West Ridge deferred maintenance phase 2, UAF FY12-FY14 deferred maintenance and renewal distribution change report, deferred maintenance spending and construction in progress.

Karl Kowalski, chief information technology officer, provided an overview on campus technology highlights and the Alaska Broadband Taskforce. Security issues were discussed and the board affirmed its belief that the right things are being done to correct deficiencies given the available resources and complexities involved, its support of the CITO in this effort, and offered support and assistance to complete this effort.

XXI. **Alaska Commission on Postsecondary Education Report**

Regent Heckman reported on the January 9, 2014, quarterly meeting in Anchorage; noted a resolution of appreciation was approved for Dr. Milton Byrd who served on the commission for 20 years; said Chair Jacobson was appointed to the serve on the commission’s executive committee; noted a discussion regarding the WICHE State Authorization Reciprocity Agreement (SARA) occurred; stated the commission will need to write and pass regulation to include a process for SARA members to seek authorization to provide distance learning programs in Alaska and said two presentations were provided regarding the Alaska Student Loan Survey and the Alaska Education Leadership Survey.
XXII. **UA Athletics Report**

Regent Enright reviewed the following:

**UAA**

The Seawolf Hockey team is in the home stretch of its most successful campaign in nearly two decades, currently sitting in third place in the Western Collegiate Hockey Association (WCHA) standings with just four games left in the regular season. If UAA finishes among the league’s top four, UAA will host a WCHA playoff series March 14-16, 2014, at the Sullivan Arena. In addition to the team’s 15-11-4 record on the ice, the Seawolves also landed four players on the prestigious WCHA Scholar-Athlete team recognizing the players for 3.5 GPA or higher.

The Seawolves women’s basketball team is 16-6 and is in contention for a playoff berth having already clinched the program’s eighth consecutive winning season. UAA recently finished a season sweep of UAF and is preparing to host the final games ever played at the Wells Fargo Sports Complex (WFSC) on February 20 and 22, 2014. The Seawolves also rank among the nation’s leaders in scoring and steals.

The Seawolves men’s basketball team is 15-11 and fighting for a postseason berth. One of the nation’s top three-point shooting teams, UAA features a pair of Alaska-bred stars in senior Kyle Fossman (Haines) and junior Travis Thompson (Anchorage/Dimond), both of whom have passed the 1,000 career point mark this year. The men’s team is also preparing to host final games at the WFSC in a doubleheader with the women’s team on February 20 and 22, 2014.

The Seawolves gymnastics team posted a pair of home victories over Temple last month while earning a season-high score during the February 9, 2014, meet at Southeast Missouri. UAA’s final athletic events at the Wells Fargo Sports Complex will be February 28 and March 2, 2014, when the gymnasts host Lindenwood University.

UAA’s indoor track & field teams have produced 17 combined (11 women/6 men) provisional qualifying marks and one automatic mark (by defending NCAA 5,000-meter champion Micah Chelimo) for the upcoming NCAA Championships in North Carolina. Chelimo, a senior from Kenya, recently broke his own GNAC record in the 5,000 and will be the favorite when the Seawolves take the track for the GNAC Championships February 22, 2104 in Nampa, Idaho.

UAA’s ski team has produced several podium finishes at the Rocky Mountain Intercollegiate Ski Association (RMISA) races including a recent victory by Nordic senior Lukas Ebner at the New Mexico Invitational. Ebner, from Germany, will earn this year’s RMISA Nordic MVP award, while sophomore Marine Dusser is a top contender on the women’s team.
UAF

10 Nanook teams turned in 3.3 combined GPA with all teams having 3.0 GPA or better. Alaska Airlines plans to unveil a 76-seat Q400 airplane painted with the Nanook logo in March. The athletic department reintroduced the Junior Nanooks Club and within weeks secured 200 new members. Alaska Women's Hockey Club hosted the first two games ever on January 24-25, 2014 (Friday at Patty Ice Arena and Saturday at Carlson Center).

Volleyball: Sam Harthun (Oregon City, OR/Art) was named an American Volleyball Coaches Association All-West Region Honorable Mention.

Hockey: Splits a series with UAA in first two games of Alaska Airlines Governor's Cup in Anchorage. Davis Jones (St. Albert, Alberta/Business Administration) was named WCHA Rookie of the Week for second time on December 17, 2013. Colton Beck (Langley, British Columbia/Business Administration) was named WCHA Offensive Player of the Week on January 7, 2104.

Skiing: The team won the second straight Alaska Nordic Cup over UAA. Max Olex (Aalen, Germany/Business Administration) competed for Team Germany at Universiade in Italy. Logan Hanneman (Fairbanks, AK/Mechanical Engineering) was fifth in Free Skate Sprint at U.S. Nationals. Nichole Bathe (Madison, WI/Elementary Education) was third in classic sprint at U.S. Nationals, earned a spot on U.S. Team at World Junior Championships in Italy and was named CCSA Women's Skier of the Week on January 15, 2014. Logan Hanneman and Nichole Bathe both placed third in College Cup at U.S. Nationals.

Swimming: Bente Heller (Hamburg, Germany/Psychology) secured a NCAA Championship spot with NCAA A-cut in the 100 backstroke at the Husky Invitational.

Rifle: NCAA selects Alaska to host the 2015 NCAA Rifle Championship. Ryan Anderson (Great Falls, VA/Biological Sciences) set two national records in the Winter Air Gun Match in Colorado. Three rifle shooters qualified for 2014 World Cup USA Match in Fort Benning, GA.

Men's Basketball: Defeated No. 15 Western Washington for second straight year. Andrew Kelly (Gilbert, AZ/Justice) named GNAC Co-Player of the Week on January 6, 2014. The team played Saint Martin's in Lacey, WA on ROOT SPORTS on January 24, 2014.

XXIII. Executive Session

Regent Wickersham moved, seconded by Regent O’Neill and passed with Regents Anderson, Cowell, Fisher, Heckman, Hughes, O’Neill, Powers, Wickersham and Jacobson voting in favor that:
PASSED
“The Board of Regents goes into executive session to discuss matters the immediate
knowledge of which could have an adverse effect on the finances of the university
related to the KABATA ROW Acquisition, a line of credit agreement, union
negotiations, matters that by law or Regents’ Policy are required to be
confidential related to personnel and potential litigation and matters that could
affect the reputation or character of a person or persons related to regent self-
assessment. This motion is effective February 21, 2014.”

The Board of Regents goes into executive session at 12:30 p.m. Alaska Time in accordance with
AS 44.62.310. The session will include members of the Board of Regents, President Gamble,
General Counsel Hostina, and such other university staff members as the president may designate
and will last approximately 90 minutes.

The Board of Regents concluded an executive session at 3:40 p.m. Alaska Time in accordance
with AS 44.62.310 to discuss matters the immediate knowledge of which could have an adverse
effect on the finances of the university related to the KABATA ROW Acquisition, a line of
credit agreement, union negotiations, matters that by law or Regents’ Policy are required to be
confidential related to personnel and potential litigation and matters that could affect the
reputation or character of a person or persons related to regent self-assessment. The session
included members of the Board of Regents, President Gamble, General Counsel Hostina, and
such other university staff members designated by the president and lasted approximately 3
hours and 10 minutes.

XXIV. Future Agenda Items
Regent Fisher requested a report on the Alaska Vocational Technical Center and its
relationship to UA and noted a request for a motion at the April 2014 meeting to delete
Regents’ Policy 02.09.020 – Possession of Weapons.

XXV. Board of Regents’ Comments
Regent Anderson thanked Chancellor Rogers for the hospitality and the reception; noted
the circumpolar presentation confirmed that the university must maintain a robust
presence in the field of research and continue to build on the foundation of efforts already
established by many individuals at UA and said incredible progress has been made with
the commercialization activities at each university.

Regent Enright thanked Chancellor Rogers for the hospitality; noted appreciation for
engaging opportunities with staff and fellow regents as UA moves forward in the
challenging times ahead and is looking forward to the final draft of Shaping Alaska’s
Future themes and effect statements.

Regent Wickersham noted the degree of genuine collaboration happening between the
three universities; stated the three deans of education working together on the National
Center for Teacher Quality presentation demonstrated a partnership that has been absent
in the past and said the university needs to focus on teacher education, increasing the number and quality of teachers in Alaska.

Regent Hughes thanked Chancellor Rogers for the hospitality and said it was great to be back at her alma mater.

Regent Powers noted an absolute wonderful presentation on arctic activities and is very proud to be associated with the university and the great things that are being done.

Regent Heckman thanked Chancellor Rogers for the hospitality; said it was nice to be back in Patty Center for the evening event; noted comments by governance leaders and extended appreciation to them for the governance work that is being done while they also do their day jobs, which is above and beyond regular duties; complimented risk managers for bringing issues forward and encouraged them to continue to look into internal controls and other high risk issues.

Regent Fisher noted a pleasant evening event with the tailgate party and the sporting event; stated appreciation for the arctic activities presentation; encouraged the university to continue work in the field of research and suggested UA administration review and work closely with the Legislature regarding the university’s weapons policy.

Regent Jacobson thanked Chancellor Rogers for the hospitality; thanked administrative staff for the efforts put forth for the meeting; stated appreciation to Executive Officer Berg for the improved appearance of the agenda; noted the tour of Wood Center was fabulous; stated the basketball game was great and is looking forward to the April meeting in Kodiak.

President Gamble thanked Chancellor Rogers for the hospitality; noted appreciation to the board for supporting administration and providing good guidance and intent; recognized Director Ripley and Vice President Beam for their timely internal and external communication efforts on UA issues; stated big challenges lie ahead and changing UA’s reputation to that of being doers will take everyone at UA to be mindful of their role in creating change; stated appreciation to Regent Fisher, former audit committee chair, for asking and bringing questions forward to the audit staff members; noted finding ineffective internal controls is an opportunity to create efficiencies while continuing to review processes.

Chancellor Pugh thanked Chancellor Rogers for the hospitality; stated UAS received a very good report from the accreditation commission with one recommendation to do a better analysis on metrics to align with the mission; thanked the board for the approval of the master plan implementation regarding remodeling two buildings; mentioned revenue generating workforce training programs 1) in Ketchikan because of the new shipyard and 2) in Juneau with continued training for The Hecla Greens Creek Mining Company employees; noted many of the Top 40 Under 40 are UA graduates and thanked the board for their time and support provided to the university.
Chancellor Case thanked Chancellor Rogers for the hospitality; stated appreciation for trips to Fairbanks, which provide an opportunity to become more familiar with the campus, the administration and the community; noted the collaborative work occurring amongst the campuses and the formation of the Summit Team; thanked the board for their hard work on difficult issues and said UAA is pleased to announce formal accreditation approval has been given to UAA to be a PhD granting institution.

Chancellor Rogers stated the Alaska International Piano e-Competition was one of the beneficiaries of Chancellor’s Gala noting $90 thousand was raised and spilt equally with the Fairbanks Memorial Hospital Foundation; said UAF will be a venue for the Festival of Native of Arts performances and the Arctic Winter Games; said Alaska Airlines plans to unveil the Nanook and Seawolf logo airplanes on March 1, 2014, just in time for the Alaska’s Governor’s Cup hockey games which will be in Fairbanks on March 7-8, 2014; noted partnering and training opportunities with the Tanana Chiefs Conference for health care specialty areas due to the expansion of the Chief Andrew Isaac Health Center; said the collaboration efforts of the Summit Team are generating alignment on specified issues and activities amongst the three universities and thanked the board for their support of administration.

**XXVI. Adjourn**

Chair Jacobson adjourned the meeting at 4:08 p.m. on Friday, February 21, 2014.
Unofficial Minutes
Board of Regents
Emergency Meeting of the Full Board
February 28, 2014
AUDIO CONFERENCE

Regents Present:
Patricia Jacobson, Chair
Jyotsna Heckman, Vice Chair
Kenneth Fisher, Secretary
Michael Powers, Treasurer
Dale Anderson
Timothy Brady
Fuller A. Cowell
Courtney Enright
Mary K. Hughes
Kirk Wickersham

Regent Absent:
Gloria O’Neill

Patrick K. Gamble, Chief Executive Officer and President, University of Alaska

Others Present:
Tom Case, Chancellor, University of Alaska Anchorage
John Pugh, Chancellor, University of Alaska Southeast
Pat Pitney, Vice Chancellor, University of Alaska Fairbanks Administrative Services
Michael Hostina, General Counsel
Matthew Cooper, Associate General Counsel
Carla Beam, Vice President for University Relations
Kit Duke, Chief Facilities Officer & AVP for Facilities and Land Management
Erik Seastedt, Chief Human Resources Officer
Chris Christensen, Associate Vice President, State Relations
Saichi Oba, Associate Vice President, Student and Enrollment Services
Michelle Rizk, Associate Vice President, Budget
Kate Ripley, Director, Public Affairs
Brandi Berg, Executive Officer, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 1:05 p.m. on Friday, February 28, 2014.
II. Adoption of Agenda

Regent Powers moved, seconded by Regent Enright and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:

PASSED
“The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Executive Session
IV. Adjourn

This motion is effective February 28, 2014.”

III. Executive Session

Regent Cowell moved, seconded by Regent Powers and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:

PASSED
“The Board of Regents goes into executive session to discuss matters that by law are required to be confidential related to receiving legal advice and providing direction to an attorney regarding weapons on campus. This motion is effective February 28, 2014.”

The Board of Regents goes into executive session at 1:10 p.m. Alaska Time in accordance with AS 44.62.310. The session will include members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president may designate and will last approximately 2 hours.

The Board of Regents concluded an executive session at 2:23 p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters that by law are required to be confidential related to receiving legal advice and providing direction to an attorney regarding weapons on campus. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and other university staff members designated by the president and lasted approximately 1 hour and 13 minutes.

IV. Adjourn

Chair Jacobson adjourned the meeting at 2:27 p.m. on Friday, February 28, 2014.
Regents Present:
Patricia Jacobson, Chair
Jyotsna Heckman, Vice Chair
Kenneth Fisher, Secretary
Michael Powers, Treasurer
Dale Anderson
Fuller A. Cowell
Courtney Enright
Mary K. Hughes
Gloria O’Neill
Kirk Wickersham

Regent Absent:
Timothy Brady

Patrick K. Gamble, Chief Executive Officer and President, University of Alaska

Others Present:
Tom Case, Chancellor, University of Alaska Anchorage
John Pugh, Chancellor, University of Alaska Southeast
Brian Rogers, Chancellor, University of Alaska Fairbanks
Michael Hostina, General Counsel
Matthew Cooper, Associate General Counsel
Carla Beam, Vice President for University Relations
Chris Christensen, Associate Vice President, State Relations
Saichi Oba, Associate Vice President, Student and Enrollment Services
Michelle Rizk, Associate Vice President, Budget
Kate Ripley, Director, Public Affairs
Brandi Berg, Executive Officer, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 3:02 p.m. on Monday, March 17, 2014.
II. **Adoption of Agenda**

Regent Wickersham moved, seconded by Regent Powers and passed with Regents Anderson, Cowell, Enright, Fisher, Heckman, Hughes, Powers, Wickersham and Jacobson voting in favor that:

**PASSED**

“The Board of Regents adopts the agenda as presented.

I. Call to Order
II. Adoption of Agenda
III. Review of the April 2014 Agenda Topics
IV. Executive Session
V. Adjourn

This motion is effective March 17, 2014.”

III. **Review of the April 2014 Agenda Topics**

Addendum 1

Board members and executive staff will review and discuss the agenda topics for the April 3-4, 2014 meeting of the full board.

IV. **Executive Session**

Regent O’Neill moved, seconded by Regent Cowell and passed with Regents Anderson, Cowell, Enright, Fisher, Heckman, Powers, O’Neill, Wickersham and Jacobson voting in favor that:

**PASSED**

“The Board of Regents goes into executive session to discuss matters that by law are required to be confidential related to receiving legal advice and providing direction to an attorney regarding weapons on campus. This motion is effective March 17, 2014.”

The Board of Regents goes into executive session at 3:30 p.m. Alaska Time in accordance with AS 44.62.310. The session will include members of the Board of Regents, President Gamble, General Counsel Hostina, and such other university staff members as the president may designate and will last approximately 1 hour.

The Board of Regents concluded an executive session at 4:50 p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters that by law are required to be confidential related to receiving legal advice and providing direction to an attorney regarding weapons on campus. The session included members of the Board of Regents, President Gamble, General Counsel Hostina, and other university staff members designated by the president and lasted approximately 1 hour and 20 minutes.

V. **Adjourn**

Chair Jacobson adjourned the meeting at 4:46 p.m. on Monday, March 17, 2014.

Unofficial Minutes of March 17, 2014: Page 2 of 2
SHAPING ALASKA’S FUTURE

The University of Alaska shapes Alaska’s future through leadership in student-centered higher education, research and innovation, partnerships with communities and industries, and engagement within circumpolar and Pacific Rim nations. Shaping Alaska’s Future is our map for navigating the challenging terrain ahead, and it will guide decisions about people, programs and resources at UA for years to come.

The Shaping Alaska’s Future initiative has created a framework for strengthening UA’s culture of promoting excellence, continuous improvement and innovation. This effort has been guided by UA’s mission statement: "The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples." (UA Board of Regents’ Policy 01.01.01). Each of the system’s three accredited universities contributes to this mission in distinctive ways.

Listening to Alaskans and Identifying State and National Trends

Starting in October 2011, UA embarked on a series of more than 80 listening sessions with students, faculty, staff, alumni, Alaska’s business leaders and employers, elected officials, K-12 partners and community members. The listening sessions surveyed how the UA system is performing and how it can better serve the needs of the state and its people. Shaping Alaska’s Future rests on a foundation of the feedback received, summarized in five major themes: Student Achievement and Attainment; Productive Partnerships with Alaska’s Schools; Productive Partnerships with Alaska’s Public Entities and Private Industries; Research & Development (R&D) and Scholarship to Enhance Alaska’s Communities and Economic Growth; and Accountability to the People of Alaska.

In addition to listening to Alaskans, UA leadership broadly surveyed and identified state and national higher education trends that will most certainly impact UA and its students. The federal government is demanding more accountability and improved access and outcomes; the State of Alaska predicts substantial funding reductions; and students have many choices, as the higher education landscape has never been more competitive. Students, parents, UA’s business partners and prospective employers expect UA to provide excellent programs and services regardless. Therefore, UA must continuously innovate and improve.
Based on both the Alaska listening sessions and a robust state and national dialogue, specific issue statements were developed within each theme that express compelling concerns raised about the university system. Effect statements associated with each issue statement collectively express what UA intends to accomplish specific to that issue.

Specific methods for attaining the effects both within and across all three universities will be developed and directed toward achieving measurable objectives. Objectives and methods will be tailored to the universities’ missions, student populations and other unique characteristics while maintaining a system-wide, long-term perspective.
### Theme 1: Student Achievement & Attainment

<table>
<thead>
<tr>
<th><strong>Issue A</strong></th>
<th>Like other open-admission institutions, UA’s graduation rates are lower than those of selective institutions. UA students on average take longer to complete degrees than students at peer institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>Full-time baccalaureate degree-seeking students graduate in four to five years at rates competitive with those at our established peer institutions. Full-time associate degree-seeking students graduate in two to three years at rates competitive to those at peer institutions. Part-time students complete their degrees in proportionate time frames. The three universities will ensure that academic standards are rigorously maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Issue B</strong></th>
<th>Like those of many large and complex institutions, UA processes and procedures can be challenging for students to navigate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>Students experience UA as accessible, efficient, and transparent in all areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Issue C</strong></th>
<th>UA students must demonstrate skills and knowledge in their particular majors. In all aspects of their UA educational experience, students must also develop critical thinking skills, good judgment, high ethical standards, and an understanding of diversity to be responsible citizens and leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>Students take responsibility for meeting their educational objectives, and both students and graduates demonstrate personal, community, and civic responsibility, high ethical standards, and respect for others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Issue D</strong></th>
<th>UA needs to increase national and international recognition of its quality education, programs of distinction and exceptional research in order to enhance recruitment of undergraduate and graduate students and faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>UA’s reputation for academic quality, programs of distinction, and research makes it an attractive, highly competitive choice for undergraduate and graduate students and faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Issue E</strong></th>
<th>UA recruitment, retention and graduation rates are low, especially for disadvantaged and minority populations and for Alaska Natives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>UA graduates reflect the diversity of Alaska.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Issue F</strong></th>
<th>Alaska has serious unmet needs for advanced degree graduates, and UA has opportunities to meet those needs both internally and through partnerships with other institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>Alaskans have more opportunities to earn advanced degrees and more advanced degrees are earned at UA, especially those that fulfill Alaska’s specific needs.</td>
</tr>
</tbody>
</table>
### Theme 2: Productive Partnerships with Alaska’s Schools

<table>
<thead>
<tr>
<th>Issue A</th>
<th>With high expectations for the continuing impact of the Alaska Performance Scholarship and the new K-12 Alaska Academic Standards notwithstanding, today half of UA first-time freshmen do not place into college-level courses and require one or more university developmental classes at student, university, and state expense.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>High school graduation requirements and UA freshman placement requirements are aligned across Alaska and postsecondary preparation pathways are clearly identified and communicated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue B</th>
<th>The professional preparation that leads to retention of Alaska-educated teachers, especially those in rural Alaska, begins with UA’s education programs and continues into UA Statewide’s Alaska teacher placement process and the Alaska Statewide Mentor Program. The legislature has made it clear that UA is not recruiting enough education students and graduating enough teachers who are willing to accept positions in rural Alaska and remain teaching there long enough to positively impact student learning. Teachers moving to rural Alaska from outside the state do so without an adequate understanding of Alaska Native cultures, languages, and rural living conditions. Although UA cannot unilaterally improve teacher retention rates in rural Alaska, it can wield significant influence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>The teacher retention rate in rural Alaska equals that in urban Alaska and is significantly improved by educating more Alaskan teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue C</th>
<th>The quality of life and the economic potential of Alaska depend on an educated population. Currently, Alaska has one of the lowest rates of high school graduates continuing directly into post-secondary education. At the same time, increasing numbers of jobs in the state require postsecondary education.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>The college-going rate in Alaska, the proportion attending college in-state, and the proportion entering postsecondary education immediately after graduating from high school are similar to other western states.</td>
</tr>
</tbody>
</table>
Theme 3: Productive Partnerships with Public Entities and Private Industries

| Issue A | Declining oil production suggests a significant degree of uncertainty in state funding for higher education for the next few years while the effects of oil tax changes take hold; at the same time the state is facing additional needs for workforce education, employee training, community outreach, and research. UA must work more proactively with its partners to identify the contributions that both UA and its partners must commit to meet those needs.  
**Effect:** UA meets the needs of the public sector and private industry for skilled employees and for research solutions via partnerships that are strategic, mutually beneficial, and address the needs of the state. |
|---|---|
| Issue B | Partners have specific needs that may not be addressed through conventional approaches. For example, employers may need non-credit training, training at the work site, or a few days of intensive training rather than semester-based courses.  
**Effect:** UA is flexible, innovative and responsive in working with partners. |
| Issue C | Alaska Native corporations, tribal governments, and other Alaska Native entities are a unique and powerful force in Alaska’s economy. They hire UA graduates and some provide considerable financial aid to students. However, meaningful partnerships between UA and these entities are few and limited.  
**Effect:** UA is fully engaged with Alaska Native corporations, tribal governments, non-profit organizations, and other private and public entities to meet the education and research needs of Alaska Native peoples, promote Alaska Native student success, and support Alaska Native economic and cultural development. |
## Theme 4: Research & Development (R&D) and Scholarship to Enhance Alaska’s Communities and Economic Growth

<table>
<thead>
<tr>
<th>Issue A</th>
<th>UA needs to attain greater recognition for its accomplishments in research and development and its contributions to economic diversification and quality of life for Alaskans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect:</td>
<td><strong>UA is the first choice of state and federal entities and private industries in Alaska to meet their research and development needs.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue B</th>
<th>Some Alaska Native languages and cultural traditions are endangered. Many communities do not have sufficient resources to safeguard and nurture culture and the arts, so UA plays a vital role in preserving and advancing this knowledge and these traditions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect:</td>
<td><strong>UA is a major Alaska center of culture and the arts and is a center of excellence for Alaska Native research and scholarship.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue C</th>
<th>The effects of climate change over the next century will be profound worldwide, but they will be greatest in circumpolar regions. UA is uniquely qualified to conduct interdisciplinary research addressing changing conditions in the circumpolar arctic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect:</td>
<td><strong>UA is a recognized world leader and international collaborator in arctic research.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue D</th>
<th>Circumpolar communities are experiencing rapid social and economic transformation due to changes in climate, ecological systems, and global interactions. These communities need research-based and indigenous knowledge in order to adapt. UA has the expertise to assist these communities, and to do so must effectively communicate with those who need it. The Alaska Science and Technology Plan exists to guide UA in developing the needed information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect:</td>
<td><strong>Alaskans and their communities use research-based information, enriched by indigenous knowledge, to successfully adapt to change.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue E</th>
<th>Limited state investment in UA research capacity makes it difficult to remain competitive for research grants, contracts, and faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect:</td>
<td><strong>UA recruits and retains top research faculty and students and maintains modern, world-class research facilities, equipment, and infrastructure.</strong></td>
</tr>
</tbody>
</table>
# Theme 5: Accountability to the People of Alaska

<table>
<thead>
<tr>
<th>Issue A</th>
<th>The higher education environment in which UA operates is changing rapidly. Effecting the associated cultural shift that is needed can only occur as a result of widespread faculty and staff support, commitment, and leadership at every level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>UA leadership, faculty and staff articulate our future direction, discover pathways to achieve the vision, and are empowered to effect the changes required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue B</th>
<th>Diversity is one of Alaska’s strengths. Yet, the richness of what our universities can offer to students, employees and the state of Alaska will not be achieved until UA more fully embraces Alaska Native and other minority cultures and enhances professional development opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>The diversity of UA faculty, staff and administrators reflects the diversity of Alaska’s peoples.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue C</th>
<th>Before UA requests additional buildings, it must ensure current facilities are fully scheduled and fully utilized.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>UA facilities are efficiently utilized to meet student, academic, community and research needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue D</th>
<th>UA is often judged, not by the quality of its education, research or outreach, but rather by the personal experience that an individual encounters when accessing those programs. Similarly, employee effectiveness and morale depend upon their own personal experiences when they need assistance from another employee or group within the university system.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>UA values, supports and delivers excellent service at every level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue E</th>
<th>Alaska’s forecasted fiscal condition will increase expectations of the UA Board of Regents, legislators, and other community leaders that UA will further address revenue generation, cost-effectiveness, and cooperation across the UA system.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>Greater efficiency, effectiveness, quality, and revenue generation result from UA-wide collaborative decision-making and cooperation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue F</th>
<th>Five years of consistent state funding has significantly reduced the rate of increase of deferred maintenance. However, the deferred maintenance backlog continues to grow and there is no funding commitment after 2015 to address UA’s needs. Deferred maintenance is the UA Board of Regents’ first capital priority because the risk posed by the backlog is unacceptable.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong></td>
<td>UA’s deferred maintenance backlog is reduced to an acceptable level.</td>
</tr>
</tbody>
</table>
## University of Alaska
### FY15 Operating Budget Request Summary
#### UA Board of Regents' Budget vs. UA Board of Regents' Amended Budget

As of March 7, 2014  
*(in thousands of $)*

<table>
<thead>
<tr>
<th></th>
<th>UA Board of Regents' Budget</th>
<th>UA Board of Regents' Amended Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base - FY14 Operating Budget</strong></td>
<td>376,613.1</td>
<td>535,746.0</td>
</tr>
<tr>
<td><strong>Adjusted Base Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compensation by Employee Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UA Federation of Teachers (UAFT)</td>
<td>400.2</td>
<td>400.2</td>
</tr>
<tr>
<td>Local 6070(1)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>United Academics Faculty (UNAC)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>UA Adjuncts (UNAD)</strong></td>
<td>-</td>
<td>174.8</td>
</tr>
<tr>
<td>Fairbanks Firefighters Union (FFU)</td>
<td>16.4</td>
<td>16.4</td>
</tr>
<tr>
<td>UA Staff</td>
<td>2,553.5</td>
<td>2,553.5</td>
</tr>
<tr>
<td><strong>Subtotal - FY15 Compensation Increase</strong></td>
<td>2,970.1</td>
<td>2,970.1</td>
</tr>
<tr>
<td><strong>Additional Operating Cost Increases</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utility Cost Increases(2)</td>
<td></td>
<td>1,415.0</td>
</tr>
<tr>
<td>Facility Maintenance and Repair</td>
<td>1,081.5</td>
<td>1,081.5</td>
</tr>
<tr>
<td>New Facilities Estimated Operating Costs</td>
<td>3,260.0</td>
<td>2,289.0</td>
</tr>
<tr>
<td>UAA AK Airlines Center (Sports Arena)(3)</td>
<td>2,720.0</td>
<td>1,789.0</td>
</tr>
<tr>
<td>UAA Mat-Su Valley Ctr. for Arts &amp; Learning(3)</td>
<td>540.0</td>
<td>75.0</td>
</tr>
<tr>
<td>UAS Freshman Residence Hall</td>
<td></td>
<td>425.0</td>
</tr>
<tr>
<td><strong>Leases</strong></td>
<td></td>
<td>1,500.0</td>
</tr>
<tr>
<td>UAF P3 Housing Development</td>
<td></td>
<td>1,500.0</td>
</tr>
<tr>
<td><strong>Non-Personal Services Fixed Cost Increases</strong></td>
<td>410.0</td>
<td>-</td>
</tr>
<tr>
<td>UAF Rasmuson Library Electronic Subscriptions</td>
<td>250.0</td>
<td>250.0</td>
</tr>
<tr>
<td>UAF Smart Classroom Technology Refresh</td>
<td>160.0</td>
<td>160.0</td>
</tr>
<tr>
<td><strong>Subtotal - FY15 Add'l Op. Cost Increases</strong></td>
<td>4,751.5</td>
<td>6,285.5</td>
</tr>
<tr>
<td><strong>Subtotal - FY15 Adjusted Base Requirements</strong></td>
<td>7,721.6</td>
<td>9,255.6</td>
</tr>
<tr>
<td><strong>High Demand Program Requests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement and Attainment</td>
<td>997.1</td>
<td>463.4</td>
</tr>
<tr>
<td>Productive Partnerships with Alaska's Schools</td>
<td>400.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Productive Partnerships with Public Entities and Private Industries</td>
<td>1,654.9</td>
<td>361.8</td>
</tr>
<tr>
<td>R&amp;D to Enhance Alaska's Communities and Economic Growth</td>
<td>300.0</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Subtotal-High Demand Programs</strong></td>
<td>3,352.0</td>
<td>900.2</td>
</tr>
<tr>
<td><strong>Budget Adjustments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Vocational Education Program</td>
<td>51.8</td>
<td>51.8</td>
</tr>
<tr>
<td>Mental Health Trust Authority</td>
<td>652.9</td>
<td>1,865.0</td>
</tr>
<tr>
<td><strong>Subtotal-Budget Adjustments</strong></td>
<td>704.7</td>
<td>1,865.0</td>
</tr>
<tr>
<td><strong>FY15 Increment</strong></td>
<td>11,778.3</td>
<td>12,020.8</td>
</tr>
<tr>
<td><strong>FY15 Operating Budget</strong></td>
<td>388,391.4</td>
<td>547,766.8</td>
</tr>
</tbody>
</table>

% Chg. FY14-FY15 Operating Budget 3.1% 2.2% 2.6% 4.3% 2.6% 3.4%

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(1) Contract under negotiation
(2) Cover projected shortfall between FY14 and FY15 utility costs.
(3) FY11 General Obligation Bond Project
CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED CHANGES

P10.06.010. Academic Program Review.

A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.

B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.

C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.

PROPOSED FINAL LANGUAGE

P10.06.010. Academic Program Review.

D. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.

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F. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.
P10.07.010. Role of Research, Scholarship and Creative Activity.

A. In recognition of the importance of research, scholarship, and creative activity as central to its mission, and as a service to the community, the University of Alaska will require a commitment to research, scholarship, or creative activity as appropriate to each faculty member's performance assignment.

B. The university will foster an environment supportive of conducting research, scholarship, and creative activity and broadly disseminating its results in the tradition of academic freedom and its corresponding responsibilities. Publication and dissemination of the results of research projects will be accomplished without excessive or inappropriate prohibitions. Researchers will conform to established professional ethics pertaining to the rights and welfare of human subjects and the welfare of animals.

C. The allocation of space, facilities, funds, and other resources for these activities will be based on the scholarly and educational merit of a proposal and the appropriateness of the work to the mission of the MAU where it will be conducted.

(04-19-96)

PROPOSED FINAL LANGUAGE

P10.07.010. Role of Research, Scholarship and Creative Activity.

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(XX-XX-XX)
CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED CHANGES


A. To strengthen its ties with government, industry, the community, and other academic institutions, the university will engage in activities sponsored by external entities. Such sponsored research, scholarship or creative activity will be conducted in accordance with regents’ policy, university regulation, applicable laws and regulations, and MAU rules and procedures.

B. Since sponsors may operate within a proprietary or classified environment while universities function on the principle of free inquiry and open expression, the president will approve and promulgate university regulations for collaborative work which facilitate beneficial arrangements with sponsors and protect the basic tenets of universities.

C. All proposed sponsored projects will be reviewed for constraints on disclosure and dissemination of the results of the work. After review of the proposed project and review of the constraints on disclosure and dissemination of the results of the work, the chancellor or chancellor's designee may approve entering into contractual agreements for classified or proprietary work under governmental or private sponsorship.

D. Faculty members and graduate students may conduct classified or proprietary research that has been approved by the chancellor, but theses or dissertations that cannot be published or disseminated because of classified or proprietary research will not be accepted in satisfaction of degree requirements.

(04-19-96)

PROPOSED FINAL LANGUAGE


A. To strengthen its ties with government, industry, the community, and other academic institutions, the university will engage in activities sponsored by external entities. Such sponsored research, scholarship or creative activity will be conducted in accordance with regents’ policy, university regulation, applicable laws and regulations, and MAU rules and procedures.

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D. Faculty members and graduate students may conduct classified or proprietary research that has been approved by the chancellor.

(XX-XX-XX)
CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED CHANGES


The university will respect and protect the health, safety, and rights of individuals participating in research projects. All human subjects will be afforded the opportunity for informed consent prior to participating in university research. Actions of the university will conform to applicable laws and regulations regarding research on human subjects. Informed consent shall be obtained from human subjects before their participation in university research, unless the Institutional Review Board waives the requirement to obtain informed consent in accordance with applicable federal regulations of the Office for Human Research Protections, 45 CFR 46.116. Research participants may discontinue participation at any time without penalty. The president will promulgate university regulation to implement this policy and ensure that appropriate procedures are undertaken to protect the rights and welfare of human subjects in research.

(04-19-96)

PROPOSED FINAL LANGUAGE


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(XX-XX-XX)
The College of Health is proposing a graduate certificate in Marriage and Family Therapy (MFT). The graduate certificate was developed through a multidisciplinary collaboration with UAA’s Social Work, Clinical Psychology, and Counselor Education master’s programs, as well as the UAF Community Counseling master’s program. The four departments will share responsibility for delivery of the program requirements, and UAA’s School of Social Work will be responsible for program coordination and serve as the administrative home.

There are currently no academic programs in Alaska preparing professionals for practice as marriage and family therapists. A 2009 Alaska Health Workforce Vacancy Study estimated a 23% vacancy rate for marriage and family therapist in behavioral health service organizations. The combined efforts of these four academic departments will allow the UA System to meet this need.

The Alaska Mental Health Trust Authority (AMHTA) funded development of the graduate certificate in FY13 and FY14. The program will not be implemented until general fund support is secured for ongoing program support.

The program proposal has been approved by the faculty, dean, and appropriate UAA curriculum committees. The program faculty have also coordinated with colleagues throughout the University of Alaska System through the multidisciplinary committee which developed the program. The curriculum was designed in partnership with the Alaska MFT Licensure Board and the Alaska Association for Marriage and Family Therapy, and both organizations have endorsed the plan.

Attachments: BOR Program Action Request Form, Program Executive Summary and Prospectus
Board of Regents Program Action Request  
University of Alaska  
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit  
(choose one)  
  UAA

1b. School or College  
  COH

1c. Department or Program  
  SWK

2. Complete Program Title  
  Marriage and Family Therapy

3. Type of Program  

  □ Undergraduate Certificate  
  □ AA/AAS  
  □ Baccalaureate  
  □ Post-Baccalaureate Certificate  
  □ Master’s  
  □ Graduate Certificate  
  □ Doctorate

4. Type of Action  

  □ Add  
  □ Change  
  □ Delete  
  □ Add

5. Implementation date (semester, year)  
  Spring Year 2015

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.  
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master’s or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY15</th>
<th>Projected Annual Expenditures in FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>$25,000</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$35,550</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$35,550</td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
</tr>
<tr>
<td>Federal Receipts</td>
<td></td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td></td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
<td>$0</td>
</tr>
<tr>
<td>Year 3</td>
<td>$0</td>
</tr>
<tr>
<td>Year 4</td>
<td>$0</td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in: 4

Program plans for approval in 2014, with recruitment and hiring of adjunct faculty to teach courses beginning in Spring 2015, dependent on budget available

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>c. Funded through new internal MAU redistribution</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>d. Funds already committed to the program by the MAU</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>f. Other funding source Specify Type: Student Tuition and Fees; AMHTA one-time grant for program development (will expire this FY)</td>
<td>$35,550</td>
<td>$25,000 in FY13 &amp; FY14</td>
</tr>
</tbody>
</table>

8. Facilities: New or substantially (> $25,000 cost) renovated facilities will be required.  

Yes  No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

---

5 Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.
9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

<table>
<thead>
<tr>
<th>Year 1: 10</th>
<th>Year 2: 10</th>
<th>Year 3: 10</th>
<th>Year 4: 10</th>
</tr>
</thead>
</table>

Page number of attached summary where demand for this program is discussed: 2

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

| Graduate TA | 0 |
| Adjunct     | Up to 5 (five courses) |
| Term        | 0 |
| Tenure track| 0 |

11. Number* of TAs or faculty to be reassigned:

| Graduate TA | 0 |
| Adjunct     | 0 |
| Term        | 0 |
| Tenure track| 0 |

Former assignment of any reassigned faculty: N/A
For more information see page 4 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA Social Work, Counseling Psychology, Counselor Education; and UAF Community Counseling master's programs</td>
<td>Program was developed in partnership between the four offering departments. All of the courses developed will also be available for electives in those master's programs. There are no GERS because it is a graduate program, and the course requirements are all delivered by those departments.</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: 2

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or ‘none’: None

Aligns with state licensure for MFT counselors

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Prepares practitioners for high demand career of marriage and family therapy; collaborates with public and private sector partners; first collaborative graduate certificate coordinating curriculum offerings across two MAUs, three UAA colleges, and four behavioral health graduate programs

Page in attached summary where alignment is discussed: 1

15. State needs met by this program (list): 2010 Alaska Health Workforce Plan Priority 2 industry occupation; 2009 Alaska Health Workforce Vacancy Study estimated a 23% vacancy rate for marriage and family therapist (LMFT’s) in behavioral health service organizations statewide.

Page in the attached summary where the state needs to be met are discussed: 2

16. Program is initially planned to be: (check all that apply)
   - Available to students attending classes at UAA, UAF campus(es).
   - Available to students via e-learning.
   - Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: 3

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

[Signatures]

Provost Date

Chancellor Date

[Checkboxes] Recommend Approval
Recommend Disapproval

UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

UAA Marriage and Family Therapy Graduate Certificate BOR PAR

Page 3 of 6
New Program Proposal

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request.

Degree/Certificate Title & Responsible Program

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>COH</td>
<td>SWK</td>
</tr>
</tbody>
</table>

Complete Program Title
Graduate Certificate in Marriage and Family Therapy

Type of Program
☐ Undergrad Certificate  ☐ AA/AAS  ☐ Baccalaureate
☐ Masters  ☒ Graduate Certificate  ☐ Doctoral

1. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

UAA’s vision for 2017 includes “driving Alaska’s social and economic development through education and training for workforce development and high-demand careers”. The proposed graduate certificate is relevant to The UAA Strategic Priority A- to Strengthen and Develop the Total UAA Instructional Programs. Specifically, the graduate certificate builds graduate education to: 1. Prepare practitioners for the high demand career of marriage and family therapy; 2. Collaborate closely with public and private sector partners to develop our programs supporting workforce development and high-demand careers; and 3. Continue to design and implement new, mission appropriate academic programs with special attention to advanced graduate study. The proposed graduate certificate is the first collaborative graduate certificate coordinating curriculum offerings across two MAU’s, three UAA colleges, and four behavioral health graduate programs.

2. History of the development of the proposed program.

The Graduate Certificate in Marriage and Family Therapy was the Priority 1 program recommended by the UA Health Planning Office as a part of the 2010 Alaska Health Workforce Plan prepared by the Health Workforce Planning Coalition for the Alaska Workforce Investment Board. This resulted in the Alaska Mental Health Trust Authority providing two years of funding for the development of the Graduate Certificate in Marriage and Family Therapy as part of their Workforce Development Focus Area (AY13 and 14). The goal is to address workforce shortages of behavioral health clinicians who can intervene with complex family issues such as domestic violence, family instability, and substance abuse in Alaska.

Faculty from the UAA MSW Social Work program, MS Clinical Psychology program, and MEd Counselor Education program with an option in Community Agency Counseling, and the UAF MEd Community Counseling program, have together developed an integrated plan for meeting curriculum requirements for an inter-MAU Graduate Certificate in Marriage and Family Therapy. The Alaska MFT Licensure Board and the Alaska Association for Marriage
and Family Therapy (AkAMFT) have endorsed the concept. Responsibility for delivery of these courses will be shared by graduate level behavioral health programs at UAA and UAF. Program admission procedures will be developed at a later date. All of the courses developed for the MFT Graduate Certificate will also be available as electives for students enrolled in a graduate program affiliated with the certificate (UAA MSW, MS Clinical Psychology, and MEd Counselor Education programs and the UAF MEd Community Counseling program). A draft Memorandum of Agreement is included in the attached Board of Regents documents.

3. Impact of the proposed program on existing UA programs, including the GER.

The program was developed in partnership between the four offering departments. There are no GERs because it is a graduate program, and the course requirements are all delivered by those departments.

4. State needs met by the proposed program (citing manpower studies or similar statistics), relation to State of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

The 2010 Alaska Health Workforce Plan listed Marital/Family Therapist as a Priority 2 industry occupation. The State of Alaska Division of Corporations, Business and Professional Licensing FY 2013 Professional Licensing Statistics indicate there are 111 LMFT’s in Alaska. The 2009 Alaska Health Workforce Vacancy Study estimated a 23% vacancy rate for marriage and family therapist (LMFT’s) in behavioral health service organizations statewide.

5. Student opportunities, outcomes, and enrollment projections.

The proposed graduate certificate adds curriculum to existing master’s level programs such that students in graduate social work, psychology or counseling education programs, or graduate level practitioners can complete the course requirements for LMFT licensure in Alaska.

**Educational Objectives**

<table>
<thead>
<tr>
<th>1. Prepare graduate level marriage and family therapists for advanced practice with couples and families;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Prepare graduate level marriage and family therapists with the academic requirements for licensure in Alaska; and</td>
</tr>
<tr>
<td>3. Prepare graduate level marriage and family therapists able to address compelling behavioral health needs in Alaska.</td>
</tr>
</tbody>
</table>
Program Student Learning Outcomes and Plan for Assessment

Upon completion of this program, students are able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice within the legal and ethical standards of the marriage and family therapy profession in Alaska;</td>
<td>Course outcome measures, exit interview, alumni survey, LMFT Licensure Exam.</td>
</tr>
<tr>
<td>2. Identify couples and families who are at risk and to assess, diagnose and intervene properly;</td>
<td>Course outcome measures, exit interview, alumni survey, LMFT Licensure Exam.</td>
</tr>
<tr>
<td>3. Apply a variety of theories and methods of assessment and intervention in their practice; and</td>
<td>Course outcome measures, exit interview, alumni survey, LMFT Licensure Exam.</td>
</tr>
<tr>
<td>4. Collaborate with clients and document treatment planning and case management for marriage and family therapy and extra-therapeutic activities.</td>
<td>Course outcome measures, exit interview, alumni survey.</td>
</tr>
</tbody>
</table>

Table 6.1
Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Enrollment Headcount</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

6. Program availability.

The graduate certificate will offer the program courses on a two-year rotating basis, with each academic program offering one course per year. Recruitment for students will begin in 2014 upon approval by the UA Board of Regents and NWCCU. Adjunct faculty will be hired to teach courses beginning in spring, 2015. Courses will be offered via distance delivery such that students on both the UAAA and UAF campuses will have access to the courses. Assessment of program outcomes is projected to occur subsequent to the first graduates’ completion of the program.

7. Faculty and staff workload implications.

The proposed program will not impact existing faculty and staff. Adjunct faculty will be hired to teach the courses in the Graduate Certificate in Marriage and Family Therapy. The minimum academic degree or certification required for teaching in the graduate certificate will be a Master’s level marriage and family therapist or related professional degree. Whenever possible, adjunct faculty will be licensed Marriage and Family Therapists or have a related clinical license. Adjunct faculty will have a minimum of five years of practice experience as a marriage and family therapist.
8. Fiscal Plan for the proposed program.

Enrollment in the Graduate Certificate in Marriage and Family Therapy may occur concurrent to a student’s matriculation through a Master’s degree program, or subsequent to completion of their Master’s degree. Budget projections assume a graduate tuition rate of $395/credit, with students completing nine marriage and family therapy credits per year. Assuming ten students are enrolled in the program, the projected tuition revenue would be $35,550.

The projected annual salaries and benefits assume five adjunct faculty teach courses in a given year, for a total expenditure of $25,000. Expenditures for salaries and benefits for faculty will change over time as the result of institutional changes to compensation schedules for adjunct faculty. These changes will be off-set by increases to graduate tuition.

The Alaska Mental Health Trust Authority (AMHTA) has funded the development of the Graduate Certificate in Marriage and Family Therapy for the two-year period between FY13-FY14. The program will not be implemented until general fund support is secured for ongoing program support.

<table>
<thead>
<tr>
<th>Year</th>
<th>New Expenses</th>
<th>New Revenue</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>$25,000</td>
<td>$35,550</td>
<td>$10,550</td>
</tr>
<tr>
<td>Yr 2</td>
<td>$25,000</td>
<td>$35,550</td>
<td>$10,550</td>
</tr>
<tr>
<td>Yr 3</td>
<td>$25,000</td>
<td>$35,550</td>
<td>$10,550</td>
</tr>
<tr>
<td>Yr 4</td>
<td>$25,000</td>
<td>$35,550</td>
<td>$10,550</td>
</tr>
<tr>
<td>Yr 5</td>
<td>$25,000</td>
<td>$35,550</td>
<td>$10,550</td>
</tr>
</tbody>
</table>
New Program Proposal

Prospectus

(See University Regulation R10.04.020.C)

1. Degree/Certificate Title & Responsible Program

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>COH</td>
<td>SWK</td>
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</tbody>
</table>

Complete Program Title
Graduate Certificate in Marriage and Family Therapy

Type of Program
- Undergraduate
- AA/AAS
- Baccalaureate
- Masters
- Graduate Certificate
- Doctoral

2. Catalog descriptions of the program and of new or modified courses that constitute the major field of study.

See Attachment A, Catalog Copy and Course Descriptions.

3. Rationale for the new program and educational objectives, program student learning outcomes and plan for assessment.

Although there are academic requirements for licensure in Alaska for Marriage and Family Therapists (LMFT), there are no academic programs in Alaska offering the courses required for licensure. The Alaska LMFT curriculum requirements include: three courses on marriage and family therapy theory; three courses in marriage and family studies content; three courses in human development; one course in professional ethics; one course in research; and nine credits or one year of clinical practice or a practicum in marriage and family therapy. A content analysis of courses available within the four UA system behavioral health graduate programs identified a number of courses that could meet these curriculum requirements, but collectively there were insufficient offerings for an Alaskan to complete all course requirements for LMFT. Although existing behavioral health programs can meet some of the course requirements on human development, ethics and research, a significant gap exists within UA academic programs for content addressing family development, family studies and marriage and family therapy. The proposed graduate certificate adds curriculum to existing master’s level programs such that students in graduate social work, psychology or counseling education programs, or graduate level practitioners can complete the course requirements for LMFT licensure in Alaska.
Table 3.1
Educational Objectives

1. Prepare graduate level marriage and family therapists for advanced practice with couples and families;

2. Prepare graduate level marriage and family therapists with the academic requirements for licensure in Alaska; and

3. Prepare graduate level marriage and family therapists able to address compelling behavioral health needs in Alaska.

Table 3.2
Program Student Learning Outcomes and Plan for Assessment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice within the legal and ethical standards of the marriage and family therapy profession in Alaska;</td>
<td>Course outcome measures, exit interview, alumni survey, LMFT Licensure Exam.</td>
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<tr>
<td>3. Apply a variety of theories and methods of assessment and intervention in their practice; and</td>
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<td>4. Collaborate with clients and document treatment planning and case management for marriage and family therapy and extra-therapeutic activities.</td>
<td>Course outcome measures, exit interview, alumni survey.</td>
</tr>
</tbody>
</table>

5. Relevance to the MAU and UA mission, goals, and objectives.

UAA’s vision for 2017 includes “driving Alaska’s social and economic development through education and training for workforce development and high-demand careers”. The proposed graduate certificate is relevant to The UAA Strategic Priority A- to Strengthen and Develop the Total UAA Instructional Programs. Specifically, the graduate certificate builds graduate education to: 1. Prepare practitioners for the high demand career of marriage and family therapy; 2. Collaborate closely with public and private sector partners to develop our programs supporting workforce development and high-demand careers; and 3. Continue to design and implement new, mission appropriate academic programs with special attention to advanced graduate study. The proposed graduate certificate is the first collaborative graduate certificate coordinating curriculum offerings across two MAU’s, three UAA colleges, and four behavioral health graduate programs.
6. Collaboration with other universities and community colleges.

Representatives from the marriage and family therapy professional community and faculty from the UAA Masters of Social Work, Master of Science in Clinical Psychology, and Master of Education Community Counseling programs, and the UAF Master of Education in Community Counseling program, formed a multidisciplinary Marriage and Family Therapy Curriculum Committee and developed an integrated plan for meeting curriculum requirements in a Graduate Certificate in Marriage and Family Therapy. The Alaska Marriage and Family Therapy Licensure Board (LMFT) and the Alaska Association for Marriage and Family Therapy (AkAMFT) have endorsed the plan. Responsibility for delivery of these courses will be shared by the four graduate level behavioral health programs at UAA and UAF and coordinated by the UAA School of Social Work.

7. Demand for program (citing manpower studies or similar statistics), relation to State of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

A. Demand for the program.

The 2010 Alaska Health Workforce Plan, prepared by the Health Workforce Planning Coalition for the Alaska Workforce Investment Board listed Marital/Family Therapist as a Priority 2 industry occupation. The State of Alaska Division of Corporations, Business and Professional Licensing FY 2013 Professional Licensing Statistics indicate there are 111 LMFT’s in Alaska. The 2009 Alaska Health Workforce Vacancy Study estimated a 23% vacancy rate for marriage and family therapist (LMFT’s) in behavioral health service organizations statewide.

B. Relation to State of Alaska long-range development

The Graduate Certificate in Marriage and Family Therapy was the Priority 1 program recommended by the UA Health Planning Office, resulting in the Alaska Mental Health Trust Authority providing two years of funding for the development of the Graduate Certificate in Marriage and Family Therapy as part of their Workforce Development Focus Area (AY 13 and 14). The goal is to address workforce shortages of behavioral health clinicians who can intervene with complex family issues such as domestic violence, family instability, and substance abuse in Alaska.

C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

Faculty from the UAA MSW program, MS program in Clinical Psychology, and MEd program in Counselor Education with an option in Community Agency Counseling, and the UAF MEd program in Community Counseling have together developed an integrated plan for meeting curriculum requirements for a Graduate Certificate in Marriage and Family Therapy. The Alaska MFT Licensure Board and the Alaska Association for Marriage and Family Therapy (AkAMFT) have endorsed the concept. Discussion includes a plan to review existing courses for MFT content and identifying new courses to meet LMFT requirements. Responsibility for delivery of these courses would be
shared by graduate level behavioral health programs at UAA and UAF. All of the
courses developed for the MFT Graduate Certificate will also be available as electives for
students enrolled in a graduate program affiliated with the certificate (UAA MSW, MS
Clinical Psychology, and Med Counselor Education programs and the UAF Med
Community Counseling program).

8. Effects of program on other academic units (e.g., GER course requirements)

The proposed graduate certificate is a collaborative effort between four graduate programs in
the UA System. Coordination of efforts has avoided duplication of courses, maximizing
course offerings shared between programs. There are no GERs because this is a graduate
program, and the course requirements are all delivered by the four graduate programs.
A draft Memorandum of Agreement is attached.

9. Availability of appropriate student services for program participants.

Coordination of the graduate certificate will be managed through the UAA School of Social
Work. Academic advising for students admitted to the graduate certificate will be provided
by the Marriage and Family Therapy Program Coordinator.

10. Opportunities for research and community engagement for admitted graduate and
undergraduate students.

Dependent upon availability, students enrolled in a behavioral health degree program
affiliated with the graduate certificate will be able to complete an internship or practicum in a
social service agency that provides marriage and family therapy.

11. Outline of schedule for implementation of the program.

The graduate certificate will offer the program courses on a two-year rotating basis, with
each academic program offering one course per year. Recruitment for students will begin in
2014 upon approval by the UA Board of Regents and NWCCU. Adjunct faculty will be
hired to teach courses beginning in spring, 2015. Courses will be offered via distance
delivery such that students on both the UAA and UAF campuses will have access to the
courses. Assessment of program outcomes is projected to occur subsequent to the first
graduates’ completion of the program.

| Table 10 |
| Critical Tasks/Milestones |

<table>
<thead>
<tr>
<th>Critical Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admit first students</td>
<td>Fall, 2014</td>
</tr>
<tr>
<td>2. Hire new adjunct faculty</td>
<td>Spring, 2015</td>
</tr>
<tr>
<td>3. Offer courses on rotating basis</td>
<td>Spring, 2015</td>
</tr>
<tr>
<td>4. Complete first assessment cycle</td>
<td>Spring, 2017</td>
</tr>
</tbody>
</table>

N.B.: All dates are dependent on program approval by the Board of Regents and NWCCU
12. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.

Enrollment projections assume ten students will be admitted to the graduate certificate or begin taking courses from the program in AY15. The number of student credit hours produced will be dependent upon the Marriage and Family Therapy Graduate Studies Plan (GSP) developed for students in collaboration with their Master’s degree curriculum plan (GSP).

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Enrollment Headcount</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

13. Availability and quality and/or requirement for new faculty and/or staff to support the program.

The proposed program

impact existing faculty and staff. Adjunct faculty will be hired to teach the courses in the Graduate Certificate in Marriage and Family Therapy. The minimum academic degree or certification required for teaching in the graduate certificate will be a Master’s level marriage and family therapist or related professional degree. Whenever possible, adjunct faculty will be licensed Marriage and Family Therapists or have a related clinical license. Adjunct faculty will have a minimum of five years of practice experience as a marriage and family therapist.

A. New Faculty and Staff

Minimum academic degree or certification required: Master’s level marriage and family therapist or related professional degree
Academic rank/position title at time of hire: Adjunct faculty
Required professional registrations/qualifications: (if applicable) LMFT or related clinical license
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct
Required relevant scholarly activity/experience: Five years of practice experience as a marriage and family therapist

14. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.

Coordination with a library liaison has indicated the library has sufficient holdings to meet the needs for the graduate certificate. Additional books and periodicals will be purchased as part of the social sciences library holdings.
15. New facility or renovated space requirements.

The program does not require any changes to existing facilities and space.

16. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.

Enrollment in the Graduate Certificate in Marriage and Family Therapy may occur concurrent to a student’s matriculation through a Master’s degree program, or subsequent to completion of their Master’s degree. Budget projections assume a graduate tuition rate of $395/credit, with students completing nine marriage and family therapy credits per year. Assuming ten students are enrolled in the program, the projected tuition revenue would be $35,550.

The projected annual salaries and benefits assume five adjunct faculty teach courses in a given year, for a total expenditure of $25,000. Expenditures for salaries and benefits for faculty will change over time as the result of institutional changes to compensation schedules for adjunct faculty. These changes will be off-set by increases to graduate tuition.

The Alaska Mental Health Trust Authority (AMHTA) has funded the development of the Graduate Certificate in Marriage and Family Therapy for the two-year period between FY13-FY14. The program will not be implemented until general fund support is secured for ongoing program support.

<table>
<thead>
<tr>
<th>Table 15.1</th>
<th>Budget Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Annual Revenues in FY 2015</strong></td>
<td><strong>Projected Annual Expenditures in FY 2015</strong></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$35,550</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$35,550</td>
</tr>
</tbody>
</table>
Table 15.2
Budget Status

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>c. Funds already committed to the program by the MAU</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>d. Funded through internal MAU redistribution:</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>f. Other funding source Specify Type: Student tuition and fees; AMHTA Grant for Development in FY13 &amp; FY14</td>
<td>$35,500</td>
<td>$25,000 in FY13 &amp; FY14</td>
</tr>
</tbody>
</table>

17. Other special needs or conditions that were considered in the program’s development.

None

18. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.

None

19. Concurrence of appropriate advisory councils

Representatives from the State of Alaska Division of Behavioral Health and the Alaska Association for Marriage and Family Therapy (AkAMFT) have participated in the program planning and have offered to maintain their role as representatives on a Graduate Certificate in Marriage and Family Therapy Advisory Council. The Advisory Council would meet with MFT faculty in an advisory capacity on an annual basis. A letter from the State of Alaska Licensure Board of Marital and Family Therapists supporting our endeavors to create an MFT program is forthcoming.
Attachment A: Catalog Copy and New/Modified Course Descriptions

Graduate Certificate, Marriage and Family Therapy
Gordon Hartlieb Hall (GHH), Suite 106, (907) 786-4900
www.uaa.alaska.edu/socialwork

The Graduate Certificate in Marriage and Family Therapy is an interdisciplinary consortium program, jointly offered by the UAA Department of Psychology, School of Social Work and Department of Counseling and Special Education, and the UAF School of Education. Due to the multidisciplinary nature of this field of study, all of the listed disciplines are appropriate graduate level programs for students and post-graduates seeking the Graduate Certificate in Marriage and Family Therapy. The program builds on the knowledge and skills acquired through current or previous master's level study in these or related fields. The graduate certificate is designed to supplement each candidate's existing experience and academic preparation and the extent to which each candidate achieves the program outcomes. Therefore, specific required courses are not listed for some of the requirements, since individual graduate studies plan may vary considerably based on the prior coursework of each candidate. The faculty advisors will use the program's academic preparation requirements derived from state marriage and family therapy curriculum requirements for licensure.

The graduate certificate is partially composed of course requirements for licensure in Alaska as a Licensed Marriage and Family Therapist (LMFT), providing students with opportunities to gain knowledge about marriage and family theory and studies human development, ethics, and practice with couples and families. Students interested in earning a UAA interdisciplinary Master of Science (MS) in Marriage and Family Therapy should work with the program coordinator to develop an interdisciplinary committee and graduate studies plan.

Program Student Learning Outcomes
The program is designed to expand specific skills, knowledge, and clinical experiences in marriage and family therapy, and allow students to expand their expertise through a multidisciplinary understanding of family therapy practices in Alaska. Outcomes for the program are derived from the American Association for Marriage and Family Therapy (AAMFT) competency guidelines for marriage and family therapists. Students who complete this program will be able to:

1. practice within the legal and ethical standards of the marriage and family therapy profession;
2. identify couples and families who are at risk and to assess, diagnose and intervene properly;
3. apply a variety of theories and methods of assessment and intervention in their practice; and
4. collaborate with clients and document treatment planning and case management for marriage and family therapy and extra-therapeutic activities.

Admission Requirements
Applicants for the Graduate Certificate in Marriage and Family Therapy must:

1. become familiar with and satisfy the Admission Requirements for Graduate Certificates at the beginning of this chapter;
2. complete the Marriage and Family Therapy Graduate Certificate application (application can be found on the program website);
3. have graduated from or be currently students in an accredited or approved program of social work, psychology, or counseling/special education or a related field with a cumulative graduate GPA of 3.00 on a 4.00 scale (with no course below a grade of B); and
4. provide a written summary of their marriage and family therapy related experiences and career goals.

Program prerequisite:
Complete a 3 credit introductory family therapy course from the following, with a minimum grade of B:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4586</td>
<td>Family Therapy (3)</td>
</tr>
<tr>
<td>SWK 4586</td>
<td>Treatment of Families (3)</td>
</tr>
<tr>
<td>COUN 4586</td>
<td>Family and Network Therapy (3)</td>
</tr>
</tbody>
</table>
Graduation Requirements

See University Requirements for Graduate Certificates at the beginning of this chapter.

Admitted students are required to complete program requirements for the graduate certificate with a cumulative GPA of 3.00 or better. All courses must be at or above a grade of B.

1. Submit all graduate transcripts to the advisor for review.
2. Collaborate with the advisor to create a Graduate Studies Plan within the first semester of program admission.
3. Complete coursework as specified on the Graduate Studies Plan.

Program Requirements

The Graduate Certificate in Marriage and Family Therapy requires a minimum total of 27 credits. Many of these credits fulfill required or elective credits from the candidate's master's degree program.

1. Complete 6 credits of marriage and family theory from the following: 
   - PSY/SWK A674 Advanced Family Therapy 3
   - PSY/SWK A676 Couples Therapy 3

2. Complete 9 credits of marriage and family studies from the following: 
   - EDTSE A611 Supporting Families of Exceptional Children (2)
   - EDCN A641 Counseling Military Personnel/Families (3)
   - EDCN A643 Grief and Trauma Counseling with Families (3)
   - EDTSE A674 Family Partnerships in Early Childhood Special Education (3)
   - EDTSE/PSY/SWK A691 Children's Mental Health Systems of Care (3)
   - COUN F667 Ethnicity and Family Studies (3)
   - Approved marriage and family studies elective option.

3. Complete 9 credits of human development from the following: 
   - EDCN A613 Human Development for Helping Professionals (3)
   - PSY A612 Human Development in a Cultural Context (3)
   - COUN F638 Adult Development (3)
   - PSY A625 Introduction to Sex Therapy 3
   - SWK A666 Family Development 3

4. Complete 3 credits of professional ethics from the following: 
   - EDCN A610 Professional and Ethical Orientation to Counseling (3)
   - PSY A611 Ethics and Professional Practice (3)
   - COUN F647 Professional Ethics (3)

Note: Students may complete an additional 9 credits of practicum or one year of practice working with couples and families. This MFT licensure requirement may be completed post-masters.

Faculty

Susan Renes, Associate Professor of Education/Department Chair, Community Counseling, srenes@uaa.alaska.edu
Debra Preston Russ, Associate Professor of Education, asdps@uaa.alaska.edu
Patricia Sandberg, Professor of Psychology/PSC Director, pssandberg@uaa.alaska.edu
Elizabeth Sirles, Professor or Social Work/Director, School of Social Work, esirles@uaa.alaska.edu
Course Descriptions

COUN F667 Ethnicity and Family Studies
Course Description: Ethnicity and Family Studies is designed to focus on the contribution of ethnic background to family makeup and functioning. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

EDCN A643 Grief and Trauma Counseling with Families
Course description: Examines essential knowledge for grief and trauma counseling with diverse family structures and cultures. Emphasizes counseling practices and explores family dynamics during the grief and trauma process. Investigates special types of loss including trauma-causing events. Includes a personalized examination of the effects of grief on the development of a counseling orientation.

PSY A625 Sex Therapy
Course Description: Introduces students to the practice of sex therapy. Includes ethics specific to the work of sex therapy, common presenting problems and associated treatments, assessment and diagnoses, as well as a decision making model to clarify when a sexual problem is within a clinician’s scope of practice.

SWK A666 Family Development
Course Description: Examines the reciprocal relationships of individuals and systems on family growth and development across the life cycle. Examines the impact of individual family members, extended family, community, cultural group and larger society on family development.

SWK/PSY A674 Advanced Family Therapy
Course Description: Focuses on the assessment of families, and the process of family therapy through an examination of classic and contemporary family therapy theory, models, research, and practice. A variety of therapeutic approaches will be presented. Students will identify their own theoretical style of family therapy.

SWK/PSY A676 Couples Therapy
Course Description: Focuses on the assessment of couples, and the process of Couples Therapy through an examination of classic and contemporary theory, models, research, and practice. A variety of therapeutic approaches will be presented. Students will identify their own theoretical style of Couples Therapy.
# Graduate Certificate Program

**Graduate Certificate in Marriage in Family Therapy Studies Plan**

<table>
<thead>
<tr>
<th>Name</th>
<th>UAA ID #</th>
</tr>
</thead>
</table>

## Program Pre-requisite
(Complete one of the following courses with a minimum grade of “B”)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A626</td>
<td>Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>SWK A656</td>
<td>Treatment of Families</td>
<td>3</td>
</tr>
<tr>
<td>COUN F666</td>
<td>Family and Network Therapy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
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</table>

## Marriage and Family Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY/SWK A674</td>
<td>Advanced Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY/SWK A676</td>
<td>Couples Therapy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

## Marriage and Family Studies
(Complete three of the following courses.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY/SWK/EDSE A691</td>
<td>Children’s Mental Health Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A611</td>
<td>Supporting Families of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A674</td>
<td>Family Partnerships in Early Childhood Special</td>
<td>3</td>
</tr>
<tr>
<td>EDCN A641</td>
<td>Counseling Military Personnel/Families</td>
<td>3</td>
</tr>
<tr>
<td>EDCN A643</td>
<td>Grief Counseling with Families</td>
<td>3</td>
</tr>
<tr>
<td>COUN F667</td>
<td>Ethnicity and Family Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved marriage and family studies elective option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

## Human Development
(Complete three of the following courses.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCN A613</td>
<td>Human Development for Helping Professionals or</td>
<td>3</td>
</tr>
<tr>
<td>PSY A612</td>
<td>Human Development in a Cultural Context or</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>COUN F638</td>
<td>Advanced Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>SWK A666</td>
<td>Family Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY A625</td>
<td>Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Professional Ethics**

(Complete one of the following courses.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A611</td>
<td>Ethics and Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDCN A610</td>
<td>Professional and Ethical Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN F647</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Total Credits** 27
FY 15 Draft  
Memorandum of Agreement  
Between  
University of Alaska Anchorage  
Department of Psychology, College of Arts and Sciences (CAS)  
And  
School of Social Work College of Health (COH)  
And  
Department of Counseling and Special Education, College of Education (COE)  
And  
University of Alaska Fairbanks  
Counseling Department, School of Education (SOE)  
Re  
Graduate Certificate in Marriage and Family Therapy Curriculum

UAA’s Graduate Certificate in Marriage and Family Therapy (MFT) was designed by UAA CAS, COH and COE faculty and UAF SOE faculty to increase the number of professionals who are academically prepared to work with couples and families as marriage and family therapists. Each of the academic units named above plays a role in the delivery of courses that meet the requirements for completion of the graduate certificate. The purpose of this memorandum is to define for FY 15 departmental responsibilities and the allocation of the budget for the MFT program. The program budget is assumed to be $25,000 for the purposes of this MOA. The plan includes each academic unit offering one 3-credit MFT course per academic year. The UAA School of Social Work will be responsible for program coordination with all academic units providing MFT courses.

### UAA CAS:
In exchange for up to $5,000 from the MFT budget and the tuition generated by the following course, CAS will provide the following during FY15:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Workload Implications</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A625</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>(Adjunct TBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UAA COH:
In exchange for up to $10,000 from the MFT budget and the tuition generated by the following course, COH will provide the following during FY15:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Workload Implications</th>
<th></th>
<th></th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK/PSY A674</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td>Summer 2015</td>
<td>3 credit</td>
</tr>
<tr>
<td>(Adjunct TBA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MFT Program Coordinator (TBA) | 1 credit | 1 credit | 1 credit | MFT will pay for this at a 1-credit per semester adjunct salary rate plus benefits.

UAA COE:
In exchange for up to $5,000 from the MFT budget and the tuition generated by the following course, COE will provide the following during FY15:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Workload implications</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
| Marriage and Family Studies elective (Adjunct TBA) | 3 credit | MFT will pay for this at a 3-credit adjunct salary rate plus benefits.

UAF SOE:
In exchange for up to $5,000 from the MFT budget and the tuition generated by the following course, COE will provide the following during FY15:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Workload implications</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
| COUN F667 (Adjunct TBA) | 3 credit | MFT will pay for this at a 3-credit adjunct salary rate plus benefits.

Remaining Funds

All remaining funds from the MFT budget will be controlled by COH for administrative costs, including promotional materials, travel, etc.

Continuation

Implementation of the Graduate Certificate in Marriage and Family Therapy is contingent upon the continued participation of all academic units. This memorandum does not describe the responsibilities and allocations beyond FY 15; new memoranda will be needed for subsequent years to fit the shifting responsibilities. Changes to the curriculum requirements, and administrative oversight will require the agreement of the undersigned.

Claudia Lampman, UAA Psychology Department Chair

Date
John Stalvey, UAA CAS Dean

Elizabeth Sirles, UAA School of Social Work Director

William Hogan, UAA COH Dean

Keith Cates, UAA Counseling and Special Education Chair

Heather Ryan, UAA COE Dean

Maureen Hogan, UAF SOE Graduate Program Chair

Allan Morotti, UAF SOE Dean

Elisha Baker, UAA Vice Chancellor and Provost

Susan Henrichs, UAF Provost

Date

Date

Date

Date

Date

Date

Date

Date
P10.04.100. Academic Calendar.

The common academic calendar for each all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules, i.e., course blocks, will be common among all campuses. Class schedules must provide for a minimum of 750 800 minutes of instruction per credit hour.

(02-16-96)

PROPOSED FINAL LANGUAGE

P10.04.100. Academic Calendar.

A common academic calendar for all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules, i.e., course blocks, will be common among all campuses. Class schedules must provide for a minimum of 800 minutes of instruction per credit hour.

(XX-XX-XX)
Common English and Math Resolution

The following pages illustrate current policy and possible changes related to the resolution.

CURRENT POLICY

P10.04.010. Academic Program Integration.

A. The University of Alaska will endeavor to provide access for the citizens of the state to a broad array of instructional programs and to facilitate student progress toward achievement of academic goals. To provide access without unnecessary duplication of programs, each MAU will have the responsibility of serving both local and statewide constituencies. Each MAU will contribute to the integrated instructional program of the university through practices such as:

1. sharing intellectual and material resources;
2. collaboration among units in teaching, research/creative activity, and public service;
3. establishing common curricula or reciprocity agreements for meeting general education core requirements and core requirements for similar academic degrees and certificates;
4. coordinated planning to assure orderly and efficient changes in educational programs in response to shifts in the needs of the state and its people; and
5. employing alternative delivery methods where academically appropriate and cost effective to improve educational opportunities.


University general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality. Each MAU will have a common core of general education requirements consisting of a minimum of 34 credits of coursework distributed among categories as described in the accompanying university regulation. This core will be the minimal requirements for the general education curriculum for baccalaureate degrees. The definitions of distribution categories for the common core of general education requirements and the distribution of credit among these categories will be established by university regulation, following review by the faculty and the MAU chief academic officers and the recommendation of the chancellors.

P10.04.062. General Education Coursework Transfer.
A. The general education requirements for each university and community college will include a common core of coursework constructed in part to facilitate transfer of general education credit among the universities and community colleges.

B. A student who has completed the general education requirements at one university system university or community college and transfers to another system university or community college will be considered to have completed the general education requirements at all University of Alaska universities and community colleges.

C. A student who has completed some of the general education requirements at one university system university or community college will have those credits count toward fulfillment of the same categories of general education requirements outlined in the common core at all University of Alaska universities and community colleges. This applies even if there is no directly matching coursework at the institution to which the student transfers. This statement will be published in each university and community college catalog.

P10.04.080. Developmental and Remedial Education.

To assist students in the successful completion of their educational goals, universities and community colleges of the University of Alaska will make available developmental and remedial courses in basic skills.

Comment [WU4]: This would be revised to state:

To assist students in the successful completion of their educational goals, universities and community colleges of the University of Alaska will make available THE SAME COLLECTION OF developmental and remedial courses in basic skills.
FORMAL PROJECT APPROVAL REQUEST

TO: Pat Gamble  
President

THROUGH: Kit Duke  
AVP Facilities and Land Management

THROUGH: Brian Rogers  
Chancellor

THROUGH: Pat Pitney  
Vice Chancellor

THROUGH: Scott Bell  
Associate Vice Chancellor

THROUGH: Jenny Campbell  
Interim Director

FROM: Bob Crenshaw  
Sr. Project Manager

DATE: March 7, 2014

SUBJECT: Project Type: Deferred Maintenance & Renewal, Renovation & Repurposing  
Project Name: Akasofu Restoration  
Project No.: 2014089 AKR

cc: AKR (101)
Non-Academic Project Program Resource Planning Status Report
UAF Akasofu Restoration Project
Formal Project Approval

This project is a major Maintenance, Renewal and Repurposing project of an existing facility. This building was constructed 15 years ago as a joint venture with UAF, the Japan Aerospace Exploration Agency, and the Japan Agency for Marine-Earth Science and Technology. The Japanese programs are leaving and the building will be reverting to UAF. This project will renew the interior finishes and make some minor changes to accommodate at least one UAF program initially. The project is funded through M&R funds collected from the Japanese Agencies as part of their lease agreement and UAF DM&R funds.

Milestone #0
Mission Area Analysis: (Maintenance and Renewal project) Date: N/A
Statement of Need: (Maintenance and Renewal project) Date: N/A

Milestone #1
SAC Review: (not required) Date: N/A

Milestone #2
Preliminary Administrative Approval: Date: 03/14

Milestone #3
Statement of Requirements: Date: 02/16/12

Milestone #4
Business and Financing Plan: Date: N/A
Operating Budget Request: Date: N/A
Capital Budget Request: Date: N/A
Legislative Funding: FY14 UAF M&R Funds & M&R funds from Leases

Milestone #5
Formal Project Approval (Current Action requested): Date: 04/03/14
Schematic Design Approval: Date: _____

Milestone #6
Construction Started: Date: _____
Construction Completed: Date: _____
Beneficial Occupancy: Date: _____
Final Project Report: Date: _____
FORMAL PROJECT APPROVAL

Name of Project: Akasofu Restoration
Project Type: Deferred Maintenance and Renewal, Renovation & Repurposing
Location of Project: University of Alaska Fairbanks, Fairbanks Campus, Syun Akasofu Building FS930, Fairbanks
Project Number: 2014089 AKR
Date of Request: March 7, 2014

<table>
<thead>
<tr>
<th>Total Project Cost:</th>
<th>$4,400,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Required:</td>
<td>Full BOR</td>
</tr>
<tr>
<td>Prior Approvals:</td>
<td>Preliminary Administrative Approval Date: 3/12/2014</td>
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</tbody>
</table>

A Formal Project Approval (FPA) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

FPA represents approval of the Project including the program justification and need, scope, the total project cost, and the funding and phasing plans for the project. Requests for formal project approval shall include a signed project agreement or facilities pre-design statement, the proposed cost and funding sources for the next phase of the project and for eventual completion of the project, and a variance report identifying any significant changes in scope, budget, schedule, deliverables or prescriptive criteria associated with a design-build project, funding plan, operating cost impact, or other cost considerations from the time the project received preliminary administrative approval. It also represents authorization to complete project development through the schematic design, targeting the approved scope and budget, unless otherwise designated by the approval authority.

Action Requested
The Facilities and Land Management Committee recommends that the Board of Regents approve the Formal Project Approval request for the University of Alaska Fairbanks Akasofu Restoration as presented in compliance with the approved campus master plan, and authorizes the university administration to proceed through Schematic Design not to exceed a total project cost of $4,400,000. This motion is effective April 3, 2014.

Project Abstract
This project will renovate and restore fourth floor offices and common spaces throughout the Akasofu Building after the move out of the Japan Aerospace Exploration Agency (JAXA) and Japan Agency for Marine-Earth Science and Technology (JAMSTEC). It will then prepare facilities for the moving in of Scenarios Network for Alaska and Arctic Planning (SNAP).

Variances
No change.
Special Considerations
For the past fifteen years, the University has collected maintenance and repair (M&R) and renewal and replacement (R&R) funds from JAXA and JAMSTEC using the University’s common formulas for calculation. Since the amounts collected each year were more than the actual M&R and R&R costs, the unspent portion was carried over and held in a reserve account. The current balance of the reserves is $5M, of which $2.86M will be used for this project. The additional $1.44M funding for the project has been allocated in the UA FY14 DM&R appropriation. Portions of the project will be funded 60% Japan and 40% UA, while other portions will be funded 100% Japan. The funding is available and appears to be sufficient for proposed tasks. The UAF funding commitment will not exceed $1.44M. However, the 100% Japan funded tasks are still being negotiated as the project scope is developed, possibly requiring this funding to be increased if more work than anticipated is discovered. SNAP will fund approximately $100,000 in tenant improvements not covered under deferred maintenance.

Schedule is the critical element in this project. Delays in approvals will result in subsequent delays in design and construction. Delayed construction completion dates will require an extension of SNAP’s expiring off-campus lease and will delay their move to the Akasofu Building. Delayed project completion could result in JAXA and JAMSTEC requiring the University to refund the balance of the reserve account prior to the funds being spent. The Restoration Agreement requires the University to prepare a final report on the M&R funds by April 15, 2015 and refund the balance thirty (30) days thereafter.

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund Account</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14 UAF IARC M&amp;R</td>
<td>571381-50216</td>
<td>$1,440,000</td>
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<tr>
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<td>173502-50219</td>
<td>$2,860,000</td>
</tr>
<tr>
<td>IARC Tenant Improvements</td>
<td>103010-63054</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Total Project Cost</strong></td>
<td></td>
<td><strong>$4,400,000</strong></td>
</tr>
</tbody>
</table>

* Funding from the Japan agencies’ Fairbanks lease.

Annual Program and Facility Cost Change Projections

<table>
<thead>
<tr>
<th>Program Costs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits for new program Staff and Faculty</td>
<td>N/A</td>
</tr>
<tr>
<td>Program Operational Costs**</td>
<td>-$180,950</td>
</tr>
<tr>
<td><strong>Total Annual Program Cost Decrease</strong></td>
<td>-$180,950</td>
</tr>
</tbody>
</table>

** Savings to the SNAP Program due to moving onto campus from leased space.

It is important to note, that the Japanese leases for utilizing the Akasofu building provided to UAF 60% of the annual costs for utilities, operations, maintenance and R&R. For FY13 Japan’s contribution was $875,058. With the termination of the lease the campus must, in addition to the governor’s proposed reductions, reduce existing program and services to cover this revenue loss.

Project Delivery Method
Method of project delivery will be Design-Bid-Build.

Design Team
TBD.
Affirmation
This project complies with Regents Policy, the campus master plan and the Project Agreement.

Supporting Documents
- Project Agreement
- One-page Project Budget
- Drawings

Approvals
The level of approval required for FPA shall be based upon the estimated TPC as follows:

- **TPC > $4.0 million** will require approval by the board based on the recommendations of the Facilities and Land Management Committee (FLMC).
- **TPC > $2.0 million** but not more than $4.0 million will require approval by the FLMC.
- **TPC > $1.0 million** but not more than $2.0 million will require approval by the Chair of the FLMC.
- **TPC ≤ $1.0 million** will require approval by the AVP of Facilities and Land Management.
PROJECT AGREEMENT

Name of Project: Akasofu Restoration  
Project Type: Deferred Maintenance & Renewal, Renovation & Repurposing  
Location of Project: University of Alaska Fairbanks, Fairbanks Campus, Syun Akasofu Building FS930, Fairbanks  
Project Number: 2014089 AKR  
Date of Agreement: March 6, 2014

INTRODUCTION

A Project Agreement (PA) is required for all Capital Projects with a Total Project Cost anticipated to exceed $2.5 million. For project under $2.5 million, a project agreement should be attached to the FPA or all of the components of the PA may be incorporated into the FPA.

The PA represents a formal agreement between the affected program department(s), the University's chief facilities administrator, the chief academic officer, the chief financial officer, the chancellor, and the chief facilities administrator documenting a common understanding of the programmatic need, project scope, and other matters related to the project.

BODY OF THE AGREEMENT

Basis for the Project

The Akasofu Building was built in 1999 with funding by the University of Alaska, the Japanese Government and the National Weather Service. In exchange for construction funds, the two (2) non-University entities secured leases with the University for occupancy in the building and sharing of the operating and maintenance costs with a split of 60% Japanese agencies, 34% University and 6% National Weather Service.

The lease with JAXA and JAMSTEC will expire on March 31, 2014, and both have indicated they intend to vacate and terminate the lease. The University has requested that upon termination JAXA and JAMSTEC leave their leased space and the common areas in good repair and in usable condition. The parties will be entering into an agreement for the repair and restoration of the Akasofu Building. The University has agreed it will refund to JAXA and JAMSTEC any unused M&R funds existing after the repair and restoration. The University will retain the balance of the R&R reserves for future use in the Akasofu Building.

For the past fifteen years, the University has collected maintenance and repair (M&R) and renewal and replacement (R&R) funds from JAXA and JAMSTEC using the University’s common formulas for calculation. Since the amounts collected each year were more than the actual M&R and R&R costs, the unspent portion was carried over and held in a reserve account. The current balance of the reserves is $5M, of which $2.86M will be used for this project. The additional $1.44M funding for the project has been allocated in the UA FY14 DM&R appropriation. Portions of the project will be funded 60% Japan and 40% UA, while other portions will be funded 100% Japan.
The space vacated by JAXA and JAMSTEC will be filled by SNAP. The SNAP program is currently leasing 6,404 square feet in the Denali Building in Fairbanks for an annual cost of $180,950. While this space currently meets SNAP's need, it is not University property and is subject to regular increases in lease rates to keep up with the market. The University is desirous of reducing its lease costs and sees this as an opportunity to eliminate this expiring lease. The renovation and move will allow SNAP to co-locate with the International Arctic Research Center. This project will incorporate the renovations required for SNAP to move into the space being vacated by JAXA and JAMSTEC into cubicles and some private offices. The SNAP program will provide $100,000 to pay for the tenant improvements not covered by deferred maintenance funding. The result of this project is there will no longer be a need for leased space for SNAP operations in Fairbanks.

Programmatic Need
This project is in support of non-academic programs.

The International Arctic Research Center (IARC) is the primary stakeholder and the umbrella institution for the following four related programs – each focused on climate-related science, decision support tools and related outreach activities:

- **Alaska Center for Climate Assessment and Policy (ACCAP)** was established in 2006 with core funding from the Climate Program Office of the National Oceanic and Atmospheric Administration (NOAA). ACCAP is one of a group of Regional Integrated Sciences and Assessments (RISA) programs nation-wide. The RISA program supports research that addresses sensitive and complex climate issues of concern to decision-makers and policy planners at a regional level. ACCAP works directly with Alaskans to build climate change impacts into business models and management plans.

- **The Scenarios Network for Alaska and Arctic Planning (SNAP)** was established in 2007 as a high priority UA statewide initiative to bridge crucial information gaps in our understanding of long-term trends in our changing climate. SNAP is a collaborative network of the University of Alaska, State, Federal, and local agencies, non-government organizations (NGOs), and industry partners, whose mission is to provide timely access to scenarios of future conditions in Alaska for more effective planning by land managers, policy makers, communities and businesses.

- **The Alaska Climate Science Center (AK CSC)** was established in 2010 by the U.S. Department of the Interior (DOI) to address the challenges presented by climate change and variability in Alaska. The center is a federally led research collaboration hosted by UAF and brings together the expertise of federal and university scientists to address climate change priority needs of federal, state, and tribal resource managers. Its purpose is to provide scientific information, tools, and techniques that managers and other parties interested in land, water, wildlife, and cultural resources can use to anticipate, monitor, and adapt to climate change.

- **The Alaska Fire Science Consortium (AFSC)** was established in 2010. It is one of eight regional consortia supported by the Joint Fire Science Program and is part of a national collaborative fire science delivery network. AFSC bridges the gap between fire science research and on-the-ground application by promoting communication between managers and scientists and by providing a delivery platform to share research results.

Relocation of the SNAP program into the Akasofu building supports ongoing co-location of these four programs to accomplish two important long-term strategic goals: (1) an on campus location to facilitate collaboration across schools, colleges and institutes including student interactions, and (2) improve logistical, administrative and budgetary efficiencies.
Strategic Importance
Relocation of these programs directly supports UAF’s 2010-2015 Strategic Plan. Specifically, these programs support the Climate Theme and provide capacity and expertise to address all three thematic goals. SNAP has been identified by the administration as a key component of UAF’s efforts related to the Climate Theme. Relocation to the campus greatly improves the program’s ability to contribute to these functions.

Impact Analysis
Relocation of the programs will greatly enhance the day-to-day operations and interactions between faculty, staff, and students. The current off campus location limits the ability for complete collaboration across UAF programs and units and negatively impacts the efficiency of faculty, staff, and students to communicate with each other and complete daily tasks. It is a non-trivial expenditure of time and effort traveling back and forth between campus and the program’s current off-campus location.

Program Enhancements
Relocation of the programs does not directly result in new services or programs. It will greatly improve day-to-day operations both administratively and programmatically. It will foster and enhance faculty collaboration and ultimately the success of competitive research proposals. It will greatly enhance faculty impact and interaction with undergraduate, graduate, and postdoctoral students.

Needs Assessment
The assessment process for programmatic relocation was based on improving budgetary efficiencies and personnel efficiencies. Budget comparisons were completed for continued leasing of current building, possible new lease options, and relocation to the campus. This relocation directly follows the administration’s request to reduce off-campus leases and consolidate UAF activities on campus.

Project Impact
This project will restore and renovate approximately 61,937 square feet of office space and common areas throughout the entire 103,229 square foot Akason Building, with a majority of the work occurring on the fourth floor. Worn flooring, paint, ceiling tiles and other finishes will be replaced. Repairs will be made to damaged/degraded bathroom fixtures, door hardware, stair hand rails, elevators, fume hoods, lighting fixtures and other miscellaneous HVAC and electrical systems.

Minor impacts will result from the typical construction related noise, odors, dust, periodic utility outages, etc. Periodic closures or limited access to areas within the building, corridors and bathrooms may occur. The impacts will be controlled through coordination with affected organizations and effective scheduling of project tasks. Dust control measures will be implemented. Geophysical Institute and National Weather Service will be impacted by construction in the adjacent common areas. IARC will be affected by construction in common areas and the 4th Floor area being renovated for SNAP. All occupants will pack their respective offices. The contractor will move furniture and boxes to and from storage locations.

Project Site Considerations
The project will renovate office space and common areas vacated by Japan agencies consistent with the Campus Master Plan. The interior spaces affected by the project scope should be sufficient for storage of construction materials. A dumpster will be located in the north parking lot for bulk debris. Connex storage units are planned for temporary storage of vacated offices. Disruption of utilities, parking and traffic patterns outside of the Akason Building should be minimal.

Incremental Costs
None.
Proposed Funding Plan

Annual Program and Facility Cost Projections

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<td>Total Annual Program Cost Decrease</td>
<td>-$180,950</td>
</tr>
</tbody>
</table>

* Savings to the SNAP Program due to moving onto campus from leased space.

Facilities Costs:**

| Maintenance & Repair                | $454,618 |
| Operations                          | $833,671 |
| Annual O&M Cost                     | $1,288,289 |

** These cost will transfer from the Japan agencies to UAF once the lease terminates.

Total Annual Renewal and Replacement | $267,568
Total Annual Cost Projections        | $1,374,907

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
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</tr>
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<td>103010-63054</td>
<td>$100,000</td>
</tr>
<tr>
<td>**Total Project Cost</td>
<td></td>
<td>$4,400,000</td>
</tr>
</tbody>
</table>

*** Funding from the Japan agencies Fairbanks lease.

Project Schedule

**DESIGN**

- Conceptual Design                      March, 2014
- Formal Project Approval                April, 2014
- Schematic Design                      April, 2014
- Schematic Design Approval             June, 2014
- Construction Documents                July, 2014

**BID & AWARD**

- Advertise and Bid                     July - August, 2014
- Construction Contract Award           August, 2014

**CONSTRUCTION**

- Start of Construction                  September, 2014
- Construction Complete                 December, 2014
- Date of Beneficial Occupancy          January, 2015
- Warranty Period                       1 year

Supporting Documents

- One-page Budget & Drawings (attached to the FPA)
Agreement
In witness whereof, the parties attest that they have made and executed this Agreement to be effective the date and year first above written.

Larry D. Hinzman, Director, International Arctic Research Center

Tony Hall, Meteorologist In Charge, National Weather Service

Robert P. McCoy, Director, Geophysical Institute

Scott Bell, P.E., Associate Vice Chancellor for Facility Services

Pat Pitney, Vice Chancellor for Administrative Services

Susan Henrichs, Vice Chancellor for Academic Affairs

Brian Rogers, Chancellor

Kit Duke, AVP P&LM
### UNIVERSITY OF ALASKA

**Project Name:** Akasofu Restoration  
**MAU:** University of Alaska Fairbanks  
**Building:** FS930  
**Date:** 4-Mar-14  
**Campus:** Fairbanks  
**Prepared by:** Bob Crenshaw  
**Project #:** 2014089 AKR  
**Acct #:** 571381-50216; 173502-50219; SNAP = TBD  
**Total GSF Affected by Project:** 61,937

### PROJECT BUDGET

<table>
<thead>
<tr>
<th><strong>A. Professional Services</strong></th>
<th><strong>FPA Budget</strong></th>
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</thead>
<tbody>
<tr>
<td>Advance Planning, Program Development</td>
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<td>Consultant: Design Services</td>
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<td>Consultant: Construction Phase Services</td>
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<td>Consul: Extra Services (List: )</td>
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<td>Site Survey</td>
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<tr>
<td>Soils Testing &amp; Engineering</td>
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<tr>
<td>Special Inspections</td>
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<tr>
<td>Plan Review Fees / Permits</td>
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<tr>
<td>Other</td>
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<td><strong>Professional Services Subtotal</strong></td>
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<table>
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<th><strong>B. Construction</strong></th>
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</thead>
<tbody>
<tr>
<td>General Construction Contract(s)</td>
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<tr>
<td>Other Contractors (SNAP Tenant Improvements)</td>
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<td>Construction Contingency</td>
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<td><strong>Construction Subtotal</strong></td>
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</thead>
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<td>Equipment</td>
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<td>Fixtures</td>
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<tr>
<td>Furnishings</td>
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<td>Signage not in construction contract</td>
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<tr>
<td>Move-Out Costs</td>
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<tr>
<td>Move-In Costs</td>
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<tr>
<td>Art</td>
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<tr>
<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
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<td>OIT Support</td>
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<td>Maintenance Operation Support</td>
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<td><strong>Building Completion Activity Subtotal</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>D. Owner Activities &amp; Administrative Costs</strong></th>
<th><strong>FPA Budget</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Ping, Staff Support</td>
<td>$140,260.00</td>
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<tr>
<td>Project Management</td>
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<td>Misc. Expenses: Advertising, Printing, Supplies, Etc.</td>
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<tr>
<td><strong>Owner Activities &amp; Administrative Costs Subtotal</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>E. Total Project Cost</strong></th>
<th><strong>FPA Akasofu Restoration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Project Cost</td>
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<tr>
<td>Total Project Cost per GSF</td>
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<table>
<thead>
<tr>
<th><strong>F. Total Appropriation(s)</strong></th>
<th><strong>FPA Akasofu Restoration</strong></th>
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</thead>
<tbody>
<tr>
<td>Total Appropriation(s)</td>
<td>$4,400,000.00</td>
</tr>
</tbody>
</table>
PROJECT CHANGE REQUEST

TO: Pat Gamble
    President

THROUGH: Kit Duke
    AVP Facilities and Land Management

THROUGH: Brian Rogers
    Chancellor

THROUGH: Pat Pitney
    Vice Chancellor, Administrative Services

THROUGH: Scott Bell
    Associate Vice Chancellor, Facilities Services

THROUGH: Jenny Campbell
    interim Director

FROM: Michael Ruckhaus, P.E.
    Sr. Project Manager

DATE: March 7, 2014

SUBJECT: Project Type: Renewal and Replacement
          Project Name: Utilities Critical Electrical Distribution Renewal Phase 2
          Project No.: 2012108 UTER2

cc: UTER2 (101)
Non-Academic Project Program Resource Planning Status Report
UAF Critical Electrical Distribution Phase 2 – Project Change Request

This project is a major Deferred Maintenance and Renewal of existing facilities and was initiated prior to acceptance of the Program Resource Planning process by the Regents; therefore milestones 0 and 1 were not required.

This project change request is the required to allow UAF to add the FY14 DM&R funds that were identified for use on this project but not available at the time that SDA was granted.

Milestone #0
Mission Area Analysis: (not required at time of project development) Date: N/A
Statement of Need: (not required at time of project development) Date: N/A

Milestone #1
SAC Review: (not required) Date: N/A

Milestone #2
Preliminary Administrative Approval: Date: 08/11

Milestone #3
Statement of Requirements: Date: 02/16/12

Milestone #4
Business and Financing Plan: Date: 02/16/12
Operating Budget Request Date: N/A
Capital Budget Request: Date: FY12
Legislative Funding: FY12 DM&R Bonds Series “Q” and “S”
FY14 DM&R Funds
Board Approval of FY13 Capital Budget Distribution: Date: 06/07/12
Board Approval of FY14 Capital Budget Distribution: Date: 06/06/13
Redistribution of FY13 DM&R Funds: Date: 04/03/14

Milestone #5
Formal Project Approval (For all Phases): Date: 02/16/12
Schematic Design Approval (Phase 2): Date: 06/08/12

Milestone #6
Construction Started: Date: 07/16/12
Project Change Request #1 Date: 09/26/13
Project Change Request #2 (Current action requested) Date: 04/03/14
Construction Completed: Date:
Beneficial Occupancy: Date:
Final Project Report: Date:
**PROJECT CHANGE REQUEST**

**Name of Project:** Utilities Critical Electrical Distribution Renewal Phase 2  
**Project Type:** Renewal and Replacement  
**Location of Project:** UAF, Fairbanks Campus  
**Project Number:** 2012108 UTER2  
**Date of Request:** March 7, 2014

<table>
<thead>
<tr>
<th>Total Project Cost:</th>
<th>$26,250,000</th>
<th>Funding Allocation Increase: $2,000,000</th>
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<tbody>
<tr>
<td>Approval Required:</td>
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<tr>
<td>Prior Approvals:</td>
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<td>Administrative</td>
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<td>Formal Project</td>
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<td>Approval</td>
<td>February 16, 2012</td>
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<td>June 8, 2012</td>
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<td>Approval</td>
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<td>Project Change</td>
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<tr>
<td>Approval</td>
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A Project Change Request (PCR) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

For projects that have changes in the source of funds, increases or decreases in budget, savings to the construction budget, and/or material changes in program or project scope identified subsequent to schematic design approval shall be determined by the chief facilities officer based on the extent of the change and other relevant circumstances. This determination requires judgment, but will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact relative to the approved budget at the schematic design approval stage. Any changes with an estimated impact in excess of $400,000 will require approval by the Facilities and Land Management Committee (F&LMC) or the full Board of Regents depending on the amount of the impact.

**Action Requested**

The Facilities and Land Management Committee recommends that the Board of Regents approve the Project Change Request in the amount of $2,000,000 for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved Total Project Cost budget of $26.25 million, and to proceed with project construction not to exceed $19,880,000. This motion is effective April 3, 2014.

**Project Change Request Abstract**

This project is being funded over several fiscal years. As funding becomes available for the project additional items are funded and completed. This Project Change Request will provide authority to use the additional deferred maintenance funding allocated to this project in FY14. The original Schematic Design Approval authorized construction up to $14,325,000 (FY13 funding). A Project Change Approval in September 2013 authorized construction up to $17,880,000. This Project Change Request will increase the authorized construction amount by $2,000,000 for construction spending of $19,880,000. The Total Project cost in the original Schematic Design Approval (June 2012) is $26,250,000 and has not changed.
RATIONALE AND REASONING

Previous Approvals
“The Facilities and Land Management Committee recommends that the Board of Regents approve the Project Change Request in the amount of $3,555,000 for the University of Alaska Fairbanks Utilities Critical Electrical Distribution Renewal Phase 2 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved Total Project Cost budget of $26.25 million, and to proceed with project construction not to exceed a Total Project Cost of $17,880,000. This motion is effective September 27, 2013.”

“The Board of Regents approves the Schematic Design Approval for the University of Alaska Fairbanks Critical Electrical Distribution Renewal Phase 2 as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved Total Project Cost budget of $26.25 million, and to proceed with project construction not to exceed a Total Project Cost of $14,325,000. This motion is effective June 8, 2012.”

Project Scope
Phase 2 will continue the work started in the previous phases to provide a functional medium voltage distribution system for UAF. This phase of the project will consist of the following elements that will be performed throughout the UAF campus:

- Replace old building transformers (approximately 50% of the existing transformers will need replacement).
- Replace old high voltage cable (approximately 35% of the existing cables will need to be replaced). The cables are in the existing underground utilidor system.
- Install five new underground vaults to house new high voltage switches.
- Modify new building transformers for new distribution voltage of 12,470v.
- Correct Code deficiencies in the building electrical service for 8 buildings. This is required to complete the conversion to the new distribution voltage.
- Install an alternate connection to GVEA to the new switchgear building. This connection could be used to supply most of the power needs of campus if there were an emergency and the UAF/GVEA substation was not operational.
- Install an alternate feed from the Atkinson Combined Heat and Power Plant to the Campus Switchgear building to provide increased reliability.

The scope of the project will include any temporary power provisions that may be needed if conversions of the buildings cannot be done in a short outage. Although there will be some inconvenience to building occupants, a work plan will be developed to minimize these impacts.

The new distribution system will be installed in a looped configuration which will provide a level of reliability that is significantly better than the current radial configuration. If a problem is encountered on a feeder, it can be isolated while keeping the majority of the buildings on that feeder in service. The current system limits the ability to isolate problems in feeders.

Replacement of the Atkinson Switchgear is also in the scope. It was determined that it was not feasible, nor safe, to connect the new alternate feed from the Atkinson Combined Heat and Power Plant to the Campus Switchgear building from the existing switchgear, which is nearly 50 years old. No increase to the Total Project Cost budget is anticipated for this addition.
Project Impacts
The total duration of the project is increasing due to phased funding. It is possible that inflation could affect future Project Change Requests as funding is added up to the Total Cost Budget of $26.25 million.

Approximately $400,000 in savings from the CMAR has been realized in Phase 2 of construction. The savings have been used to increase the amount of work that can be done in this phase.

Variances
At the time of the original Schematic Design Approval the overall completion date was fall of 2014. Since funding is being allocated over multiple years the anticipated completion date is now summer of 2015.

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund/Org Account#</th>
<th>Original Amount</th>
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<td>FY15 DM&amp;R Funds</td>
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<td></td>
<td><strong>$0</strong></td>
<td><strong>$26,250,000</strong></td>
</tr>
</tbody>
</table>

Annual Renewal and Replacement: $416,000

Total Annual Cost Projections: $416,000

Project Schedule
DESIGN
- Conceptual Design: January, 2012
- Formal Project Approval: February 16, 2012
- Schematic Design: March, 2012
- Schematic Design Approval: June 8, 2012
- Construction Documents: July, 2012

BID & AWARD
- Advertise and Bid: July, 2012
- Construction Contract Award: July, 2012

CONSTRUCTION
- Start of Construction: July, 2012
- Construction Complete: November, 2015
- Date of Beneficial Occupancy: September, 2015
- Warranty Period: 1 year

Project Delivery Method
This project (all phases) use the CM@R project delivery method. The CM@R (Kiewit Building Group) was selected in Phase 1 and the selection criteria included all phases of the project.

Affirmation
This project complies with Regents Policy and the campus master plan.

Supporting Documents
One-page Project Budget
Approvals
The level of approval required for PCR shall be based upon the estimated TPC as follows:

- Changes with an estimated impact in excess of $1.0 million will require approval by the Board based on recommendations from the Facilities and Land Management Committee (F&LMC).
- Changes with an estimated impact in excess of $0.4 million but not more than $1.0 million will require approval by the F&LMC.
## UNIVERSITY OF ALASKA

**Project Name:** Critical Electrical Distribution Renewal Phase 2  
**MAU:** UAF  
**Building:** N/A  
**Campus:** UAF  
**Prepared By:** M. Ruckhaus  
**Project #:** 2012108 UTER2  
**Account No.:** 514449-50216  
**Date:** March 7, 2014

### Total GSF Affected by Project: N/A

#### PROJECT BUDGET

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<td>Consultant: Construction Phase Services</td>
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<td>Consul: Extra Services (List:_____________________)</td>
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<td>Site Survey</td>
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<td>Soils Testing &amp; Engineering</td>
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<td>Special Inspections</td>
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<tr>
<td>Plan Review Fees / Permits</td>
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<tr>
<td>Other</td>
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<td><strong>$2,675,000</strong></td>
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<tr>
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<td>Furnishings</td>
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<td>Signage not in construction contract</td>
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<td>Move-Out Cost/Temp. Reloc. Costs</td>
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<td>$0</td>
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<tr>
<td>Move-In Costs</td>
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<td>$0</td>
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<tr>
<td>Art</td>
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<td>Other (List:_____________________)</td>
<td>$0</td>
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<tr>
<td>OIT Support</td>
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</thead>
<tbody>
<tr>
<td>Project Planning and Staff Support</td>
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<tr>
<td>Project Management</td>
<td>$1,171,250</td>
<td>$1,181,250</td>
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<td>Misc Expenses: Advertising, Printing, Supplies</td>
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<td><strong>Owner Activities &amp; Administrative Cost Subtotal</strong></td>
<td><strong>$2,255,375</strong></td>
<td><strong>$2,274,375</strong></td>
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| E. Total Project Cost | $25,680,375 | $25,899,375 |

| Total Project Cost per GSF | N/A | N/A |

| F. Total Appropriation(s) | $26,250,000 | $26,250,000 |
PROJECT CHANGE REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke
AVP Facilities and Land Management

THROUGH: Tom Case
Chancellor

THROUGH: Bill Spindle
Vice Chancellor, Administrative Services

THROUGH: Chris Turletes
Associate Vice Chancellor, Facilities and Campus Services

THROUGH: John Faunce
Director, Facilities Planning and Construction

FROM: Stan Vanover
Sr. Project Manager

DATE: 3/24/2014

SUBJECT: Project Type: New Construction
Project Name: UAA Seawolf Sports Arena (Alaska Airlines Center)
Project No: 09-0006

Cc:
A Project Change Request (PCR) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

For projects that have changes in the source of funds, increases or decreases in budget, savings to the construction budget, and/or material changes in program or project scope identified subsequent to schematic design approval shall be determined by the chief facilities officer based on the extent of the change and other relevant circumstances. This determination requires judgment, but will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact relative to the approved budget at the schematic design approval stage. Any changes with an estimated impact in excess of $400,000 will require approval by the Facilities and Land Management Committee (F&LMC) or the full Board of Regents depending on the amount of the impact.

Action Requested
The Facilities and Land Management Committee recommends that the Board of Regents approve the Project Change Request for the University of Alaska Anchorage Seawolf Sports Arena (Alaska Airlines Center) Project as presented in compliance with the campus master plan, and authorizes the university administration to continue with project construction, increasing the Total Project Cost by $1,585,000 for the build-out of restaurant spaces, not to exceed a total expenditure of $110,585,500. This motion is effective April 3, 2014.

Project Change Request Abstract
The university has developed a proposal to take advantage of the retail opportunities offered by the new Seawolf Sports Arena (AK Airlines Center) to provide additional dining opportunities for students, faculty, staff, as well as others in the neighboring UMED community, and to provide increased revenues to help offset the operating costs of the new facility. This proposal will convert the 2 meeting rooms, storage, and catering storage rooms in the Mezzanine area into a fully functional, revenue producing restaurant/brew pub. In partnership with Nana Management Services (the UAA Food Service contractor/provider) all construction for the restaurant tenant improvements will be completed by the current AK Airline Center CMAR contractor (Cornerstone Construction) and initially funded by NMS.
The specific arrangements for this partnership have been reviewed by the UAA Procurement Office and it is currently in final review by UA Procurement and UA Legal Counsel.

A final construction cost proposal of $1,425,000 has been submitted by the contractor. The Total Project Cost increase, including design and owner’s construction contingency, is $1,727,500. The University is requesting approval to proceed with construction of this restaurant.

RATIONALE AND REASONING

Background
A management company has been hired by the university to help routinely bring concerts/activities/etc. in order to gain optimum use of the new facility. The addition of a restaurant/brew pub will not only support these events, but will significantly enhance the daily utilization of the facility while bringing in additional revenue.

Programmatic Need
The Mezzanine space to be assigned to the restaurant/brew pub was originally programmed for two meeting/tutoring rooms, catering storage, and general storage. These areas are still a necessity for the Athletic Department within the AK Airlines Center but these programs can be mostly accommodated elsewhere in the building (media/press room, auxiliary gym, building storage areas, etc.) as necessary. Some tutoring may still be accomplished at the WFSC or other buildings on campus.

Project Scope
Project scope includes a small amount of demolition and reworking of existing infrastructure within the existing mezzanine area. Work will include installation of display cooking, pizza oven, food prep space, refrigeration and storage space, fixed and movable seating to accommodate approximately 100 patrons.

Project Impact
Very minimal impact to existing construction contract assuming the work can begin promptly to proceed concurrently with the Contractor’s remaining work in the building.

<table>
<thead>
<tr>
<th>Total Project Cost and Funding Sources</th>
<th>Fund/Org Account#</th>
<th>Original Amount</th>
<th>New Amount</th>
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**Original Total Project Cost at SDA** $109,000,000

| FY14 AVC Contingency (Design)         | 590137-17232      | $160,000       |
| Nana Management Services             | TBD              | $1,425,000     |

**New Total Project Cost** $110,585,000
Project Schedule
Construction Documents Design Completed Feb. 2014
Bid and Award Received March 2014
Start of Restaurant Construction April 2014
Restaurant Completion August 2014
Date of Beneficial Occupancy August 2014
Warranty Period 1 year following project completion

Affirmation
This project complies with Regents Policy, the amended campus master plan and the Project Agreement

Supporting Documents
One-page Project Budget
Restaurant Floor Plans
Restaurant Renderings

Approvals
The level of approval required for PCR shall be based upon the estimated TPC as follows

- Changes with an estimated impact in excess of $1.0 million will require approval by the Board based on recommendations from the Facilities and Land Management Committee (F&LMC);
- Changes with an estimated impact in excess of $0.4 million but not more than $1.0 million will require approval by the F&LMC.
# UAA Alaska Airlines Center

## UNIVERSITY OF ALASKA

**Project Name:** UAA Alaska Airlines Center  
**MAU:** UAA  
**Building:** Alaska Airlines Center  
**Campus:** Anchorage  
**Project #:** 09-0006  
**Date:** March 24, 2014  
**Prepared by:** S.Vanover  
**Acct #:** 512034; 564289; 564344; 590137; NMS  
**Total GSF Affected by Project:** 196,000

## PROJECT BUDGET

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<tr>
<th>A. Professional Services</th>
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<tbody>
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<th>D. Owner Activities &amp; Administrative Costs</th>
<th>SDA Budget</th>
<th>PCR Budget</th>
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</thead>
<tbody>
<tr>
<td>Project Png, Staff Support</td>
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<tr>
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<th>F. Total Appropriation(s)</th>
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<td><strong>$109,000,000</strong></td>
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Budget - Project Change Request - UAA Sports Arena (Alaska Airlines Center) Final
FORMAL PROJECT APPROVAL REQUEST

TO: Pat Gamble
    President

THROUGH: Kit Duke
         AVP Facilities and Land Management

THROUGH: Brian Rogers
         Chancellor

THROUGH: Pat Pitney
         Vice Chancellor

THROUGH: Scott Bell
         Associate Vice Chancellor

THROUGH: Jennifer Campbell
         Director

FROM: Reed Morisky
      Project Manager

DATE: March 7, 2014

SUBJECT: Project Type: Deferred Maintenance and Renewal, Renovation and Repurposing
          Project Name: Irving 1 Repurpose for Veterinary Medicine
          Project No.: 2014079 I1RVM

cc: I1RVM (101)
Academic Project Program Resource Planning Status Report
UAF Irving I Repurposing for Veterinary Medicine
Formal Project Approval

This project is a major Deferred Maintenance and Renewal of existing facilities, which will repurpose space to accommodate space to meet the needs of the Veterinary Medicine Program.

This project impacts space in the Irving I Building that is being vacated by the Research Animal Quarter. The deferred maintenance for this space was too expensive to renew as animal quarters, however it provided an opportunity to renew and repurpose it to provide academic space that would have required new construction at a higher cost.

The Veterinary Medicine program was proposed and support by the Regents prior to adoption of the program resource planning process was initiated. However program justification was presented to the Regents and was approved.

Milestone #0
Mission Area Analysis: (not required at time of initial project development) Date: N/A
Statement of Need: (not required at time of initial project development) Date: N/A

Milestone #1
SAC Review: (not required) Date: N/A

Milestone #2
Preliminary Administrative Approval: Date: 03/06/14

Milestone #3
Statement of Requirements: (in development with FPA) Date: _____

Milestone #4
Business and Financing Plan: Date: N/A
Operating Budget Request Date: Not Requested
Capital Budget Request: Date: N/A
Legislative Funding: Date: FY12, FY13 & FY15
Redistribution of FY12 Capital Budget Distribution: Date: 04/03/14
Redistribution of FY13 Capital Budget Distribution: Date: 04/03/14
Board approval of FY15 Capital Budget Distribution: (anticipated) Date: 06/05/14

Milestone #5
**Formal Project Approval:** Date: 04/03/14
Schematic Design Approval:

Milestone #6
Construction Started:
FORMAL PROJECT APPROVAL

Name of Project: Irving 1 Repurpose for Veterinary Medicine
Project Type: Deferred Maintenance and Renewal, Renovation and Repurposing
Location of Project: UAF, Fairbanks Campus, Irving I Building, FS902
Project Number: 2014079 I1RVM
Date of Agreement: March 7, 2014

| Total Project Cost: | $4,000,000 |
| Approval Required: | FLMC |
| Prior Approvals: | Preliminary Administrative Approval March 6, 2014 |

A Formal Project Approval (FPA) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

FPA represents approval of the Project including the program justification and need, scope, the total project cost, and the funding and phasing plans for the project. Requests for formal project approval shall include a signed project agreement or facilities pre-design statement, the proposed cost and funding sources for the next phase of the project and for eventual completion of the project, and a variance report identifying any significant changes in scope, budget, schedule, deliverables or prescriptive criteria associated with a design-build project, funding plan, operating cost impact, or other cost considerations from the time the project received preliminary administrative approval. It also represents authorization to complete project development through the schematic design, targeting the approved scope and budget, unless otherwise designated by the approval authority.

Action Requested
The Facilities and Land Management Committee approves the Formal Project Approval request for the University of Alaska Fairbanks Irving I Repurpose for Veterinary Medicine, as presented in compliance with the approved campus master plan and authorizes the university administration to proceed through Schematic Design not to exceed a total project cost of $4,000,000. This motion is effective April 3, 2014.

Project Abstract
Under the guidance of the West Ridge Deferred Renewal plan, a portion of the Irving I facility, soon to be vacated, will be renovated to correct a backlog of deferred maintenance and renewal issues with this forty-three (43) year old building and the space will be repurposed to support the new Veterinary Medicine Program.

Variances
There are no variances to report.
Special Considerations
The portion of Irving I affected by this project, known as the Irving I Animal Quarters, will be vacated in
the Spring of 2015 when the UAF Animal Resources Center relocates to the Biological and Research
Diagnostics Facility. In the West Ridge Deferred Maintenance (WRDM) Plan, the animal quarters space
was identified to be demolished. During final planning revisions for the WRDM Plan, UAF identified the
need to move forward with a low cost renewal of space to address a critical programmatic need for
Veterinary Medicine. This change of use will take advantage of the vacancy, address several million
dollars of deferred renewal items, and allow for a lower cost alternative to providing program space. The
deferred renewal will allow the space to serve its repurposed use for an extended period of time and at a
lower operating cost.

Completion of the IIRVM project is contingent upon receipt of FY15 deferred maintenance funding and
on operating funds for the new construction. Schematic Design Approval will be sought at the June 2014
BOR meeting, contingent upon receipt of these funds. The project will be constructed in two phases.
Phase 1 scope of work is the demolition of a third of the animal quarters and a small addition to enclose
the courtyard north of the Irving I animal quarters. Construction will occur over the winter of 2014/2015.
The portion of the building that is being demolished would require extensive reconstruction to make it
usable. Phase 2 scope of work is the renovation to the existing space within Irving I and will occur in the
spring and summer of 2015

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund Account</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12 DM&amp;R Funding</td>
<td>571317-50216</td>
<td>$631,167</td>
</tr>
<tr>
<td>FY13 DM&amp;R Funding</td>
<td>571345-50216</td>
<td>$1,868,833</td>
</tr>
<tr>
<td>FY15 DM&amp;R Funding (Current Request)</td>
<td>TBD</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>FY15 Operating Funds</td>
<td>TBD</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Total Project Cost</strong></td>
<td><strong>TBD</strong></td>
<td><strong>$4,000,000</strong></td>
</tr>
</tbody>
</table>

Program Costs:
Program costs were reviewed with the Academic and Student Affairs committee during the December
2011 BOR meeting and no additional funds need to be requested. Program costs will be offset by
tuition revenue and internal reallocations.

Facilities Costs:
Facility heating costs for Irving I will remain neutral as reductions in utility costs from demolition of
space and repurposing from labs to offices will offset the increased HVAC requirements for the
renovated space. Electrical costs will be reduced by 5-10% through demolition of the existing
hibernation chambers and more efficient lighting. Water usage will decrease by 10-15% since there
will no longer be a live animal care facility located in Irving I.

Project Delivery Method
UAF will utilize a traditional Design-Bid-Build procurement method.

Affirmation
This project complies with Regents Policy, the campus master plan and the Project Agreement.

Supporting Documents

- Project Agreement
- One-Page Project Budget
- Drawings
Approvals
The level of approval required for FPA shall be based upon the estimated TPC as follows:

- TPC > $4.0 million will require approval by the board based on the recommendations of the Facilities and Land Management Committee (FLMC).
- **TPC > $2.0 million but not more than $4.0 million will require approval by the FLMC.**
- TPC > $1.0 million but not more than $2.0 million will require approval by the Chair of the FLMC.
- TPC ≤ $1.0 million will require approval by the AVP of Facilities and Land Management.
PROJECT AGREEMENT

Name of Project: Irving 1 Repurpose for Veterinary Medicine
Project Type: Deferred Maintenance & Renewal, Renovation & Repurposing
Location of Project: UAF, Fairbanks, Irving I Building, FS902
Project Number: 2014079 I1RVM
Date of Agreement: March 7, 2014

INTRODUCTION
A Project Agreement (PA) is required for all Capital Projects with a Total Project Cost anticipated to exceed $2.5 million. For project under $2.5 million, a project agreement should be attached to the FPA or all of the components of the PA may be incorporated into the FPA.

The PA represents a formal agreement between the affected program department(s), the MAU’s chief facilities administrator, the chief academic officer, the chief financial officer, the chancellor, and the chief facilities administrator documenting a common understanding of the programmatic need, project scope, and other matters related to the project.

BODY OF THE AGREEMENT

Basis for the Project

Under the guidance of the West Ridge Deferred Renewal plan, a portion of the Irving I facility, soon to be vacated, will be renovated to correct a backlog of deferred maintenance and renewal issues with this forty-three (43) year old building and the space will be repurposed to support the new Veterinary Medicine Program.

Programmatic Need

The portion of Irving I affected by this project, known as the Irving I Animal Quarters, will be vacated in the Spring of 2015 when the UAF Animal Resources Center relocates to the Biological and Research Diagnostics Facility. In the West Ridge Deferred Maintenance (WRDM) Plan, the animal quarters space was identified to be demolished. During final planning revisions for the WRDM Plan, UAF identified the need to move forward with a low cost renewal of space to address a critical programmatic need for Veterinary Medicine. This change of use will take advantage of the vacancy, address several million dollars of deferred renewal items, and allow for a lower cost alternative to providing program space. The deferred renewal will allow the space to serve its repurposed use for an extended period of time and at a lower operating cost.

In 2009, the Board of Regents inquired about the possibility of a veterinary college at UAF. At the time, the cost to build and operate a fully accredited program was very high and thus deemed inappropriate. However, around the time of the inquiry, UAF was evaluating programs such as Veterinary Medicine to enhance the efforts in biomedical research and education. Between 2009 and 2011, UAF began to develop a relationship with the Colorado State University (CSU) College of Veterinary Medicine and Biomedical Sciences. In January 2010, CSU and UAF began discussions on a formal 2+2 program that
would allow a cohort of students to complete the first two years of academic studies at UAF then complete their degree at CSU in the final two years.

The Board of Regents approved the program in December 2011 and in December 2013, UAF and CSU signed the Memorandum of Understanding thus solidifying the 2+2 Veterinary Medicine Program. The academic plan calls for a cohort of ten (10) students each year (twenty students total at any one time) studying a range of topics, focusing on anatomy, physiology, and necropsy. The program will report to the College of Natural Science and Mathematics (CNSM) and an Associate Dean and several faculty and staff have been or are being hired.

During development of the West Ridge Deferred Renewal (WRDM) Plan, key faculty and the Dean of CNSM provided programmatic information sufficient to develop a concise list of space requirements for the new program. The plan identified space needs for the faculty and staff, the two student cohorts, and three main teaching spaces. It went on to identify additional research labs and support spaces for the faculty yet to be hired.

**Strategic Importance**

The Veterinary Medicine program meets strategic needs in the area of enhancement of biomedicine instruction and access on the Fairbanks campus. This academic program will be collaborative with research in wildlife, agriculture and biomedicine currently on the Fairbanks campus. The program will also meet student demand for access to a veterinary medicine program; currently Alaska does not have any agreements in place to provide priority for our students at other vet schools.

**Impact Analysis**

The enhancements will directly impact the 20 students in the Veterinary Medicine program on a daily basis. Part of the renovation includes student rooms and teaching spaces that will be heavily used by the students and instructors. The gross anatomy lab will also serve as research space for an anatomist who will be preparing animal specimens for the program and other groups on campus (e.g. the UA Museum of the North). The classroom space will also be used by students in Biology and Wildlife who will be able to take Veterinary Medicine courses through cross-listing.

**Program Enhancements**

The renewal and repurposing project will provide space to meet a majority of the programmatic needs of the 2+2 Veterinary Medicine program at UAF. By placing the new cohort and teaching functions in space being vacated in Irving I, CNSM will be able to follow the teaching model similar to CSU where the student is immersed in the space, spending most of their days in the labs and classrooms and less time moving from location to location to attend class.

**Needs Assessment**

The WRDM Plan captured the space needs for Veterinary Medicine. The request totals around 13,000 gross square feet and accommodates the teaching and research needs of the program. UAF does not have this amount of space in one location, thus the plan calls for only the heavy teaching spaces and student spaces to be accommodated in Irving I. The rest of the program will be housed in the Murie, BiRD and/or Arctic Health buildings.

In Irving I, the needs being met are labs and support spaces for teaching the Gross Anatomy courses, student carrels for two 10-student cohorts, two classrooms and three offices for faculty and staff. Teaching lab needs for Physiology/Immunology will be scheduled into the Murie Building and Necropsy will be housed in the BiRD Building. In Arctic Health, space will be reallocated to CNSM and the administrative and Associate Dean’s offices will be created along with office space for the associated faculty.

**Project Impact**

*Project Agreement for Irving I Repurpose for Veterinary Medicine*
Since the project will be renewing vacant space in Irving I, the impact to campus will be minimal. At Irving I, the main four story tower will not be directly affected although noise from demolition and construction may filter into occupied spaces. Building access in the area will be maintained and parking should not be affected as large staging areas already exist for contractors in that area of the campus.

Partial funding for the project has been allocated from previous deferred renewal funding and the remaining funds are a portion of the FY15 Deferred Renewal request. If funding is delayed beyond FY15, the project will be phased to at least complete the teaching lab portion of the program and allow the first cohort of students to begin classes in the fall of 2015 as agreed upon in the MOU with CSU.

Project Site Considerations
The project is renewing existing space and enclosing space already occupied by three outdoor cooling units. The project is in alignment with the goals of the Campus Master Plan. Long term, the Veterinary Medicine Program will eventually need to be relocated to the new facility proposed in the WRDM Plan south of O'Neill.

Incremental Costs
Incremental costs for the Veterinary Medicine Program have been approved by the Board of Regents. No other incremental costs are expected from the renewal project.

Proposed Funding Plan

Annual Program and Facility Cost Projections

<table>
<thead>
<tr>
<th>Program Costs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits for new program Staff and Faculty</td>
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<tr>
<td>Program Operational Costs</td>
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<tr>
<td>Total Annual Program Cost Increase</td>
<td>$N/A*</td>
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</table>

*Program costs were reviewed with the Academic and Student Affairs committee during the December 2011 BOR meeting and no additional funds need to be requested. Program costs will be offset by tuition revenue and internal reallocations.

Facilities Costs:
- Maintenance & Repair: N/A, Existing Facility
- Operations: N/A, Existing Facility
- Annual O&M Cost: N/A, Existing Facility

Total Annual Renewal and Replacement: N/A, Existing Facility

Total Annual Cost Projections: N/A, Existing Facility

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund Account</th>
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</tr>
</thead>
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<td>$100,000</td>
</tr>
<tr>
<td><strong>Total Project Cost</strong></td>
<td></td>
<td><strong>$4,000,000</strong></td>
</tr>
</tbody>
</table>
Project Schedule

DESIGN
- Conceptual Design: April 2014
- Formal Project Approval: June 2014
- Schematic Design: June 2014
- Schematic Design Approval: August 2014
- Construction Documents

BID & AWARD - Phase
- Advertise and Bid: September 2014
- Construction Contract Award: October 2014

CONSTRUCTION
- Start of Construction*: November 2014
- Construction Complete: August 2015
- Date of Beneficial Occupancy: August 2015
- Warranty Period: One Year

*The construction start date will be contingent upon the schematic design approval date and the date when the Animal Resource Center vacates the current space.

Supporting Documents
- One-page Budget
- Drawings
- Space Program

Agreement
In witness whereof, the parties attest that they have made and executed this Agreement to be effective the date and year first above written.

[Signature]

Paul Layer, Dean, College of Natural Sciences and Mathematics

See next page for other signatures

Scott Bell, P.E., Associate Vice Chancellor for Facilities Services

Pat Pitney, Vice Chancellor for Administrative Services

Susan Henrichs, Provost and Executive Vice Chancellor for Academic Affairs

Brian Rogers, Chancellor

Kit Duke, Associate Vice President Facilities and Land Management

Project Agreement for Irving I Repurpose for Veterinary Medicine
Project Schedule
DESIGN
Conceptual Design Complete
Formal Project Approval April 2014
Schematic Design June 2014
Schematic Design Approval June 2014
Construction Documents August 2014

BID & AWARD - Phase
Advertise and Bid September 2014
Construction Contract Award October 2014

CONSTRUCTION
Start of Construction* November 2014
Construction Complete August 2015
Date of Beneficial Occupancy August 2015
Warranty Period One Year

*The construction start date will be contingent upon the schematic design approval date and on
the date when the Animal Resource Center vacates the current space.

Supporting Documents
One-page Budget
Drawings
Space Program

Agreement
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Paul Layer, Dean, College of Natural Sciences and Mathematics

Scott Bell, P.E., Associate Vice Chancellor for Facilities Services

Pat Pitney, Vice Chancellor for Administrative Services

Susan Henriels, Provost and Executive Vice Chancellor for Academic Affairs

Brian Rogers, Chancellor

Kit Duke, Associate Vice President Facilities and Land Management

Project Agreement for Irving I Repurpose for Veterinary Medicine
## UNIVERSITY OF ALASKA

**Project Name:** Irving 1 Repurpose for Veterinary Medicine  
**MAU:** UAF  
**Building:** Irving 1  
**Campus:** Fairbanks  
**Date:** 2/4/2014  
**Prepared by:** Wohlford  
**Project #:** 2014079 I1RVM  
**Acct #:** 571317,51345-50216  
**Total GSF Affected by Project:** 6620

### PROJECT BUDGET

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<thead>
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<th>Category</th>
<th>Description</th>
<th>Budget</th>
<th>FPA Budget</th>
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<tbody>
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<tr>
<td></td>
<td>Consultant: Design Services</td>
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<td>Consultant: Construction Phase Services</td>
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<td></td>
<td>Plan Review Fees / Permits</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Services Subtotal** | $302,000 | |

| **B. Construction** | General Construction Contract(s) | $3,000,000 | |
| | Other Contractors (List:_______________________) | $15,000 | |
| | Construction Contingency | $271,350 | |

**Construction Subtotal** | $3,286,350 | |

**Construction Cost per GSF** | $496 | |

| **C. Building Completion Activity** | Equipment | $0 | |
| | Fixtures | $0 | |
| | Furnishings | $0 | |
| | Signage not in construction contract | $0 | |
| | Move-Out Costs | $0 | |
| | Move-In Costs | $0 | |
| | Art | $0 | |
| | Other (Interim Space Needs or Temp Reloc. Costs) | $0 | |
| | OIT Support | $10,000 | |
| | Maintenance Operation Support | $10,000 | |

**Building Completion Activity Subtotal** | $20,000 | |

| **D. Owner Activities & Administrative Costs** | Project Plng, Staff Support | $126,292 | |
| | Project Management | $228,858 | |
| | Misc. Expenses: Advertising, Printing, Supplies, Etc. | $36,500 | |

**Owner Activities & Administrative Costs Subtotal** | $391,650 | |

| **E. Total Project Cost** | Total Project Cost per GSF | $604 | |
| | **Total Appropriation(s)** | $4,000,000 | |
## Vet Med 2+2 Program

### Space Program

<table>
<thead>
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<th>Space</th>
<th>Qty.</th>
<th>Size</th>
<th>Total (GSF)</th>
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<tbody>
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<tr>
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<tr>
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<td>Lab manager</td>
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<td>125.00</td>
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<tr>
<td>Tech</td>
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<td>Staff</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>1,801.00</strong></td>
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<tr>
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<tr>
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<tr>
<td>Student Kitchenette</td>
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<td>Gross Anatomy Lab</td>
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<tr>
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<tr>
<td>Cold Room</td>
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<tr>
<td>Vestibule</td>
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<td>Pathology Lab</td>
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<td>Physiol/Immunol Lab</td>
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<tr>
<td>Teaching Lab</td>
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<td>1,039.50</td>
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<tr>
<td>Prep Lab</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Total Vet Med 2+2</strong></td>
<td></td>
<td></td>
<td><strong>13,000.00</strong> GSF</td>
</tr>
</tbody>
</table>

Blue is Accomodated in Murie Building
Yellow is Accomodated in Irving 1 Repurpose of Animal Quarters
Orange is Accomodated in Arctic Health 182-186
# Chancellor Action/Information Transmittal

**Subject:** UAA SDA -1901 Bragaw Tenant Improvement Materials for April 3-4, 2014 BOR Meeting  
**Action Coordinator* (AC) Name:** John Faunce  
**AC Department & Position:** FP&C Director  
**AC Email:** jfaunce@uaa.alaska.edu  
**AC Signature:**  
**Phone:** 786-4912  
**Date:** 3/3/2014  
**Suspense Date for Completion:** 3/3/2014

## Purpose/ Background:
Schematic Design Approval for the UAA 1901 Bragaw Tenant Improvement project.

## Recommendations(s):
Sign attached SDA Cover Memo and forward to Kit Duke.

## Attachment(s):
- Cover Memo, SDA, One-page Budget, Design Narrative, Site Plan, Floor Plans

## Routing for Coordination, Review, Comment, Approval, Signature

<table>
<thead>
<tr>
<th>To</th>
<th>Indicate Action Required &amp; Due Date</th>
<th>Initial</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Spindle, Vice Chancellor</td>
<td>Approve attached documents and forward to Provost</td>
<td></td>
<td>March 3, 2014</td>
</tr>
<tr>
<td>Bear Baker, Provost</td>
<td>Approve attached documents and forward to Chancellor</td>
<td></td>
<td>March 3, 2014</td>
</tr>
<tr>
<td>Tom Case, Chancellor</td>
<td>Approve attached documents and forward to Kit Duke, UA Facilities</td>
<td></td>
<td>March 7, 2014</td>
</tr>
<tr>
<td>Kit Duke, UA Facilities Chief</td>
<td>Approve and coordinate with President Gamble for inclusion of documents in BOR Materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Instructions(s) for final disposition:
Sign Cover Memo and forward to Kit Duke for coordination with President Gamble and inclusion in April 2014 BOR Agenda materials. Please notify UAA FP&C when forwarded to SW.

*Action coordinator:*

Accountable employee; responsible for questions, edits, information, and meeting the completion suspense date.
SCHEMATIC DESIGN Approval

Name of Project: UAA 1901 Bragaw Tenant Improvements
Project Type: Renovation and Repurposing
Location of Project: UAA, Off Campus, Bragaw Office Complex #3, AO111, Anchorage
Project Number: 13-0149
Date of Request: February 26, 2014

| Total Project Cost: | $3,850,000 |
| Approval Required:  | FLMC        |
| Prior Approvals:    | Preliminary Administrative Approval 12/19/13  
                     | Formal Project Approval 2/20/2014 |

A Schematic Design Approval (SDA) is required for all Capital Projects with a Total Project Cost in excess of $250,000.

SDA represents approval of the location of the facility, its relationship to other facilities, the functional relationship of interior areas, the basic design including construction materials, mechanical, electrical, technology infrastructure and telecommunications systems, and any other changes to the project since formal project approval. Unless otherwise designated by the approval authority or a material change in the project is subsequently identified, SDA also represents approval of the proposed cost of the next phases of the project and authorization to complete the design development process, to bid and award a contract within the approved budget, and to proceed to completion of project construction. Provided however, if a material change in the project is subsequently identified, such change will be subject to the approval process.

Action Requested
The Facilities and Land Management Committee approves the Schematic Design Approval request for the University of Alaska Anchorage 1901 Bragaw Tenant Improvements as presented in compliance with the campus master plan, and authorizes the university administration to complete construction bid documents to bid and award a contract within the approved budget, and to proceed to completion of project construction not to exceed a Total Project Cost of $3,850,000. This motion is effective April 3, 2014.

Project Abstract
The Diplomacy Building on 4500 Diplomacy Drive, Anchorage, AK has been sold and the three facilities comprising the Bragaw Office Complex on the 1800-1900 block of Bragaw Street, Anchorage, AK purchased by UA FLM. In exchange for UAA’s ownership interest in the Diplomacy Building, the building at 1901 Bragaw Street will become the responsibility of UAA. UAA plans to relocate the UAA occupants of the Diplomacy Building to 1901 Bragaw Street. This project will develop the relocation plan and tenant improvement plans required to accommodate these occupants; prepare the new space through modifications and renewal, and move the occupants from one facility to the other not later than June 30, 2015.
RATIONALE AND REASONING

Background
On June 25th, 2013, UA Statewide Facilities and Land Management (FLM) sold the 5-story, approximately 55,500 sf, UAA Diplomacy Building to Alaska Native Tribal Health Consortium (ANTHC). Part of agreement of sale is that current UAA tenants would be able to continue to lease space for approximately 24-30 months to allow orderly transition to new space. The goal is for all UAA tenants to vacate this facility not later than June 30th, 2015. Additionally, the goal is for UAA to relocate these organizations and vacate a whole floor at a time to facilitate new 3rd party leases and relieve UAA of rental costs incrementally as expeditiously as possible.

On June 27th, 2013, UA Statewide Facilities and Land Management purchased the Bragaw Office Complex including the 1901 Bragaw Street building. As noted, this 3-story, approximately 64,500 sf building will belong to UAA for use as office and classroom space predominantly for the current occupants of the UAA Diplomacy Building.

Programmatic Need
Current UAA Tenants of the Diplomacy Building will continue their academic and/or support mission and functions for the University or various external customers. No changes will be made to their programmatic, on-going operations. Coordinated real estate actions of long term benefit to UAA and the UA System resulting in the sale of one property and purchase of the other necessitate the move of occupants from one location to the other.

Project Scope
This is a tenant improvement of the 1901 Bragaw Building to accommodate relocating the occupants of the Diplomacy Building. UAA is responsible for all renovation to the building.

As part of the purchase agreement, UA Land Management will be separately addressing some of the existing problems with the building; mold remediation, site drainage improvements, replacing an old condensing unit, ADA access, sidewalks, and parking lot renewal.

Project Impacts
None

Variances
The potential for phasing the construction and tenant relocations is being developed and is complex. It may be more efficient to have the contractor have full access to the Bragaw building instead of moving tenants in floor-by-floor.

Total Project Cost and Funding Sources

<table>
<thead>
<tr>
<th>Funding Title</th>
<th>Fund Account</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14 FP&amp;C General Recharge</td>
<td>174004-17059</td>
<td>$450,000</td>
</tr>
<tr>
<td>Proceeds from sale of Diplomacy Bldg.</td>
<td>TBD</td>
<td>$1,700,000</td>
</tr>
<tr>
<td>FY14/FY15 DM&amp;R</td>
<td>TBD</td>
<td>$1,700,000</td>
</tr>
<tr>
<td><strong>Total Project Cost</strong></td>
<td></td>
<td>$3,850,000</td>
</tr>
</tbody>
</table>

Annual Program and Facility Cost Projections
A budget request was not made for the additional O&M costs for the larger 1901 Bragaw Building, the anticipated additional costs for the additional 9,000 sf are as follows:
Facilities Costs: 

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance &amp; Repair</td>
<td>$57,750</td>
</tr>
<tr>
<td>Operations</td>
<td>$49,500</td>
</tr>
<tr>
<td><strong>Annual O&amp;M Cost Increase</strong></td>
<td><strong>$107,250</strong></td>
</tr>
</tbody>
</table>

These costs will be absorbed within the UAA budget as a result of savings from the debt service, rent to UA Land Management and O&M costs from the Diplomacy Building. Based on a cost comparison analysis done prior to the purchase of the Bragaw Office Complex, it was determined that UAA would have sufficient annual savings to offset the cost increase.

**Project Schedule**

**DESIGN**
- Conceptual Design: January 2014
- Formal Project Approval: February 20, 2014
- Schematic Design: March 2014
- Schematic Design Approval: April 3, 2014
- Construction Documents: June 2014

**BID & AWARD**
- Advertise and Bid: June 2014
- Construction Contract Award *: July 2014

**CONSTRUCTION – (May be phased *)**
- Start of Construction: August 2014
- Construction Complete: May 2015
- Date of Beneficial Occupancy: June 2015
- Warranty Period: 1 year

(* award amount will be based on funds available at the time of award)

**Project Delivery Method**
Design-Bid-Build

**Project Design Team**
Kumin Associates, Inc.

**Supporting Documents**
- One-page Project Budget
- Design Narrative Document
- Drawings – Site Plan, Floor Plans

**Affirmation**
This project complies with Regents Policy, the campus master plan and the Project Agreement.

**Approvals**
The level of approval required for SDA shall be based upon the estimated TPC as follows:

- **TPC > $4.0 million will require approval by the board based on the recommendations of the Facilities and Land Management Committee (FLMC).**
- **TPC > $2.0 million but not more than $4.0 million will require approval by the FLMC.**
- **TPC > $1.0 million but not more than $2.0 million will require approval by the Chair of the FLMC.**
- TPC ≤ $1.0 million will require approval by the AVP of Facilities and Land Management.
### UNIVERSITY OF ALASKA

**Project Name:** UAA 1901 Bragaw Tenant Improvements  
**University:** UAA  
**Building:** Bragaw Office Complex, #3, AO111  
**Campus:** Anchorage  
**Date:** 2/14/2014  
**Prepared by:** S. Sauve  
**Acct #:** TBD

<table>
<thead>
<tr>
<th>Total GSF Affected by Project:</th>
<th>$64,500</th>
<th>$64,500</th>
</tr>
</thead>
</table>

### PROJECT BUDGET

#### A. Professional Services
- **Advance Planning, Program Development**  
  - FPA Budget: $30,000  
  - SDA Budget: $30,000
- **Consultant: Design Services**  
  - FPA Budget: $180,000  
  - SDA Budget: $180,000
- **Consultant: Construction Phase Services**  
  - FPA Budget: $60,000  
  - SDA Budget: $60,000
- **Consul: Extra Services (List:______________________)**  
  - FPA Budget: $12,000  
  - SDA Budget: $12,000

**Professional Services Subtotal:** $282,000  
**FPA Budget:** $282,000  
**SDA Budget:** $282,000

#### B. Construction
- **General Construction Contract(s)**  
  - FPA Budget: $2,800,000  
  - SDA Budget: $2,800,000
- **Other Contractors (List:______________________)**
- **Construction Contingency**  
  - FPA Budget: $224,000  
  - SDA Budget: $224,000

**Construction Subtotal:** $3,024,000  
**FPA Budget:** $3,024,000  
**SDA Budget:** $3,024,000

#### C. Building Completion Activity
- **Equipment**  
  - FPA Budget: $40,000  
  - SDA Budget: $30,000
- **Fixtures**
- **Furnishings**  
  - FPA Budget: $40,000  
  - SDA Budget: $40,000
- **Move-Out Costs**  
  - FPA Budget: $5,000  
  - SDA Budget: $10,000
- **Move-In Costs**  
  - FPA Budget: $5,000  
  - SDA Budget: $10,000
- **Art**  
  - FPA Budget: $-  
  - SDA Budget: $-
- **OIT Support - IT switches**  
  - FPA Budget: $20,000  
  - SDA Budget: $20,000
- **Maintenance Operation Support**

**Building Completion Activity Subtotal:** $110,000  
**FPA Budget:** $110,000  
**SDA Budget:** $110,000

#### D. Owner Activities & Administrative Costs
- **Project Plng, Staff Support**  
  - FPA Budget: $85,920  
  - SDA Budget: $85,920
- **Project Management**  
  - FPA Budget: $60,000  
  - SDA Budget: $60,000
- **Misc. Expenses: Advertising, Printing, Supplies, Etc.**  
  - FPA Budget: $18,080  
  - SDA Budget: $18,080

**Owner Activities & Administrative Costs Subtotal:** $164,000  
**FPA Budget:** $164,000  
**SDA Budget:** $164,000

#### E. Total Project Cost
- **Total Project Cost**  
  - FPA Budget: $3,580,000  
  - SDA Budget: $3,580,000

**Total Project Cost per GSF:** $56

#### F. Total Appropriation(s)
- **Total Appropriation(s)**  
  - FPA Budget: $3,580,000  
  - SDA Budget: $3,580,000
Architectural Design
*Kumin Associates, Inc.*

**General**
The task of moving from Diplomacy to the 1901 Bragaw building involved right-sizing space in each department’s existing floor space, reducing or enlarging offices based on the State standards, and creating shared work areas within the new suites. New conference areas, unless existing within a suite, have been created to be shared by the entire population of the building. After conducting interviews with representatives from each of Diplomacy’s departments regarding their needs, we inventoried existing furniture and equipment and observed how they utilize their existing space; we have portioned the three above ground floors as follows;

**Building Interior**
Third floor will house ISER, International Research and Effectiveness, Grants and Contracts, and Dr. Wisniewski’s RGS group. It is thought these groups will have a lower amount of foot traffic.

Second floor will house the medical departments; Department of Health Services, Office of Health Programs Development, Alaska Rural Health, MEDEX/Physician’s Assistant program, and the Institute for Circumpolar Health Studies.

First floor will house TRIO (three student support programs), Child Welfare Academy, and the newly combined Center for Economic Development and Small Business Development Center. These departments will be working more directly with the public, have more visitors during training sessions thus will have a high rate of foot traffic. We were not able to house all of the required needs of CWA on one floor, which made necessary the use of an existing large training room in the basement that will be remodeled to allow its use as one large room, or up to three smaller rooms by using operable partitions, as needed for their curriculum. A 650 square foot space has been set aside for a UAA sponsored food/coffee outlet; many of the people interviewed thought this would be a good way of providing more interaction between the floors of the building and complex tenants.

**Lobbies**
First floor will be updated with new porcelain flooring tile/base and wall finishes, new walk-off mat will be provided in entry vestibule and extend same width to new fire rated double doors. To meet code we have to provide a two-hour exit enclosure for egress. This includes changing the fire rating of the walls in the south entry lobby area being created by the installation a set of fire doors to the elevators and the north lobby area. Second and third floor elevator lobbies will be updated with carpet tile and new wall finishes. Existing basement ceramic floor tile is to remain with updates to wall and ceiling finishes.

**Basement**
The existing large training room will be updated with new carpet and wall finishes to a comfortable, well-lit space, with adjacent areas for CWA to conduct mock interviews, and provide their required dedicated kitchen. We also propose using an area to the north of the elevator lobby as a break/study area that can house seating and tables plus vending machines for use by occupants and visitors, new
VCT, rubber base and paint will be used to update the finishes. Luxury vinyl planks will be installed down both southern corridors (all the way to the double doors into storage area) and into CWA’s required break room, with fresh coats of paint on the walls.

The remaining areas for use by tenants shall use existing flooring, with fresh coats of paint and rubber base. No work is to be done in areas in the northwest quadrant set aside for UAA Maintenance.

First, Second and Third floor Suites
We propose using one carpet tile where carpet tile is to be installed, throughout the entire building to reduce costs and inventory storage, and ease for any reconfiguration done to the suites in the future. Suites can be given individual identities through use of wall finishes/color. Several of the tenants have expressed the need for a more cohesive professional look which we believe these things would help achieve.

We propose an Additive Alternate for updating existing central core areas including toilet rooms, janitors’ closets, maintenance rooms and stairs. New finishes in these areas will not be in the base bid at this time.

We have utilized almost all existing wall construction and are adding partitions to create offices as needed. Most of existing casework has been maintained with the addition of new plastic laminate casework to be installed in all the new workrooms and kitchens.

Structural Design

PDC Inc. Engineers

Structural Repairs: The structural scope of work was limited to an investigation of localized corrosion under the north entryway. The corrosion was caused by water infiltrating through the floor slab. The following repairs are required to fix the structure below the north entryway.

In several areas directly below the main entrance doors the metal pan deck is severely corroded. Modifications to the structure will be required to repair this localized corrosion. The underside of the metal pan deck is accessible from the basement and the repairs will be completed from below by removing the ceiling grid. The corroded deck will be reinforced with angle iron from below, spanning between floor joists.

A 6.5 inch concrete slab was added to the existing north entryway. This thickened slab added an 80psf dead load to the floor slab. The existing floor structure does not have the capacity to support this additional dead load. Additional floor joists and beams will be provided to support the load.

To prevent further structural damage a durable, foot traffic rated membrane will be installed over the north entry floor slab.

Additional Investigation: A similar condition to the north entryway exists; where the first floor deck is exposed to the elements on the south side of the building. Further investigation is recommended of the first floor in this area to verify that there is no corrosion present at the south entryway.
Mechanical Design
PDC Inc. Engineers

Site and Utilities: No modifications to site utilities including water, storm, sewer, and natural gas are anticipated.

Plumbing: The existing public restrooms on the first, second, and third floors are in good condition and will be kept as-is. The restroom fixtures in the basement are fair, but adequate and are not anticipated to be replaced. Point of use ASSE 1070 rated tempering valves will be located on the public lavatory hot water lines to be in compliance with current UPC code.

Minor modifications will be made to the existing break room sinks. One sink is being demolished and replaced with two sinks in adjacent rooms. Each sink will be provided with a dishwasher, garbage disposal, and instant hot water spout.

The existing water heater in the boiler room will have its sacrificial anodes replaced, but will be reused. The original assessment report noted corrosion, but we believe that the corrosion noted was from a leaky dielectric union that was later replaced. The unit was installed in 2004 and we believe has an additional 5-10 years of service.

The existing water heater does not have a central tempering valve. We recommend that a central hi-lo tempering valve will be provided. Existing hot water recirculation piping in the boiler room will be modified to tie into the appropriate places of the tempering valve.

The basement sump pumps that are used to remove site rainwater runoff are in fair condition though it was noted there might be some operational issues. The sump pump in the southeast corner was noted as being non-operational. This project will renovate three existing sump pump stations and replace the pumps and controls in the southeast unit.

Heating: The heating plant is in good condition. No work is anticipated for this part of the building. Heat is distributed to the occupied spaces primarily through the ventilation system. Since no changes are anticipated for the VAV boxes, no additional terminal heating unit or piping modifications are anticipated.

Ventilation: The existing central air handling unit was replaced in 2004, is in good condition, and will be reused.

The ventilation system in the building is comprised of medium pressure distribution ducts and Variable Air Volume (VAV) boxes with reheat coils. The system appears to be operating correctly, with no noted indoor air quality or temperature comfort concerns.

For the remodel, the existing VAV boxes and medium pressure distribution ducts will be kept in place. Where floor plan changes necessitate changes to the ceiling, existing diffusers will be cleaned and relocated where possible.

The entire ventilation system, whether modified or not, will be rebalanced.
**Mechanical Cooling:** The majority of the building is cooled with ventilation air through the VAV system. The air handling unit cooling system is comprised of a DX cooling coil and roof mounted Trane condensing unit utilizing R22 refrigerant. The condensing unit is in poor condition and needs replacement. Since R22 has been phased out as an approved refrigerant, the cooling coil may also need to be replaced as part of a refrigerant upgrade for the condensing unit. Upgrades to this system will be completed under a separate contract.

IT cooling is provided in the basement with a split system Liebert unit. The condensing units are located outside on grade, on the north side of the building. It is our understanding that these functions will no longer be needed in the building and the system will be demolished.

**Controls:** The majority of the existing facility has an Automated Logic Direct Digital Control (DDC) system installed by Meridian Controls. The system appears to be operating fine, with major installations occurring in 2004. Room temperature sensors will be relocated as required for the new layout.

We recommend replacing the motor disconnects for pumps 3 and 3A with Variable Frequency Drives. This will be an energy savings measure for the facility.

**Fire Suppression:** The facility is currently protected with a complete coverage wet sprinkler system. Sprinkler heads and branch piping will be relocated as required for the floor plan modifications in accordance with NFPA 13.

**Electrical Design**

*PDC Inc. Engineers*

**Lighting:** Light fixtures will be removed and relocated to support the revised floor plans. New fixtures will be provided as required and will match the look of the relocated fixtures.

Additional light switches and controls will be provided for created spaces and renovated rooms and areas. Existing lighting branch circuits removed during demolition of the ceilings are intended to be reused to supply the new lighting fixtures. No new lighting branch circuits are anticipated at this time.

Emergency egress lighting was noted in the Condition Survey Report from May 2013 to be provided with emergency lighting units (“bugeyes”). The report noted that all required areas were covered but that some of the emergency lighting units were not functional. A complete building test of the emergency egress lighting is to be completed and the nonfunctioning units repaired or replaced. This will have the least impact if done before any tenants move in and will ensure that life safety requirements are met prior to any move in of tenants.

Where existing lighting fixtures in vestibules, lobbies, corridors, storage rooms, lavatories and similar spaces are controlled with occupancy sensors, the same controls will be utilized for the new lighting fixtures. Manual switches will be provided in small offices and similar spaces.

Existing exterior pole and building mounted lights are not anticipated to be impacted by the construction.

**Power:** The existing Main Distribution Panel in the basement will be reused.
Existing panelboards and circuit breakers will be re-used to the extent possible. One panel in the basement is on a wall designated for demolition. The panel will either be relocated or demolished and have circuits fed from other nearby existing panelboards. The design anticipates existing circuits will primarily be re-used in rooms and spaces.

The automatic transfer switch (ATS) is currently not functional and is being used as a pull box. The generator feeding this ATS was removed about 6 years ago. The exterior generator disconnect needs to be removed immediately so as not to confuse first responders and to comply with Code. The service disconnect labels on the exterior of the building as well as at the Main Distribution panel in the basement need to be removed/modified immediately as well to comply with code. The conductors from the old generator (between Building 1815 and 1901) will be demolished. The raceway will remain as spare for future use.

Power circuits and receptacles will be modified or added as required to support the mechanical system modifications, floor plan changes, and architectural features.

**Data/Telecommunications:** Existing telecom racks, patch panels, and main equipment will be reused.

Existing service entrance cabling is adequate to support this remodel work. The incoming fiber optic and copper communication cabling into Building 1901 also serves the other buildings. Remodel work in 1901 should be done to minimize disruption to the telecommunication services to the buildings 1815 and 1835.

Telecommunications outlets will consist of 3 each RJ45 jacks per wall plate with Cat 5e cabling from the existing racks and patch panels. Approximately one outlet per 100 square feet or two outlets per dedicated office will be provided. Provide patch panels switches, and UPS to support additional ports in remodeled areas as required. Some of the active equipment may be owner furnished; owner installed and will be confirmed during the next phase of design.

**Fire Alarm:** The existing fire alarm control panel will be re-used. Existing fire alarm system devices will be removed and relocated as required for wall and ceiling modifications.

Additional devices will be provided for spaces created in this project. It is anticipated that the existing fire alarm panel has capacity for these additional devices. Detectors will be provided (remain) at all door holders in rated exit paths, elevator lobbies and machine room, at smoke damper locations and otherwise required by code.

Duct mounted smoke detection locations for fan shutdown may be relocated to accommodate changes to duct routing. Additional duct detectors will likely be required.

**Security:** The existing security panel, cameras, and card readers are anticipated being demolished and replaced. Provide a new standalone security system including panel, IP cameras, and card readers.

Cameras will be provided at the ground floor main entrance and lobby area. Card readers to be provided at ground floor main entrance, and at the entrance to each suite (all floors). Card readers are not anticipated for mechanical, electrical, elevator and janitorial type rooms.
P05.02.060. Travel and Relocation.

A. The university shall reimburse regents, employees, students and others for travel expenses incurred for authorized travel on behalf of the university in accordance with IRS requirements and university regulation.

B. The university may provide employees moving or relocation allowances at the time of hire or relocation to another work location. Such payments shall be made and reported in accordance with IRS requirements and university regulation.

(02-18-09)

PROPOSED FINAL LANGUAGE (see bold emphasis added to highlight the change)

P05.02.060. Travel and Relocation

A. The university shall reimburse regents, employees, students and others for travel expenses incurred for authorized travel on behalf of the university in accordance with IRS requirements and university regulation.

B. The university may provide employees moving or relocation allowances at the time of hire or relocation to another work location. Such payments shall be made and reported in accordance with IRS requirements and university regulation.

C. Each department or unit that uses a corporate travel program that accrues university mileage or ticket credits must conduct accountability processes in accordance with university regulation.
### Theme 1: Student Achievement & Attainment

**Issue A**

Like other non-selective and open-admission institutions, UA’s graduation rates are lower than those of selective peer institutions. UA students on average take longer to complete degrees than students at peer institutions.

**Effect:** Full-time baccalaureate degree-seeking students graduate in four to five years at rates competitive with those at our established peer institutions. Full-time associate degree-seeking students graduate in two to three years at rates competitive to those at peer institutions. Part-time students complete their degrees in proportionate time frames. The three universities will ensure that academic standards are rigorously maintained.

<table>
<thead>
<tr>
<th>Potential Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Bachelor’s 6-year Graduation Rate (Full-Time Only).</td>
</tr>
<tr>
<td>* Associate and Certificate 3-year Graduation Rate (Full-Time Only).</td>
</tr>
<tr>
<td>- Bachelor’s 8-year Graduation Rate (Part-Time).</td>
</tr>
<tr>
<td>- Associate and Certificate 6-year Graduation Rate (Part-Time).</td>
</tr>
</tbody>
</table>

**Issue B**

Like those of many large and complex institutions, UA processes and procedures can be challenging for students to navigate.

**Effect:** Students experience UA as accessible, efficient, and transparent in all areas.

**Potential Measure(s)**

- **Student Satisfaction Survey** (in development by SAC). A common, nationally normed, tool will be used systemwide. UA-specific questions can be used to assess issues and topics unique to Shaping Alaska’s Future.

**Issue C**

UA students must demonstrate skills and knowledge in their particular majors. In all aspects of their UA educational experience, students must also develop critical thinking skills, good judgment, high ethical standards, and an understanding of diversity to be responsible citizens and leaders.

**Effect:** Students take responsibility for meeting their educational objectives, and both students and graduates demonstrate personal, community, and civic responsibility, high ethical standards, and respect for others.

**Potential Measure(s)**

- **Student Satisfaction Survey.** For this issue and effect, questions might include: participation in student governance election voting, activities such as intermural sports and clubs, etc.
- - Proportion of students completing a course with a community engagement component.
- - Proportion of students graduating with leadership and/or academic honors.

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* Existing Shaping Alaska’s Future Metric or UA Key Indicator already in use, see: [http://www.alaska.edu/files/swbit/Apr14BOR_Handout.pdf](http://www.alaska.edu/files/swbit/Apr14BOR_Handout.pdf)

** Existing Shaping Alaska's Future Metric or UA Key Indicator in development.

- Proposed additional measure. Data may exist or need to be developed.
<table>
<thead>
<tr>
<th>Theme 1: Student Achievement &amp; Attainment</th>
<th>Potential Measure(s)</th>
</tr>
</thead>
</table>
| UA needs to increase national and international recognition of its quality education, programs of distinction and exceptional research in order to enhance recruitment of undergraduate and graduate students and faculty. | * Bachelor's degree majors originating from another state or country, excluding student athletes.  
- Proportion of graduate students supported by externally funded graduate assistantships.  
- Proportion of Bachelor's degree-seekers completing capstone research or creative activity.  
- Nationally normed ranking or assessment of UA universities' quality. |

**Issue D**

**Effect:** UA's reputation for academic quality, programs of distinction, and research makes it an attractive, highly competitive choice for undergraduate and graduate students and faculty.

| Issue E | UA recruitment, retention and graduation rates are low, especially for disadvantaged and minority populations and for Alaska Natives. | For minority or Pell-eligible (economically disadvantaged):  
* Difference between percent of Alaska population and percent of UA students and degree recipients.  
* Difference between retention rates.  
* Difference between graduation rates. |

**Effect:** UA graduates reflect the diversity of Alaska.

| Issue F | Alaska has serious unmet needs for advanced degree graduates, and UA has opportunities to meet those needs both internally and through partnerships with other institutions. | - Number of post-baccalaureate degrees and credentials awarded.  
- Number of cooperative programs and number of participants, e.g. WWAMI, Veterinary Medicine, Law, etc.  
* Number of Baccalaureate Engineering degrees awarded.  
* Number of Health-related degrees awarded.  
* Proportion of degree recipients living and working in Alaska 1 and 5 years later, total and in high demand occupations. |

**Effect:** Alaskans have more opportunities to earn advanced degrees and more advanced degrees are earned at UA, especially those that fulfill Alaska's specific needs.
### Theme 2: Productive Partnerships with Alaska’s Schools

<table>
<thead>
<tr>
<th>Issue</th>
<th>Potential Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue A</strong></td>
<td>- Proportion of recent Alaska high school graduates eligible for Alaska Performance Scholarship by award level. * Proportion of recent Alaska high school graduate first-time freshmen that require at least one developmental math or English course, by subject and developmental level. * Bachelor’s degree, Associate of Arts, and Associate of Science degree-seeking preparatory students completing college level class in math or English within 12 months.</td>
</tr>
<tr>
<td><strong>Effect: High school graduation requirements and UA freshman placement requirements are aligned across Alaska and postsecondary preparation pathways are clearly identified and communicated.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Issue B** | * Proportion of UA educated new teacher hires. - CAEPR teacher demand and supply trends. - Retention rates of teachers in urban and rural settings. |
| **Effect: The teacher retention rate in rural Alaska equals that in urban Alaska and is significantly improved by educating more Alaskan teachers.** | |

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** Existing Shaping Alaska's Future Metric or UA Key Indicator in development.

- Proposed additional measure. Data may exist or need to be developed.
**Theme 2: Productive Partnerships with Alaska’s Schools**

<table>
<thead>
<tr>
<th>Issue C</th>
<th>The quality of life and the economic potential of Alaska depend on an educated population. Currently, Alaska has one of the lowest rates of high school graduates continuing directly into post-secondary education. At the same time, increasing numbers of jobs in the state require postsecondary education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect: The college-going rate in Alaska, the proportion attending college in-state, and the proportion entering postsecondary education immediately after graduating from high school are similar to other western states.</td>
<td>Compared to other Western states:</td>
</tr>
<tr>
<td></td>
<td>* Proportion of recent Alaska high school graduates that are college-bound.</td>
</tr>
<tr>
<td></td>
<td>* Proportion of college-bound recent Alaska high school graduates that attend in-state (UA).</td>
</tr>
<tr>
<td></td>
<td>* Proportion of recent Alaska high school graduates that attend in-state (UA).</td>
</tr>
</tbody>
</table>

* Existing Shaping Alaska's Future Metric or UA Key Indicator already in use, see: http://www.alaska.edu/files/swbir/Apr14BOR_Handout.pdf
** Existing Shaping Alaska's Future Metric or UA Key Indicator in development.
- Proposed additional measure. Data may exist or need to be developed.
<table>
<thead>
<tr>
<th>Theme 3: Productive Partnerships with Public Entities and Private Industries</th>
<th>Potential Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue A</strong>&lt;br&gt;Declining oil production suggests a significant degree of uncertainty in state funding for higher education for the next few years while the effects of oil tax changes take hold; at the same time the state is facing additional needs for workforce education, employee training, community outreach, and research. The university must work more proactively with its partners to identify the contributions that both the university and its partners must commit to meet those needs.</td>
<td>* Industry Investments in Workforce Education ($1000s).&lt;br&gt; * Industry Investments in Research &amp; Extension ($1000s).&lt;br&gt; * Baccalaureate Engineering Degrees Earned at UA.&lt;br&gt; * Health Related Degrees Earned at UA.&lt;br&gt; - List of cooperative programs, including degree and certificate programs, non-credit workforce credentials and other industry certifications tailored in response to industry needs, and number of awards of each type.</td>
</tr>
<tr>
<td><strong>Effect:</strong> UA meets the needs of the public sector and private industry for skilled employees and for research solutions via partnerships that are strategic, mutually beneficial, and address the needs of the state.</td>
<td></td>
</tr>
<tr>
<td><strong>Issue B</strong>&lt;br&gt;Partners have specific needs that may not be addressed through conventional approaches. For example, employers may need non-credit training, training at the work site, or a few days of intensive training rather than semester-based courses.</td>
<td>- Industry/employer survey.</td>
</tr>
<tr>
<td><strong>Effect:</strong> UA is flexible, innovative and responsive in working with partners.</td>
<td></td>
</tr>
<tr>
<td><strong>Issue C</strong>&lt;br&gt;Alaska Native corporations, tribal governments, and other Alaska Native entities are a unique and powerful force in Alaska’s economy. They hire UA graduates and some provide considerable financial aid to students. However, meaningful partnerships between UA and these entities are few and limited.</td>
<td>* Research grants and other sponsored programs(^1) in areas related to Alaska Native studies.&lt;br&gt; * Contributions and financial support to the university by Alaska Native corporations.&lt;br&gt; * Successful course completions in Alaska Native studies and languages, rural development, etc.</td>
</tr>
<tr>
<td><strong>Effect:</strong> UA is fully engaged with Alaska Native corporations, tribal governments, non-profit organizations, and other private and public entities to meet the education and research needs of Alaska Native peoples, promote Alaska Native student success, and support Alaska Native economic and cultural development.</td>
<td></td>
</tr>
</tbody>
</table>
### Theme 3: Productive Partnerships with Public Entities and Private Industries

<table>
<thead>
<tr>
<th>Potential Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Existing Shaping Alaska's Future Metric or UA Key Indicator already in use, see: <a href="http://www.alaska.edu/files/swbit/Apr14BOR_Handout.pdf">http://www.alaska.edu/files/swbit/Apr14BOR_Handout.pdf</a></td>
</tr>
<tr>
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</tr>
<tr>
<td>- Proposed additional measure. Data may exist or need to be developed.</td>
</tr>
</tbody>
</table>

1 Includes non-instructional community service programs such as conferences and institutes, general advisory services, reference bureaus, testing services (for example, soil testing, lab testing, structural testing), consulting, and similar services provided to particular sectors of the community.
## Theme 4: Research & Development (R&D) and Scholarship to Enhance Alaska’s Communities and Economic Growth

### Issue A
- **Effect:** UA is the first choice of state and federal entities and private industries in Alaska to meet their research and development needs.

### Issue B
- **Effect:** UA is a major Alaska center of culture and the arts and is a center of excellence for Alaska Native research and scholarship.

### Issue C
- **Effect:** UA is a recognized world leader and international collaborator in arctic research.

### Potential Measure(s)
- * Ratio Non-General Fund to General Fund research revenue.
  * Annual Number of Invention Disclosures.
  - Proportion of Research & Development funding conducted in Alaska by UA versus other entities, compared to other states and the national average.
  ** Number of publications per faculty.
  ** Number of citations per publication.

---

* Existing Shaping Alaska's Future Metric or UA Key Indicator already in use, see: [http://www.alaska.edu/files/swbir/Apr14BOR_Handout.pdf](http://www.alaska.edu/files/swbir/Apr14BOR_Handout.pdf)

** Existing Shaping Alaska's Future Metric or UA Key Indicator in development.

- Proposed additional measure. Data may exist or need to be developed.
<table>
<thead>
<tr>
<th>Theme 4: Research &amp; Development (R&amp;D) and Scholarship to Enhance Alaska’s Communities and Economic Growth</th>
<th>Potential Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue D</strong></td>
<td><strong>Effect:</strong> Alaskans and their communities use research-based information, enriched by indigenous knowledge, to successfully adapt to change.</td>
</tr>
<tr>
<td></td>
<td>Circumpolar communities are experiencing rapid social and economic transformation due to changes in climate, ecological systems, and global interactions. These communities need research-based and indigenous knowledge in order to adapt. UA has the expertise to assist these communities, and to do so must effectively communicate with those who need it. The Alaska Science and Technology Plan exists to guide UA in developing the needed information.</td>
</tr>
<tr>
<td></td>
<td>* Outreach publications.</td>
</tr>
<tr>
<td><strong>Issue E</strong></td>
<td><strong>Effect:</strong> UA recruits and retains top research faculty and students, and maintains modern, world-class research facilities, equipment, and infrastructure.</td>
</tr>
<tr>
<td></td>
<td>Limited state investment in UA research capacity makes it difficult to remain competitive for research grants, contracts, and faculty.</td>
</tr>
<tr>
<td></td>
<td>- Proportion of hiring searches for research faculty that are successful.</td>
</tr>
<tr>
<td></td>
<td>- Research faculty turnover and retention rates.</td>
</tr>
<tr>
<td></td>
<td>* Research facility deferred maintenance &amp; revitalization backlog ($/sq. ft.) and Value of Facility to Program vs. Building Condition (NAV)</td>
</tr>
<tr>
<td></td>
<td>- Proportion of graduate students supported by externally funded graduate assistantships.</td>
</tr>
</tbody>
</table>

* Existing Shaping Alaska’s Future Metric or UA Key Indicator already in use, see: http://www.alaska.edu/files/swbit/Apr14BOR_Handout.pdf
** Existing Shaping Alaska’s Future Metric or UA Key Indicator in development.
- Proposed additional measure. Data may exist or need to be developed.
<table>
<thead>
<tr>
<th><strong>Theme 5: Accountability to the People of Alaska</strong></th>
<th><strong>Potential Measure(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue A</strong> The higher education environment in which UA operates is changing rapidly. Effecting the associated cultural shift that is needed can only occur as a result of widespread faculty and staff support, commitment, and leadership at every level.</td>
<td>- Proportion of UA leadership, faculty, and staff evaluated annually based on Shaping Alaska's Future related criteria.</td>
</tr>
<tr>
<td><strong>Effect:</strong> UA leadership, faculty and staff articulate our future direction, discover pathways to achieve the vision, and are empowered to effect the changes required.</td>
<td></td>
</tr>
</tbody>
</table>
| **Issue B** Diversity is one of Alaska’s strengths. Yet, the richness of what our universities can offer to students, employees and the state of Alaska will not be achieved until UA more fully embraces Alaska Native and other minority cultures and enhances professional development opportunities. | * Percent of Alaska population that is minority compared to percentage of UA employee groups that are minority, excluding student employees:  
  - Faculty  
  - Staff  
  - Administrators |
| **Effect:** The diversity of UA faculty, staff and administrators reflects the diversity of Alaska’s peoples. | |
| **Issue C** Before UA requests additional buildings, we must ensure current facilities are fully scheduled and fully utilized. | - Value of Facility to Program vs. Building Condition (NAV).  
  ** Classroom utilization rate.  
  ** On campus hours per student. |
| **Effect:** UA facilities are efficiently utilized to meet student, academic, community and research needs. | |

* Existing Shaping Alaska's Future Metric or UA Key Indicator already in use, see: http://www.alaska.edu/files/swbir/Apr14BOR_Handout.pdf
** Existing Shaping Alaska's Future Metric or UA Key Indicator in development.
- Proposed additional measure. Data may exist or need to be developed.
### Theme 5: Accountability to the People of Alaska

<table>
<thead>
<tr>
<th>Issue D</th>
<th>Potential Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect:</strong> UA values, supports and delivers excellent service at every level.</td>
<td></td>
</tr>
<tr>
<td>Alaska's forecasted fiscal condition will increase expectations of the UA Board of Regents, legislators, and other community leaders that UA will further address revenue generation, cost-effectiveness, and cooperation across the UA system.</td>
<td></td>
</tr>
</tbody>
</table>

- Instruction & Student Related $/Student FTE compared to peer institutions.
- * Ratio Non-General Fund to General Fund Research.
- List of collaborative actions implemented annually.

### Issue E

| **Effect:** Greater efficiency, effectiveness, quality, and revenue generation result from UA wide collaborative decision making and cooperation. |

- Five years of consistent state funding has significantly reduced the rate of increase of deferred maintenance. However, the deferred maintenance backlog continues to grow and there is no funding commitment after 2015 to address UA's needs. Deferred maintenance is the UA Board of Regents' first capital priority because the risk posed by the backlog is unacceptable. |

* Deferred Maintenance and Revitalization backlog $ per total GSF.

### Issue F

| **Effect:** UA's deferred maintenance backlog is reduced to an acceptable level. |

<table>
<thead>
<tr>
<th><strong>Potential Measure(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>- Proposed additional measure. Data may exist or need to be developed.</td>
</tr>
</tbody>
</table>
Briefing Topics

- ACPE Objectives
- Alaska Education Leadership Survey
  - Methodology
  - Major Findings
- Alaska Student Loan Survey
  - Methodology
  - Major Findings
- Relevancy to pending legislation
ACPE Objectives

- Equip management in making informed decisions
- Assess general awareness of ACPE services
- Identify leaders’ perceptions of their value
- Discover appetite/interest in providing targeted support
- Assess students’ familiarity with loan options
- Improve understanding of students’ loan decisions
- Find out how we are doing in the areas borrowers care about
Email message with survey invitation sent to 201 targets (plus one reminder email)

- Alaska State Legislators
- Leadership of UA and other postsecondary institutions
- State Board of Education
- State of Alaska Department Commissioners
- Alaska Workforce Investment Board
- Alaska Business-Education Compact
- Alaska Process Industry Careers Consortium
- ANCSA Education Consortium

93 responses received (46 percent)
Familiarity with ACPE Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Very familiar</th>
<th>Somewhat familiar</th>
<th>Unfamiliar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Performance Scholarships (APS)</td>
<td>54%</td>
<td>38%</td>
<td>6%</td>
</tr>
<tr>
<td>Alaska State Education Loans</td>
<td>28%</td>
<td>55%</td>
<td>16%</td>
</tr>
<tr>
<td>Alaska Career Info. System (AKCIS)</td>
<td>27%</td>
<td>44%</td>
<td>27%</td>
</tr>
<tr>
<td>Education Research and Policy Analysis</td>
<td>18%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>AlaskaAdvantage Education Grants</td>
<td>15%</td>
<td>53%</td>
<td>31%</td>
</tr>
<tr>
<td>Alaska College &amp; Career Advising Corps</td>
<td>10%</td>
<td>32%</td>
<td>56%</td>
</tr>
<tr>
<td>Education Consumer Protection</td>
<td>8%</td>
<td>25%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Importance of ACPE Programs for Alaska Residents

- **APS**
  - Very important: 74%
  - Somewhat important: 18%
  - Not important: 3%

- **Alaska State Education Loans**
  - Very important: 57%
  - Somewhat important: 29%
  - Not important: 1%

- **AEG**
  - Very important: 57%
  - Somewhat important: 23%
  - Not important: 0%

- **AKCIS**
  - Very important: 48%
  - Somewhat important: 34%
  - Not important: 0%

- **Alaska College and Career Advising Corps**
  - Very important: 43%
  - Somewhat important: 23%
  - Not important: 2%

- **Education Research and Policy Analysis**
  - Very important: 37%
  - Somewhat important: 36%
  - Not important: 5%

- **Education Consumer Protection**
  - Very important: 29%
  - Somewhat important: 29%
  - Not important: 2%
Support of State Loan Program Terms

- Debt relief rewarding employment in high demand jobs in Alaska: 59% Strongly support, 31% Support, 4% Oppose
- Debt relief rewarding Alaska residence: 56% Strongly support, 32% Support, 9% Oppose
- Loans at better rates/terms than the private sector: 50% Strongly support, 36% Support, 7% Oppose
- Loans at a better rate than the federal gov't: 47% Strongly support, 42% Support, 6% Oppose
- Lower interest rates for borrowers beginning repayment while in school: 41% Strongly support, 44% Support, 6% Oppose
Support of State Loan Program Terms
(cont’d)

- Debt relief rewarding timely degree completion: 38% Strongly support, 45% Support, 9% Oppose
- Repayment options allowing borrowers to vary payments based on income or other ability-to-repay factors: 36% Strongly support, 49% Support, 8% Oppose
- Making borrower credit history a factor in loan qualification: 14% Strongly support, 55% Support, 24% Oppose
- Making borrower credit history a factor in interest rates: 9% Strongly support, 48% Support, 31% Oppose
Support for Funding Loan Options

- **Education debt relief**: 31% Strongly support, 51% Support, 2% Oppose
- **Subsidized repayment options (such as income-based)**: 21% Strongly support, 53% Support, 13% Oppose
- **Subsidized interest rates**: 16% Strongly support, 56% Support, 16% Oppose
- **State-supported bond financing through ASLC**: 13% Strongly support, 51% Support, 8% Oppose
- **Risk-sharing by the State of Alaska by guaranteeing student loans**: 14% Strongly support, 48% Support, 15% Oppose
Preferred Funding Method for Given Options

- Both (annual and long-term): 45%
- Long-term funding: 29%
- Annual appropriations: 5%
- Don't know: 10%
- Other: 5%
- Do not favor funding options: 6%
- Other: 5%

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Alaska Student Loan Survey
Methodology

- Survey design by McDowell Group with input from ACPE staff
- Email message with survey invitation sent to 31,000 FAFSA filers for 2013-14
  - Alaska residents
  - Out-of-state residents who identified an Alaska institution on FAFSA
- Incentive: $500 Amazon.com certificate drawing
- 4,261 responses received (14 percent)
  - Responses closely matched FAFSA target population in terms of community of residence and age
    - 40% of FAFSA filers vs. 41% of respondents from Anchorage
    - 24% of FAFSA filers vs. 25% of respondents 21-24 years old
Body of report: Results based to all respondents, plus...

- Enrolled in-state versus out-of-state
- Under 25 versus 25 and older
- Loan type (State vs. Federal vs. Private)

Additional sub-groups considered:

- Urban vs. rural Alaska residents
- Degree types: Certificate/licenses, AA, BA, MA/PhD
- Loan amount: <$10K, $10K-$30K, $30K+
- Alaska region
- Timing of college decision: elementary, middle, etc.
Enrollment Status and Residency
Base: All respondents

- 58% Alaska resident attending in-state
- 34% Alaska resident attending out-of-state
- 7% Non-resident attending in-state
- 1% Not currently enrolled
Degree Type
Base: Currently enrolled

- Bachelor's: 60%
- Associate's: 18%
- Master's: 11%
- Doctorate: 6%
- Certificate/licence: 4%
- Other: 1%

Total: 186
Familiarity with Loan Programs
Base: All respondents

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Very familiar</th>
<th>Somewhat familiar</th>
<th>Unfamiliar + Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Stafford Loan</td>
<td>39%</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td>Federal PLUS Loan</td>
<td>23%</td>
<td>30%</td>
<td>47%</td>
</tr>
<tr>
<td>Federal Perkins Loan</td>
<td>11%</td>
<td>19%</td>
<td>71%</td>
</tr>
<tr>
<td>Sallie Mae Student Loan</td>
<td>11%</td>
<td>18%</td>
<td>71%</td>
</tr>
<tr>
<td>Alaska Supplemental Education Loan (ASEL)</td>
<td>8%</td>
<td>16%</td>
<td>76%</td>
</tr>
<tr>
<td>Wells Fargo Student Loan</td>
<td>7%</td>
<td>18%</td>
<td>74%</td>
</tr>
<tr>
<td>Alaska Family Education Loan (FEL)</td>
<td>3%</td>
<td>11%</td>
<td>86%</td>
</tr>
<tr>
<td>Discover Student Loan</td>
<td>2%</td>
<td>9%</td>
<td>89%</td>
</tr>
</tbody>
</table>
Loan Program Participation, 2013-14
Base: Borrowed in last three years

- Stafford: 74%
- PLUS: 22%
- ASEL: 9%
- Perkins: 8%
- Sallie Mae: 8%
- Wells Fargo: 3%
- FEL: 1%
- Discover: <1%
- Other: 2%
- None: 7%
Importance of Term/Conditions in Loan Selection
Base: Borrowed in last three years

- Interest rate: 77% Very important, 17% Somewhat important, 4% Not important
- Repayment options: 71% Very important, 23% Somewhat important, 3% Not important
- Loan fees: 62% Very important, 28% Somewhat important, 6% Not important
- Loan forgiveness options: 57% Very important, 29% Somewhat important, 10% Not important
- Maximum loan amount available: 56% Very important, 31% Somewhat important, 9% Not important
- Interest rate reduction for in-school payment: 52% Very important, 26% Somewhat important, 14% Not important
- Other interest rate reductions I qualified for: 52% Very important, 26% Somewhat important, 12% Not important
- Interest rate reduction for automatic online payment: 51% Very important, 29% Somewhat important, 12% Not important
## Importance of Other Factors in Loan Selection
Base: Borrowed in last three years

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to apply online</td>
<td>62%</td>
<td>27%</td>
<td>8%</td>
</tr>
<tr>
<td>Ability to access account online</td>
<td>61%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>Clarity of information provided on total financial impact of the loan</td>
<td>53%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>How fast I can get the money</td>
<td>39%</td>
<td>38%</td>
<td>17%</td>
</tr>
<tr>
<td>Customer service</td>
<td>35%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Financial aid officer recommendation</td>
<td>30%</td>
<td>36%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Importance of Other Factors in Loan Selection (cont’d)

- **Personal experience with lending institution**
  - Very important: 26%
  - Somewhat important: 32%
  - Not important: 31%

- **Credit score requirement**
  - Very important: 17%
  - Somewhat important: 27%
  - Not important: 43%

- **Other borrower recommendation**
  - Very important: 16%
  - Somewhat important: 29%
  - Not important: 41%

- **High school counselor recommendation**
  - Very important: 10%
  - Somewhat important: 17%
  - Not important: 55%

- **Advertising by lender**
  - Very important: 8%
  - Somewhat important: 21%
  - Not important: 57%
Who had the most influence on which loan program you selected?
Base: Borrowed in last three years

- Myself: 49%
- Financial aid officer: 25%
- Parent/guardian: 14%
- Other family member: 2%
- School counselor: 2%
- Other: 5%
- Don't know: 3%
Loan Research Steps
Base: Borrowed in last three years

- Asked financial aid officer at college/university for help/information: 53%
- Visited websites of lending institutions: 34%
- Asked family/friends for help/information: 31%
- Visited informational websites: 30%
- Visited college websites: 23%
- Reviewed printed materials: 15%
Loan Research Steps (cont’d)

- Asked high school counselor for help/information: 8%
- Visited social networking websites (such as Facebook): 2%
- FAFSA: 1%
- None; did not get any information: 9%
- Other: 2%
Borrower Satisfaction
Base: Took out loan in 2013-14

<table>
<thead>
<tr>
<th>Lender</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASEL</td>
<td>30%</td>
<td>57%</td>
<td>7%</td>
</tr>
<tr>
<td>Stafford</td>
<td>23%</td>
<td>64%</td>
<td>8%</td>
</tr>
<tr>
<td>Perkins</td>
<td>25%</td>
<td>59%</td>
<td>9%</td>
</tr>
<tr>
<td>Sallie Mae</td>
<td>21%</td>
<td>60%</td>
<td>14%</td>
</tr>
<tr>
<td>Wells Fargo</td>
<td>16%</td>
<td>65%</td>
<td>11%</td>
</tr>
<tr>
<td>PLUS</td>
<td>14%</td>
<td>64%</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>30%</td>
<td>50%</td>
<td>13%</td>
</tr>
</tbody>
</table>
FEL/ASEL Borrower Satisfaction
Base: FEL/ASEL borrowers

- **Online application process**
  - Very Satisfied: 32%
  - Satisfied: 56%
  - Dissatisfied: 6%

- **Online account management**
  - Very Satisfied: 32%
  - Satisfied: 50%
  - Dissatisfied: 9%

- **How fast I got the money**
  - Very Satisfied: 30%
  - Satisfied: 53%
  - Dissatisfied: 14%

- **Customer service**
  - Very Satisfied: 29%
  - Satisfied: 51%
  - Dissatisfied: 9%

- **Clarity of information provided**
  - Very Satisfied: 23%
  - Satisfied: 57%
  - Dissatisfied: 15%

- **Repayment options**
  - Very Satisfied: 22%
  - Satisfied: 55%
  - Dissatisfied: 10%

- **Maximum loan amount**
  - Very Satisfied: 21%
  - Satisfied: 59%
  - Dissatisfied: 16%

- **Interest rate**
  - Very Satisfied: 13%
  - Satisfied: 45%
  - Dissatisfied: 34%

- **Loan fees**
  - Very Satisfied: 12%
  - Satisfied: 50%
  - Dissatisfied: 27%

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Key Commission Take Aways

- Familiarity — get information to students early
- Develop strategies to lower direct costs to borrowers
- Ensure state programs meet reasonable financing needs
- Meet tech expectations of today’s students
- Ensure consumer understanding of their loan terms, responsibilities and impacts
Related Initiatives

- **SJR 23** — Amend Alaska constitution to permit General Obligation bonds to fund education loans
- **SB 195** — Amend statutes to:
  - Increase loan and grant limits
  - Define “on time” student status for the purpose of tiered loan and grant award amounts
  - Facilitate availability of consolidation loans
- **Redesign Alaska Education Grant around completion-focused policy and practice**
Questions?
### Addendum 3

#### Quality Matters Rubric for Higher Education

Access to the web-based Quality Matters Rubric is available with a Quality Matters Subscription. Information about the subscription options and QM Professional Development trainings that support the various program components is available on the Quality Matters website: [www.qmprogram.org](http://www.qmprogram.org) or by contacting info@qualitymatters.org

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### Course Overview and Introduction

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Instructions make clear how to get started and where to find various course components. 3</td>
</tr>
<tr>
<td>1.2</td>
<td>Students are introduced to the purpose and structure of the course. 3</td>
</tr>
<tr>
<td>1.3</td>
<td>Enlist students (sometimes called “experts”) to give a forum discussions, email, and other forms of communication are stated clearly. 2</td>
</tr>
<tr>
<td>1.4</td>
<td>Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 2</td>
</tr>
<tr>
<td>1.5</td>
<td>Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1</td>
</tr>
<tr>
<td>1.6</td>
<td>Minimum technical skills expected of the student are clearly stated. 1</td>
</tr>
<tr>
<td>1.7</td>
<td>The self-introduction by the instructor is appropriate and available online. 1</td>
</tr>
<tr>
<td>1.8</td>
<td>Students are asked to introduce themselves to the class. 1</td>
</tr>
</tbody>
</table>

### Learning Objectives (Competencies)

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The course learning objectives describe outcomes that are measurable. 3</td>
</tr>
<tr>
<td>2.2</td>
<td>The modular learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 3</td>
</tr>
<tr>
<td>2.3</td>
<td>All learning objectives are stated clearly and written from students’ perspectives. 3</td>
</tr>
<tr>
<td>2.4</td>
<td>Instructions to students on how to meet the learning objectives are adequate and stated clearly. 3</td>
</tr>
<tr>
<td>2.5</td>
<td>The learning objectives are appropriately designed for the level of the course. 3</td>
</tr>
</tbody>
</table>

### Assessment and Measurement

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The types of assessments selected measure the stated learning objectives and are consistent with course activities and outcomes. 3</td>
</tr>
<tr>
<td>3.2</td>
<td>The course grading policy is stated clearly. 3</td>
</tr>
<tr>
<td>3.3</td>
<td>Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are linked to the course grading policy. 3</td>
</tr>
<tr>
<td>3.4</td>
<td>The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. 2</td>
</tr>
<tr>
<td>3.5</td>
<td>Students have multiple opportunities to measure their own learning progress. 2</td>
</tr>
</tbody>
</table>

### Instructional Materials

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. 3</td>
</tr>
<tr>
<td>4.2</td>
<td>The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3</td>
</tr>
<tr>
<td>4.3</td>
<td>All resources and materials used in the course are appropriately cited. 2</td>
</tr>
<tr>
<td>4.4</td>
<td>The instructional materials are current. 2</td>
</tr>
<tr>
<td>4.5</td>
<td>The instructional materials present a variety of perspectives on the course content. 1</td>
</tr>
<tr>
<td>4.6</td>
<td>The distinction between required and optional materials is clearly explained. 1</td>
</tr>
</tbody>
</table>

### Learner Interaction and Engagement

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>5.1</td>
<td>The learning activities promote the achievement of the stated learning objectives. 3</td>
</tr>
<tr>
<td>5.2</td>
<td>Learning activities provide opportunities for interaction that support active learning. 3</td>
</tr>
<tr>
<td>5.3</td>
<td>The instructor’s plan for classroom response time and feedback on assignments is clearly stated. 3</td>
</tr>
<tr>
<td>5.4</td>
<td>The requirements for student interaction are clearly articulated. 2</td>
</tr>
</tbody>
</table>

### Course Technology

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>6.1</td>
<td>The tools and media support the course learning objectives. 3</td>
</tr>
<tr>
<td>6.2</td>
<td>Course tools and media support student engagement and guide the student to become an active learner. 4</td>
</tr>
<tr>
<td>6.3</td>
<td>Navigation throughout the online components of the course is logical, consistent, and efficient. 3</td>
</tr>
<tr>
<td>6.4</td>
<td>Students can readily access the technologies required in the course. 2</td>
</tr>
<tr>
<td>6.5</td>
<td>The course technologies are current. 1</td>
</tr>
</tbody>
</table>

### Learner Support

<table>
<thead>
<tr>
<th>Points</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>The course instructions articulate or link to a clear description of the technical support offered and how to access it. 3</td>
</tr>
<tr>
<td>7.2</td>
<td>Course instructions articulate or link to the institution’s accessibility policies and services. 3</td>
</tr>
<tr>
<td>7.3</td>
<td>Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services. 1</td>
</tr>
<tr>
<td>7.4</td>
<td>Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services. 1</td>
</tr>
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</table>

### Accessibility

<table>
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<tr>
<th>Points</th>
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<tbody>
<tr>
<td>8.1</td>
<td>The course employs accessible technologies and provides guidance on how to obtain accommodation. 3</td>
</tr>
<tr>
<td>8.2</td>
<td>The course contains equivalent alternatives to auditory and visual content. 2</td>
</tr>
<tr>
<td>8.3</td>
<td>The course design facilitates modality and minimizes distractions. 2</td>
</tr>
<tr>
<td>8.4</td>
<td>The course design accommodates the use of assistive technologies. 2</td>
</tr>
</tbody>
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**QUALITY MATTERS**

A national benchmark for online course design.

[www.qmprogram.org](http://www.qmprogram.org)

1.866.851.4984

1997 Annapolis Exchange Pkwy, Suite 300
Annapolis, MD 21401

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At the core of the Quality Matters Program is the fully annotated General Matters Rubric, the centerpiece of a continuous improvement model for assuring the quality of online courses through a faculty peer review process. The Quality Matters Rubric is a set of general standards and 41 specific standards used to evaluate the design of online and blended courses. The Rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.

Unique to the Quality Matters Rubric is the concept of alignment. This occurs when critical course components — Learning Objectives, Assessment and Measurement, Instructional Materials, Learner Interaction and Engagement, and Course Technology — work together to ensure students achieve desired learning outcomes. Specific standards included in Alignment are indicated in the Rubric annotations.

Institutions are using the Quality Matters Rubric in the following ways:
- Conducting formal reviews of existing online and blended courses
- Providing a checklist for self-assessment by faculty members
- Contributing to broader quality assurance programs
- Preparing for regional and professional accreditation
- Setting institutional policy on distance learning standards

Courses that successfully meet the QM Rubric standards in an official course review are eligible to carry the QM certification mark.

Example of the fully annotated General Standard 2

With the web-based Quality Matters Rubric, you will have access to the full annotations for all the standards in addition to scoring and reporting tools.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>POINTS</th>
<th>ANNOTATIONS</th>
</tr>
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</table>
| 2.1 The course learning objectives describe outcomes that are measurable. | 3 | Measurable course learning objectives precisely describe what students are to gain from instruction and provide the criteria by which they need to accurately assess student accomplishment. Objectives improve student performance in specific, observable terms. If this specificity is not possible (e.g., internal, cognitive, affective changes), check for clear indicators that the learning objectives are meaningful and can be assessed. If not all are measurable, the learning objectives may be referred to as learning extensions. Examples of measurable objectives:

1. Select appropriate strategies for different financial and personal situations.

2. Develop a comprehensive, individualized wellness action program focused on overcoming a smoking life-style.

3. Describe the relationship between the components of an ecosystem.

4. Explain the factors that contribute to economic criteria.

5. In a course where students are expected to demonstrate analytical skills and/or ability to express (homework reflectively) in writing or in other forms of communication, the learning objectives should include references to these objectives in addition to objectives that relate to mastery of content.

In addition to measurable outcomes, a course may have objectives or desired outcomes that are not measurable, such as increased awareness, sensitivity, or interest in certain issues or subjects, but they do not substitute for measurable objectives when determining whether the standard is met.

Special cases: In some cases (check the instructor worksheet), the course objectives are institutionally mandated, and the individual instructor does not have the authority to change them. If the institutionally mandated learning objectives are not measurable, many was to fit the "components" box. Specific suggestions for wording the objectives is that the instructor has the information needed to improve the objectives. If the course objectives are institutionally mandated, then the reviewer may need to contact Standard 2.1 in conjunction with Standard 2.2, as follows:

Standard 2.1 is considered as being MET under the following circumstances:

1. The course learning objectives are from the institution.

2. The institution mandates the course outcomes are from the instructor.

Standard 2.1 is NOT MET under the following circumstances:

1. There are no course objectives.

2. The course objectives set by the instructor are measurable.

3. The institution mandates learning objectives are neither institutionally mandated nor present.

Alignment: The concept of alignment is intended to convey the idea that critical course components work together to ensure that students achieve desired learning outcomes. Measurable and nonmeasurable objectives are from the basis of alignment in a course. Other elements of the course, including those addressed in Standards 2.2, 2.3, 4.1, 4.3, 5.1, and 5.2, contribute to the accomplishment of the learning objectives. If it may not be possible to complete the course review if measurable learning objectives are not present. In such a case, the reviewer may use judgment as to whether the mission statement is clear to whether measurable objectives are absent and whether the matter can be quickly addressed so the review can continue.

2.2 The module/unit learning objectives describe outcomes that are measurable and aligned with the course-level learning objectives.

3 | Measurable module or unit learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate in the module/unit throughout the course. The learning objectives may be students learning expectations and outcomes on a weekly, modular, or unit basis. Module/unit objectives may be written by the instructor or came from the feedback. Regardless of origin, these objectives are prominently presented in the corresponding module or unit, so that they are accessible to the student from within the online classroom. Module/unit learning objectives enable instructors to:

1. Use the learning objectives to align the course content.

2. Align the course content.

3. The learning objectives are stated clearly in the online classroom for all course deliverable formats. The learning objectives are written in a way that allows students, including non-native speakers, to easily grasp their meaning and the learning outcomes expected. The use of educationally proven, confusing terms, unnecessary complex language, and punctual errors is avoided. The learning objectives are stated clearly in the online classroom for all course deliverable formats. The learning objectives are written in a way that allows students, including non-native speakers, to easily grasp their meaning and the learning outcomes expected.

4. Instructions to students on how to meet the learning objectives are adequate and stated clearly.

4 | Instructions to students on how to meet the learning objectives are adequate and stated clearly.

2.5 The learning objectives are appropriately designed for the level of the course.

3 | Examine the course and module/unit learning objectives as a whole to ensure they are measurable, provide clear and specific guidance, and align with the course-level learning objectives. All measurable objectives need to be presented in both the course and module/unit objectives, as in every single objective.

Content clarity is important for the appropriate level of the course. Lower division courses address content mastery, critical thinking skills, and core learning skills. Upper-division and graduate courses may focus on objectives more clearly related to the specific discipline. "Tunerrness that describes levels of learning can be helpful in categorizing learning objectives by level. Evaluating the appropriateness of content mastery objectives may be difficult for reviewers whose expertise is not in the core discipline. This document provides only guidelines for subjective judgment. The level of course is subjective and involves a subjective judgment. The level of course is subjective and involves a subjective judgment. The level of course is subjective and involves a subjective judgment. The level of course is subjective and involves a subjective judgment.

Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called "core competencies."
Path I: Fast Track Carpentry & Weatherization Technician Training

With grant funding provided through the AKDOL and AWIB Career & Technical Education Implementation Grant, Kodiak College successfully developed an accelerated training program to prepare the incumbent and emerging workforce for employment as carpenters and weatherization technicians in the Kodiak Island Borough construction industry. The Path I: Fast Track program is delivered over (1) one semester and includes job placement assistance for students successfully completing the entire program.

- Students received the following National Center for Construction Education and Research (NCCER) industry-recognized certifications: Carpentry I, Carpentry II, and Weatherization Technician.

- Additional program activities were included to ensure student success: Math Tutoring, Personality Assessment, Interest Survey, Learning Style Assessment, Personal Career Learning Plans, Resume & Cover Letter Assistance, and Employment Search & Placement Assistance.

- A total of (8) eight students successfully completed the program and were offered immediate employment in a variety of local construction-related businesses. A total of (6) six students are still employed as a result of this training opportunity.

FALL 2014 Home Energy Auditor & Small Business Management

- Instruction and hands-on activities designed to prepare students for the successful completion of the BPI: Building Performance Institute, Inc. BPI-104, Envelop Professional and BPI-1100-T-2012 Home Energy Auditor Certification Tests.

- Home Energy Auditor training is paired with a Small Business Management course to prepare students for self-employment opportunities locally and statewide.

- Meets Basic and Core Competencies for Weatherization Installer & Energy Auditor Jobs required by the Department of Energy’s (DOE) Weatherization Assistance Program.

- Training equipment assembled in a portable fashion allowing for transport to local village communities by way of the Alaska Marine Highway Ferry Services.

- BPI Curriculum, Instructor Certification, and Training Equipment funded by the KoC Title III Grant Program.
Fisheries Technology
-UAS program based in Sitka
-Two emphasis areas
  Fisheries Management
  Alaska Salmon Enhancement
-Degrees offered
  AAS – 60 credits
  Certificate – 32 credits
  Occupational Endorsements – 14 credits (fall 2014)
-Goal
  Provide students with the knowledge and skills they need to be successful in Alaska’s Fisheries Industries
What is unique about Fish Tech and other UA Fisheries programs?

All classes and degrees were designed with **industry input** to insure that students would have the skills required for employment.

All classes are offered **distance delivery** to anywhere with a computer and a decent internet connection.

Outreach coordinators in five Alaska communities **recruiting students** and working with fisheries industries.

Developing **asynchronous classes** to be offered on Ipads or DVDs for students with limited internet connections or non-traditional semesters.
Customer service model

Course offerings:
- 1-4 credit classes a la carte
- 14 credit Occupational Endorsements
- 32 credit Certificates
- 60 credit Associate of Applied Sciences
- *potential to transfer credits to a B.S. Fisheries

Venues to take classes:
- Completely asynchronous (DVD or Ipad)
- Partial asynchronous (few live meetings)
- Somewhat interactive (Collaborate Live)
- Fully interactive (Face to Face)
An Alaska Native Studies program providing career preparation & professional development rooted in Alutiiq culture and values
Project Overview

• DOE Title III, 2011-2016
• Extensive community planning & Native org. partnerships
• Project Goals:
  ✓ Establish Native Student Services
  ✓ Develop new Alaska Native Studies courses & programs
  ✓ Faculty & staff trainings
  ✓ Facility renovations & special events
  ✓ Bring culture onto campus
Native Student Services

- Designed to increase Native Student retention & completion
- Advocacy & Mentorship services
- Student Tracking/intervention
- Reduction in Native student withdrawals from 23.7% to 10.8% (59% drop!) between Fall 2012 and Fall 2013

- Mentors:
  - Peggy Azuyak
  - Candace Branson
Alutiiq Language OEC

- 6 courses developed
- Most available by hybrid/distance
- 54 students have taken classes
- In final approval stage for Assessment & Accreditation
  - Planned program launch in Fall 2014
Plans for Program Development

• Community Project Coordination (CPC) Occupational Endorsement Certificate (OEC) In Planning
  • Regional Employer Survey (2013) to determine workforce development needs
  • “Corporate U” model for AK Native Entities
  • 9 – 1cr. intensive courses (9-month)
  • Cross-MAU collaboration/delivery
    • UAA – AKNS (Maria Williams)
    • UAF – Rural Development (Ralph Gabrielli)
  • Professional/workforce development for regional Native non-profits & Corporations
# KoC’s AKNS Program in Context

## Selected Native-focused Academic Programs

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<tbody>
<tr>
<td></td>
<td>Fairbanks</td>
<td>Anchorage</td>
<td>Kodiak</td>
<td>Anchorage</td>
<td>Fairbanks</td>
<td>Anchorage</td>
</tr>
<tr>
<td>What?</td>
<td>College level math, science, college prep</td>
<td>Science, Engineering, College prep</td>
<td>-Language OEC</td>
<td>Language, culture, ANCSA, AK Native Politics</td>
<td>Native knowledge, ANCSA, Management, etc.</td>
<td>ANCSA/Corporation executive certificate program</td>
</tr>
<tr>
<td></td>
<td>Summer program</td>
<td></td>
<td>-Community Project Coord. OEC</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Who?</td>
<td>HS Juniors &amp; Srs.</td>
<td>Middle school, High school &amp; college level programs</td>
<td>1\textsuperscript{st}/2\textsuperscript{nd} year college, AA students, teachers, lifelong learners</td>
<td>Bachelors students seeking a minor, electives</td>
<td>BA and MA students</td>
<td>AK Native executive &amp; future exec. with BA or MA</td>
</tr>
</tbody>
</table>
Alutiiq Studies Team @ KoC

- Katie St. John, Project Manager kmstjohn2@kodiak.alaska.edu (907) 486-1234
- April Counceller, Ph.D., Assistant Professor of Alutiiq Language & Culture/Activities Director agcounsellerc@kodiak.alaska.edu (907) 486-1276
- Steve Rounsaville, Native Student Advocate sdrounsaville@kodiak.alaska.edu (907) 486-1263
- John Beale, Data Collection Assistant/E-learning support jtbeale@kodiak.alaska.edu (907) 486-1275
The list below shows demos of online lab equipment and experiments which have been developed with DOL TAACCCT grant funding. One of the intended outcomes of the CHEO grant is to develop and pilot open source labs among grant partners which could then be available to be shared with any interested faculty to incorporate into their own classes, if appropriate.

The Student Dashboard: https://www.youtube.com/watch?v=ZYfwtp3SxjU

These short videos will give you an introduction to the control panel for the various different kinds of equipment we have available:

Microscope: https://www.youtube.com/watch?v=m7w9ssIgVdw

Absorbance Spectrometer: https://www.youtube.com/watch?v=BYoVCPUI5NA

Emission Spectrometer: https://www.youtube.com/watch?v=X8Mr1nuVm3Y

Air Track: https://www.youtube.com/watch?v=Ulg9N3rbULM

Helmholtz Coil: https://www.youtube.com/watch?v=PbEGDhMdZ0Y
CELL DISEASES LAB

Lab Format: This lab is a remote lab activity Microscopy.

Relationship to Theory: In this lab you will learn the underlying principles that allow a microscope to function and you will learn to operate a microscope.

Instructions for Instructors: This protocol is written under an open source CC BY license. You may use the procedure as is or modify as necessary for your class. Be sure to let your students know if they should complete optional exercises in this lab procedure as lab technicians will not know if you want your students to complete optional exercise.


Instructions for Students: Read the complete laboratory procedure before coming to lab. Under the experimental sections, complete all pre-lab materials before logging on to the remote lab, complete data collection sections during your on-line period, and answer questions in analysis sections after your on-line period. Your instructor will let you know if you are required to complete any optional exercises in this lab.

Contents

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LEARNING OBJECTIVES

After completing this laboratory experiment, you should be able to do the following:

1. Compare the shape of normal red blood cells and sickled red blood cells.
2. Identify the differences between normal skin tissue layers and skin cancer.
3. Identify and describe at the cellular level the difference between acute monocytic leukemia and chronic lymphatic leukemia.
4. Compare the diameter of normal blood vessels and the ones suffering from atherosclerosis.
5. Identify the cellular changes that occur in the liver due to cirrhosis.

BACKGROUND INFORMATION

Cells inside organisms undergo a variety of changes as part of adaptations due to growth, stress and aging. During these adaptations, cells are trying to maintain homeostasis to prevent diseases. The human body can be affected by several stimuli such as:

- Physical agents (mechanical trauma, temperature variation).
- Chemical agents (radiotherapy, glucose or lipid accumulation).
- Infectious microorganisms (toxins produced by bacteria or viruses interfering with normal cell metabolism).
- Hypoxia: lack of oxygen supply to cells (it could be detrimental for the brain).
- Genetic factors leading to abnormal cellular metabolism or malformation.
- Nutritional imbalances (more frequent in children).
- Hypersensitivities and allergic reactions

However, some of the changes could cause irreversible effects leading to pathological changes that could be obvious or difficult to detect. Many of the common diseases that affect humans are caused by disruptions of the basic mechanisms of the cell. Medical professionals and scientists rely on histopathology, the microscopic study of tissue to accurately diagnose diseases of the human body. During this laboratory activity, you will be viewing and comparing different types of cells and tissues to identify the differences between diseased and normal issues at the cellular level. We will be looking at cells from several different tissues in the body including the skin, internal organs, and the blood. Each tissues type is described in detail below.

Skin
Our skin is the largest organ. It has several functions; serving as a protective barrier, regulating our body temperature, producing sweat and other functions. Although most diseases affecting the skin originate in the layers of the skin, (Figure 1) such abnormalities are also important factors in the diagnosis of a variety of internal diseases. There is some truth in the belief that the skin mirrors a person's internal health. Often, the visibility and accessibility of skin make it the first organ of the body to show detectable signs of underlying disease.

Figure 1: Normal human skin tissue specimen

Normal human skin is composed of three layers; epidermis, dermis, and hypodermis. The epidermis is the outermost layer. The epidermis and dermis together make up the cutis. The Hypodermis makes up the subcutis and contains structures like the hair follicles and sweat glands.

(*) http://phil.cdc.gov/phil/details.asp

Abnormalities of the skin frequently suggest metabolic, malignant, and glandular diseases. Skin cancer is the most common form of cancer in the United States. The two most common types of skin cancer—basal cell and squamous cell carcinomas—are highly curable. However, melanoma, the third most common skin cancer, is more dangerous. About 65%–90% of melanomas are caused by exposure to ultraviolet (UV) light (*)
UV light is not the only cause of skin cancer Kaposi sarcoma (Figure 2), is a malignant tumor of the lymphatic endothelium caused by the Human herpesvirus 8 (HHV8), i.e., Kaposi’s sarcoma-associated herpesvirus (KSHV), and arises from a cancer of the lymphatic endothelial lining. It is characterized by bluish-red cutaneous nodules. Kaposi’s sarcoma is thought of as an opportunistic infection, affecting patients whose immune systems have been compromised, as in the case of patients with HIV/AIDS. (*)

Figure 2: Human skin biopsy specimen due to Kaposi’s sarcoma.

Above is a photomicrograph depicting the histopathologic changes seen in human skin biopsy specimen due to Kaposi’s sarcoma. Of importance is the appearance of the dermal layer, which contained a cellular infiltrate, and a proliferation of vascular elements.

(*) http://phil.cdc.gov/phil/details.asp

Like other tissues, skin is afflicted by all types of pathological changes, including hereditary, inflammatory, benign and malignant (neoplastic), endocrine, hormonal, traumatic, and degenerative processes. Emotions affect the health of the skin as well. The reaction of the skin to certain diseases and disorders differs from that of other tissues in many ways. For example, extensive inflammation of the skin may affect metabolism within other organs and systems of the body, causing anemia, circulatory collapse, disorders of body temperature, and disturbance of water and electrolyte balance in the blood. (*)

Internal Organs

The Internal organs of a body are complex structures consisting of a combination of parenchymal tissue and stromal tissue. The cells of the parenchyma are specialized to carry out the function of the organ, while the stromal cells are involved in support (e.g. connective tissue and blood vessels).

For example, the microscopic anatomy of the liver reveals a uniform structure of clusters of cells called lobules, where the vital functions of the liver are carried out. Each lobule, measuring about one millimeter in diameter, consists of numerous cords of rectangular liver cells, or hepatocytes that radiate from central veins, or terminal hepatic venules, toward a thin layer of connective tissue that separates the lobule from other neighboring lobules.

Hepatocytes occupy about 80 percent of the volume of the liver, and their cytoplasm (the area surrounding the nucleus) contains many mitochondria, which provide the energy needed for
the many synthetic and metabolic functions of the liver cell. The cytoplasm also contains a series of long tubules, called the endoplasmic reticulum, which provides many enzymes essential to liver function. Some of the membranes of the endoplasmic reticulum appear granular, or rough, owing to the presence of ribosomes, which are responsible for forming specific polypeptide (protein) chains after having had the amino group removed (deamination) and having been converted into glucose through a process called gluconeogenesis. The ammonia released from gluconeogenesis is converted to urea in the hepatocyte by way of the urea cycle. The nonribosomal, or smooth, endoplasmic reticulum is where cytochromes (combinations of heme from hemoglobin with various proteins) and certain enzymes undertake the important hepatic functions of drug and hormonal metabolism and also cholesterol synthesis. Hepatocytes also conjugate with carbohydrate components of bilirubin and other fat-soluble metabolic and foreign compounds and thereby are made soluble in water. Bilirubin is the product of hemoglobin metabolism that is formed in the bone marrow and the lymphatic tissue and is carried to the liver after becoming bound to plasma albumin. It is released at the hepatocytic sinusoidal membrane and is transported to the smooth endoplasmic reticulum, where it is conjugated with one or two molecules of glucuronic acid and thereby becomes soluble in water and excretable in bile. The Golgi apparatus, a series of tubular structures between the endoplasmic reticulum and the canaliculus, acts as a transport station for newly made proteins and other hepatocytic products before they are conveyed to other parts of the cell or out of the cell entirely. Lysosomes, another important cytoplasmic constituent, are responsible for the intracellular storage of pigments, such as iron or copper, and for the digestion of certain contents, such as glycogen or foreign particles. The nucleus of the hepatocyte guides replication of the cell and transmits genetic material in the form of messenger ribonucleic acid (mRNA) from deoxyribonucleic acid (DNA) to organelles located in the cytoplasm (*).

The parenchymal cells of certain organs, such as the liver, the heart and the kidneys, are responsible for the metabolism and elimination of excess fat. If the fat droplets are not properly metabolized they end up accumulating in the endoplasm reticulum and the Golgi apparatus of the cells (Figure 3). This accumulations could be irreversible, leading to more serious health problems and may even lead to death.

**Figure 3: Alcoholic Cirrhosis Liver**

Above is an image of a liver with alcoholic cirrhosis, the yellow color indicates the accumulation of fat inside the hepatocytes interfering with normal activity of these cells.
due to excessive alcohol consumption.
http://phil.cdc.gov/phil/details.asp

(*) Reference:
http://www.britannica.com/EBchecked/topic/1081754/human-digestive-system/242929/Microscopic-anatomy#ref212928

Blood and the Circulatory System

The body’s circulatory system is composed of several parts: the blood vessels, the blood, heart, and lungs. The main function of the circulatory system is to transport food and oxygen to the body’s cells and remove waste products and CO₂. The structure of the blood vessels, both large and small, is closely associated with their function (Figure 4). All nutrient materials and waste products exchanged between the organs and the blood must traverse perivascular spaces in the walls of the vessels that are occupied by connective tissue. One of the important functions of the connective-tissue cells is to maintain conditions in the extracellular spaces that favor this exchange. (*)

Figure 4: Artery: transverse section of an artery

Blood vessels are composed of multiple layers of tissue. Each of these layers provides specific functions to the vessel. Connective tissue makes up the outer surface of the vessels and controls transport into and out of the vessel. The elastic membrane and elastic fibre give the vessel its flexibility. While the involuntary muscles help to maintain blood pressure and the endothelium forms the inner surface of the vessel.

Any variation in the diameter of the lumen of the blood vessels will have an impact on the blood flow, nutrients supply, blood pressure and the overall function of the cardiovascular system.
The blood vessels provide the pathway through which the blood circulates. The blood is composed of four different types of cells: red blood cells (erythrocytes), white blood cells (leukocytes) and platelets (fragment of giant cells also known as thrombocytes). Each one of these cells is responsible for specific functions inside our organs. Any variation of the number, shape or size of these cells, will have an impact on our health. The function of these cells is:

- Red blood cells function in the transport of oxygen and carbon dioxide to and from the cells.
- White blood cells are involved in the immunity.
- Platelets are involved in hemostasis (stopping the bleeding).

References:
(*) http://www.britannica.com/EBchecked/topic/132995/connective-tissue

**EQUIPMENT**

- Paper
- Pencil/pen
- Slides
  - Human skin composite
  - Skin cancer
  - Human blood
  - Sickle cell anemia
  - Acute monocytic leukemia
  - Chronic lymphatic leukemia
  - Blood vessels
  - Atherosclerosis
  - Liver
  - Cirrhosis
- Computer with Internet access (for the remote laboratory and for data analysis)

**PREPARING TO USE THE REMOTE WEB-BASED SCIENCE LAB (RWSL)**

Click on this link to access the Install guide for the RWSL: [http://denverlabinfo.nanslo.org](http://denverlabinfo.nanslo.org)

Follow all the directions on this webpage to get your computer ready for connecting to the remote lab.

**INTRODUCTION TO THE REMOTE EQUIPMENT AND CONTROL PANEL**

Watch this short tutorial video to see how to use the RWSL control panel: [http://denverlabinfo.nanslo.org/video/microscope.html](http://denverlabinfo.nanslo.org/video/microscope.html)

For a more in-depth description of all the functions of the control panel: [https://www.youtube.com/watch?v=yW_HtI0Nol](https://www.youtube.com/watch?v=yW_HtI0Nol)
There are appendices at the end of this document that you can refer to during your lab if you need to remind yourself how to accomplish some of the tasks using the RWSL control panel.

**EXPERIMENTAL PROCEDURE:**

Once you have logged on to the microscope you will perform the following Laboratory procedures:

**PRE-LAB EXERCISE 1: SKIN COMPOSITE AND SKIN CANCER SLIDES OBSERVATIONS**

In this exercise you will use the microscope to distinguish between the three layers of human skin. In this exercise you will identify the skin layers on images you have taken and you will measure and compare the relative size and shape of cancerous skin cells with healthy skin cells.

**Pre-lab Questions:**

1. Using what you know about cancer do you think the size, and shape of the cancerous skin cells will be bigger, smaller or the same as the ones of the healthy skin?

2. Rewrite your answer to question one in the form of an If ... Than ... hypotheses.

**EXERCISE 1: SKIN COMPOSITE AND SKIN CANCER SLIDES OBSERVATIONS**

**Data Collection**

1. Select the composite skin slide from the slide loader. Using the 10X objective identify the skin sample and bring it in to focus.

2. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your image of normal skin in the space below.

3. Select the Skin Cancer slide from the slide loader. Using the 10X objective identify the skin sample and bring it in to focus.

4. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your image of skin cancer in the space below. Label the different skin cancer layers and the 3 different part of a cell (nucleus, cytoplasm and cell membrane) from the dermis. Describe the shape of the cell and its nucleus.

**Analysis:**
1. Using the image you took in step 2 of this exercise and the insertion tools in word label the different layers of the skin and the 3 different part of a single cell (nucleus, cytoplasm and cell membrane) from either the epidermis or the dermis. Insert your labeled image below.

2. Using the image you took in step 4 of this exercise and the insertion tools in word label the different layers of the skin and the 3 different part of a single cell (nucleus, cytoplasm and cell membrane) from either the epidermis or the dermis. Insert your labeled image below.

3. Based on your observation, describe the difference in the shape and number of cell layers between normal skin and skin cancer.

4. Next we are going to measure the size of normal and cancerous cells. To determine the size of the cells we are going to use the ratio method. In order to do this you will need one piece of information which is the width of your field of view, on our microscopes the field of view is 205µm.

5. Now if we use the image in figure 5 we can see that the total width of the field of view is 13.6 cm or 136 mm (Image A). The cell (Gray) is 3.7 cm or 37mm (Image B).

Figure 5: Measurements

<table>
<thead>
<tr>
<th>Image A</th>
<th>Image B</th>
</tr>
</thead>
</table>

6. Now if we divide 37mm/136mm = 0.272 which we multiply by the total length of the field of view so 0.272 * 205µm = 55.77 µm rounded for significant figures gives us a cell size of 56µm.

7. Measure the difference in the size of the healthy skin and compare that to the size of the cancerous skin.

8. Are your results in correlation with what you have predicted earlier?

9. Rewrite your hypothesis in light of our new information you collected in this exercise.
PRE-LAB EXERCISE 2: NORMAL RED BLOOD CELLS AND SICKLED CELLS SLIDE OBSERVATIONS

The function of red blood cells is to transport oxygen to cells and carbon dioxide away from them. The shape and size of the red blood cell is important for its function. In this lab exercise you will measure and compare the relative size and shape of normal red blood cells with the sickled celled ones.

Pre-lab Questions:

1. Do you predict the size of normal red blood cells to be smaller, bigger or the same as the sickled celled one?
2. Rewrite your answer to question one in the form of an If ... Than ... hypotheses.

EXERCISE 2: NORMAL RED BLOOD CELLS AND SICKLED CELLS SLIDE OBSERVATIONS

Data Collection:

1. Select the Human blood slide from the slide loader. Using the 10X objective identify the blood cells and bring them in to focus.

2. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your image of normal red blood cells below.

3. Select the Sickle Cell Anemia slide from the slide loader. Using the 10X objective identify the blood cells and bring them in to focus.

4. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your picture of sickled cells below.

Analysis:

1. Utilizing the method from exercise 1 determine the length of the normal and sickle red blood cells.

2. Based on your observation, describe the difference in the between shape of normal red blood cells vs sickled cells?

3. Are your results in correlation with what you have predicted earlier?

4. Rewrite your hypothesis to take into account the new information you have learned in this exercise.

5. What is the impact of sickle cell anemia on oxygen transport?
PRE-LAB EXERCISE 3: ACUTE MONOCYTIC AND CHRONIC LYMPHATIC LEUKEMIA SLIDES OBSERVATIONS

Leukemia is a form of cancer that effects the blood. The purpose of this lab procedure is to compare the relative size and shape of the cells in the acute monocytic leukemia with the ones in chronic lymphatic leukemia.

Pre-lab Questions:

1. Do you predict white blood cells to be more or less prevalent in the chronic lymphatic leukemia?
2. Rewrite your answer to question one in the form of an If ... Than ... hypotheses.

EXERCISE 3: ACUTE MONOCYTIC AND CHRONIC LYMPHATIC LEUKEMIA SLIDES OBSERVATIONS

Data Collection

1. Select the acute monocytic leukemia slide from the slide loader. Using the 10X objective identify the blood cells and bring them in to focus.
2. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your image of the acute monocytic leukemia below.
3. Select the chronic lymphatic leukemia slide from the slide loader. Using the 10X objective identify the blood cells and bring them in to focus.
4. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your image of the chronic lymphatic leukemia below.

Analysis:

1. Utilizing the method form exercise 1 determine the size of the cells on both leukemia slides.
2. Based on your observations, describe the cells size and shape in each type of leukemia.
3. Are your results in correlation with what you have predicted earlier?
4. Rewrite your hypothesis to take into to account the new information you learned in this exercise.
PRE-LAB EXERCISE 4: BLOOD VESSEL AND ATHEROSCLEROSIS SLIDES OBSERVATIONS

The purpose of this lab procedure is to compare the diameter of the lumen (inside blood vessel opening) of a regular blood vessel with the one with atherosclerosis.

Pre-lab Questions:

1. Do you expect to see accumulation of fat in the lumen of a regular blood vessel?

2. Do you predict the diameter of the lumen of a regular blood vessel to be small, bigger or the same as the one with atherosclerosis?

3. Write a hypothesis in the IF ... THAN ... format that predicts what effect you expect to see with respect to fat and lumen size in an Atherosclerosis blood vessel.

EXERCISE 4: BLOOD VESSEL AND ATHEROSCLEROSIS SLIDES OBSERVATIONS

Data Collection:

1. Select the blood vessel slide from the slide loader. Using the 10X objective identify the blood cells and bring them in to focus.

2. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your image of a normal blood vessel below.

3. Select the Atherosclerosis slide from the slide loader. Using the 10X objective identify the blood cells and bring them in to focus.

4. Carefully working your way through all the objectives focusing with each one until you reach the 60X objective and capture an image. Insert your picture of the atherosclerosis vessel below.

Analysis:

1. Using the same method as you used in exercise 1, measure and compare the thickness of the blood vessel wall in the regular blood vessel and the one with atherosclerosis.

2. How does atherosclerosis impact the blood flow to organs and the blood pressure?

3. Are your results in correlation with what you have predicted earlier?

4. Rewrite your hypothesis to take into account the information you learned in this lab.
SUMMARY QUESTIONS:

1. Explain the difference between etiology and pathogenesis.

2. Provide 2 examples of etiologic factors that may cause diseases in human.

3. Discuss the purpose of cellular adaptation in our body.

4. Provide an example of cellular adaptation and its cause(s).

5. Discuss the difference between reversible and irreversible cell injury and provide an example for each.

6. What is the definition of anemia? List three major causes of anemia.

7. Explain the rationale for each of the following manifestations of anemia: pale skin, increased heart rate, dizziness and fainting.

8. How does blood loss lead to anemia? Does all blood loss lead to anemia?

9. What is jaundice and why does it occur in some forms of anemia and not others?

10. Why do red blood cells need iron?

11. Define leukemia?

12. What is the difference between acute and chronic leukemia? Discuss the predominant cell type and the onset / course of the disease for each type of leukemia.

13. Discuss the role of vitamin K in blood coagulation?

14. What effect does liver disease have on coagulation?

15. Provide an example of a specific type of intracellular accumulation and its impact on the cell’s metabolism and the overall health.

16. Discuss the role of diet in the development of atherosclerosis and its impact on the overall function of the cardiovascular system.
APPENDIX A - INTRODUCTION TO THE RWSL MICROSCOPE

The RWSL microscope is a high-quality digital microscope located in the remote lab facility. You will be controlling it using a control panel that is designed to give you complete control over every function of the microscope, just as if you were sitting in front of it.

You must call into a voice conference to communicate with your lab partners and with the Lab Technicians. This is very important because only one person can be in control of the equipment at any one time, so you will need to coordinate and collaborate with your lab partners.

You take control of the equipment by right-clicking anywhere on the screen and selecting Request Control. You release control by right-clicking too.
Clicking on the Slide Loader tab at the top of the screen will display the controls for the Slide Loader robot. There can be up to four cassettes available on the Slide Loader, and each cassette can hold up to 50 slides. There will be a drop-down list for each cassette that is available. In the above example, only cassette #1 is available on the Slide Loader. You can click on it to select a specific slide to be loaded, as in the image below:

Once you select the slide you want to load on the microscope, click the Load button to the right of the drop-down list. You will see a message telling you that the slide is loading. You can also watch this happening using the picture-in-picture (PIP) camera (see Appendix F - Camera Controls).

Notice that when a slide is actually on the microscope (or when it is being loaded or unloaded), the cassette controls will be grayed out so you cannot load a second slide until the first is removed.
Once the slide is on the microscope, it will be listed in the “Current Slide on Stage” box, and the only thing that the Slide Loader robot can do is return it to the cassette when you click the “Return Slide to Cassette” button.

To move the slide around while it is on the microscope stage, you must return to the Microscope tab to see those controls.
The microscope stage controls are boxed in red in the above image. The allow you to move the microscope stage (which holds the specimen slide) left, right, forward or backward. You can also focus by moving the stage up and down.

You can change the objective, which gives you increased or decreased magnification, by clicking the buttons under Objective Selection.

The Condenser control controls whether or not the Condenser lens is in the light beam. You want to have the condenser OUT for the 4x objective, but IN for all the others.

APPENDIX D – MANIPULATING THE MICROSCOPE IMAGE

You can manipulate the microscope image by using the controls in the red boxed area above. The White Balance should be used only if the image appears to be brown or gray and you think you might need to adjust it (although it won’t hurt anything to click this button).

The Normal, Negative, etc., control buttons in this area are used to display the image slightly differently in order to highlight certain features. Here is some information from the Nikon website (http://www.microscopyu.com/articles/digitalimaging/digitalsight/correctingimages.html) about these settings and when they might be used:
Normal: In this mode, the image is displayed in the natural color scheme that is observed in the microscope eyepieces (Figure 3). For the majority of images captured with the Digital Sight system, the normal color output is the most effective mode for accurate and effective reproduction of all specimen details.

Negative: The Negative effect displays a brightness- and color-inverted form of the image, where red, green, and blue values are converted into their complementary colors (Figure 4). The technique is useful with specimens for which color inversion can be of benefit in exposing subtle details, or in quantitative analysis of specimens.

Blue Black: This mode represents the black portions of the Negative image in blue, and is often useful to reveal details in specimens having a high degree of contrast. As a special effect, the Blue Black mode can be beneficial as a presentation tool.

Black & White: This mode displays a grayscale form of the image (Figure 6). It can be effectively used for monochromatic images such as those acquired with differential interference contrast or phase contrast techniques. In many cases, digital images destined for publication in scientific journals must first be converted into black & white renditions of those captured in full color. The B & W filter can often aid the microscopist in preparing images for publication or oral presentation.

Sepia: This effect is essentially a monochrome image version displayed in sepia (brownish) tones instead of grayscale (Figure 7). The Sepia mode is more likely to be utilized in general photographic applications than in microscopy, although the effect may enhance the visibility of specimen detail in certain instances.

Auto Exposure is normally turned on, but you can turn it off if you want to play around with the brightness of the light source and not have the microscope camera automatically adjust, though it’s usually best to leave it turned on.

If you turn off the Auto Exposure, then some new controls appear that let you turn the LED off or on, and also adjust the intensity of the light source. The intensity of the light source can be increased or decreased manually with the dial that now appears next to the Objective control.
APPENDIX E – CAPTURING AND SAVING A MICROSCOPE IMAGE

You can capture a high-resolution image of what is currently in the field of view of the objective by clicking the Capture Image button, which will turn bright green while it is capturing the image. When the Capture Image light turns off, the image has been successfully captured. After the image is captured, click View Captured Image to see the high-resolution image (below).

After opening this image, right click on it and select “Copy”. Then paste it into a document so you can use it later in your lab report. This is illustrated below.
After right-clicking and selecting Copy, just open a document and right-click and select Paste. You can either paste it directly into your lab report document or into another one for safe-keeping until you use it later.

You can use drawing tools in your editor to annotate this image so you can show your instructor that you knew what you were supposed to be looking for!
Clicking the Picture-in-Picture button will open a window that shows the view from a camera placed directly in front of the microscope. The arrow buttons allow you to swivel the camera around so you can see whatever you want to look at in the lab. The Camera Preset Position buttons are programmed to show you particular portions of the apparatus. If you hover the mouse over them, a box will pop up that lists what each position will show you (see below).
Student Success Programs at Kodiak College, UAA

From the point of contact to graduation, we support students with a personal touch.

Rural Student Recruitment Day
Host students from rural Kodiak on campus to learn about college readiness, create portfolios, have a tour of the campus, and hear from a panel of current students.

Kodiak High School Career and College Fair
Student Services staff present to Kodiak high school students about local educational opportunities and stress why staying in Kodiak or Alaska for college makes good financial sense.

ACCUPLACER Early College Placement Testing
Working cooperatively with Kodiak Island School District schools, we administer Accuplacer Placement tests to high school juniors and seniors to assess academic readiness in math and English. Many juniors who take the test register for a math class their senior year in effort to be college ready.

Fast-Track Math
A free, intensive math review for students who want to retake the math placement test, Fast Track is offered in the evenings the week prior to the fall and spring semesters. Students report being more confident after having completed the course and many have placed into a higher level course, enabling them to save time and money toward completion of their program.

New Student Orientation
On-campus orientation held the week before each semester begins. Targets new students (high school and first-time) to provide community, connections, and familiarity with the services, faculty, staff, and students. Required for first-time students receiving local scholarship funds. This has proven a promising practice in promoting first-year student success. Online orientation is currently being developed.

JumpStart Tuition Discount Program
Targets first-time freshmen and high school students taking Kodiak College courses and provides $75 per credit hour tuition to ease students’ financial burdens and increase enrollment of targeted populations. Students must take the Accuplacer placement test, attend New Student Orientation and receive financial aid and academic advising to qualify for funding. First-time freshmen who do not succeed their first semester will be subject to mandatory advising before they are able to register again.

Targeted Advising
Research shows there is value in using both non-cognitive and cognitive assessments for advising and placement; therefore, we use the LASSI (Learning and Study Strategies Inventory) in addition to the Accuplacer to better recommend courses and appropriate interventions. Based on LASSI, Accuplacer, and individual student interviews, we may recommend one or more of the following interventions: freshman success course, tutoring support, or Student Coaching.

Student Coaching
Student Coaching is a program designed to give Kodiak College students an opportunity to become more engaged with the Kodiak College campus community. Students volunteer to be paired with committed faculty and staff who form mentoring relationships to help increase the likelihood of student success. The program is designed to help students successfully navigate the Kodiak College and UAA systems;
promote progress toward and student ownership of academic goals; and encourage the evaluation and improvement of affective skills like time management, motivation and using resources. Pairs agree to communicate once a week. If a face-to-face meeting is not possible, some pairs communicate by phone, email or text. Students who have participated in the Student Coaching program would recommend it to other students. Here are some of the things they had to say about the program:

- “If I didn't have my coach I wouldn't have tried as hard. I would have given up if I didn't have someone to talk to and help me.”
- “It really helped me stay on track. My coach gave me a daily planner and strongly recommended using it. It helped me stay more organized.”
- “Helpful to have accountability - knowing that I would have to talk to someone every week about how school was going.”
- “Yes, it was helpful, mostly learning about dates and deadlines and getting connected with campus resources.”

Smart Start Program
Smart Start is an intensive 10-week college-preparatory, developmental learning community encompassing a 12-credit block of classes (College Success; Writing Strategies; Reading Strategies; Pre-algebra). Team-taught in an inclusive environment, it is designed to support students who did not follow a traditional college-prep curricular pathway and/or who have been out of the academic mainstream for some time. Our data show that students who successfully complete Smart Start and take the next level college course do as well as or better than students placing into the same courses.

Student Success Course
GUID A150 Creating Success in College is a 3-credit course designed to help students make successful transitions to college from high school, home or the workplace. Adjustment and transition issues (academic, career, intrapersonal and interpersonal) are addressed in a hybrid (face-to-face and eLearning) delivery method. This course is part of the Smart Start Program.

English Companion Course
The Companion Course allows qualifying PRPE A108 Introduction to College Writing students an opportunity to simultaneously take PRPE A108 and ENGL A111 Introduction to Composition in one semester, rather than taking the two courses sequentially over two semesters. Students who take the Companion Course typically only pay for 3 credits, so those successfully passing can save money and accelerate through the English sequence.

The Learning Center (TLC)
TLC is a full-service learning resource center staffed by trained, part-time tutors and open 47 hours each week. The tutoring program is supported by Developmental Studies, English, Math, and Science faculty. Tutoring is offered in multiple ways, including one-on-one tutoring, technology-enhanced tutoring, and group tutoring. Supplemental Instruction will also be offered beginning in summer 2014. Studies show that participation in tutoring is positively associated with higher GPAs and increased pass rates.

Homestretch Scholarship
Identifies, recruits and supports students in good standing who left Kodiak College after doing the majority of work needed to complete a certificate or degree. Support includes academic advising, financial assistance, and Student Coaching. By encouraging students to return and get back on track toward their academic goals, Homestretch contributes to a “culture of completion” at Kodiak College.
UA Research Update: Statewide Programs and UAF
for the UA Board of Regents, Academic and Student Affairs Committee
April 2014

Members of the 2013 IARC NABOS and Summer School collaborative expedition to the Arctic Ocean. (Photo by I. Colfescu)
This report is provided as an update to the “Research in the UA System” report, which was presented to the Academic and Student Affairs Committee of the UA Board of Regents in December, 2012. The reporting cycle for this quantitative research performance assessment, including peer comparisons, is two years, so the next full report will be presented in April 2015.

I. University of Alaska-Wide Programs

Alaska National Science Foundation (NSF) EPSCoR

The Experimental Program to Stimulate competitive Research (EPSCoR) is a nationwide research funding program administered by the National Science Foundation. States and territories which in recent years have received less than 0.75% of the NSF’s total national funding are eligible for EPSCoR funding. Alaska NSF EPSCoR funds basic university research and supports public education and outreach efforts. The organization is based at UAF and includes efforts at all main University of Alaska campuses and at rural and community campuses. Alaska NSF EPSCoR has been funded by the National Science Foundation since 2001 and is midway through the second year of its fourth “Track-1” award. The five-year award (2012-2017) is funded at $4 million a year from the NSF plus an $800,000 state match. The current Track-1 project, entitled “Alaskans Adapting to Changing Environments,” uses biophysical and social science approaches to examine the mechanisms by which communities adapt to environmental and social change.

The project is composed of three regional test cases focused on Berners Bay near Juneau; on communities in the Kenai River watershed; and on the North Slope village of Nuiqsut. These efforts are linked together by a statewide group that coordinates efforts, synthesizes results, and is working to establish a permanent entity to assist with adaptation decision-making in the North. During year one of the project (2012-13), EPSCoR researchers focused on identifying and recruiting local partners; deploying localized systems of biophysical sensors to supplement and enhance existing networks; collecting initial data; and creating a comprehensive system for data storage and access. In year two (2013-14) biophysical data collection is being coordinated with a ramp-up of social science activity, as research teams conduct community interviews and surveys to better understand how people perceive changes to their environments.

In September, members of the NSF EPSCoR leadership team conducted a successful presentation to a National Science Foundation review panel. The team received positive feedback and several follow-up questions that have since been addressed and submitted for review. Subsequently, the team met in Anchorage with a pair of external review panels - an External Experts Advisory Council and a Program Advisory Committee - to discuss the progress of the overall program and the continued evolution of the conceptual framework that guides EPSCoR research. Finally, Alaska NSF EPSCoR hosted a meeting in conjunction with the Sustainable Development Working Group of the international Arctic Council to discuss future connections between the science of Alaska EPSCoR and a large-scale community data portal under development by the Council.

Additionally, Alaska NSF EPSCoR recently received a 3-year (2014-16), $750,000 “Track-3” award in partnership with Alaska Upward Bound and the Alaska Center for Unmanned Aircraft Systems Integration (ACUASI); the award funds a program to use unmanned aerial vehicles as the basis for education efforts at high schools in Bethel, Nikiski, Seward, and Shishmaref. Also, in January Alaska NSF EPSCoR collaborated with Montana NSF EPSCoR to submit a 3-year, $6 million ($3 million per state)
“Track-2” proposal to the NSF. If funded, the project would use case studies of communities on the Yellowstone and Yukon rivers to examine and quantify the difference between instrument-measured environmental change and people’s perceptions of it.

Alaska Department of Energy (DOE) EPSCoR

Alaska’s DOE EPSCoR program has been funded since 2010 and is just beginning a 2-year renewal phase titled ‘Sustainable Village Energy: Integration of Renewable and Diesel Systems to Improve Energy Self-Reliance for Remote Rural Alaska Communities’. This program focuses primarily on engineering challenges associated with rural power systems and integrating intermittent renewables into a diesel microgrid, including power stability, energy storage, and advanced control strategies. With a new energy laboratory at UAF capable of recreating an entire village energy grid, we are able to address these challenges not only in isolation or through modeling, but also through full-power and real-world testing and analysis. DOE EPSCoR is managed through the Alaska Center for Energy and Power (ACEP, UAF). The current program includes participants from ACEP, the Institute of Northern Engineering (INE, UAF), the Institute of Social and Economic Research (ISER, UAA), and the School of Engineering (SOE, UAA). Results from the program to date include:

- **Data Management:** First systematic and comprehensive effort to manage and make readily accessible Alaska energy data through the Alaska Energy Data Gateway. This work, which is a joint effort between ISER and ACEP, is now being expanded and is receiving long-term funding support from the Alaska Energy Authority.
- **Product and systems testing:** As an outcome of DOE EPSCoR, ACEP has received several additional contracts to test and develop energy products and systems in collaboration with private industry. Examples include several industrial battery systems, new inverter technology, and a high performance flywheel. This is resulting in substantial investment in UAF and Alaska by developers and manufacturers.
- **To date, DOE EPSCoR has supported 14 students, mostly at the MS and PhD level. It has also funded 8 early career faculty members, and several visiting researchers that have helped build an internationally recognized research program. In addition, UA researchers involved with EPSCoR have visited, collaborated, and conducted research with over 40 communities and 35 industry partners throughout the state.

Alaska NASA EPSCoR

In the past year Alaska NASA EPSCoR completed the previous 5-year research infrastructure development (RID) grant ($700k NASA, $350k cash match UAF, $300k in-kind match). The previous RID grant supported 19 faculty through one-year seed grants, which resulted in 19 peer reviewed articles, 20 published conference proceedings, 24 conference presentations, and 1 patent application. We supported the submission of 10 NASA EPSCoR 3-year research (CAN) proposals, of which 4 were awarded (3 to UAF, 1 to UAA). Two of the funded CAN’s were developed out of RID one-year seed grants. A total of, 31 proposals were submitted for follow-on research of which 13 were funded (a 42% success rate) with an economic impact to the state of $5,349,190. Note that the follow-on funded proposals amount to a 16-fold return on cash investment!

In 2013 Alaska NASA EPSCoR Program was awarded a new 3-year RID grant ($375k). This grant focuses on supporting Alaska’s Science and Technology Research Priorities and NASA’s strategic Goals by growing research in the following three areas: (i) Earth System Science; (ii) Technologies for Space and Extreme Environments; and (iii) Aeronautics Research.
National Institutes of Health Programs: IDEAS Network for Biomedical Research Excellence (Alaska INBRE)

The goals of Alaska INBRE are to expand the capacity of Alaskan researchers to conduct biomedical research appropriate to Alaska. INBRE funds the development of biomedical professionals through support for university researchers, focusing on environmental agents of disease and basic cellular biology, and also supports active outreach and K-12 education efforts. INBRE is based at UAF and works at all three main UA campuses.

INBRE is in the final year of a five-year, $12.5 million NIH award, its third such award. The current award focuses on the impacts of climate change on contaminant transport and the emergence and movements of infectious pathogens at high latitudes. This includes research into molecular toxicology of subsistence species, infectious agents, zoonotic disease, and the cellular and molecular bases of disease. The Alaska INBRE network links UA biomedical research to state-wide concerns about environmental agents and disease and to translational and clinical applications. The central questions include: 1) What agents are threats to health? 2) Where are these agents and how are they dispersed? 3) How do they inflict damage? 4) What are the cellular and molecular defenses to stress and to insults from the environment? 5) How can this knowledge inform and guide local medical and public health practices in Alaska? 6) How can our Alaska experience provide models for other sites in the nation and in the circumpolar north and in the seven other Arctic nations?

UA researchers submitted a proposal for a further five-year period of NIH funding in June 2013. That proposal is still under review, but a decision is anticipated soon.

II. University of Alaska Fairbanks Research

Overview

UAF is a nationally ranked research university. UAF’s research is largely federally funded (rather than funded by state or local government or private sources), and it ranks #106 overall and #69 among public universities on that measure (The Top American Research Universities, 2012 Annual Report, The Center for Measuring University Performance, Arizona State University and the University of Massachusetts, Amherst). There are a total of about 740 U.S. colleges and universities that receive some level of federal research funding, so UAF is in the top 15% of that group. UAF is a RU/H institution (Research University, High Research Activity) according to the widely recognized Carnegie Classification of colleges and universities (http://classifications.carnegiefoundation.org/). For comparison UAA is classified (based on 2008-2010 data, before they began granting doctorates) as Master’s L: Master’s Colleges and Universities (larger programs), and UAS is classified as Master’s S: Master’s Colleges and Universities (smaller programs).

UAF’s research focus is on Alaska and the circumpolar north. UAF is the world leader in both Alaska and arctic research, in terms of publications and citations of those publications (See “America’s Arctic Experts: The University of Alaska Fairbanks”, report to the UA Board of Regents, January, 2014). Publications are a commonly used indicator of research productivity, as well as being the primary means of communicating research findings to the scientific community. From 2011 through 2013, UAF led all other single institutions (universities, research institutes and government laboratories) in the number of
arctic publications, with 380 total. UAF also led all single institutions in citations to its arctic publications, with more than 1,800 in the past three years. UAF not only publishes more arctic research than other institutions, but that research is used by other scientists to inform their work.

Supporting these rankings and classifications, UAF has a vibrant and diverse research enterprise. This can be seen from the list of “Top Fifty” recent research grant and contract awards on the following pages. These include projects of immediate practical interest to Alaskans, such as those seeking to develop affordable energy solutions for rural communities, discover the reasons for declining returns of Chinook salmon, or study potential treatment approaches for the sulfolane contaminated groundwaters in the North Pole area. There are also many cutting edge research projects that advance fundamental knowledge in areas such as the interactions between the nervous system and metabolism of hibernating ground squirrels; foraging and paleoenvironments at the Upward Sun River (Xaasaa Na’i), a terminal Pleistocene archaeological site in central Alaska; or atmospheric turbulence in the mesosphere-lower thermosphere. UAF has particular strengths and opportunities in interdisciplinary research, for example, research on water energy, and food security in the north, which aims to build community capacity for sustainable futures. Altogether, UAF has 269 new research funding awards since Dec. 2012. UAF researchers had a total of 730 publications indexed by Science Citation Index in 2013, a 19% increase over the number in 2012.

UAF restricted research expenditures for FY13 totaled $114,487,748 (See section III). UAF research continues to be supported by a variety of federal, state, and private industry and foundation sources. As has been true for many years, the National Science Foundation (NSF) is the largest single source. The National Aeronautics and Space Administration (NASA), the U.S. Department of Interior (including the National Park Service, the U.S. Geological Survey, and the Bureau of Ocean Energy Management), and State of Alaska agencies plus capital research appropriations each provided more than $10 million in funding. Private business and industry is an increasing funding source, accounting for 7.6% of research expenditures in FY13.

UAF has experienced an $8 million (6.6%) decline in restricted research expenditures (including ICR) since the peak of $122 million in FY11. This is predominantly due to the loss of Department of Defense funding of the Arctic Region Supercomputing Center, which had restricted expenditures of $9.2 million in FY11, but only $2.1 million in FY13. The capital research expenditures that peaked in FY09 at $4 million were associated with the stimulus funding that was temporarily available under the American Recovery and Reinvestment Act (ARRA). The funds shown in the graph do not include the large ARRA capital award associated with the construction of the R/V Sikuliaq, but rather only the funds that were used similarly to operating funds, to support research projects.

For the next several years, funding is likely to be a pressing constraint on UAF research. Non-ICR unrestricted funding of research has increased at an average of about 3.7%/year for the past five years, which mainly represents the increased costs of salaries and benefits. A specific financial challenge is that it appears that we will need to reallocate internally to meet the $500K/year match commitment for operations of the R/V Sikuliaq. UAF faculty secure about 1.7X more research grant and contract $ per capita than the average of faculty at UAF’s peer institutions (Research in the UA System, report presented to the UA Board of Regents in December 2012). It will be difficult to maintain the level of research expenditures if the UAF budget and faculty numbers shrink, as appears likely. UAF research space is currently at capacity, especially in the field of engineering and the Alaska Center for Energy and Power. This could lead to difficulty in accommodating funded research if a major building, such as the
Elvey Building, must be closed for renovations. Many of UAF’s major research facilities are in the 25-50 year age range where major renovations are needed.

Yet, there are many opportunities for UAF ahead. The arctic is a national research focus, both because of the likely major impacts of climate change and its increasing strategic importance as the polar ice cap retreats. The major U.S. investment in the ice-capable research vessel, R/V Sikuliaq, will provide a platform for a wide range of research programs in the western arctic. National funding agencies increasingly direct their funding toward interdisciplinary research, particularly in areas like impacts of climate change in northern communities. The State of Alaska has been willing to make operating and capital investments in research areas that have important payoffs for Alaska, such as energy, unmanned aerial vehicles, and fisheries, including impacts of ocean acidification. UAF intends to invest as much as possible in our areas of research strength, to remain competitive at the national level for research funding and to provide the knowledge that Alaskans need for community and economic development.

Recent Developments (since the December 2012 Research Report)

New Research Centers:

The Alaska Center for Unmanned Aircraft Systems Integration (ACUASI) is a research center at the University of Alaska, Fairbanks for small, unmanned aircraft systems, providing integration of unique payloads and supporting pathfinder missions within government and science communities, with a special emphasis on the Arctic region. It was approved by the UA Board of Regents in December 2012. In December 2013 the Federal Aviation Administration (FAA) announced that the University of Alaska will serve as one of six official unmanned aircraft system test sites. The Pan-Pacific UAS Test Range Complex will be managed by the University of Alaska Fairbanks and includes partners in Oregon and Hawaii. The complex, with its diversity in landscapes and climates, will allow equipment to be tested in the Arctic, the tropics and arid environments.

The UA Board of Regents approved the Center for the Study of Security, Hazards, Response and Preparedness (C-SSHRP) in September 2013. C-SSHRP is housed within the School of Management and works in partnership with the College of Natural Science and Mathematics (CNSM), Geophysical Institute (GI) and the International Arctic Research Center (IARC). C-SSHRP aims to create new knowledge that reduces uncertainty in decision making, provide world leading education and research opportunities, train the next generation of emergency managers, responders and policy makers, and improve resilience should a disaster occur.

Major Research Accomplishments during the Past 18 Months:

Only a few selected examples can be provided here. Each year UAF has close to 1000 active research grants or contracts, and many faculty engage in research and creative activity without external funding. The following are brief descriptions of some important activities and accomplishments.

College of Liberal Arts

Associate Professor Dr. Ben Potter of Anthropology and Archaeology received a National Science Foundation grant in the amount of $706,029 for the project titled, “Exploring Intrasite Variability at Upward Sun River (Xaasa Na’).” This project includes summer archaeological field school to train technicians. Political Science Professor Amy Lovecraft, IARC researchers Hajo Eiken and John Walsh
received $954,290K from the National Science Foundation for their project, “The North Slope Arctic Scenarios Project (NASP): Envisioning Desirable Futures and Strategizing Pathways for Sustainable Health Communities”. In July 2013 Anthropology Professor David Koester received over $100K from the National Science Foundation for his work on the “Comprehensive Itelmen Dictionary”.

CLA creative activities highlights include:

- BFA Student, Ian Wilkinson Exhibition titled, “Spheres of Influence”. He sold 1,200 bowls that he crafted and raised $35,000 for the Fairbanks Food Bank in April 2013.
- Annie Duffy, Art faculty member, was awarded the 2013 Rasmuson individual Artist Fellowship.
- Art Professor David Mollett and Jessie Hedden created a stained glass installation, a Percent for Art commission, for the Margaret Murie Life Sciences Building.
- Assistant Professor of English, Dr. Jennifer Schell published her book, “A Bold and Hardy Race of Men”.
- Dr. Morris Palter, Music, performed at the Open Ears Festival in Kitchener/Waterloo and with the percussion section of the Toronto Symphony Orchestra in January and March 2013.
- Associate Professor of Music and soprano, Jaunelle Celaire, gave a recital and public master class on Negro Spirituals at the University of Manitoba Winnipeg, Canada, and performed at the Guest Faculty Recital at Texas A&M University (Amarillo) in March 2013.
- Maya Salganek, Film Studies Director, produced a theatre and full-length feature film production in Fairbanks during summer 2013: “Mining for Ruby”, in association with Lock & Monkey Productions. This was partially supported by a State of Alaska, Film Reel Alaska Mentoring Experience (FRAME) grant.

Geophysical Institute and College of Natural Science and Mathematics

- Poker Flat Research Range (PFRR) launched two sounding rocket experiments to investigate physical processes in the aurora. Mark Conde successfully launched a small rocket from PFRR to provide risk reduction for future NASA and NSF sounding rocket and satellite payloads. This new technology is owned by the GI.
- The Alaska Satellite Facility (ASF) signed a 5-year renewal contract with NASA for satellite downlink and data processing and signed a contract with Planet Labs to downlink data from their polar orbiting nanosatellites. In addition, ASF received a $3.4M gift of a 9m satellite dish.
- Bill Bristow of the Space Physics and Aeronomy Group completed installation of a NSF SuperDARN radar array at the South Pole.
- The Snow, Ice and Permafrost Group (with IARC) worked with the National Research Council of the National Academies to hold a workshop on “Opportunities to use Remote Sensing in Understanding Permafrost Related Ecological Characteristics”.
- The GI worked with the National Research Council of the National Academies on a workshop entitled “Opportunities for High-Power High Frequency Transmitters to Advance Ionospheric/Thermospheric Research”, in support of the HAARP facility in Alaska.
- The Alaska Earthquake Center (ACE) and the Seismology Group received funding from the NSF EarthScope Project to provide technical assistance and outreach for a massive effort to install ~250 new seismic stations across Alaska.
- The Seismology Group hosted the largest Seismology conference ever held in Fairbanks.
• A collaboration between UAF, DGGS, and Apache Corporation was established in order to share Apache-collected seismic data in Cook Inlet. The Cook Inlet data set is collected at an unprecedented high resolution scale and provides a new opportunity for investigating earthquake processes and earth structure in Alaska.

Institute of Arctic Biology and College of Natural Science and Mathematics

Suicide prevention in Alaska Native communities through community-based participatory research, improving food security and diet quality for Alaskans using a fisheries-to-schools approach, and seeking better understanding of the movement of sulfolane contamination in North Pole groundwater formed a significant and important cluster of Alaska-centric research projects by Institute of Arctic Biology scientists in 2013 - 2014. The suicide prevention project is led by IAB and Center for Alaska Native Health Research Assistant Professor Dr. Stacy Rasmus, who along with community co-researchers Billy Charles and Tara Ford, was invited by the Alaska legislature to present their research in Juneau in February 2014. A KTVA news story reported on their research and presentation: [http://www.ktva.com/culture-and-tradition-the-antidote-to-suicide/](http://www.ktva.com/culture-and-tradition-the-antidote-to-suicide/). The fisheries-to-schools USDA funded project, which seeks to incorporate high quality, culturally important foods into school meals, is led by IAB and CANHR Assistant Professor Dr. Andrea Bersamin in collaboration with UAF Cooperative Extension Service faculty member Dr. Bret Luick, Marine Advisory Program faculty member Dr. Quentin Fong, and researchers from Portland State University (OR) and Morrisville State College (NY). IAB Associate Professor Dr. Mary Beth Leigh is a co-investigator on the project investigating the movement and biodegradation potential of sulfolane contamination in North Pole groundwater, which is led by UAF Institute of Northern Engineering scientist Dr. David Barnes. Drs. Leigh and Barnes were invited to present their findings at the Fairbanks Economic Development Corporation in March 2014 and presented at a UAF URSA seminar in February 2014. Seminar video: [http://bit.ly/sulfolane](http://bit.ly/sulfolane)

The University of Alaska Fairbanks Toolik Field Station (TFS) is located in the northern foothills of the Brooks Range, 254 km north of the Arctic Circle and adjacent to the Dalton Highway. TFS is managed and operated year-round by IAB and provides housing, meals, laboratory and science support for the research and education programs of 300-400 scientists and students each year. The National Science Foundation has been funding a major capital improvement program. It includes a combination of housing, science and support facilities. Work began in summer 2013 and it is anticipated that funding will be provided over a two to four year period. Several years ago, TFS was selected as a core site for the National Ecological Observatory Network and there is a need for additional facilities for that research.

The $107 million Margaret Murie Building was completed in April, 2013 and officially dedicated in August. The state-of-the-art, energy-efficient, 100,000-square-foot structure integrates research labs and classrooms into a single building. Both biology faculty researchers and the nearly 600 graduate and undergraduate students in biological sciences now have modern facilities that are well-suited to using modern approaches and technologies, in a field that has undergone revolutionary change in the past 40 years.

Institute of Northern Engineering and College of Engineering and Mines

The Alaska Center for Energy and Power (ACEP) Pilgrim project was active in fall 2013 and continued through the winter. Pilgrim Hot Springs, located 60 miles northeast of Nome, is the hottest resource in the state not directly associated with a volcanic system. It has a long history of local use, and is currently
listed on the national historic register. This project involves testing an innovative remote sensing technique developed by researchers at UAF’s Geophysical Institute. This technique, based on aerial infrared imaging, was originally used to map underground coal fires and subsurface movement of magma. However, by creating an accurate estimate of the natural heat flux at the surface, it also has the potential to significantly reduce the cost of geothermal exploration, especially in inaccessible areas.  

Hatch Associates Consultants, Inc., and Oceana Energy Company have both contracted to test new technologies in ACEP laboratories. These are both examples of private sector testing in University labs. Hatch will be testing a fly-wheel energy storage device in the Power Systems Integration Lab and Oceana will be testing a hydrokinetic device in the Alaska Hydrokinetic Energy Center test facility in Nenana, Alaska.

Current research also includes:

- UAF overwhelmed the competition in the National Science Foundation Arctic SEES (Science, Engineering, and Education for Sustainability) program recent funding opportunity. UAF received the majority of the awards made; two of those went to researchers with the Water and Environmental Research Center of INE.

- A team led by University of Alaska Fairbanks scientists, including Nicole Misarti of the Water and Environmental Research Center and Link Olson of the University of Alaska Museum of the North, has been awarded a $1.7 million National Science Foundation grant to study long-term and ongoing population trends in the Pacific walrus. The project brings together scientists with expertise in genetics, archeology, chemistry, ecology and ethnography. Thousands of walrus samples, some thousands of years old, housed at the University of Alaska Museum of the North are a key resource for this work.

- Yuri Shur of the Civil & Environmental Engineering department and Donald Walker (IAB) are working on a project titled “Cumulative Effects of Arctic Oil Development – Planning and Designing Sustainability.” Developing arctic oil and gas resources requires extensive infrastructure. The cumulative environmental and social effects of that are difficult to assess and predict, but this project aims to improve that situation.

- Jenny Liu with the Alaska University Transportation Center was awarded the RITA Grant for $3 million over two years. UAF is partnered with Montana State University and Washington State University. The goal is “to systematically engineer environmentally sustainable transportation infrastructures in cold climates, considering the entire life cycle of transportation planning, design, materials selection, construction, maintenance and operations, preservation, and recycling through the collaboration of academia, industry and other stakeholders.”

- The Petroleum Development Laboratory (PDL) established a state-of-the-art oil, gas and geothermal well cementing technology testing facility. This $300,000 facility was paid for by a grant from the US Department of Energy (2010-2013). The project leads are Santanu Khataniar, Shirish Patil, Abhijit Dandekar, and Matthew Bray.

- A non-disclosure agreement was signed with ConocoPhillips for conducting permafrost subsidence research. A $300K ConocoPhillips donation will be used to jump start this research by Shirish Patil, Abhijit Dandekar, Yuri Shur, and Matthew Bray.

- Mohabbat Ahmadi and Dare Awoleke of PDL secured a grant from the Alaska Department of Natural Resources for research in shale oil and gas development.
International Arctic Research Center

IARC scientists have produced a new Digital Sea Ice Atlas, covering 160 years of historical data. A web-based interactive map, the first of its kind, the atlas allows users to simultaneously view multiple sources of historical sea ice data in the Beaufort, Chukchi and Bering seas. With funding from the Alaska Ocean Observing System, IARC’s John Walsh and Sarah Trainor (IARC/ACCAP) worked in partnership with the National Snow and Ice Data Center and the University of Illinois at Urbana-Champaign. IARC’s Scenarios Network for Alaska and Arctic Planning maintains the data behind the sea ice atlas. The atlas uniquely provides digitized historical sea ice data compiled from more than 10 sources, including the satellite record (1979 to present), various U.S. Navy and National Ice Center compilations (1950s to 1990s), Canadian records (1950s to 1980s), Danish and Norwegian ship records (mid-1800s to 1970s), and whaling ship reports (1850 to 1900).

IARC Nansen and Amundsen Basin Observational System (NABOS) researchers and IARC Summer School participants spent a month aboard the Russian research vessel Akademik Fedorov in the Arctic Ocean during late summer 2013, enabled by funding from the National Science Foundation. Every year since 2002, the NABOS researchers conducted expeditions in the Arctic Ocean, deploying buoys and moorings to record year-round observations that have since been used in oceanographic, atmospheric, ice, biological, and geochemical studies.

Other accomplishments, in brief, include:

- A new study published in Nature Geoscience (Nov. 2013) shows that large amounts of methane, more than twice the amount previously estimated, are escaping the East Siberian Shelf in the Arctic Ocean. The research was conducted by an international team of scientists including the lead author Natalia Shakhova and Igor Semiletov, both of IARC.
- For the first time since the 1980s the State of Alaska has started to successfully tackle creating updated and consistent maps for Alaska, and IARC’s Geographic Information Network of Alaska (GINA) is a key collaborator in this effort.
- The Geographic Information Network of Alaska (GINA) has launched Puffin Feeder. This is a website where anyone can access near real-time Arctic webcam, radar, GeoTIFF, and MODIS imagery.
- A special issue, entitled “JAMSTEC-IARC international collaboration enhancing understanding of the Arctic climate system,” a compilation of selected research conducted in the past five years, was published in the journal Polar Science 7, 2013.
- IARC’s research unit, the Scenarios Network for Alaska & Arctic Planning (SNAP), has released a new set of historical and projected research data developed for a broad scale model coupling project, the Integrated Ecosystem Model for Alaska and Northwest Canada.
- Sixteen IARC researchers and one IARC affiliate contributed to The United States National Climate Assessment: Alaska Technical Regional Report (released by the U.S. Geological Survey), one of eight regional reports that will provide input to the 2013 National Climate Assessment.

School of Fisheries and Ocean Sciences

SFOS faculty published 97 research papers for calendar year 2013 and their research was supported by over 300 active research grants from a multitude of local, regional, and national funding agencies. In addition to the research papers, faculty published books including: Fishing Peoples of the North, by Courtney Carothers, Keith Criddle, and Paula Cullenberg; King Crabs of the World, by Gordon Kruse and Stephen Jewett, and Fisheries Techniques, by Trent Sutton. Stephen Okkonen made a film about
oceanography and bowhead whales, and Andres Lopez digitized the invertebrate photo and data collections at the University of Alaska Museum of the North. SFOS researchers remain very involved in international partnerships, collaborations and working groups, including: Ecosystem Studies of Subarctic Seas, co-chair Franz Mueter; International study of trace elements in the ocean (GEOTRACES), Ana Aguilar-Islas; Arctic Council Circumpolar Biodiversity Monitoring Program, Plankton Network, Russell Hopcroft; and IASC International Arctic Science Committee Marine Working Group, Rolf Gradinger. Five SFOS faculty received awards at the annual Alaska Marine Science Gala, Alaska SeaLife Center: 2013 – Katrin Iken, Brenda Konar, Bodil Bluhm and Russell Hopcroft. For Arctic Marine Life Bi- Diversitv; 2014 – Tom Weingartner for Arctic Oceanography.

SFOS research has considerable relevance to industries. For example, SFOS researchers are conducting studies of ocean circulation that will help in the containment and cleanup of any future oil spills, ecological impacts of nearshore oil development in the Arctic, and environmental impacts in the near shore environment off Nome. Industry funds some of the research, and the Pollock Conservation Cooperative research support exceeds $13 million. Also, an SFOS researcher, Alex Oliveira, recently developed commercial products, nutraceutical pollock oil supplements and salmon-based pet treats.

The ice-capable research vessel R/V Sikuliaq, which was launched in Marinette, Wisconsin in October, 2012, was completed and outfitted over the past year and has been undergoing acceptance trials for the past month. Many aspects of the vessel have operated very well, but unfortunately the A-frame failed during load testing and will require replacement. Also, one of the Z-drives failed and that will require a return to dry dock. We are looking forward to the arrival of the Sikuliaq in Alaska in 2015, following the necessary repairs and sea trials.

School of Natural Resources and Extension

- The Boreal Alaska — Learning, Adaptation and Production (BAKLAP) project researchers, led by Professor Glenn Juday, are studying the value of Alaska’s forests in meeting the demand for wood biomass energy in a changing environment. An outreach component is developing and implementing model K-12 curriculum based on hands-on inquiry learning about the Alaska boreal forest through science and art.
- Professor Pat Holloway received awards of appreciation from the Alaska Peony Growers association in Feb. 2013. The APGA honored Dr. Holloway for the research she has conducted on peonies, which has assisted the new industry. Holloway has been growing peonies at the Georgeson Botanical Garden since 2000.
- The Eighth Circumpolar Agricultural Conference and UArctic Inaugural Food Summit was held Sept. 29 - Oct. 3, 2013 in Girdwood. It brought together world leaders to discuss agricultural issues and challenges in the circumpolar north. The scientists, farmers, policymakers and others who attended will work to strengthen, support and expand food resources and northern community development. The event was hosted by the University of Alaska Fairbanks, the Circumpolar Agricultural Association, UArctic and the Organisation for Economic Cooperation and Development.
Office of Intellectual Property and Commercialization:

Commercializing University of Alaska Fairbanks' (UAF) intellectual property is an opportunity to increase economic development for our interior Alaska communities and benefit the UAF bottom line. UAF reorganized its Office of Technology Transfer in 2010 to create the Office of Intellectual Property and Commercialization (OIPC). The goal was to create an office that would work with UAF inventors, private companies and entrepreneurs to identify, develop, market and license University inventions, proprietary software, and new technologies. That goal is being realized. The obvious first step is getting inventions identified and “disclosed” to the office. Office of Intellectual Property and Commercialization (OIPC) has implemented an aggressive outreach campaign, leading to all time high levels of engagement. In FY 2013 alone, 73 new inventions were disclosed by University faculty, staff and students. For the first time UAF is producing invention disclosures at rates greater than or equal to other universities with a similar amount of research expenditures.

![UAF Disclosures by Fiscal Year](image)

In 2012, the Nanook Innovation Corporation (NIC) was created to assist UAF in getting new technologies into the hands of businesses that will develop those technologies into products. NIC is a non-profit supporting organization with a sole focus on commercializing intellectual property generated from research conducted at UAF. NIC has licensed roughly 33 pieces of intellectual property so far on behalf of the University.

Start-up companies are all different and developed with different levels of staffing and capital. For start-up companies that do not have capital to pay license fees for the technology, the lean start-up model offers a solution. This model relies on an entity to take equity in the start-up company in place of most of the license fees. To facilitate the lean start-up, the for-profit company Nanook Tech Ventures (NTV)
was created in 2013. NTV can license UAF technology in exchange for equity in a new company. Although both NIC and NTV are associated with UAF, each is a separate Alaska corporation with its own board of directors. NTV so far has taken equity in one start-up company, to which it has licensed UAF intellectual property. Two new start-ups are in the works. UAF is actively maturing its IP development and commercialization enterprise. The first revenues have been distributed to inventors and new licenses are in process.
### Major new external research funding awards, December 2012 to date:

#### Top 50 (in dollar amount) UAF Grants
**December 1, 2012 - Present**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Total Award*</th>
<th>Number of Years of Award</th>
<th>Proposal Type</th>
<th>Agency</th>
<th>PI/Unit</th>
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<tr>
<td>RFP: Synthetic Aperture Radar (SAR) Distributed Active Archive Center (DAAC) for Earth Observing System Data and Information System (EOSDIS)</td>
<td>$ 5,358,390</td>
<td>5.0</td>
<td>New Non-competitive</td>
<td>DCAA Pacific Branch Office- AK SubOffice (NASA)</td>
<td>LaBelle-Hamer, Annette L/Geophysical Institute</td>
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<td>ACEP Partnership to Development Statewide Energy Solutions (CIP)</td>
<td>$ 2,500,000</td>
<td>3.0</td>
<td>New Non-competitive</td>
<td>Alaska State Legislature Senate Finance Committee</td>
<td>Holdmann, Gwen Pamela/Alaska Center for Energy and Power, INE</td>
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<td>Pilgrim/Elim project</td>
<td>$ 2,444,202</td>
<td>1.7</td>
<td>New Non-competitive</td>
<td>Department of Energy</td>
<td>Holdmann, Gwen Pamela/Alaska Center for Energy and Power, INE</td>
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<tr>
<td>JAMSTEC JFY2013</td>
<td>$ 1,871,312</td>
<td>1.0</td>
<td>New Non-competitive</td>
<td>Japan Marine Science &amp; Technology Center</td>
<td>Hinzman, Larry D/International Arctic Research Center</td>
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<tr>
<td>WALRUS - Walrus Adaptability and Long-term Responses; Using multi-proxy data to project Sustainability</td>
<td>$ 1,707,331</td>
<td>4.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
<td>Misarti, Nicole/Institute of Northern Engineering</td>
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<tr>
<td>DarK Energy Biosphere Initiative - Subsurface Life Characterization Tool (DEBI-SELECT)</td>
<td>$ 1,667,715</td>
<td>3.0</td>
<td>Other</td>
<td>Marine Science and Technology Foundation</td>
<td>Wheat, Charles Geoffrey/School of Fisheries and Ocean Sciences</td>
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<td>The Cooperative Institute for Alaska Research 2013-2018</td>
<td>$ 1,470,029</td>
<td>1.0</td>
<td>New Competitive</td>
<td>Nat’l Oceanic &amp; Atmospheric Administration</td>
<td>Sugai, Susan F/International Arctic Research Center</td>
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<tr>
<td>Tier 1 University Transportation Center: Center for Environmentally Sustainable Transportation in Cold Climates</td>
<td>$ 1,414,100</td>
<td>4.0</td>
<td>New Competitive</td>
<td>US Department of Transportation</td>
<td>Liu, Juanyu/Institute of Northern Engineering, College of Engineering and Mines</td>
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<td>Project Description</td>
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<td>Duration</td>
<td>Funding</td>
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<tr>
<td>Cumulative Effects of Arctic Oil Development - Planning and Designing for Sustainability</td>
<td>$1,402,992</td>
<td>5.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<tr>
<td>Operation IceBridge Alaska: University of Alaska LiDAR, temperate ice radar depth sounding, and DMS</td>
<td>$1,227,445</td>
<td>3.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<td>IOS: Cross Talk between Metabolism and the Nervous System via NMDAR initiates Interbout Arousal in Hibernating Ground Squirrels</td>
<td>$999,008</td>
<td>3.0</td>
<td>New Competitive</td>
<td>NASA Shared Services Center (NSSC)</td>
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<tr>
<td>The North Slope Arctic Scenarios Project (NASP): Envisioning Desirable Futures and Strategizing pathways for Sustainable Healthy Communities</td>
<td>$963,029</td>
<td>5.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<td>Collaborative Research: Dynamics of subglacial erosion of soft sediments and its consequences for glacier evolution</td>
<td>$954,290</td>
<td>3.1</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<td>Collaborative research: What role do glaciers play in terrestrial sub-arctic hydrology?</td>
<td>$844,653</td>
<td>3.2</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<td>JAXA JFY2013</td>
<td>$792,682</td>
<td>1.0</td>
<td>New Non-competitive</td>
<td>Japan Aerospace Exploration Agency</td>
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<tr>
<td>Stereo-Derived Topography for the Last Frontier and the Final Frontier</td>
<td>$745,447</td>
<td>3.0</td>
<td>New Competitive</td>
<td>NASA</td>
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Walker, Donald
Arthur/Institute of Arctic Biology, College of Natural Sciences and Mathematics
Loring, Philip
Allen/Institute of Northern Engineering
Larsen, Christopher
F/Geophysical Institute
Drew, Kelly
Institute of Arctic Biology, College of Natural Science and Mathematics
Lovecraft, Amy Lauren
College of Liberal Arts
Truffer, Martin
Geophysical Institute
Liljedahl, Anna
Katarina/Institute of Northern Engineering, International Arctic Research Center
Hinzman, Larry
D/ International Arctic Research Center
Thorsen, Denise
Lorraine/Geophysical Institute, College of Engineering and Mines
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<th>Project Description</th>
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<th>Duration</th>
<th>Competitiveness</th>
<th>Funding Source</th>
<th>Principal Investigator/Institution</th>
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<tr>
<td>Control of Boreal Forest Soil Decomposition Processes by Plant Secondary Defense Compounds</td>
<td>$ 692,977</td>
<td>3.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
<td>Leigh, Mary B/Institute of Arctic Biology, College of Natural Science and Mathematics</td>
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<tr>
<td>FY14 Toolik Field Station User Days</td>
<td>$ 692,937</td>
<td>1.0</td>
<td>New Non-competitive</td>
<td>CH2M</td>
<td>Bret-Harte, Marion Sydona/Institute of Arctic Biology, College of Natural Science and Mathematics</td>
</tr>
<tr>
<td>Alaska Chinook Salmon Production and Decline</td>
<td>$ 625,532</td>
<td>5.0</td>
<td>New Non-competitive</td>
<td>Alaska Dept. of Fish and Game</td>
<td>Adkison, Milo D/School of Fisheries and Ocean Sciences</td>
</tr>
<tr>
<td>Mesosphere-Lower Thermosphere Turbulence Experiment (MTEx)</td>
<td>$ 617,305</td>
<td>3.0</td>
<td>New Competitive</td>
<td>NASA</td>
<td>Collins, Richard L/Geophysical Institute, College of Natural Science and Mathematics</td>
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<tr>
<td>Arctic Tracer Release Experiment (ARCTREX) Applications for Mapping Spilled Oil in Arctic Waters</td>
<td>$ 589,906</td>
<td>3.0</td>
<td>New Competitive</td>
<td>Bureau of Ocean Energy Management (BOEM)</td>
<td>Winsor, Peter Rolf/School of Fisheries and Ocean Sciences</td>
</tr>
<tr>
<td>The diversity, seasonality and function of parasitic fungi in Arctic sea ice</td>
<td>$ 550,738</td>
<td>3.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
<td>Gradinger, Rolf R/School of Fisheries and Ocean Sciences</td>
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<td>Qasgiq (Communal House): Dissemination Using Yup'ik Indigenous Implementation</td>
<td>$ 542,357</td>
<td>1.8</td>
<td>New Competitive</td>
<td>National Institutes of Health</td>
<td>Rasmus, Stacy Michelle/Institute of Arctic Biology</td>
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<td>Alaska Volcano Observatory 2013</td>
<td>$ 513,074</td>
<td>1.0</td>
<td>New Competitive</td>
<td>USDI Geological Survey</td>
<td>Freymueller, Jeffrey/Geophysical Institute, College of Natural Science and Mathematics</td>
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<tr>
<td>Alaska Sea Grant Omnibus 2014-2018</td>
<td>$ 500,000</td>
<td>4.0</td>
<td>New Non-competitive</td>
<td>Nat'l Oceanic &amp; Atmospheric Admin</td>
<td>Cullenberg, Paula J/School of Fisheries and Ocean Sciences</td>
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<td>Cook Inlet Circulation Model Calculations</td>
<td>$ 499,528</td>
<td>1.9</td>
<td>Other</td>
<td>Bureau of Ocean Energy Management (BOEM)</td>
<td>Danielson, Seth L/School of Fisheries and Ocean Sciences</td>
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<tr>
<td>CR: Impacts of local oceanographic processes on Adelie Penguin foraging ecology</td>
<td>$ 460,818</td>
<td>3.6</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
<td>Winsor, Peter Rolf/School of Fisheries and Ocean Sciences</td>
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<td>Principal Investigator(s), Affiliation</td>
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<td>Transport, Biodegradation, and Treatment of Sulfolane-contaminated Groundwater in North Pole, Alaska</td>
<td>$ 460,807</td>
<td>1.0</td>
<td>New Non-competitive</td>
<td>AK Department of Environmental Conservation</td>
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<tr>
<td>Collaborative Research: P2C2: Contributions of northern cold-climate peatlands and lakes to abrupt changes in atmospheric methane during the last deglaciation</td>
<td>$ 459,801</td>
<td>3.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<tr>
<td>Exploring intrasite variability at Upward Sun River (Xaasa Na'), a terminal Pleistocene site in central Alaska: foraging behaviors and paleoenvironmental contexts.</td>
<td>$ 456,856</td>
<td>2.7</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<tr>
<td>Targeting Central A1 Adenosine Receptors Induces Hypothermia for Stroke</td>
<td>$ 448,500</td>
<td>3.0</td>
<td>Renewal Competitive</td>
<td>National Institutes of Health</td>
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<tr>
<td>In-Depth Understanding of Development Challenges in Unconventional Shale Reservoirs</td>
<td>$ 441,378</td>
<td>2.0</td>
<td>New Competitive</td>
<td>Alaska Department of Natural Resources</td>
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<tr>
<td>MRI: Acquisition of a hyperspectral imaging system to support scientific research, applied studies, and education in the state of Alaska</td>
<td>$ 427,770</td>
<td>2.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
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<td>Field Research Equipment and Instrument System to Facilitate Research on Hydrokinetic Power Generating Devices and Fish Stocks in Alaska</td>
<td>$ 425,000</td>
<td>2.1</td>
<td>New Competitive</td>
<td>M.J. Murdock Charitable Trust</td>
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<td>Meteorological and Hydrological Monitoring and Analysis Program for the Ambler Corridor, South Slope of Central Brooks Range: Phase 2</td>
<td>$ 413,324</td>
<td>5.0</td>
<td>New Non-competitive</td>
<td>AIDEA (Ak.Ind.Dev&amp;Export Auth.)</td>
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<td>Walter Anthony, Katey Marion/Institute of Northern Engineering, International Arctic Research Center</td>
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<td>Potter, Ben Austin/College of Liberal Arts</td>
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<td>Drew, Kelly/Institute of Arctic Biology, College of Natural Science and Mathematics</td>
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<td>Ahmadi, Mohabbat/Institute of Northern Engineering, College of Engineering and Mines</td>
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<td>Prakash, Anupma/Geophysical Institute, College of Natural Science and Mathematics</td>
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<td>Johnson, Jerome Ben/Institute of Northern Engineering</td>
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<td>Kane, Douglas L/Institute of Northern Engineering</td>
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<td>Score</td>
<td>Funding Category</td>
<td>Sponsor/University/Institution</td>
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<td>Oceanic Dispersal and Behavior of Chinook Salmon in the Bering Sea</td>
<td>$396,125</td>
<td>2.8</td>
<td>New Competitive</td>
<td>Seitz, Andrew Christopher/School of Fisheries and Ocean Sciences</td>
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<td>Arctic Landscape Conservation Cooperative: Response of an Arctic Freshwater Ecosystem to Climate and Land-use Change</td>
<td>$394,059</td>
<td>4.2</td>
<td>New Non-competitive</td>
<td>Arp, Christopher Douglas/Institute of Northern Engineering</td>
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<td>Development of an Accurate Model of the Beaufort &amp; Chukchi Ice Drift &amp; Dispersion for Forecasting Spill Trajectories and Providing Decision Support for Spill Respose</td>
<td>$359,078</td>
<td>3.1</td>
<td>New Competitive</td>
<td>Kulchitskiy, Anton Vladimirovich/Institute of Northern Engineering</td>
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<td>Collaborative Research: Extinction of Mammuthus primigenius on St. Paul Island, Pribilof Islands, Alaska: Paleoclimate, Paleoenvironment and/or Island Size?</td>
<td>$343,044</td>
<td>3.0</td>
<td>New Competitive</td>
<td>Wooller, Matthew John/Institute of Northern Engineering, School of Fisheries and Ocean Sciences</td>
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<td>USARC Intergovernmental Personnel Agreement- C Rosa</td>
<td>$343,021</td>
<td>1.7</td>
<td>New Non-competitive</td>
<td>Myers, Mark D/Vice Chancellor for Research</td>
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<td>Geochemical constraints on the source, flux, migration, and seismic signature of volcanic fluids, Katmai Volcanic Cluster, Alaska</td>
<td>$303,607</td>
<td>2.1</td>
<td>New Competitive</td>
<td>Lopez, Taryn M/ Geophysical Institute</td>
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<td>Progestogens' Non-classical Effects and Mechanisms for Social &amp; Mood Processes</td>
<td>$302,940</td>
<td>2.0</td>
<td>Other</td>
<td>Frye, Cheryl Anne/Institute of Arctic Biology/College of Natural Science and Mathematics</td>
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<td>Benthic Communities of the Burger, Klondike, and Statoil Survey Areas in the Chukchi Sea</td>
<td>$300,000</td>
<td>1.2</td>
<td>New Non-competitive</td>
<td>Blanchard, Arny L/School of Fisheries and Ocean Sciences</td>
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<td>Confirmation Drilling at Pilgrim Hot Springs to Determine the Economic Viability of Supplying Geothermal Power to Nome</td>
<td>$300,000</td>
<td>1.5</td>
<td>New Non-competitive</td>
<td>Holdmann, Gwen Pamela/Alaska Center for Energy and Power, Institute of Northern Engineering</td>
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<td>Project Description</td>
<td>Budget</td>
<td>Duration</td>
<td>Funding Type</td>
<td>Funding Agency</td>
<td>Contact Name</td>
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<td>2013 Debris Characterization for AEA</td>
<td>$299,999</td>
<td>1.5</td>
<td>New Competitive</td>
<td>Alaska Energy Authority</td>
<td>Johnson, Jerome Ben/Institute of</td>
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<tr>
<td>CR: GEOTRACES Pacific section: Collection and analysis of atmospheric deposition</td>
<td>$299,042</td>
<td>3.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
<td>Northern Engineering</td>
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<tr>
<td>Biological and physical oceanography of the Chukchi Sea</td>
<td>$298,754</td>
<td>3.8</td>
<td>New Non-competitive</td>
<td>North Slope Borough</td>
<td>Pinchuk, Alexei Ilich/School of</td>
</tr>
<tr>
<td>Recovery and Archiving of Key Arctic Alaska Vegetation Map and Plot Data for Long-term Vegetation Analyses</td>
<td>$283,383</td>
<td>3.0</td>
<td>New Competitive</td>
<td>NASA</td>
<td>Walker, Donald Arthur/Institute of Arctic Biology/College of Natural Science and Mathematics</td>
</tr>
<tr>
<td>Tsunami Inundation Modeling and Mapping for Alaska Coastal Communities (RUNUPDHS12)</td>
<td>$275,000</td>
<td>1.0</td>
<td>New Non-competitive</td>
<td>Department of Military &amp; Veterans Affairs</td>
<td>West, Michael E/Geophysical Institute</td>
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<tr>
<td><strong>TOTAL of Top 50</strong></td>
<td><strong>$41,526,315</strong></td>
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<td><strong>TOTAL of 269</strong></td>
<td><strong>$58,464,397</strong></td>
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*Total amount if a multi-year award, not the annual amount.*
III. UAF Restricted Research Expenditures

University of Alaska Fairbanks
FY13 Restricted Research Expenditures by Agency Source

Abbreviations in the graph include: NASA = National Aeronautics and Space Administration; NIH = National Institutes of Health; NOAA = National Oceanic and Atmospheric Administration; NSF = National Science Foundation; USDA = U.S. Department of Agriculture; USDI = U.S. Department of Interior, which includes the U.S. Geological Survey (USGS), National Park Service (NPS), and the Bureau of Ocean Energy Management (BOEM); NGF = non General Fund.
Note: These numbers represent research expenditures, including Indirect Cost Recovery (ICR), and not the awarded revenue amount. Grant-Funded Research Expenditures are defined as the amount of grant-funded operating and capital research expenditures, including both direct research expenditures as well as ICR from restricted research grants spent on research and administrative support. This includes externally sponsored research grants booked on the capital budget, a significant portion of which represents State of Alaska funded research. Other unrestricted funds are defined as general fund revenue with a NCHEMS code of research.

Source: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (RPTP.DSDMGR) FY09 - FY13.

Compiled by UA Institutional Research and Analysis
I) OVERVIEW

A) Major focus areas

The following major research focus areas are part of the UAA Strategic research Plan, and are aligned with the Alaska’s Science and Technology Plan – “To Build a Fire.” These areas are:

- **Health and Biomedical Sciences** – as Alaska’s Health University UAA is focusing on improving the health and well-being of Alaskans through translational and clinical research on resuscitation, infection/immunology and research that will lead to improved medical services, medical devices, and potential therapeutic pharmaceuticals. This is an interdisciplinary focus across all of the UAA Colleges WWAMI – the medical program, and institutes such as the Institute for Circumpolar Health.

- **Climate Change** – in particular, responses to climate and environmental changes – e.g., changes in ecosystems, physiology, environmental agents and disease.

- **Energy and mineral extraction** – new approaches to mining of rare resources and extracting reserves.

- **National Security** – Cyber systems with applications to security and human cognitive processes.

- **Technology Commercialization** – leveraging faculty and student research at UAA to contribute to economic development by building successful start-ups domiciled in Alaska, achieving above average returns for investors, and using successful commercialization to attract innovation leaders, and corporations to Alaska and retaining talent in Alaska.

To provide incentives for research the VPRGS established the annual INNOVATE awards in 2012 providing initial funding for research and creative works that would lead to external research funding, publications in peer review journals or intellectual property (IP), which has provided significant returns on investment to the university. Also the VPRGS created the Patent Wall of Fame to recognize patent achievements.

B) Discussion of recent trends in external research funding

In the period of budget uncertainty and the sequestration during FY13, UAA submitted 329 proposals for $70.89 Million vs. 375 submissions totaling $89.4 Million in FY12 (numbers include multi-year funding). This selective reduction resulted in an increase in success rate by 22% to 0.897 vs 0.877 in 2012 and avoided a drop in the UAA research expenditures in FY13. To exploit the improved budgetary forecast in FY14 UAA ramped up its proposal applications to 189 in the first and second quarters of FY14 vs 162 proposals in the same period of FY13. The amount for proposals submitted is $54.4M, versus $43.4M for Q1&Q2 of FY 13. Awards for first two quarters in FY 14 were up slightly to 237 from 230 in FY 13. Most UAA proposals targeted areas and agencies with high increases in the FY14 appropriations – NIH, NSF,
DHS and DOE (see Figure 1). The FY 14 submissions included pursuing our strategy of multi-disciplinary federally funded centers of excellence, and we submitted a proposal for over $17M to the Department of Homeland Security for a Center of Excellence – Center for Maritime Research as the Center Lead. One for over $17M to be the lead for a Center of Excellence (COE).

![Figure 1. Percent Increases in Federal Funding Agencies](image)

**Future Goals and Directions**

In the next two years we will pursue the goals in the UAA Strategic Research Plan by

(i) Continuing to pursue additional externally funded centers of excellence;
(ii) Targeting larger multidisciplinary grants that can involve partnerships with leading national and international institutions – universities and corporations. This will include submitting a proposal for the Multiple University Research Initiative.
(iii) Building on our strength in commercialization to exploit the current financial climate: the agencies budget requests indicate that the increase of funding for development will grow at the rate of 6:1 compared to the increases of funding for pure research.
(iv) Capitalizing on UAA’s prime location by forming the U-Med District Research Alliance (UMEDRA) a collaborative group that UAA formed with investigators from UAA, the three Anchorage hospitals, and the CDC, to position for NIH funding.

We are positioning our proposal targets based on the opportunities presented in the FY15 presidential budget request for R&D aiming at the departments/institutes of strong increase see Figure 2.
Although the president’s FY15 request indicates a 0.1% drop in funding for NSF sponsored-research there are areas within NSF that received an increase that we are well positioned to target as specific high value programs at NSF. Other targeted agencies are NIH, DOE, and Education. The current financial climate is very beneficial for the UAA commercialization efforts -- the agencies budget requests indicate that the increase of funding for development will grow at the rate of 6:1 compared to the increases of funding for pure research.

II) Recent Developments (since December 2012 Research Report)

This is a time for enormous energy and growth in research, creative works, and commercialization at UAA. UAA is pursuing a strategic approach to fostering, supporting, and expanding its faculty research efforts and the overall research and commercialization enterprise. To incentivize research, projects are fund-seeded by the annual INNOVATE awards from the Vice Provost for Research funds promising new initiatives and projects. This approach has led to significant returns on investment (ROI) for example, the 2012 award resulted in a 3:1 ROI from external research funding, and a higher ROI is expected from the 2013 Innovate Awards. Additional success include publications in high impact peer-reviewed journals, presentations at international conferences, scholar in residence and creation of IP, which has led to invention disclosures, patents, and startups. The following are examples of major new research accomplishments since December 2012.

A) Biomedical Sciences - Potential therapeutic pharmaceuticals

A.1) Dr. Collin McGill’s research is focused on demonstrating that compounds from the Alaska bog blueberry have a beneficial role in ameliorating progressive loss of cognitive function in the aged. Currently there are more than 40 million older US citizens and the number is growing. A major disease is Alzheimer’s disease (ALZ). The cognitive deficits of ALZ are the focus of McGill’s concerns and his work on the Alaska bog berry has led to strong evidence that it contains compounds that can ameliorate age-related progressive loss of cognitive functions. Since December 2012 his initial research advanced from the bench top to successful testing in animals. A significant body of evidence established the benefits of whole blueberry supplementation for improving learning, memory, and neuronal function over a whole range of models. However, there was little understanding which specific compounds in the blueberry are responsible for these effects. In his initial work Dr. McGill was able to isolate the compound responsible. This compound is malate; it reduces free radicals in human body tissues. Consuming malate increases resistance to inflammation and cell death in the brain. Using the 2013 Innovate funding he, together with his colleague in the phycology department, Dr. Eric Murphy, completed testing in aged
rats and obtained statistically significant results. They discovered that malate is a potent dietary intervention for enhancing memory. Aged rats supplemented with malate showed a statistically significant improvement in memory tests when compared to aged rats fed a control diet. In addition, aged malate-supplemented rats performed equivalently to young, unimpaired rats. The results also indicate that the younger rats benefited from malate supplementation. Figure 3 shows the percentage of trials that a rat correctly remembered where they received food on the previous trial. Fifty percent is considered random (dashed line) and 100% indicates they remember the arm they previously visited every time. Most healthy rats will remember about 85% of the time. This work initially was assigned a US Provisional Patent, however, recently a non-provisional patent was filed #14/192,681. The impact of this work is a potential therapeutic pharmaceutical for improving the treatment of age-related memory loss, reducing ischemic trauma, and for improving insulin sensitivity.

**Figure 3. Aged Rat Memory Results**

A.2) Dr. Jocelyn Krebs’ work is significant as it was the first to show a specific neural crest defect caused by loss of a gene deleted in Williams Syndrome. Williams Syndrome is a genetic disease caused by missing genes and among the effects are cardiovascular disorders, learning disabilities, and growth deficiencies. A important impact of this work is that this discovery can reveal some of the underlying causes of the symptoms of Williams Syndrome, which may in turn reveal novel therapeutic targets for dealing with some of these symptoms in patients. Her most recent findings have indicated a loss of Williams Syndrome Transcription Factor (WSTF) results in a failure of certain neural crest cells to migrate. These cells need to migrate to the sites where they will differentiate into adult tissues such as facial cartilage and bone, nerves, parathyroid, and other tissues. Failure to migrate leads to loss or malformation of the adult tissues they are meant to give rise too. She is currently studying the mechanisms by which WSTF loss leads to migration failure, specifically through changes in genes involved in migration, which is a step closer to finding a novel therapeutic target. Her initial work is published in *Mechanisms of Development*, and has been supported by the NIH (National eye Institute) and the Whitehall Foundation. Her student received the Western Association of Graduate Schools Distinguished Master’s Thesis Award in 2013.
A.3) Anoxia related diseases (heart attacks and strokes) are prominent in the Western world. Cardiovascular disease is the primary cause of death for U.S. men and women and accounts for approximately 25% of total deaths. However, Dr. Jonathan Stecyk’s research — “The Turtle Heart: a nontraditional model to understand and potentially treat human cardiovascular disease” and “Anoxia-tolerant Vertebrates Have Solved the Problem of Living Without Oxygen” — has advanced our understanding of the mechanisms and processes underlying vertebrate cardiovascular functions when subjected to oxygen deprivation. Some findings thus far indicate that specific components of the heart’s pacemaker are modified with acclimation to low temperature and changes may pre-condition the heart to beat rhythmically without oxygen. The impact of this research is that it may open new possibilities for treating anoxia-related diseases including heart attacks and strokes. The preliminary results obtained with the support of an INNOVATE 2013 award provided the basis for research proposals to NSF and NIH submitted in Fall 2013 (the proposals are still pending), his findings to date were presented at 2 international scientific conferences, and he produced 5 manuscripts (3 published, 2 in review). It should be noted that INBRE funding provided him with a foundation to pursue research funding.

A.4) The Center for Disease Control estimates that more than one-third of US adults are obese, and that disease resulting from obesity such as diabetes, heart disease have associated medical costs exceeding $150 billion annually. Dr. Duddleston and her team (co-PIs, Dr. Buck, Dr. Rainey and Tim Stevenson) have been studying the gut microbial community of arctic ground squirrels and they hope to shed light on human metabolic function by examining the potential role of gut bacteria in pre-hibernation fattening by arctic ground squirrels. The results of their work may lead to possible insights into the role of microbial communities in obesity and other disorders. It will also pave the way for a refined animal model of value, the arctic ground squirrel, in biomedicine and potential translational benefits for human research into obesity and related conditions. Leveraging her first Innovate Award she received NIH funding. Recently Dr. Stecyk and Dr. Duddleston received a 2014 Innovate Award to extend this research to obtain a broader understanding of how the vertebrate gut microbiota responds to environmental shifts and stress. Expected findings promise to expand the understanding of the complex interactions that occur between the gut microbial community and host physiology and have the potential for novel ideas and treatments for pathologies related to oxygen-starved and/or hypothermic human tissues.

B) Response to climate and environmental change

B.1) Dr. Jeff Welker’s research is having transformative impact on the understanding climate change and the climate-animal-plant interactions in the dramatically changing Arctic. His research results are being integrated in the state of the art climatic models, applied to the study of migration ecology and the unraveling of fresh water sources. Since December 1, 2012 Dr. Welker has received two competitive grants from NSF to support his investigations. The impact of his work is further evidenced from the fact that he has two publications in the high impact journal Nature Climate Change, within six months and one was the lead article. For his contributions to science he was awarded a Fulbright Distinguished US Arctic Chair.
B.2) Dr. Jen Burns work focuses on marine mammals that inhabit high latitude environments have evolved unique mechanisms to execute a suite of energetically-costly life history events (CLHEs) within a relatively short timeframe when conditions are most favorable. Understanding the intrinsic and extrinsic factors that regulate CLHEs is particularly important in species such as Weddell seals, as both reproduction and molt are associated with large reductions in foraging effort, and the timing and outcome of each appears linked with the other. The proposed work will monitor physiological condition, pregnancy status, and behavior at various times throughout the year to determine if molt timing is influenced by prior reproductive outcome, and if it, in turn, influences future reproductive success. These data will then be used to address the demographic consequences of trade-offs between CLHEs in Weddell seals. The impact of environmental conditions and CLHE timing on population health will also be modeled so that results can be extended to other climates and species. An improved understanding of the interactions between CLHEs and the environment is important in predicting the response of organisms from higher trophic levels to climate change. Furthermore, the impact of environmental change on reproductive capacity of these organisms, because they are mammals can be eventually related to human health. Her work is funded by a large competitive NSF grant, and she is a co-author on a paper in Science (2013) both demonstrate the high quality of her work.

C) Computational and Human Cyber Systems

C.1) Identity theft is one of the largest growing crime areas and Dr. Kenrick Mock’s and Dr. Bogdan Hoanca’s prior research on exploitation of human eye tracking had led to new applications for human authentication for security – Patent # 7986816. However, since December 2012, the impact of their work on eye tracking has been seen from its expansion to other important areas. For example, using eye tracking in the study of mental processes involved in making moral decisions (INNOVATE 2013 award) with a team that included colleagues from the psychology and philosophy departments. Another area is gauging the level of human expertise in sophisticated activities including assessing piano students music skill levels, which has a patent pending (#61945462) – Method and System for Evaluating Performance – with the head of the music department Professor Smith.

C.2) Dr. Frank Moore’s ground breaking work on high accuracy image reconstruction from lossy-compressed data. The impact of Moore’s evolutionary algorithms-based approach is evidenced by the fact that it reduces the reconstruction error by 8% in comparison to the state of the art wavelets-based algorithms used by NASA. Furthermore, the encoders/decoders built using his methods allow greater compression levels (about 6.4% smaller files) without additional loss of information. Dr. Moore has submitted an invention disclosure, which is the basis for a pending US patent application.
III) Graph of patent disclosures and patents pending over time (since FY 11) and IP developments.

![Cumulative IP Activities](image)

**Figure 3. Cumulative IP Since FY 11**

![IP Activities Summary](image)

**Figure 5. Stacked Column Chart of IP Activities Since FY11**

**IP Developments** - The Technology Commercialization effort resides in the office of Research and Graduate Studies (ORGS), headed by the Vice Provost for Research and Graduate Studies (VPRGS) who devised the current commercialization infrastructure approved by the BOR in 2012. This includes Seawolf Holdings, LLC and Seawolf Venture Fund, LP. Although the initial Board of Directors of Seawolf Holdings was in place in December 2012, new members were added in 2013 and in 2014. The Board includes the CEO of a company, which produces implantable medical devices, publically traded on the NYSE, a founding partner in a $700M venture fund, the former CFO of America Online, serial entrepreneurs, and corporate executives. In 2013 the General Partner for the fund was recruited – Springwell Partners in CT that brings $90B in experience in acquisitions and mergers and additional venture experience. This Infrastructure together with the efforts of the ORGS, and incentives from the Innovate Awards and the Patent Wall of Fame have resulted in a dramatic increases since FY2011: invention disclosures to 35 up from 3; patents pending to 14 up from 2; patents issued to 4 up from 1; and in 2013 UAA’s first two startup companies – Zensor, LLC and CFT Solutions, LLC. A third of UAA’s
invention disclosures have evolved into patents pending, and the Patent Wall of Fame received two new inductees in FY13.

UAA's first start-up company, Zensor, LLC, provides new generation of wireless sensors that do not use solar energy coupled with a new ultra-capacitor; long lasting; Distributed Wireless Networked system for data receipt, transmission and storage; requires just one sensor to interrogate information about every device in the network. Each sensor collects data from all other sensors; Low Cost — less than $40 per sensor — sold in kits of 25 for under $1,000; current sensors collect and transmit data on: humidity, light intensity, temperature, color, sound, thermal images, vibrations, and the tilt of a stationary object. Additional capabilities can be added, including GPS and gas sensing. Currently testing in arctic to ensure reliability even under extreme environmental conditions. Zensor was formed in April 2013 by the VPRGS and the inventor Dr. Lund. His work was funded by a 2012 Innovate Award, which resulted in patent pending #61/645,356. Zensor was featured in the Alaska Business Monthly in July 2013.

CFT Solutions, LLC provides an innovative, cost-effective approach to snow removal and deicing using carbon fiber tapes embedded under the surface. Its advantages include: Easy installation at lower costs 40% the cost of a hydronic system; Significantly less expensive to operate than hydronic systems - 50% less - $0.02/ft²/day; Self-monitoring – sensors control the on/off power based on the surface temperature and moisture; Durable – carbon fiber tapes have high strength and long term stability; Versatile – easily customized; Safe – Operates with 24 V AC; Alaska tested – successfully in Anchorage during a record snowfall in 2011-12. Applications include: High pedestrian traffic; Road intersections; parking lots; domestically in driveways/walkways; Bridges, roofs. Current Installations & Potential Customers – CFT is installed in a walkway on the UAA campus and is UL Site Certified for safety. CFT will begin other installations in the spring and has submitted invited commercial proposals for jobs starting in the spring. It was formed in May 2013 by the VPRGS and its inventor Dr. Yang. His work had been funded by a 2012 Innovate Award, which resulted in a Patent Pending#61/699,372.
IV) Major new external research funding awards, December 2012 to date. We provided both competitive and non-competitive in two different charts, and have defined major as $100,000 and over.

a) Table 1: Competitive Research Awards over $100,000. December 1, 2012 – Present – Total $9,877,228.

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Total Award*</th>
<th>Agency</th>
<th>Principal Investigator</th>
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<tbody>
<tr>
<td>Evidence based Ethics and Mental health Research with Prisoners</td>
<td>$2,660,452</td>
<td>National Institutes of Health</td>
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<td>Mechanisms of Perchlorate-induced Disruption of Sexual Differentiation research</td>
<td>$2,611,061</td>
<td>Institutes of Health</td>
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<td>The Cost of a New Fur Coat: Interactions Between Molt and Reproduction in Weddell Seals</td>
<td>$1,249,867</td>
<td>NSF</td>
<td>Burns Jennifer M</td>
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<td>Asynchrony in the Timing of Goose-Vegetation Interactions: Implications for Biogeochemical Cycling in Sub-Arctic Wet Sedge Tundra</td>
<td>$785,503</td>
<td>NSF</td>
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<td>Social Indicators for Rural Alaska Communities (SIRAC)</td>
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<td>NSF</td>
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<td>Adaptation Research, a Transdisciplinary, transnational community and policy centered approach (ARTISTICCC)</td>
<td>$356,271</td>
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<td>REU Site: Ecology and Physiological Ecology at the University of Alaska Anchorage</td>
<td>$349,720</td>
<td>NSF</td>
<td>Duddleston, Khrystynne N</td>
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<td>CR: Quantifying Changes in the Arctic Hydrological Cycle at the Landscape Scale using Advances in Water Vapor Isotope (18O &amp; D) Techniques and Aircraft</td>
<td>$209,997</td>
<td>NSF</td>
<td>Welker, Jeffrey M</td>
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<td>Cooperative Plant Inventory Program - Invasives Impact on Wildfire Areas</td>
<td>$397,430</td>
<td>Fed. Bureau of Land Management</td>
<td>Carlson Matthew L</td>
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<td>Evaluation of the Strategic Prevention Framework State Initiative Grant</td>
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<td>NIST/MEP Technical Assistance Planning for Alaska</td>
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<td>NIST</td>
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<td>TOTAL</td>
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<tr>
<td>Project Name</td>
<td>Total Award*</td>
<td>Agency</td>
<td>Principal Investigator</td>
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<td>FY13 PTAC</td>
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<td>Defense Logistics Agency</td>
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<td>FY13 PTAC</td>
<td>$231,376</td>
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<td>UAA Reliability-Based Sea Ice Parameters for Design of Offshore Structures</td>
<td>$226,668</td>
<td>Bureau of Safety &amp; Environmental Enforcement (BSEE)</td>
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<td>Capacity Building for Autism Intervention FY14 (aka Develop Education &amp; Training for Autism Workforce)</td>
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<td>Promoting Health Among Teens (PHAT) Evaluation FY14</td>
<td>$157,488</td>
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<td>Martin, Stephanie L</td>
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<td>The Alaska Gatekeeper Suicide Prevention Training Grant (FY14)</td>
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<td>Division of Behavioral Health</td>
<td>Cauble, Lisa Loi</td>
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<td>FY13 ASSEC The Alaska Gatekeeper Suicide Prevention and Intervention: Training for Trainers</td>
<td>$122,215</td>
<td>Division of Behavioral Health</td>
<td>Cauble, Lisa Loi</td>
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<td>Determining the Magnitude and Social Context of Shorebird Hunting in French Guiana Using Potential Biological Removal Models and Hunter Surveys</td>
<td>$100,849</td>
<td>U.S. Fish &amp; Wildlife Service</td>
<td>Taylor, Audrey R</td>
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<td>Wildlife Diversity Research Collaborative between AKNHP and ADF &amp;G Wildlife Diversity Program, Phase 3</td>
<td>$300,000</td>
<td>Alaska Department of Fish &amp; Game</td>
<td>Gotthardt, Tracey Ann</td>
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<td>Implementation of Joint Failure Analysis and Corrosion Testing (FACT) Program at UAA</td>
<td>$131,664</td>
<td>AK Dept. of Environmental Conservation</td>
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<td>Mat-Su Ecosystem Services</td>
<td>$121,715</td>
<td>The Nature Conservancy - AK Field Office</td>
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<td>UAA Support of Field Testing of Oceana HK device</td>
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<td>Oceana Energy Company</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$2,620,154</strong></td>
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V) Restricted Research Expenditures

FY14 UAA Restricted Research Expenditures by Agency ($1,000s)

Figure 5: FY14 Restricted Research Expenditures
Overview

UAS engages in high quality research with a focus on the environment and cultures of Southeast Alaska. The School of Arts and Sciences conducts the majority of externally funded research at UAS. This School award undergraduate degrees in the humanities, social sciences, and natural science. No graduate degrees are offered in these disciplines at UAS. A natural outcome of this is our strong focus on including undergraduate students in our research efforts. Students engage in research by volunteering in faculty labs, working as paid research assistants on specific faculty-led projects, gaining funding through our URECA process for conducting their own research projects, and engaging in experiential learning in their coursework.

Major areas of interest

Climate-driven impacts on the ecosystem of SE Alaska
Faculty in the biological and environmental sciences collaborate with local, state, and federal agencies to conduct research related to the impacts of climate change on the environment of SE Alaska. Particularly important projects include the following:
- Salmon run timing and genetics
- Forest-related resources and industries
- Prediction of outburst floods
- Socioeconomic impacts of climate change
- Landscape-scale disturbance interactions and policy responses

Cross-boundary project development and data integration with British Columbia
Faculty at UAS and in British Columbia have worked together for the past 4 years to develop a rich, layered, GIS data base of use to ecosystem researchers in both SE Alaska and in British Columbia. Annual meetings and regular audio-conferences have helped create a collaboration that we believe will lead to increased funding opportunities and joint projects with our Canadian partners.

GIS supported landscape assessments
With funding from multiple sources, particularly GINA, UAS supports the SE Alaska GIS library. Information from the library is available to researchers throughout Alaska. This is a critical function for university and agency researchers.

Icefield to estuary ecosystem linkages
With EPSCoR funding, UAS developed the SE test case to examine biogeochemical changes in the ecosystem from icefield to estuary, and the socioeconomic impacts and community resilience related to those changes. Numerous projects with other sources of funding study individual aspects of the ecosystem. Examples include:
- Nutrient flux throughout the ecosystem
- Carbon cycling and sequestration
- Heavy metal and organic pollutants
- Dynamics of tidewater glaciers and glacier-ocean interactions
- Forest ecosystem ecology
Behavioral ecology of marine mammals and their role in maintaining healthy ecosystems
In collaboration with UAF faculty, UAS researchers in both Sitka and Juneau examine the multiple roles of marine mammals in the ecosystem. Particularly significant to the local economy are the following examples of studies:
- Whale depredation on long-line fisheries
- Impact of sea otters on shellfisheries and kelp beds

Effects of environmental variability on marine species
Several biologists examine the basic physiology and life history of marine species in Southeast Alaska. Examples of this work include:
- Growth and reproduction in crab species
- Effects of pollution and harvesting on seaweeds
- Phenotypic variability in marine species

Exploring and documenting the cultural and historical contribution of Alaska Native peoples
UAS faculty in both Ketchikan and Juneau have a history of working with or working closely with the Alaska Native people to collect data and document the important contributions of Alaska Native people in this region. Many of the projects include field trips and archeological digs where UAS undergraduate students conduct field work.

Revitalization and documentation of Alaska Native languages
An important part of our activity and our commitment to the people of Southeast Alaska is our work in documenting and revitalizing the Tlingit, Haida, and Tsimshian languages. Recordings, translations, and transcriptions of conversations with elders form the backbone of what we have done in the past two years. Expansion in this area will include translation and preservation of numerous written texts and a strong emphasis in teaching the language to all who are willing to learn.

Recent trends in external research funding
As a small University, small changes in grant funding cause big changes in our overall picture. Research funding was at a high of $1.6M in FY 2009 and declined to a low of about $1M in 2011. Funding is increasing at this time. However, for the past five years we have submitted about the same number of proposals annually, but the number of proposals successfully funded has decreased.

NSF is our primary source of funding, both through individual awards to faculty and through our EPSCoR collaborations. Others come from competitive awards through INBRE, Alaska Space Grant, and Alaska Climate Science Center. Many of our individual grants to faculty members come from cooperative agreements with agencies. We have added several new faculty members in the past four years, and lost one established faculty member who garnered particularly large grants. Most of our junior faculty members are successful in getting small grants while establishing their reputations, developing collaborations, and building their laboratory and field capacity.

The data included in the graphs below represent the efforts of approximately 14 faculty members. All but one of these faculty have tripartite appointments with only 20% of their workload devoted to research.
FY13 UAS Restricted Research Expenditures by Agency ($1,000s)

- National Science Foundation, $655.1
- Other, $274.3
- University of Chicago, $54.4
- US Geological Survey, $59.5
- US Geological Survey, $63.8
- North Pacific Research Board, $83.6
- National Park Service, $88.9

Note: These numbers represent research expenditures, including Indirect Cost Recovery (ICR), and not the awarded revenue amount. Grant-Funded Research Expenditures are defined as the amount of grant-funded operating and capital research expenditures, including both direct research expenditures as well as ICR from restricted research grants spent on research and administrative support. This includes externally sponsored research grants booked on the capital budget, a significant portion of which represents State of Alaska funded research. Federal research expenditures are defined as any expenditure with a channel of Federal/Direct, Federal/State, or Federal/Other. State research expenditures are defined as any expenditure with a channel of State/Direct. Expenditures with a channel of Other/Direct are broken into Business, Non-Profit, and Other based on their agency type.

Source: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (RPTP.DSDMGR) FY13. Compiled by UA Institutional Research and Analysis.
UAS Research Expenditures

- Operating (Includes ICR)
- Capital
- Other Unrestricted

Note: These numbers represent research expenditures, including Indirect Cost Recovery (ICR), and not the awarded revenue amount. Grant-Funded Research Expenditures are defined as the amount of grant-funded operating and capital research expenditures, including both direct research expenditures as well as ICR from restricted research grants spent on research and administrative support. This includes externally sponsored research grants booked on the capital budget, a significant portion of which represents State of Alaska funded research. Other unrestricted funds are defined as general fund revenue with a NCHEMS code of research.

Source: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (RPTP.DSDMGR) FY09 - FY13.
Compiled by UA Institutional Research and Analysis.
Future goals or directions

The increased prominence of the Alaska Coastal Rainforest Center, the addition of several new faculty, and the initiation of the Southeast Test Case of EPSCoR are the primary drivers of the new few years. We continue to focus on the following efforts.

- Interdisciplinary work on the impacts of climate change in SE Alaska
- Continued work on climate change impacts to icefield-to-estuary system
- Forest ecosystem ecology in the temperate rainforest
- Transboundary research and data integration program expansion
- New timber products research and development such as yellow-cedar salvage and biomass
- Research infrastructure support and development at Héen Latinee Experimental Forest, Auke Creek Research Station, and other facilities
- Revitalization and documentation of Alaska Native languages
- Increased work in environmental impacts of pollutants and industrial and waste water contaminants
- Understanding and improving communication of science
- Exploring the potential for research as an economic driver in Southeast Alaska
- Increasing partnerships with local, state, and federal agencies and with non-profit groups
Recent Developments (since December 2012 Research Report)

- The Alaska Coastal Rainforest Center continues to evolve and to develop productive partnerships. This venue for collaborative research across disciplines, across universities, and across borders was particularly successful this year in establishing a joint management agreement with the US Forest Service and Goldbelt, Incorporated, to manage the Héen Latìnee Experimental Forest.
- Working closely with the Juneau Economic Development Council, we are exploring joint projects with business and industry significant in SE Alaska. Forest products and tourism are particular areas of interest.

Major new research accomplishments

Transboundary ecology and climate change research
The North Pacific coastal temperate rainforest ecosystem extends across the Alaska/Canada political border, as well as across the terrestrial/marine boundary, and many components of this complex system are tightly linked. Collaborations between researchers in Alaska and British Columbia have led to the development of integrated data layers, including watersheds, hydrology, land cover, yellow-cedar distribution, and climate. These integrated layers have allowed the creation of predictive regional models of hydrologic system dynamics, changes in the rain/snow threshold, salmon vulnerability, and yellow-cedar decline. Models such as these help resource managers in both countries plan for future change in fields ranging from freshwater and marine fisheries to forestry to hydropower.

Ecosystem-level impacts of Glacier Change
Research at the University of Alaska Southeast by Associate Professor Eran Hood and postdoctoral researcher Jason Fellman has provided novel information about how runoff from glaciers, which is expected to change dramatically in coming decades, influences downstream freshwater and marine ecosystems. Their previous work has shown that glacier runoff can be an important source of phosphorus and iron, which are limiting to primary productivity (the growth of phytoplankton and algae) in many aquatic ecosystems. More recently, Hood and Fellman have been studying the influence of organic carbon released from glaciers on aquatic food webs. Their work using carbon-14 dating techniques has shown that the ancient organic carbon released in glacier meltwater is rapidly consumed by microbes living in freshwater ecosystems. In addition, this ancient carbon is being incorporated into the biomass of aquatic invertebrates and juvenile salmonids that live in streams and rivers receiving glacier meltwater. These findings suggest that glaciers are important drivers of ecosystem carbon cycling and that future decreases in glacial runoff could influence the productivity and food web structure of downstream ecosystems. This work has been funded by the National Science Foundation and the Department of Interior Alaska Climate Science Center.

Woosh een áyá yoo x’atudllátk. (We’re talking conversation.) Tlingit Conversation Documentation Project
Research Professor Alice Taff and her colleagues completed field work to record and annotate new Tlingit material that helps answer questions the questions: How do people talk with each other in daily interactions? How do they conduct their live in Tlingit? These questions, asked by language learners, social scientists and humanists, to different purposes, were addressed by carefully documentation, on
location, in a variety of seasonal settings, a large corpus of spontaneous Tlingit conversations among the Tlingit nation’s fluent native speakers. This conversation documentation provides a link between deeply fluent speakers and generations of scientists and new language learners far into the futures. Thirty hours of unscripted Tlingit conversation was recorded and translated into English. Fifteen hours of the conversation was transcribed into Tlingit. Subtitles and transcribed video recordings have been securely archived and have also been made accessible (http://www.uas.alaska.edu/arts_sciences/tlingit-talk) for language students, researchers, and the general public. Each streamed video conversation is accompanied by speaker, translator, and transcriber names in Tlingit and English, geographic location of the recording site, recording date, and detailed contents of the recording. This work was supported by the National Science Foundation.

**Monitoring the Mendenhall Glacier**

Professors Eran Hood and Jason Amundsen have established a program to monitor the hazards associated with Glacial Melt at the Mendenhall Glacier in Juneau. In the summers of 2011 and 2012, Suicide Basin, located in the Juneau Icefield, filled with glacial melt under the ice and subsequently emptied rapidly raising water levels on Mendenhall River and Mendenhall Lake to near flood stage. “Jökulhlaup” is the Icelandic term for the drainage event, also known as a “glacier dammed outburst flood.” It occurs when water fills up a glacial or subglacial lake basin to the point where the ice dam holding it back is forced aside. Partnering with the City and Borough of Juneau, the US Forest Service, the US Geological Survey, and the National Weather Service, UAS faculty and students installed equipment to monitor changes in the icefield, forecast, alert, and notify key personnel to better predict outburst floods.

**Changes in salmon migration in response to temperature changes**

UAS Associate Professor David Tallmon, working with UAF graduate student Ryan Kovach, and colleagues John Joyce and Scott Vulstek (NOAA), Evan Barrientos (Cornell University), and several UAS undergraduate students, examined data that they and others have collected for the past 30 years at the Auke Creek Fish Weir. They found that both juvenile sockeye and coho biomass increased as freshwater temperatures warmed over the last 30 years; the increase in sockeye salmon biomass was greater than the increase in juvenile coho biomass. However, contrary to predictions and conventional wisdom, the proportion of outmigrating age 2 juveniles has increased and the proportion of outmigrating age 1 juveniles has decreased as temperatures have increased. The variation in how different salmon species respond to changes in the environment supports the idea that biocomplexity in salmon life histories is important for their resilience to changing conditions and should be maintained in order to ensure the long-term persistence of salmon for the people who depend upon them. This work was supported by the North Pacific Research Board, the Sustainable Salmon Fund (ADFG), and NSF EPSCoR. Student interns, supported by a grant from Icicle Seafoods, will continue collecting data on all inmigrating and outmigrating salmon stock this summer.
### Major new external research funding awards

**UAS Grants, December 1, 2012 - Present**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Total Award</th>
<th>Number of Years of Award</th>
<th>Proposal Type</th>
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<tr>
<td>Dynamics of Subglacial Erosion, Soft Sediments &amp; Consequences for Glacier Evolution</td>
<td>$111,745</td>
<td>3.0</td>
<td>New Competitive</td>
<td>National Science Foundation</td>
<td>Amundson, Jason M</td>
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<td>Flux and fate of carbon in terrestrial and aquatic ecosystem at the ocean margin of the Alaskan perhumid coastal temperate rainforest</td>
<td>$49,999</td>
<td>5.0</td>
<td>New Non-competitive</td>
<td>USDA Forest Service (Juneau)</td>
<td>Hood, Eran W</td>
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<td>A characterization of the specialty wood products market in Southeast Alaska</td>
<td>$49,929</td>
<td>5.0</td>
<td>New Non-competitive</td>
<td>USDA Forest Service (Juneau)</td>
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<td>Collaborative Research: Digitization TCN: Macroalgal Herbarium Consortium: Marine/Aquatic Environment</td>
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<td>1.4</td>
<td>New Competitive</td>
<td>University of Washington</td>
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<td>QA/QC Officer for 2013 Cruise Ship Wastewater Sampling Program</td>
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<td>Collaborative Research: Representing Calving &amp; Iceberg Dynamics in Global Climate Models</td>
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</table>

**Notes:** Includes all active grants with an award date between December 1, 2012 and February 28, 2014 and a Grant Type of Research/Development.

**Sources:** Data supplied by MAUs via UA Information Systems: Live BANNER Data (as of 02/28/2014) from FRBGRNT and FRBPROP. Compiled by UA Institutional Research & Analysis.
ALASKA MARITIME
WORKFORCE DEVELOPMENT PLAN
FY 2015 – 2020

For a strong sustainable fisheries, seafood, and marine workforce in Alaska

Developed by representatives of

- Fisheries, Seafood and Marine Industry Sectors
- Alaska State Agencies
- University of Alaska
Good afternoon and thank you to the President, Chair, and Board for the opportunity to provide you this update on the University of Alaska Fisheries, Seafood, Maritime Initiative, the Alaska Maritime Workforce Development Plan and its relation to UA.

The need for the Maritime Workforce Development (WFD) Plan is based on the common skill sets required in four sectors – fisheries, seafood processing, research and marine sectors, the focus on the marine or watershed environment, and occupational traits that tie these sectors in Alaska together, including remoteness of the workplace, long hours and physical work in a demanding environment, along with a high percentage of workers who are self-employed.

The Fisheries, Seafood, Maritime Initiative (FSMI) has continued to make progress towards achieving its goal to create a multi-sector workforce development five-year plan for the fisheries, seafood and marine sectors. The intent of this plan is to provide guidance to employers and institutions in the maritime industry and to help sustain and enhance the economy of Alaska and its communities. The University, including its various campuses, industry, independent businesses and commercial fishers, state and federal agencies and K-12 all have roles to play to advance the goals that the final draft WFD Plan supports:

- To develop a responsive workforce that enables the Maritime industry to remain a substantial contributor to the state.
- To guide Alaska’s workforce to discover and prepare for the wide range of employment opportunities in the Marine industry.
- To increase the number of Alaskans working in skilled Maritime industry occupations.

Significant milestones that have been accomplished since our last update to the BOR include:

- The Maritime Workforce Development Plan is now available in final-draft form.
- The Plan was drafted and has undergone two full reviews from a range of participants and perspectives, and we’re now seeking final comments along with endorsements.
- In June our intention is to be back before the BOR to seek and receive the Regents’ formal support for the Alaska Maritime Workforce Development Plan.

**Workforce Development Plan – Progress**

The FSMI Industry Advisory Council held its Spring Meeting on March 4, 2014, and supported the draft WFD Plan including its five strategies and action steps.

**Strategy 1: Grow Awareness of Occupations and Develop Career Pathways**
Key action step: Build awareness with both potential (youth) workforce and those in the current work pool.
- Develop an inventory of occupational fields to be marketed, using the Maritime Workforce Development Plan as a guide to increase awareness and work through youth programs.
Strategy 2: Improve Workforce Readiness
Key action step: Ensure capabilities of workers meet the needs of the industry.
- Improve Math Skills.
- Increase awareness about choices that may bar employment and encourage prevention.

Strategy 3: Train Alaskans for Maritime Employment
Key action step: Train and educate for high-need occupation-specific jobs.
- Identify gaps between the highest priority workforce needs and existing training/education programs.
- Develop programs in Alaska to meet gaps or work with best in-class programs outside Alaska to support access to training.

Strategy 4: Recruitment and Retention
Key action step: Retain employees by providing opportunities for additional training and advancement.
- Promote programs that target Alaska resident workforce development including coastal and Alaska Native communities that are underrepresented in the fisheries, seafood and maritime workforce.
- Reinvigorate the Alaska DOLWD sponsored Seafood Industry Advisory Committee, and include Maritime sector.

Strategy 5: Promote Sustained Industry Engagement
Key action step: Demonstrate the value of investments by industry and employers through participation with the implementation of the plan.
- Continue the role of the Maritime Workforce Development Plan Industry Advisory Committee as advisor to implement the plan.
- Employ a statewide Maritime Initiative Workforce Development coordinator.

UA Role
In conjunction with the Industry Advisory Council, the University of Alaska FSMI Leadership team, comprised of representatives from all MAUs and Statewide, is supporting and guiding the development of UA specific action steps to advance the Workforce Development Plan. This includes documenting the already existing:
- WFD classes, trainings and other opportunities for training and education offered through UA.
- Programs, individuals and support throughout UA.
- Enhance the current Maritime Initiative Website.
- Identify already existing resources within UA that can be used to support and advance the Maritime Initiative efforts.
Maritime Workforce Development Plan Implementation Timeline – Highlights

Year 1
- Develop based on best practices to target and communication strategies that build awareness
- Create occupation specific advisory boards for more effective engagement and training programs
- Engage with state agencies to support implementation
- Attract funding for a statewide coordinator to support the Maritime Initiative effort

Year 2
- Gather and align the maritime workforce data with existing career exploration and job searching tools in the state
- Implement career pathways methodology throughout the K-12 system and beyond
- Update inventory of high priority maritime occupational fields to be marketed
- Occupation Specific Steps: Develop Seafood/Maritime Refrigeration and Vessel Maintenance and Repair trainings that is transferable across the State and maximizes training delivery efficiencies
- Evaluate Maritime Plan progress and make revisions, if necessary

Year 3
- Promote programs that target Alaska resident workforce development including coastal and Alaska Native communities who are underrepresented in the fisheries, seafood and maritime workforce
- Update maritime career exploration and job searching tools in the state
- Improve Maritime workforce data, including compensation of similar positions both inside and outside Alaska
- Implement career pathways methodology throughout K-12 system and beyond
- Occupation Specific Steps: Deliver Seafood Processing Engineer training that is transferable across the State and maximizes training delivery efficiencies
- Evaluate effectiveness of Seafood/Maritime Refrigeration and Vessel Maintenance/Repair training programs and track student employment

Year 4
- Primary focus on evaluating Maritime Workforce Development Plan implementation efforts

Year 5
- Primary focus on updating Maritime Workforce Development Plan
Industry Advisory Council Representatives  
Alaska Maritime Workforce Development Plan

### Industry Representatives

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<thead>
<tr>
<th>Name</th>
<th>Organization/Role</th>
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<tbody>
<tr>
<td>Kris Norosz</td>
<td>Icicle Seafoods Inc. (Initiative Co-Chair)</td>
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<tr>
<td>Aggie Blandford (Laura Delgado)</td>
<td>Western Alaska Community Development Association</td>
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<tr>
<td>Vince O’Shea</td>
<td>Pacific Seafood Processors Association</td>
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<tr>
<td>Stephanie Madsen</td>
<td>At-Sea Processors Association</td>
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<tr>
<td>Doug Ward (Jason Custer)</td>
<td>Vigor Alaska, formerly Alaska Ship &amp; Drydock</td>
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<tr>
<td>Kurt Hallier</td>
<td>Marine Manager, Conoco Phillips</td>
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<tr>
<td>Julie Decker</td>
<td>United Fishermen of Alaska; Alaska Fisheries Development Foundation</td>
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<tr>
<td>Oliver Holm</td>
<td>Commercial Fisherman, Kodiak</td>
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<tr>
<td>Pearl Strub</td>
<td>Bristol Bay Economic Development Corp., Alaska Workforce Investment Board, Processor</td>
</tr>
<tr>
<td>Steve Reifenstuhl</td>
<td>NSRAA, General Manager</td>
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<tr>
<td>Russell Dick (Anthony Lindoff)</td>
<td>Haa Aani, LCC</td>
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<tr>
<td>Jim Scholz</td>
<td>Samson Tug</td>
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<td>Buck Laukitis</td>
<td>Commercial Fisherman</td>
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### State of Alaska Agency Representatives

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<tr>
<td>Candice Bressler, (Sheila Cameron)</td>
<td>Alaska Dept. of Fish &amp; Game</td>
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<tr>
<td>Wanetta Ayers</td>
<td>Dept. of Labor and Workforce Development-Alaska Workforce Investment Board</td>
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<tr>
<td>Helen Mehrkens</td>
<td>EED</td>
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<tr>
<td>Amy Wilson</td>
<td>Alaska Marine Highway System, Dept. of Transportation and Public Facilities</td>
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<tr>
<td>Joe Josephson</td>
<td>Dept. of Commerce, Community and Economic Development</td>
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### Legislative Representatives

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<tr>
<td>Sen. Lyman Hoffman (Tim Grussendorf)</td>
<td>Alaska State Senate</td>
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### University of Alaska Representatives

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<tr>
<td>Paula Cullenberg</td>
<td>Sea Grant/Marine Advisory Program (Initiative Co-Chair)</td>
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<td>Fred Villa (cc)</td>
<td>UA Workforce Development (Initiative Co-Chair)</td>
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### University of Alaska Leadership Workgroup

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<tbody>
<tr>
<td>Bonnie Nygard</td>
<td>UAA – Assistant Provost</td>
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<tr>
<td>Rick Caulfield</td>
<td>UASE – Provost</td>
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<tr>
<td>Mike Castellini</td>
<td>UAF – School of Fisheries and Ocean Sciences</td>
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<tr>
<td>Pete Pinney</td>
<td>UAF – Rural &amp; Community Development</td>
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<tr>
<td>Gunnar Knapp</td>
<td>UAA – Institute of Social and Economic Research</td>
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<tr>
<td>Teri Cothren</td>
<td>UA – Workforce Development Program</td>
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UAA Alaska Airlines Center Project Information Item

PROJECT UPDATE
Kittelson & Associates has completed the draft Traffic Management Plan for the Alaska Airlines Center and have submitted the plan to the Municipality. Tentative approval has been received from MOA Traffic and the Anchorage Police Department and it will be submitted soon to Providence Hospital and APU for their comments. Minor landscaping punch list items at the new Elmore roundabout will be completed this spring when the roadwork on Sharon Gagnon Lane/Health Drive and new parking lot completion are scheduled to commence.

Twenty four contract modifications have now been issued and fully executed since reconciliation of the final $86M GMP contract. Total GMP contract currently stands at approximately $88.2M. The bid documents included a total of over 40 Additive Alternates and these alternates have been prioritized by the Athletic Dept. and the project Team. Alternate 1K (2nd passenger elevator) has now been incorporated into the project since the last update. There is approximately $197,000 remaining from the original $1.3M Contractors contingency. Approximately $375,000 is remaining in the Owners construction contingency.

The final design is now complete for converting a portion of the mezzanine area into a restaurant. A final bid price for the tenant improvements is expected by mid-March but based on the preliminary drawings the contractor still anticipates a construction budget of approximately $1.4M.

The Temporary Water Use Permit (TWUP) has still not been received from DNR although they have recently confirmed it will be issued shortly. Based on DNR’s requirements our consultant (R&M) has submitted a fee proposal to initiate & monitor these monthly/seasonal tests.

The zinc and aluminum exterior siding and exterior/interior glazing installation is nearly complete. Misc. taping & painting continues throughout the building. Floor/wall tile work is now complete in all bathrooms, showers, food prep, and hydro-therapy pool areas and installation of the food service equipment has begun in the Concession areas and basement food prep areas. Mechanical/Electrical/Architectural finishes continue throughout the building (ceiling grid, acoustical tile, light fixtures, plumbing fixtures, toilet accessories, sliding glass doors in coaching suites, work & break room casework). Installation of the performance gym fixed and telescoping seating is underway with completion scheduled for the end of April. Installation of toilet partitions is nearly complete. Work continues on the two passenger elevators with completion anticipated for mid-April. Performance gym and auxiliary gym scoreboards are installed and Daktronics is scheduled to be back on site in early April to complete installation and begin final testing/programming.

Overall percentage of construction completion is approximately 81%.
The current schedule for completion is:

Planning & Design: August 2008 – Summer 2012
Construction, Ph 1: May 2012 – July 2014
Construction, Ph 2: October 2012 – July 2014
Occupancy: August 2014
UAA Engineering and Industry Building Project Information Item

PROJECT UPDATE
The project components in the CMAR contract include: 1) a new 4-story, 75,000+ gross square foot laboratory/classroom building (funded) and 2) renovation of the existing 3-story, 40,000 gross square foot engineering building (unfunded).

Funding received for the UAA School of Engineering project to date is $77,460,000; the approximate total project cost for the new 4-story building is $78,300,000 and approximate total project cost for renovation of the existing 3-story engineering building is $16,500,000. With the available funding, UAA is focusing efforts on the construction of the new building. With the funding available, the new building will be completed without any funding for furnishings and equipment.

Construction is in progress; the project is approximately 30% complete. Installation of footings/foundation and underground utilities has been completed; building structural steel has been erected; structural steel for stairs remains to be installed. Stairs at west end of the building is scheduled late March 2014; stair erection at the east end of the building and at the mid-section 3rd to 4th floor faculty office access is scheduled for April 2014. Concrete has been poured for shear walls and the floor slabs on the 2nd, 3rd and 4th floors. Concrete for slab on grade scheduled to start late February 2014. “Rough-in” of utilities is in progress on 3rd and 4th floors; “rough in” of utilities includes installation roof drain pipe, HVAC duct, plumbing pipe, fire sprinkler system pipe, electrical conduit, etc. Larger pieces of mechanical equipment (boilers, air handling units) have been placed on the 4th floor. The installation of EPDM roof system for the main roof has been completed. Roof areas over the east and west end stairwells will be completed when the stair structural steel has been installed. Exterior wall framing has been completed on all sides; the installation to the exterior wall assembly including gypsum wall board/sheathing, z channel, rigid/batt insulation, and air/vapor barrier is in progress. Room configuration plan sketched out on 2nd, 3rd and 4th floors; installation of upper and lower metal stud wall track is in progress. The building is enclosed and heated to accomplish winter work. Site work is scheduled to start in spring 2014. The contractor is aggressively working to complete the building by the fall of 2015.

The current schedule for construction of the new building and renovation of the existing building is as follows:

<table>
<thead>
<tr>
<th>Design</th>
<th>New Building</th>
<th>November 2012-June 2013</th>
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<tbody>
<tr>
<td></td>
<td>Existing Building</td>
<td>July 2014-April 2015</td>
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<td>Permit (New Bldg)</td>
<td>Fill &amp; Grade</td>
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<td>Footings/Foundation</td>
<td>April-May 2013</td>
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<td>Structural Steel</td>
<td>August 2013</td>
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<tr>
<td></td>
<td>Full Building</td>
<td>November 2013</td>
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</table>
Design and construction services for the parking structure were not included in the CMAR contract. The parking structure will be constructed using the design-bid-build delivery system. With the current emphasis on the construction of the new building using available funding, the construction schedule for the parking structure has been deferred:

<table>
<thead>
<tr>
<th>Parking Structure</th>
<th>Original Schedule</th>
<th>Projected Schedule</th>
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<tbody>
<tr>
<td>Design:</td>
<td>February 2012-March 2013</td>
<td>February 2012-March 2013</td>
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<tr>
<td>Permit:</td>
<td>April 2013</td>
<td>April 2014</td>
</tr>
<tr>
<td>Occupancy</td>
<td>March 2014</td>
<td>August 2015</td>
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</table>
UAF Combined Heat and Power Plant Replacement Information Item

PROJECT UPDATE
The air permit is being prepared for issuance by the Alaska Department of Environmental Conservation (ADEC). It is expected to be issued by March 20, 2014. An oral update will be provided at the meeting to confirm the permit was issued.

The permit was expected to be issued in January 2014 but ADEC was delayed by comments submitted after the official comment period by EPA. The comments were minor in nature but it took ADEC six weeks to resolve the issues with EPA. UAF is confident that the issues have been addressed.

A Pre-Qualification of boiler vendors was completed and four vendors were issued RFP’s for pricing. The proposals are due May 1, 2014. The current authority from the Board of Regents only allows awarding the engineering portion of the purchase. If funding is obtained for FY15, additional authority will be obtained to award the purchase contract. The estimated cost of the boiler purchase is $35M.

Procurement documents for steam turbine, plant controls and air cooled condenser are being developed by the design consultant. They will not be issued until the air permit is received. The solicitation for a Construction Manager at Risk (CM@R) is scheduled to occur in May 2014. Only Pre-Construction services can be awarded until additional authority is obtained.

If UAF has received the permit and FY15 funding, a Schematic Design Approval (SDA) will be submitted in June 2014 to allow purchase of major equipment and site preparation activities, and an SDA for the entire project will be submitted in December 2014.

HIGHLIGHTS FROM PREVIOUS INFORMATION ITEMS
- The estimated cost of the coal/biomass boiler plant option is $245M
- The estimated cost of a natural gas option is significantly lower, but operating costs are significantly higher. This option is not considered viable until a price and source of natural gas is identified and evaluated.
UAF Engineering Facility Information Item

PROJECT UPDATE
The project team is moving forward with construction and a Guaranteed Maximum Price (GMP) for the remaining portions of the project has been agreed upon. An encumbrance of $15 million was made in February 2014, allowing for critical path work to begin and continue along a logical construction sequence to the February 2016 completion date. Already under contract is the remainder of the steel erection and exterior skin. Roof construction has resumed and will be completed by late fall 2014. The remaining facility elements (building completion, furniture, equipment, and occupancy) were scheduled for completion in June 2015 but due to the lack of funding, the occupancy schedule has shifted by at least six months. Additional funding of $33.3M is required to complete the project and this request has been included in the FY15 UAF Capital Budget Request.

MILESTONES (based on receiving full funding effective July 1, 2014)
ECI/Hyer-NBBJ Design Contract May 2011
Amended Project Approval September 2011
Schematic Design April 2012
Schematic Design Approval June 2012
Design Development November 2012
Final Design Work Package #A (foundation, structure, shell) March 2013
Construction Start-Up April 2013
Final Design Work Package #B (building completion) December 2013
New Construction Complete February 2016
Design and Construction of Duckering Renovation Complete January 2017
UAF P3 Student Dining Development Information Item

PROJECT UPDATE

The Wood Center Administrative Offices have been completed and turned over to UAF for occupancy. The Wood Center Staff have moved into the offices and students are using the space.

Most systems are complete in the first floor of the new dining facility and flooring and casework are in the process of installation. The second level Marche’ wall finishes and ceiling are being installed. The building exterior glass curtain wall is finished and exterior wall siding is in the process of installation. The project is on schedule to be completed in mid-July 2014.
West Ridge Deferred Renewal Information Item

PROJECT UPDATE
The multi-year plan will take a major investment of nearly $361M in deferred maintenance and new construction funds. The initial phases of the plan will be carried out with smaller portions of funding from FY13 and FY14 State of Alaska Deferred Renewal funds.

The first phase of the plan includes relocation of the animal vivarium out of Irving 1 and into the existing BiRD and Virology buildings. Design for this project is at the construction documents stage. UAF is finalizing an initial work package to include purchase of long lead equipment, underfloor plumbing, and the slab on grade in the Virology portion of the project. The project’s critical path has also driven the early selection of a vendor/subcontractor for the hibernation chambers, a keystone program component for the deferred renewal.

Once the vivarium has been relocated to its new space, the existing Irving 1 Animal Quarters will receive a low level renewal and be reassigned to the Veterinary Medicine Program for student cohort space, classrooms, and a class lab. The project is in concept design phase with Formal Project Approval before the Board of Regents at its April 2014 meeting.

The second priority of the plan includes the renovations of the Elvey Building. Though this phase is mostly unfunded and will take a significant investment, two smaller phases have been extracted from the renewal plan. Design work on the first phase of Elvey DM has started and includes relocation of critical functions such as the Alaska Earthquake Information Center from Elvey into the West Ridge Research Building, and renewal of the smaller 2-story annex portion of Elvey. The remaining work for the tower renovation will occur once additional funding has been received.

SCHEDULE
The Animal Vivarium Relocation design will be complete by May 2014 and construction will be complete by February 2015. Renewal of the Irving 1 space is scheduled for occupancy in August 2015. For the Elvey projects, design has started and the first phase of construction may begin in August 2014, contingent upon funding.
MEMORANDUM

To: Pat Pitney, VC Administrative Services
From: Scott Bell, AVC Facilities Services
Date: March 5, 2014
Subject: FY12-FY14 Capital Budget Changes from Distribution Approval

As shown in the attached spreadsheet, UAF has reallocated deferred maintenance funding in FY12 and FY13 to better match the spending needs of the projects, reflect changes in funding sources, and to continue our high velocity of spending by funding “shovel-ready” deferred maintenance projects. To date, FY14 funding has not been reallocated.

FY12 projects with reduced funding, or a changed funding source:

- The multi-year Critical Electrical project received $13.5M which included $3.5M for the Voice over Internet Protocol (VoIP) project. Of the remaining $10M, $5M was shifted to shovel-ready projects without affecting the forward momentum of the Critical Electrical project. It continues to be on track for completion in Fall 2015.
- The Atkinson CHP Revitalization (the on-going maintenance work at the CHP, not the replacement project) continued on schedule but funding was shifted from the General Fund to UA Revenue Bond funding. This freed up $1,344,795 in Deferred Maintenance funding which was reallocated to other deferred maintenance projects.
- UAF Campus Wide Housing Sprinklers was completed under budget and $228,771 was reallocated to other deferred maintenance projects.
- The Elvey Renewal and Revitalization deferred maintenance project was scoped about five years ago. With the plan established in 2012 to review all West Ridge deferred maintenance in one planning process funds were shifted to the West Ridge Deferred Maintenance project. Understanding the Elvey Building in the context of the overall plan it became clear that other West Ridge projects were of higher priority. In accordance with the overall plan, funding was shifted to the relocation of the animal quarters, and to the relocation of the 24/7 operations in Elvey and the Elvey Annex, to more suitable spaces. This paves the way for future work on the Elvey Building renewal.
- The Salisbury Theater refurbishing project was put on hold pending the completion of the theater department program and space evaluation project; $984,022 was reallocated other deferred maintenance projects.
- Multi-year Fairbanks Campus Main Waste Line Repairs funding was shifted to more pressing projects. The entire $14M project is about 30% complete.
Preliminary Administrative Approval – same requirements as currently stated in board policy.

Formal Project Approval – If the University intends to solicit proposals for a contractor prior to requesting SDA, inform board of intention to use innovative procurement method (CM@R or other) at this step; if so stated, approval of FPA will mean BOR approval to solicit bids/proposals for the contractor. The University must still request authorization from the Chief Procurement Officer (CPO) to use CM@R. A Project Agreement must be executed and submitted with the FPA request.

Innovative Procurement RFP and Evaluation Committee –

- The Request for Proposals will be developed by the University and submitted along with a copy of the FPA (or SDA) to the Chief Procurement Officer for approval. The evaluation criteria will be balanced to ensure technical qualifications and cost of services are given appropriate weight to achieve best value for university.
- The evaluation committee will consist of a minimum of 5 voting members: the project or contract manager, 1-2 user representatives as appropriate, and two or more open seats for industry-related professionals which may not be filled by University Facilities staff (it is highly recommended to have one open seat filled by a professional outside the university system). This category may include facilities D&C staff working for other state or local agencies. Consideration will be given to eliminating high and low scores from final tally.
- The University Design and Construction Director is responsible for instructing the selection committee, and the Project Manager for preparing a Record of Evaluation/Selection (RE/S). The RE/S will document the process including final selection decision-making by the committee. Consideration should be given to the benefits of ranking proposals, rather than scoring them.
- The Record of Evaluation/Selection, including scoring sheets, will be approved by the University procurement officer and Facilities Director. If approved, inform the BOR Facilities and Land Management Committee of contractor selection in the next monthly construction-in-progress report.

Schematic Design Approval – Inform the board regarding intent to continue use of CM@R contractor and request permission to enter negotiation for GMP portion of CM@R contract, if appropriate. Any variance from the Project Agreement (PA) must be noted in an amendment executed by the original parties to the PA and submitted with the SDA request. Changes to the project scope, budget or schedule during design and construction document development must be reported to the Chief Facilities Officer (CFO). If required by BOR policy the CFO will submit the report to the appropriate board structure.

Pre-bid Report – Inform the CFO after GMP negotiations and prior to award of construction contract, regardless of whether or not there is any material change.
Pre-bid report shall describe salient points and outcomes of negotiations, noting any changes or impacts on project scope, quality of construction, schedule, budget, estimated annual operating costs, or modifications to building systems.

Award Report – same requirements as currently stated in board policy.

On-going project management – University will submit to the CPO and CFO the scope and cost details of any anticipated change orders which modify funding sources, Total Project Cost, or project scope. A change in scope is considered to be anything that increases or reduces square footage, increases or lessens NUSF for individual program(s), modifies building systems, adds or eliminates a component of the program, reduces expected life of materials or the building.

Construction-in-Progress reports – University will submit a report in accordance with approved format each month during the construction phase of the contract.

Final Report – same requirements as currently stated in board policy.
Procurement Delivery Method Selection

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<th>Complexity</th>
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<th>Owner Willing to Accept Higher Risk</th>
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Project Risk: Cost Control, Budget, Schedule Delays, Quality

Complexity of Project: Highly Technical Design, One-of-a-kind Components, Legacy Construction, Precise Scheduling, Multiple Phases, Occupied Facility

Complexity Chart

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FY12 projects receiving major reallocations:

- Fine Arts Vapor Barrier project. This project was important to complete quickly in order to stop winter ice formation in the exterior walls of the Music Wing and subsequent water damage in the spring when the ice melted into the building. It received $2,899,641 in reallocated deferred maintenance funding.
- Voice over Internet Phone (VoIP) Phase 2 funding was part of the Critical Electrical project and this $3.5M reallocation was an accounting move.
- Fairbanks Main Campus Roof Replacements received an additional $175,000, and the CTC Barnette Street building roof replacement received $850,000. We have a priority list of reroofing projects and when we have extra funding shift some to them.
- ADA Compliance Campus-Wide; Elevators, Ramps, Restrooms received $321,500 for elevator refurbishing in CTC Barnette Street and Skarland Hall.
- The West Ridge Deferred Maintenance project received funding for planning and the concept designs for the first projects.
- Palmer Center received $300,000 for additional deferred maintenance work on the sanitary sewer system.
- Lola Tilly Commons received $500,000 for planning and initial deferred maintenance work.
- The Davis Concert Hall received $239,831 for analysis of the outdated sound system, new lighting and lighting controls.

FY13 projects with reduced funding, or a changed funding source:

- Cogen Heating Plant Required Upgrades to Maintain Service (new name for Atkinson CHP Revitalization) continued on schedule but the $1M funding was shifted from General Funds to the UA Revenue Bond.
- Critical Electrical funding was adjusted to match the funding level to the work schedule. $2,946,041 of its $4,325,000 funding was reallocated. The project remains on schedule for Fall 2015 completion.
- Fairbanks Campus Main Waste Line Repairs funding was shifted to the UA Revenue Bond.
- The Fine Arts Vapor Barrier project was completed significantly under budget and $1,868,833 was reallocated to other deferred maintenance projects.
- Campus Wide Electrical Upgrades (not the Critical Electrical project) work was reallocated to shovel-ready projects freeing up $2,593,945 for the Campus Wide Energy Main Campus project.

FY13 projects receiving major reallocations:

- The West Ridge Deferred Maintenance project received $2,766,122 for construction of the animal quarters relocation project, and design of the 24/7 operations relocations.
- Lower Campus Renovations to Accommodate Programmatic Changes received $1,250,000 for painting, and carpet, ceiling and lighting replacements in the Bunnell and Eielson Buildings.
- UAF Campus Wide Energy Main Campus received $4,201,442 to fund the Fairbanks CampusESCO (energy service company) project.
- Voice over Internet Phone (VoIP) Phase 2 received an additional $500,000 as a critical infrastructure project.
- Core Campus Landscaping received $100,000 to address various hardscape and landscape deficiencies in the campus core.
Patty Center Revitalization received $2,300,000 to repaint the Patty Ice Arena roof structure, and acoustical panels and flooring around the rink; and replace the 50-year old wooden bleachers in the gym.
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Distribution Budget</th>
<th>Banner Budget</th>
<th>Budget Differences</th>
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<tr>
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<th>Banner Budget</th>
<th>Budget Differences</th>
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<td>UAF Community Campus</td>
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<th>Project Description</th>
<th>Distribution Budget</th>
<th>Banner Budget</th>
<th>Budget Differences</th>
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<tbody>
<tr>
<td>UAF Deferred Maintenance and Renewal and Repurposing Total</td>
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</table>
Preliminary Administrative Approval – same requirements as currently stated in board policy.

Formal Project Approval – If the University intends to solicit proposals for a contractor prior to requesting SDA, inform board of intention to use innovative procurement method (CM@R or other) at this step; if so stated, approval of FPA will mean BOR approval to solicit bids/proposals for the contractor. The University must still request authorization from the Chief Procurement Officer (CPO) to use CM@R. A Project Agreement must be executed and submitted with the FPA request.

Innovative Procurement RFP and Evaluation Committee –
- The Request for Proposals will be developed by the University and submitted along with a copy of the FPA (or SDA) to the Chief Procurement Officer for approval. The evaluation criteria will be balanced to ensure technical qualifications and cost of services are given appropriate weight to achieve best value for university.
- The evaluation committee will consist of a minimum of 5 voting members: the project or contract manager, 1-2 user representatives as appropriate, and two or more open seats for industry-related professionals which may not be filled by University Facilities staff (it is highly recommended to have one open seat filled by a professional outside the university system). This category may include facilities D&C staff working for other state or local agencies. Consideration will be given to eliminating high and low scores from final tally.
- The University Design and Construction Director is responsible for instructing the selection committee, and the Project Manager for preparing a Record of Evaluation/Selection (RE/S). The RE/S will document the process including final selection decision-making by the committee. Consideration should be given to the benefits of ranking proposals, rather than scoring them.
- The Record of Evaluation/Selection, including scoring sheets, will be approved by the University procurement officer and Facilities Director. If approved, inform the BOR Facilities and Land Management Committee of contractor selection in the next monthly construction-in-progress report.

Schematic Design Approval – Inform the board regarding intent to continue use of CM@R contractor and request permission to enter negotiation for GMP portion of CM@R contract, if appropriate. Any variance from the Project Agreement (PA) must be noted in an amendment executed by the original parties to the PA and submitted with the SDA request. Changes to the project scope, budget or schedule during design and construction document development must be reported to the Chief Facilities Officer (CFO). If required by BOR policy the CFO will submit the report to the appropriate board structure.

Pre-bid Report – Inform the CFO after GMP negotiations and prior to award of construction contract, regardless of whether or not there is any material change. Pre-bid report shall describe salient points and outcomes of negotiations, noting any changes or impacts on project scope, quality of construction, schedule, budget, estimated annual operating costs, or modifications to building systems.

Award Report – same requirements as currently stated in board policy.

On-going project management – University will submit to the CPO and CFO the scope and cost details of any anticipated change orders which modify funding sources, Total Project Cost, or project scope. A change in scope is considered to be anything that increases or reduces square footage, increases or lessens NUSF for individual program(s), modifies building systems, adds or eliminates a component of the program, reduces expected life of materials or the building.

Construction-in-Progress reports – University will submit a report in accordance with approved format each month during the construction phase of the contract.

Final Report – same requirements as currently stated in board policy.
## Procurement Delivery Method Selection

### Complexity Chart

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<th>Complexity</th>
<th>Owner Desires</th>
<th>Owner Willing to Accept Higher Risk</th>
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<td>LSF</td>
<td>CMAR</td>
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<tr>
<td>1</td>
<td>Design Bid</td>
<td>Build</td>
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</table>

### Project Risk: Cost Control, Budget, Schedule Delays, Quality

### Complexity of Project: Highly Technical Design, One-of-a-kind Components, Legacy Construction, Precise Scheduling, Multiple Phases, Occupied Facility

### Complexity Chart

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<tbody>
<tr>
<td>9</td>
<td>LSF</td>
<td>CMAR</td>
<td>Design Build</td>
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<tr>
<td>1</td>
<td>Design Bid</td>
<td>Build</td>
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</table>

- **BSL-2 and Higher Labs**
  - Museums
  - Super Computing Center

- **Engineering Labs**
  - General Research Lab
  - Concert Hall/Theatre
  - Fire Station
  - Student Union

- **General Administration**
  - Light Residential
  - Storage Facilities

- **Light Agriculture**
  - Day Care

- **Logistical Buildings**
  - Heavy Residential

- **Liberal Arts**
  - Intensive Agriculture

- **Super Computing Center**
  - Fire/EMS/Police Dispatch Center

- **Sports Complex**
  - Intensive Agriculture

- **Sports Complex**
  - Heavy Residential

- **Super Computing Center**
  - Library

- **Super Computing Center**
  - General Classroom

- **Super Computing Center**
  - General Classroom
Addendum 19
DM and R&R Expenditures and Encumbrances by FY then University (in thousands)
Funding Received
FY
Uni.
Budget
2007
UAA
19,065.0
UAF
26,870.0
UAS
2,790.0
2007 Total
48,725.0
2008
UAA
3,975.0
UAF
4,000.0
UAS
500.0
2008 Total
8,475.0
2009
UAA
8,678.8
UAF
26,087.4
UAS
10,556.4
SW
500.0
2009 Total
45,822.6
2010
UAA
831.7
UAF
2,077.6
UAS
224.1
SW
66.6
2010 Total
3,200.0
2011
UAA
15,163.2
UAF
23,849.0
UAS
2,722.4
SW
765.4
2011 Total
42,500.0
2012
UAA
10,800.0
UAF
23,437.5
2,662.5
UAS
SW
600.0
2012 Total
37,500.0
FY07-FY12 Total
186,222.6
2013
UAA
10,837.5
UAF
23,925.0
UAS
2,587.5
SW
600.0
2013 Total
37,950.0
2014
UAA
7,225.8
UAF
17,389.2
UAS
2,771.0
SW
614.0
UA
2,000.0
2014 Total
30,000.0

As of 8-30-11
% Committed
96.42%
100.00%
91.86%
98.13%
85.27%
84.34%
99.96%
85.70%
93.90%
98.64%
66.08%
34.28%
89.54%
60.31%
98.16%
92.57%
96.22%
87.89%
54.44%
91.13%
59.80%
11.36%
74.60%
4.35%
16.76%
0.00%
0.00%
11.73%
72.51%

As of 8-26-13
% Committed
99.28%
100.00%
99.88%
99.71%
93.53%
100.00%
99.97%
96.86%
99.95%
99.99%
69.48%
100.00%
92.96%
99.56%
98.52%
89.69%
100.00%
98.20%
95.35%
99.06%
99.87%
55.78%
97.01%
81.03%
87.82%
90.64%
99.15%
86.24%
94.57%
72.44%
51.83%
18.53%
17.06%
54.89%
0.00%
0.33%
0.00%
0.00%
0.00%
0.19%

As of 11-13-13
% Committed
100.00%
100.00%
99.88%
99.99%
100.00%
100.00%
99.97%
100.00%
99.95%
99.99%
70.84%
100.00%
93.27%
100.00%
98.65%
89.69%
100.00%
98.54%
96.04%
99.06%
99.95%
93.29%
97.94%
85.32%
89.27%
92.09%
66.98%
87.98%
95.42%
68.81%
56.50%
20.38%
17.74%
56.94%
0.00%
3.94%
0.00%
0.00%
0.00%
2.28%

As of 1-27-14
% Committed
100.00%
100.00%
99.88%
99.99%
100.00%
100.00%
99.97%
100.00%
99.95%
99.99%
70.68%
100.00%
93.23%
100.00%
99.95%
99.34%
100.00%
99.92%
96.08%
99.12%
99.96%
91.88%
97.96%
88.47%
88.69%
93.08%
69.12%
88.63%
95.57%
70.76%
58.38%
22.54%
17.65%
58.83%
16.81%
8.39%
0.00%
0.00%
0.00%
8.91%

Budget
19,065.0
26,870.0
2,790.0
48,725.0
3,975.0
4,000.0
500.0
8,475.0
8,678.8
26,087.4
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23,437.5
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600.0
37,500.0
186,222.6
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23,925.0
2,587.5
600.0
37,950.0
7,225.8
17,389.2
2,771.0
614.0
2,000.0
30,000.0

As of 3-5-14
Expenditures Encumbrances
19,064.2
0.0
26,870.0
0.0
2,790.0
0.0
48,724.2
0.0
3,975.0
0.0
4,000.0
0.0
500.0
0.0
8,475.0
0.0
8,674.9
0.0
26,084.1
0.0
7,366.5
165.3
500.0
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42,625.5
165.3
831.7
0.0
2,056.8
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224.1
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66.6
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20.1
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54.2
23,592.3
57.7
2,696.8
24.6
709.0
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141.4
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612.3
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24.9
403.9
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2,987.8
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6,348.2
782.0
439.2
55.9
1,517.1
0.0
0.0
0.0
0.0
0.0
0.0
837.9
1,956.3

% Committed
100.00%
100.00%
100.00%
100.00%
100.00%
100.00%
100.00%
100.00%
99.95%
99.99%
71.35%
100.00%
93.38%
100.00%
99.97%
100.00%
100.00%
99.98%
96.13%
99.17%
99.96%
93.28%
98.03%
89.31%
88.77%
93.32%
68.99%
88.93%
95.69%
68.45%
59.87%
29.25%
0.00%
59.28%
16.90%
9.05%
0.00%
0.00%
0.00%
9.31%

299

SW Budget 3/7/2014


### Construction In-Progress Reports

**Capital Project Master Schedules:**

1. UAA
2. UAF & UAS

#### UAA:

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<td>Engineering and Industry Building</td>
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<tr>
<td>Engineering Parking Garage</td>
<td>DBB</td>
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<tr>
<td>Existing Engineering Building Renewal</td>
<td>CMAR</td>
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<td>MAC Housing Renewal</td>
<td>CMAR</td>
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<tr>
<td>KPC Career and Technical Center</td>
<td>DBB</td>
</tr>
<tr>
<td>KPC Career and Technical Center --Paramedic and Nursing</td>
<td>DBB</td>
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<tr>
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<td>DBB</td>
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<tr>
<td>KPC Soil Remediation</td>
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<td>KPC Student Housing</td>
<td>DBB</td>
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<tr>
<td>Mat-Su Valley Center for Arts &amp; Learning</td>
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#### UAF:

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Procurement Method</th>
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<tbody>
<tr>
<td>Arctic Health SNRAS Greenhouse Completion</td>
<td>DBB</td>
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<tr>
<td>Atkinson Power Plant Renewal</td>
<td>DBB</td>
</tr>
<tr>
<td>Critical Electrical Distribution Renewal Phase 2</td>
<td>CMAR</td>
</tr>
<tr>
<td>Engineering Facility</td>
<td>CMAR</td>
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<tr>
<td>Gruening Roof Replacement</td>
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</tr>
<tr>
<td>Student Dining Development</td>
<td>P3</td>
</tr>
<tr>
<td>Taku Parking Lot Stairs</td>
<td>DBB</td>
</tr>
<tr>
<td>Utilities Main Waste System Line Repairs</td>
<td>DBB/CMAR</td>
</tr>
<tr>
<td>West Ridge Animal Quarters Facilities Relocation</td>
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<td>Toolik Field Station 2012 Capital Improvements</td>
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#### UAS:

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<td>Auke Lake Way Corridor Improvements and Reconstruction</td>
<td>DBB</td>
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<tr>
<td>Freshman Student Housing Phase 1 (Banfield Hall Addition)</td>
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<tr>
<td>Juneau Campus Modifications 2014-2016</td>
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### Construction Procurement Method abbreviations:

<table>
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<tr>
<th>Construction Manager at Risk</th>
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<td>Public Private Partnership</td>
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### Construction in Progress Report abbreviations:

<table>
<thead>
<tr>
<th>Construction Award Amount (Initial Award Amount)</th>
<th>CAA$</th>
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<tr>
<td>Construction Contract Amount (Award Amount with additions for phases or changes)</td>
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<td>Construction Manager at Risk</td>
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<tr>
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<td>Formal Project Approval</td>
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<td>Preliminary Administrative Approval</td>
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<td>Project Change Request</td>
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<td>Total Project Cost</td>
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</table>
### Capital Project Master Schedule

**As of March 10, 2014**

**Project Approval Level**
- Main Campus > $500,000
- Community Campus > $250,000

**UAA Projects**
- Alaska Airlines Center (Sports Arena)
  - TPC $109.0M
- Bevatron McDonald Renewal
  - TPC $16.5M
- Engineering and Industry Building
  - TPC $123.2M
  - New Building CAA $54.8 M
- Engineering Parking Garage
  - Parking Garage CAA $19.1 M
- Existing Engineering Building Renewal
  - Existing Building CAA $46.5 M
- MAC Housing Renewal
  - TPC $2.7M (Reduced from TPC $12.1M)
- KPC Career and Technical Education Center
  - TPC $15.3M
- KPC CTEC - Paramedic and Nursing Renewal
  - TPC $11.1M
  - (Sub-Project of KPC C&TC)
- KPC CTEC - Ward Building Offices
  - TPC $1.8M
  - (Sub-Project of KPC C&TC)
- KPC Soil Remediation
  - TPC $481K
- KPC Student Housing
  - TPC $17.8M
- MSC Valley Center for Arts & Learning
  - TPC $20.0M

**Key to Symbols**:
- Preliminary Administrative Approval
- Formal/Project Approval
- Formal Project/Environmental Design Approval
- Construction Completion
- Final Project Review
- Project Completion
- Project Update
- Project Initiation
- Project Closeout

**Progress Status**
- Design
- B/C Approval
- Construction
- Warranty

**FY09**
- 2008
  - Q1 Q2 Q3 Q4
- 2009
  - Q1 Q2 Q3 Q4

**FY10**
- 2010
  - Q1 Q2 Q3 Q4

**FY11**
- 2011
  - Q1 Q2 Q3 Q4

**FY12**
- 2012
  - Q1 Q2 Q3 Q4

**FY13**
- 2013
  - Q1 Q2 Q3 Q4

**FY14**
- 2014
  - Q1 Q2 Q3 Q4

**FY15**
- 2015
  - Q1 Q2 Q3 Q4

**FY16**
- 2016
  - Q1 Q2 Q3 Q4

**FY17**
- 2017
  - Q1 Q2 Q3 Q4

**FY18**
- 2018
  - Q1 Q2 Q3 Q4
As of March 10, 2014

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<th>FY11</th>
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<th>FY16</th>
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</table>
Project Description:
197,000 sf multi-use facility that will house a 5,000 seat performance gymnasium for basketball and volleyball; a practice and performance gym for the gymnastics program; support space consisting of a fitness and training room, administration/coaching offices, laundry, A/V production room, locker and team rooms for the basketball, volleyball, gymnastics, skiing, track, cross country and hockey programs.

Status Update: Zinc & alum. siding & exterior/interior glazing is nearly complete; taping/painting & finishes (ceiling grid/tile, light fixtures, plumbing fixtures, casework) continue throughout the building; passenger elevators are nearly complete; wood flooring in performance gym as well as suite carpeting all continues; Installation of all food service equipment continues in the Concession areas and basement food prep areas. Installation of performance gym seating and hydro-worx therapy pool has begun with completion scheduled for late April.
### UNIVERSITY OF ALASKA

**Project Name:** UAA Alaska Airlines Center  
**MAU:** UAA

<table>
<thead>
<tr>
<th>Building: Alaska Airlines Center</th>
<th>Date: February 26, 2014</th>
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</thead>
<tbody>
<tr>
<td>Campus: Anchorage</td>
<td>Prepared by: S.Vanover</td>
</tr>
<tr>
<td>Project #: 10-0012</td>
<td>Acct #(s): 512034; 564289; 564344</td>
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**Total GSF Affected by Project:** 196,000

<table>
<thead>
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<th>PROJECT BUDGET</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tbody>
<tr>
<td><strong>A. Professional Services</strong></td>
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<tr>
<td>Advance Planning, Program Development</td>
<td>3,126,000</td>
<td>3,126,000</td>
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<tr>
<td>Consultant: Design Services</td>
<td>5,000,000</td>
<td>5,411,717</td>
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<tr>
<td>Consultant: Construction Phase Services</td>
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<td>Consul: Extra Services (Graphics/Furniture/Equip)</td>
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<td>Site Survey</td>
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<td>Soils/Concrete Testing &amp; Engineering</td>
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<td>Special Inspections</td>
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<tr>
<td>Plan Review Fees / Permits</td>
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**Professional Services Subtotal:** 9,411,000  
**Construction Subtotal:** 90,419,000

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<th><strong>Construction</strong></th>
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<td>General Construction Contract(s)</td>
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<td>Other Contractors (Site Clearing/Utilities Infrastructure)</td>
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<tr>
<td>Construction Contingency</td>
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<td>7,132,274</td>
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**Construction Cost per GSF:** $461.32  
**Remaining Budget:** $21,986,540

<table>
<thead>
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<th>Budget</th>
<th>Expenditure to Date</th>
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<td>Fixtures</td>
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<td>Furnishings</td>
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<td>Signage not in construction contract</td>
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<tr>
<td>Move-Out Costs</td>
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<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
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<td>418,891</td>
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<td>OIT Support</td>
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<tr>
<td>Maintenance Operation Support</td>
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**Building Completion Activity Subtotal:** 4,495,000

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<thead>
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<th><strong>D. Owner Activities &amp; Administrative Costs</strong></th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tr>
<td>Project Plng, Staff Support</td>
<td>4,675,000</td>
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**Owner Activities & Administrative Costs Subtotal:** 4,675,000  
**Total Project Cost:** 109,000,000

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<table>
<thead>
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<th><strong>F. Total Appropriation(s)</strong></th>
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<tr>
<td>Remaining Budget</td>
<td>$21,986,540</td>
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</table>
Project Description:
Complete renovation of 1970’s building on main campus. Will include HAZMAT abatement, replacement of boiler, roof, mechanical systems, electrical systems, and architectural and exterior improvements.

Status Update:
Mobilization and construction began in May. All Hazmat has been completed. Interior walls, electrical and mechanical in progress. Windows are in process of being replaced. Landscaping Plan being developed.
## UNIVERSITY OF ALASKA

### UAA Beatrice McDonald Hall Renewal

#### Construction In Progress Budget Report

**Project Name:** UAA Beatrice McDonald Hall Renewal  
**MAU:** UAA  
**Building:** AS 103  
**Campus:** Anchorage  
**Project #:** 08-0042  
**Date:** 2/27/14  
**Prepared by:** Patricia Baum  
**Acct #:** multi year capital funding

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### PROJECT BUDGET

#### A. Professional Services

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<td>Schematic Design 35%</td>
<td>141,769</td>
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<tr>
<td>Design Development 65%</td>
<td>282,460</td>
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<td>Construction Documents 100%</td>
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<td>300,000</td>
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<td>HazMat testing</td>
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<td>Landscape Design</td>
<td>38,971</td>
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<tr>
<td><strong>Professional Services Subtotal</strong></td>
<td>1,141,458</td>
<td>1,421,542</td>
</tr>
</tbody>
</table>

#### B. Construction

| Construction Contract(s)                  | 11,869,777 | 7,900,000 |
| Other Contractors (List:)                  |           |           |
| Construction Contingency                   | 1,186,978  |           |
| **Construction Subtotal**                  | 13,056,755 | 7,900,000 |

| Construction Cost per GSF | $407.39 | $246.49 |

#### C. Building Completion Activity

| Equipment                                   | 900,000  | 757,000  |
| Fixtures                                    |          |          |
| Furnishings                                 |          |          |
| Signage not in construction contract        | 20,000   | 3,000    |
| Move-Out Costs                              | 225,000  | 106,741  |
| Move-In Costs                               | 225,000  |          |
| Art                                         | 120,000  | 120,000  |
| Other (Interim Space Needs or Temp Reloc. Costs) | 10,000 | 3,000   |
| OIT Support                                 |          |          |
| Maintenance Operation Support               | 10,000   | 3,000    |
| **Building Completion Activity Subtotal**   | 1,510,000 | 992,741  |

#### D. Owner Activities & Administrative Costs

| Project Plng, Staff Support | 800,000  | 550,000  |
| Project Management          |          |          |
| **Owner Activities & Administrative Costs Subtotal** | 800,000 | 550,000 |

#### E. Total Project Cost

| Total Project Cost | 16,508,213 | 10,864,283 |

| **Total Project Cost per GSF** | $515.08 | Remaining Budget |

#### F. Total Appropriation(s)

| Total Appropriation(s) | $5,643,930 |

---

*UAA BMH Renovation - Budget April 2014 Rev1*
Project Description:
Planning, programming, design and construction of a 75,000+ gsf engineering laboratory and teaching areas not currently available on campus. The project includes: communications labs, electrical engineering labs, fluids labs, heat and mass transfer labs, soils mechanics labs, photogrammetry/cartography/GIS, seismic and earthquake labs, foundation engineering, transportation and highway engineering, land surveying, machine shop, wood shop, “dirty” yard and conferencing/collaborative learning areas. The project will also include renovation of the existing building and structured parking for the facility and any displaced parking.

BASIC PROJECT INFORMATION:
Designer: Livingston Slone, Inc.
Ayer Saint Gross
CM@Risk: Neesser Construction
Board Approvals:
FPA September 2011
SDA June 2012 (Partial)
December 2012 (Full)
Total Project Cost: $78,312,271
Construction Cost: $60,244,011
Occupancy Date: June 2015

Status Update:
Footings/foundations and underground utilities installed. Building structural steel has been erected; stairs at west end of the building to be installed late February 2014; stair erection at east end of building scheduled for April 2014. Cement has been poured for shear walls and floor slabs on 2nd, 3rd and 4th floors. “Rough in” of utilities on the 3rd and 4th floors in progress. Installation of EPDM roof system completed on main roof; roof areas over the stairs will be completed with the erection of stair steel. Exterior steel wall framing complete; installation of exterior wall assembly consisting of gypsum wall board/sheathing, z channel, rigid/ball insulation, and air/vapor barrier in progress.
## UNIVERSITY OF ALASKA

### Project Name: UAA Engineering & Industry Building

**MAU:** UAA  
**Building:** Engineering & Industry Building  
**Campus:** UAA Main Campus  
**Project #:** 08-0024  
**Date:** 4/26/2013  
**Prepared by:** J. L. Hanson

### Total GSF Affected by Project:

- **Total GSF Affected by Project:** 81,500

### PROJET BUDGET

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Professional Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance Planning, Program Development</td>
<td>$412,750</td>
<td>$412,750</td>
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<tr>
<td>Consultant: Design Services</td>
<td>$5,016,500</td>
<td>$7,106,334</td>
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<tr>
<td>Consultant: Construction Phase Services</td>
<td>$1,968,500</td>
<td>$579,115</td>
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<tr>
<td>Consul: Extra Services (List:_____________________)</td>
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<tr>
<td>Soils Testing &amp; Engineering</td>
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<td>Special Inspections</td>
<td>$219,075</td>
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<tr>
<td>Plan Review Fees / Permits</td>
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<td>Other</td>
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<tr>
<td>Professional Services Subtotal</td>
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<td>$8,478,752</td>
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<td><strong>B. Construction</strong></td>
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</tr>
<tr>
<td>General Construction Contract(s)</td>
<td>$54,767,283</td>
<td>$16,277,355</td>
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<tr>
<td>Other Contractors (List:_____________________)</td>
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<tr>
<td>Construction Contingency</td>
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<td>$60,244,011</td>
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<td><strong>Construction Cost per GSF</strong></td>
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<td><strong>C. Building Completion Activity</strong></td>
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<tr>
<td>Equipment</td>
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<td>Furnishings</td>
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<td>Move-Out Costs</td>
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<td>Move-In Costs</td>
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<td>Art</td>
<td>$547,673</td>
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<td>OIT Support</td>
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<td>Maintenance Operation Support</td>
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<td>Building Completion Activity Subtotal</td>
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<td><strong>D. Owner Activities &amp; Administrative Costs</strong></td>
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<tr>
<td>Project Plng, Staff Support</td>
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<td>Misc. Expenses: Advertising, Printing, Supplies, Etc.</td>
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<td>Owner Activities &amp; Administrative Costs Subtotal</td>
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<td><strong>E. Total Project Cost</strong></td>
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<td><strong>Total Project Cost per GSF</strong></td>
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<td>Remaining Budget</td>
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<td><strong>F. Total Appropriation(s)</strong></td>
<td>$78,312,271</td>
<td>$52,777,949</td>
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</table>
BASIC PROJECT INFORMATION:

**Designer:** Livingston Slone, Inc. Ayer Saint Gross

**Design-Bid-Build:** Contractor TBD

**Board Approvals:**
- FPA: September 2011
- SDA: June 2012 (Partial) December 2012 (Full)

**Total Project Cost:** $28,371,274
**Construction Cost:** $24,017,147

**Occupancy Date:** April 2015

**Funding Source:** Multi-Year Capital Funding

---

**Status Update:**

UAA will focus construction activities on the new building this year. The construction of the parking structure will be delayed at least one year pending funding availability.
# UAA Engineering Industry Building (Parking Structure)

**UNIVERSITY OF ALASKA**

**Project Name:** UAA Engineering & Industry Building  
**MAU:** UAA  
**Building:** Parking Structure  
**Campus:** UAA Main Campus  
**Project #:** 08-0024  
**Date:** 3/6/2013  
**Prepared by:** J. L. Hanson  
**Acct #**(s):  

<table>
<thead>
<tr>
<th>Total GSF Affected by Project:</th>
<th>204,000</th>
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</thead>
</table>

## PROJECT BUDGET

### A. Professional Services

- Advance Planning, Program Development: $150,150
- Consultant: Design Services: $1,824,900
- Consultant: Construction Phase Services: $716,100
- Consultant: Extra Services (List:_____________________)  
- Site Survey  
- Soils Testing & Engineering  
- Special Inspections: $79,695
- Plan Review Fees / Permits: $300,000
- Other  

Professional Services Subtotal: $3,070,845

### B. Construction

- General Construction Contract(s): $21,833,770
- Other Contractors:  
- Construction Contingency: $2,183,377.00

Construction Subtotal: $24,017,147

Construction Cost per GSF: $118

### C. Building Completion Activity

- Equipment: $0
- Fixtures: $0
- Furnishings: $0
- Signage not in construction contract:  
- Move-In Costs: $0
- Art: $200,000
- Other (Interim Space Needs or Temp Reloc. Costs): $0
- OIT Support: $50,000
- Maintenance Operation Support: $50,000

Building Completion Activity Subtotal: $300,000

### D. Owner Activities & Administrative Costs

- Project Plng, Staff Support: $482,282
- Project Management: $498,000
- Misc. Expenses: Advertising, Printing, Supplies, Etc.: $3,000

Owner Activities & Administrative Costs Subtotal: $983,282

### E. Total Project Cost

- Total Project Cost: $28,371,274
- Total Project Cost per GSF: $139
- Remaining Budget: $26,263,329

### F. Total Appropriation(s)

- Total Appropriation(s): $28,371,274
UAA Engineering and Industry Building
Existing Building Renewal

BASIC PROJECT INFORMATION:

Designer: Livingston Slone, Inc. Ayer Saint Gross
CM@Risk: Neeser Construction
Board Approvals:
   FPA September 2011
   SDA June 2012 (Partial) December 2012 (Full)
Total Project Cost: $16,556,455
Construction Cost: $12,683,209
Occupancy Date: June 2016
Funding Source: Multi-Year Capital Funds

For actual values refer to attached budget sheet

BUDGET VS. ACTUAL

Design  Construction
Building Completion  Project Management

0% 20% 40% 60% 80% 100%
$-  $5  $10  $15  $20
Millions

For actual values refer to attached budget sheet

SCHEDULE BAR CHART

Design  Construction

0% 20% 40% 60% 80% 100%
Groundbreaking: June 2015
Occupancy: June 2016

Status Update:
The consultant and CMAR contractor have conducted preliminary site visits for scope of work development. Concept development and design are pending funding availability. Building renovation is anticipated to start following the completion of the new building in July 2015 with occupancy scheduled June 2016.
### UNIVERSITY OF ALASKA

#### Project Name: UAA Engineering & Industry Building

**MAU:** UAA

**Building:** Engineering Building (Existing), AS121  
**Campus:** UAA Main Campus  
**Project #:** 08-0024

**Date:** 4/26/2013  
**Prepared by:** J. L. Hanson

#### Total GSF Affected by Project:

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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</thead>
<tbody>
<tr>
<td>Total GSF Affected by Project</td>
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</table>

#### PROJECT BUDGET

<table>
<thead>
<tr>
<th>A. Professional Services</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tbody>
<tr>
<td>Advance Planning, Program Development</td>
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<td>Consultant: Design Services</td>
<td>$1,058,600</td>
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<td>Consultant: Construction Phase Services</td>
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<td>Site Survey</td>
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<td>Soils Testing &amp; Engineering</td>
<td>$577,808</td>
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</table>

**Professional Services Subtotal:** $2,185,138

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<thead>
<tr>
<th>B. Construction</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tbody>
<tr>
<td>General Construction Contract(s)</td>
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<tr>
<td>Construction Contingency</td>
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</table>

**Construction Subtotal:** $12,683,209

**Construction Cost per GSF:** $317

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<thead>
<tr>
<th>C. Building Completion Activity</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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<tbody>
<tr>
<td>Equipment</td>
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<td>Fixtures</td>
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<td>Furnishings</td>
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<td>Signage not in construction contract</td>
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<tr>
<td>Move-Out Costs</td>
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<tr>
<td>Move-In Costs</td>
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<tr>
<td>OIT Support</td>
<td>$40,200</td>
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</table>

**Building Completion Activity Subtotal:** $1,056,677

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<thead>
<tr>
<th>D. Owner Activities &amp; Administrative Costs</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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</thead>
<tbody>
<tr>
<td>Project Plng, Staff Support</td>
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<td>Project Management</td>
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<td>Misc. Expenses: Advertising, Printing, Supplies, Etc.</td>
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**Owner Activities & Administrative Costs Subtotal:** $631,431

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<tr>
<th>E. Total Project Cost</th>
<th>Budget</th>
<th>Expenditure to Date</th>
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</thead>
<tbody>
<tr>
<td>Total Project Cost</td>
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<td>Total Project Cost per GSF</td>
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<td>Remaining Budget</td>
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</table>

<table>
<thead>
<tr>
<th>F. Total Appropriation(s)</th>
<th>Budget</th>
<th>Expenditure to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Appropriation(s)</td>
<td>$16,556,455</td>
<td>$16,115,455</td>
</tr>
</tbody>
</table>
UAA MAC Housing Renewal

**Project Description:**
The project scope includes the replacement of boilers and related mechanical and electrical equipment, upgrading the Fire Alarm Panel data lines to fiber, and the correction of additional life safety issues required to occupy the buildings while alternate housing approaches are evaluated.

**Schedule:**

- **Planning & Design:** Mar 2012 - Dec 2012
- **Construction:** May 2013 – Sep 2013

**Total Project Cost:**

<table>
<thead>
<tr>
<th></th>
<th>TPC</th>
<th>CAA</th>
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</thead>
<tbody>
<tr>
<td>Planning &amp; Design</td>
<td>$2,702,182</td>
<td>$1,118,182</td>
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<tr>
<td>Construction</td>
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<td></td>
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</table>

**Project Team:**

- **Design Team:** Bezek Durst Seiser
- **CMAR Contractor:** Watterson Construction

**Board of Regents Approval & Motions:**

- **Preliminary Admin Approval:** October 2011
- **Formal Project Approval:** June 2012
- **Schematic Design Approval:** September 2012
- **Project Change Requests:** April 2013

**Status Update:**
The work to replace boilers in MAC 1, provide a new boiler in MAC 6, upgrade DDC panels, and upgrade data lines to fiber, was completed in January, 2014. The project team has begun design for corrections to the 14 stairwells in the 6 building, and will implement the construction changes for all buildings in the summer of 2014.
**Project Description:**
This building will be used for the Process Technology, Instrumentation and Electronics Programs. Three large labs for instrumentation, electronics and the simulation lab and a smaller fabrication lab are the main focus of the building. The building also contains three classrooms, a small conference room, eight offices for faculty, work area for an administrative assistant, workroom/break area, and student collaborative spaces. The entire building is 19,370 gsf.

**Status Update:**
Building was completed on August 7, 2013. Occupants moved in and classes started on August 27. The “Big Blue” process simulator is complete. The 1st phase of the backfill is under construction and the 2nd phase will be going out to bid in March 2014. Although current construction status appears low, please note that the Total Project Cost includes both backfill phases that are still under construction.
UNIVERSITY OF ALASKA

Project Name: UAA KPC Career and Technical Education Center
MAU: UAA
Building: New
Campus: Kenai River Campus
Project #: 10-0013
Date: 2/25/2014
Prepared by: S. Sauve
Acct #: 512030, 590084, 106210 FY11

Total GSF Affected by Project:
New Building 19,370
Backfill 9,533

PROJECT BUDGET

A. Professional Services
   Advance Planning, Program Development
   Consultant: Design Services (Including Backfill) $ 1,180,500 $ 1,297,748
   Consultant: Construction Phase Services
   Site Survey
   Soils Testing & Engineering
   Special Inspections $ 80,000 $ 52,954
   Plan Review Fees / Permits $ 50,000 $ 35,098
   Other

Professional Services Subtotal $ 1,310,500 $ 1,385,800

B. Construction
   General Construction Contract(s) 19,370 sf $ 8,082,500 $ 7,712,424
   Replace existing Septic/Storm System $ - $ -
   Backfill Phase 1 - Paramedic & Nursing $ 1,100,000 $ 309,018
   Backfill Phase 2 - Ward Offices $ 1,800,000 $ 29,293
   Construction Contingency $ 855,000 $ -

Construction Subtotal $ 11,837,500 $ 8,050,735

C. Building Completion Activity
   Equipment $ 50,000 $ 53,007
   Process Tech Equipment $ 1,100,000 $ 1,380,670
   Furnishings $ 50,000 $ 40,267
   Signage not in construction contract $ 12,500 $ -
   Move-In Costs
   Art $ 80,000 $ -

Building Completion Activity Subtotal $ 1,292,500 $ 1,473,944

D. Owner Activities & Administrative Costs
   Project Plng, Staff Support $ 290,000 $ 243,158
   Project Management $ 519,500 $ 224,085
   Misc. Expenses $ - $ 37,580

Owner Activities & Administrative Costs Subtotal $ 809,500 $ 504,823

E. Total Project Cost $ 15,250,000 $ 11,415,302

Total Project Cost per GSF $ 717 Remaining Budget

F. Total Appropriation(s) $ 15,250,000 $ 3,834,698
KPC Career & Technical Center
Paramedic & Nursing

Project Description:
Backfill Phase 1 - moves Paramedic and Nursing from the Ward building to the rooms in the Goodrich Building vacated by the Process Technology program that has moved into the new Career & Technical Education Center. This backfill project was included in the SDA for the KPC Career & Technical Education Center project.

Schedule: Total Project Cost:
Planning & Design: July 2012-June 2013 $1,100,000
Advertising & Award: July 2013
Construction: Sep 2013 - June 2014

Board of Regents Approval & Motions:
Preliminary Admin Approval Feb 2011 (KPC Career Tech Backfill)
Formal Project Approval Feb 2011
Schematic Design Approval Sep 2011
Project Change Requests None

Project Team:
Design Team: MCG, RSA
General Contractor: Orion Construction

Status Update:
The Career Tech Building was opened in August and the spaces in the Goodrich building were vacated allowing the start of the renovation of these spaces into a new larger Paramedic and Nursing spaces. The contractor is making good progress. The walls have been framed, mechanical and electrical rough in is complete and sheetrock installation has started.
KPC Career & Technical Center
Backfill Phase 2 - Ward Offices

Project Description:
The Phase 2 will construct new offices on the 2nd floor of the Ward building when the Backfill Phase 1 project is complete in May, and the Paramedic and Nursing programs are relocated, allowing the new offices to be built. This backfill project was included in the SDA for the KPC Career & Technical Education Center project.

Schedule:
Planning & Design: November 2013-March 2014
Advertising & Award: March 2014
Construction: May 2014 - December 2014

Total Project Cost:
$1,800,000

Board of Regents Approval & Motions:
Preliminary Admin Approval: Feb 2011 (KPC Career Tech Backfill)
Formal Project Approval: Feb 2011
Schematic Design Approval: Sep 2011
Project Change Requests: None

Project Team:
Design Team: MCG, RSA
General Contractor: TBD

Status Update:
The Backfill Phase 2 - Ward Offices project is ready to go out to bid in March 2014, and construction will begin when Phase 1 project is completed.
Project Description:
New student housing is a two story wood framed building with 24 suites for a total of 96 student beds. Four of the suites are ADA compliant. The suites have 4 bedrooms, two restrooms, small kitchen and living room. At the entrance there is a commons, multipurpose room, 2 offices, front desk, a kitchen and a maintenance area. On the second floor there is a study lounge, laundry room, and fitness room. The total sf is 39,875 sf.

Status Update:
The project is complete except for some remaining punchlist items pending Spring weather. We are currently planning to perform some additional site improvements and drainage work with the remaining funds, as well as adding back-in some of the original program requirements that were previously value-engineered out of the project, such as an outdoor pavilion for the housing residents.
## UAA KPC Kenai River Campus Student Housing Complex
### Construction In Progress Budget Report

<table>
<thead>
<tr>
<th>Project Name:</th>
<th>KPC Kenai River Campus Student Housing Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAU:</td>
<td>UAA</td>
</tr>
<tr>
<td>Building:</td>
<td>New</td>
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<tr>
<td>Campus:</td>
<td>Kenai</td>
</tr>
<tr>
<td>Project #:</td>
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<tr>
<td>Date:</td>
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<tr>
<td>Prepared by:</td>
<td>S. Sauve</td>
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<td>Funding:</td>
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<td>Total GSF Affected by Project:</td>
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### PROJECT BUDGET

#### A. Professional Services

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<tr>
<th>Description</th>
<th>SDA Budget</th>
<th>Expend to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Planning, Program Development</td>
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<td>$1,280,000</td>
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<td>$15,000</td>
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<td>Soils Testing &amp; Engineering</td>
<td>$40,000</td>
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<td>Special Inspections</td>
<td>$150,000</td>
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<td>Plan Review Fees / Permits</td>
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<td>Other / Interior Design</td>
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</table>

**Professional Services Subtotal**  $1,645,000   $1,685,058

#### B. Construction

<table>
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<tr>
<th>Description</th>
<th>SDA Budget</th>
<th>Expend to Date</th>
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<tbody>
<tr>
<td>General Construction Contract(s)</td>
<td>$12,800,000</td>
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<td>Utilities, Water, Power, Sewer</td>
<td>$270,000</td>
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<td>Clearing, South Central</td>
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<td>Construction Contingency</td>
<td>$1,280,000</td>
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**Construction Subtotal**  $14,350,000   $13,036,621

#### C. Building Completion Activity

<table>
<thead>
<tr>
<th>Description</th>
<th>SDA Budget</th>
<th>Expend to Date</th>
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<tbody>
<tr>
<td>Make Ready &amp; Equipment - food prep area, phones</td>
<td>$125,000</td>
<td>$157,597</td>
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<td>Furnishings</td>
<td>$548,800</td>
<td>$540,781</td>
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<td>Art</td>
<td>$128,000</td>
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<tr>
<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
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</table>

**Building Completion Activity Subtotal**  $801,800   $698,378

#### D. Owner Activities & Administrative Costs

<table>
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<th>Description</th>
<th>SDA Budget</th>
<th>Expend to Date</th>
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<tbody>
<tr>
<td>Project Plng, Staff Support</td>
<td>$417,200</td>
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<td>Project Management</td>
<td>$576,000</td>
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<td>Misc. Expenses: Advertising, Printing, Supplies, Etc.</td>
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**Owner Activities & Administrative Costs Subtotal**  $1,003,200   $663,768

#### E. Total Project Cost

<table>
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<tr>
<th>Description</th>
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<tr>
<td>Total Project Cost</td>
<td>$17,800,000</td>
<td>$16,083,825</td>
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**Total Project Cost per GSF**  $418  Remaining Budget

#### F. Total Appropriation(s)

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<tr>
<th>Description</th>
<th>SDA Budget</th>
<th>Expend to Date</th>
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<tr>
<td>Total Appropriation(s)</td>
<td>$17,800,000</td>
<td>$1,716,175</td>
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</table>
KPC Soil Remediation

**Project Description:**
This project is cleaning up a site off campus that was used for fire training in the 1980’s and had significant amounts of diesel contamination at 14 feet below ground level.

**Schedule:**
- Planning & Design: Thru January 2010
- Advertising & Award: February 2010 – March 2010
- Construction: April 2010 - October 2013

**Total Project Cost:**
- TPC$ 634,864
- CCA$ 286,747

**Project Team:**
- Design Team: Shannon & Wilson
- General Contractor: Foster Construction

**Board of Regents Approval & Motions:**
- Preliminary Admin Approval: February 9, 2010
- Formal Project Approval: February 17, 2010
- Schematic Design Approval: February 17, 2010
- Project Change Requests: 6/1/10, 10/21/11, 1/10/11, 7/25/13, 2/5/14

**Status Update:**
In May 2013 the DEC requested the site be tested for PFOS/PFOA, contaminants from firefighting foam. The tests from the excavation came back higher than the DEC limits. UAA installed and tested additional monitoring wells. The monitoring well B2MW about 400 feet northwest of the excavation tested at 4 times the cleanup level. ADEC has requested additional monitoring wells be installed and tested to determine a boundary of the contamination. UAA has notified the nearby neighbors and has offered to test their drinking wells. This work is being done at the end of February 2014 with results available in mid-March 2014.
Project Description:
The project will design and construct a new facility that will provide a classroom, drama lab, music space and instrument storage, display areas, gathering/study spaces and a 500 seat auditorium for lectures, public gatherings and conferences.

Status Update:
Glass curtain-wall being installed; building is almost completely enclosed. All of the concrete flooring has been poured. The interior framing and roofing are almost complete; all trades are concentrating on the electrical, HVAC, plumbing, audio-visual and fire protection rough-in work that will be concealed in the walls and above the ceiling. Exterior siding is scheduled to begin in May.
## UNIVERSITY OF ALASKA

Project Name: MSC Valley Center for Arts and Learning

MAU: UAA

Building: New  
Campus: Mat-Su  
Project #: 07-0035  
Prepared by: H Morse

Date: Mar 2014  
Acct #: 512032

Total GSF Affected by Project: 30,000

### PROJECT BUDGET

<table>
<thead>
<tr>
<th>A. Professional Services</th>
<th>Budget</th>
<th>Expenditure to date</th>
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<tbody>
<tr>
<td>Advance Planning, Program Development</td>
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<td>$200,000</td>
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<td>Consultant: Design Services</td>
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<td>Consultant: Construction Phase Services</td>
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<td>$170,159</td>
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<td>Consult: Extra Services (Theater &amp; A/V &amp; Acoustical Consultants)</td>
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<td>Site Survey</td>
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<tr>
<td>Soils Testing &amp; Engineering</td>
<td>$30,000</td>
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<tr>
<td>Special Inspections</td>
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<td>Other</td>
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**Professional Services Subtotal**  

| $1,760,000 | $1,891,290 |

<table>
<thead>
<tr>
<th>B. Construction</th>
<th>Budget</th>
<th>Expenditure to date</th>
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<tr>
<td>General Construction Contract(s)</td>
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<td>Construction Contingency</td>
<td>$1,500,000</td>
<td>$727,852</td>
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**Construction Subtotal**  

| $16,500,000 | $11,959,138 |

**Construction Cost per GSF**  

| $550 | $399 |

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<thead>
<tr>
<th>C. Building Completion Activity</th>
<th>Budget</th>
<th>Expenditure</th>
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<tr>
<td>Equipment</td>
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<td>Fixtures</td>
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<td>Furnishings</td>
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<td></td>
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<tr>
<td>Signage not in construction contract</td>
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<td></td>
</tr>
<tr>
<td>Move-Out Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Move-In Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>$200,000</td>
<td>$0</td>
</tr>
<tr>
<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
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<td></td>
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<tr>
<td>OIT Support</td>
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<tr>
<td>Maintenance Operation Support</td>
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**Building Completion Activity Subtotal**  

| $740,000 | $89,417 |

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<thead>
<tr>
<th>D. Owner Activities &amp; Administrative Costs</th>
<th>Budget</th>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Project Plng, Staff Support</td>
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<td>Project Management</td>
<td>$600,000</td>
<td>$320,867</td>
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**Owner Activities & Administrative Costs Subtotal**  

| $1,000,000 | $442,571 |

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<tr>
<th>E. Total Project Cost</th>
<th>Budget</th>
<th>Expenditure</th>
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<tbody>
<tr>
<td>$20,000,000</td>
<td>$14,382,416</td>
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</table>

**Total Project Cost per GSF**  

| $667 | Remaining Budget | $5,617,584 |

<table>
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<tr>
<th>F. Total Appropriation(s)</th>
<th>Budget</th>
<th>Expenditure</th>
</tr>
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<tbody>
<tr>
<td>$20,000,000</td>
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MSC Valley Center for Arts and Learning - April 2014
Arctic Health SNRAS Greenhouse Completion

Project Description
In 2011, UAF constructed three complete greenhouse modules and three shelled spaces as part of the greenhouse relocation plan for the School of Natural Resources and Agricultural Sciences. This project will complete and make functional the lower three shelled spaces.

Schedule:
Planning & Design November 2010
Advertising & Award September 2013
Construction October 2013 to March 2014

Total Project Cost:
TPC $775,000
CAA $486,000

Project Team:
Design Team Design Alaska, Inc.
General Contractor Tatitlek Contractors, Inc.

Board of Regents Approval & Motions:
Formal Project Approval February 18, 2010 (LFRF)
Schematic Design Approval June 3, 2010 (AHRG)
Project Change Requests April 11, 2013 (LFRF)

Status Update:
Work in the lower three greenhouses is substantially complete.
Atkinson Power Plant Renewal

Project Description:
The Atkinson Plant was built in 1964 and the equipment is nearing the end of its life. A list of items was developed to increase the life and reliability of the plant that supplies all of the heat and most of the electricity for the UAF campus. VFDs have been a source of boiler outages. Phase 3 replaces all of the critical variable frequency drives (VFD) in the Atkinson Plant. Phase 4A consists of replacing a failed boiler feed pump, installing a new air compressor and installing a new steam pressure reducing station for the Atkinson Plant. Phase 4B will install a new ash mixer and additional water treatment equipment to comply with new drinking water regulations.

Project Team:
Design Team: Design Alaska, Inc; Evergreen Engineering
General Contractor: Fulford Electric

Board of Regents Approval & Motions:
Formal Project Approval: June 3, 2011
Schematic Design Approval (Ph1): August 12, 2011 ($1,630,000)
Schematic Design Approval (Ph2): February 10, 2012 ($1,927,500)
Schematic Design Approval (Ph3): February 10, 2013 ($1,900,000)
Project Change Approval (Ph3): January 9, 2013 (1,100,000) decrease $800,000
Schematic Design Approval (Ph4A): August 26, 2013 ($920,000)
Schematic Design Approval (Ph4B): January 2014 ($720,000)

Completion Date: Phase 3 - May 2014  Phase 4A - June 2014  Phase 4B - September 2014

Status Update:
The design work for Phase 4 is nearly complete and the construction contract for the compressor work was bid in December 2013. The boiler feed pump and pressure reducing station work were bid in March 2014. Completion for Phase 4A work is June 2014. Phase 4B went out to bid in February 2014 and work will be completed in September 2014.

Phase 3 work is 50% complete and the remainder of the work is being completed in April/May 2014 during the annual boiler overhaul period.
Atkinson Power Plant Renewal

(All Phases)

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<tbody>
<tr>
<td>Project Name: Atkinson Power Plant Renewal</td>
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<td>Preparied By: Mike Ruckhaus</td>
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<td>Project #: 2010140 BARN</td>
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<tr>
<td>Account No.: 571297-50216</td>
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<td>March 6, 2014</td>
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### PROJECT BUDGET

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<th>Budget</th>
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<tbody>
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<td>Soils Testing &amp; Engineering</td>
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<td>Special Inspections</td>
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<td>Plan Review Fees / Permits</td>
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<tr>
<td>Other</td>
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<td>B. Construction</td>
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<td>Furnishings</td>
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<td>Signage not in construction contract</td>
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<tr>
<td>Move-Out Cost/Temp. Reloc. Costs</td>
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<tr>
<td>Art</td>
<td>$0</td>
<td></td>
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<tr>
<td>Other (List:______________)</td>
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<tr>
<td>OIT Support</td>
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<tr>
<td>Maintenance/Operation Support</td>
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<td>Building Completion Activity Subtotal</td>
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<td>$920,000</td>
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<tr>
<td>D. Owner Activities &amp; Administrative Cost</td>
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<tr>
<td>Project Planning and Staff Support</td>
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<td>Project Management</td>
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<tr>
<td>Remaining Budget</td>
<td>$33,027,179</td>
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</table>
Critical Electrical Distribution Renewal Phase 2

**Project Description:**
Phase 1 of the project constructed a central switchgear facility and utilidors needed for distributing power to the campus at the new distribution voltage of 12,470v. Phase 2 converts the buildings on campus to the new distribution system. This includes replacement or conversion of cables, switches and building transformers throughout the UAF Fairbanks Campus.

**Project Team:**
- **Designer:** PDC Inc. Engineers
- **CM@Risk:** Kiewit Building Group

**Board of Regents Approval & Motions:**
- **Formal Project Approval:** February 16, 2012
- **Schematic Design Approval:** June 8, 2012 ($14,325,000)
- **Project Change Approval:** September 27, 2013 ($17,880,000)

**Completion Date:** Summer 2015

**Schedule Bar Chart:**

**Status Update:**
Construction in 2013 connected approximately 40% of the campus load to the new electrical distribution system. A minimal crew is continuing work on demolition and miscellaneous tasks. Priority transformers were connected to the new system in March for the Wood Center and the Library. Transformers and cable have been ordered for 2014 construction.
### Critical Electrical Distribution Renewal Phase 2

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<thead>
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<tr>
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<tr>
<td><strong>MAU:</strong> UAF</td>
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<td><strong>Building:</strong> N/A</td>
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<td><strong>Campus:</strong> UAF</td>
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<td><strong>Project #:</strong> 2012108 UTER2</td>
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#### PROJECT BUDGET

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<tr>
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<td>Soils Testing &amp; Engineering</td>
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<thead>
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<tr>
<td>General Construction Contract [s]</td>
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<td><strong>Construction Subtotal</strong></td>
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<table>
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<td>Move-In Costs</td>
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<td>Maintenance/Operation Support</td>
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<table>
<thead>
<tr>
<th>D. Owner Activities &amp; Administrative Cost</th>
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<td>Misc Expenses: Advertising, Printing, Supplies</td>
<td>$30,000</td>
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<tr>
<td><strong>Owner Activities &amp; Administrative Cost Subtotal</strong></td>
<td>$2,264,875</td>
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<table>
<thead>
<tr>
<th>E. Total Project Cost</th>
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<tr>
<th>F. Total Appropriation(s)</th>
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<tbody>
<tr>
<td><strong>Total Appropriation(s)</strong></td>
<td>$26,250,000</td>
<td>$8,915,125</td>
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</table>

April 2014 BOR Update
UAF Engineering Facility

Project Description
The Engineering Facility project will be building 119,000gsf of new space and renovate about 30,000gsf of existing space in the Duckering Building in support of the UAF College of Engineering and Mines. The 6-story building will provide space for engineering learning and discovery and will feature open lab concepts and a high-bay area for practical application of engineering know how.

Designer: ECI Hyer, NBBJ, PDC Inc, AMC
CM@Risk: Davis Constructors

Board of Regents Approval & Motions:
- Preliminary Project Approval: September 9, 2006
- Formal Project Approval: June 4, 2010
- Amended Formal Project Approval: September 23, 2011
- Schematic Design Approval: June 8, 2012
- Project Change Approval: September 27, 2013

Occupancy Date: Winter 2015

Schedule Bar Chart:
Design 0% 100%
Construction 0% 100%
Groundbreaking Mar-2013
Occupancy Feb-2016

Status Update:
Work on site has increased with plumbing and electrical crews building the main utility rooms in the basement and iron workers on site setting steel. An additional Work Package was placed under contract in February and split out a part of the final construction documents to allow completion of work on the project’s critical path. This work package included construction of the remaining exterior elements, the connection between Duckering, Bunnell and the new building, and construction of the two main utility shafts. Full funding for the project is required by FY15 to complete the construction by February 2016.
## UAF Engineering Facility

### UNIVERSITY OF ALASKA

<table>
<thead>
<tr>
<th>Project Name:</th>
<th>UAF Engineering Facility</th>
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<tbody>
<tr>
<td>MAU:</td>
<td>UAF</td>
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<tr>
<td>Building:</td>
<td>New</td>
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<td>Campus:</td>
<td>UAF</td>
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<td>Project #:</td>
<td>2011122 ENNF</td>
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<tr>
<td>Account No.:</td>
<td>50216-571304,571308,571339,571380</td>
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<tr>
<td>Date:</td>
<td>February 25, 2014</td>
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<tr>
<td>Prepared By:</td>
<td>Wohlford</td>
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#### Total GSF Affected by Project: 119000

### PROJECT BUDGET

<table>
<thead>
<tr>
<th>A. Professional Services</th>
<th>PCR Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Advance Planning, Program Development</td>
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<td>$737,198</td>
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<td>Consultant: Construction Phase Services</td>
<td>$2,167,091</td>
<td>$1,093,294</td>
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<td>CMAR Preconstruction Services</td>
<td>$466,858</td>
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<td>Misc Consulting and Peer Reviews</td>
<td>$400,000</td>
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<td>Special Inspections</td>
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<tr>
<td>Plan Review Fees / Permits</td>
<td>$40,000</td>
<td>$0</td>
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<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
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</table>

**Professional Services Subtotal Estimated** | $11,340,703 | $9,970,223 |

<table>
<thead>
<tr>
<th>B. Construction</th>
<th>PCR Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Construction Contract (s)</td>
<td>$78,000,000</td>
<td>$47,764,420</td>
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<td>Other Contractors (List: Sewer, Duckering Renovations)</td>
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<td>Construction Contingency</td>
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</table>

**Construction Subtotal** | $86,280,365 | $48,567,359 |

<table>
<thead>
<tr>
<th>C. Building Completion Activity</th>
<th>PCR Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
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<tr>
<td>Fixtures</td>
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<td>Furnishings</td>
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<td>Move-Out Cost/Temp. Reloc. Costs</td>
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<tr>
<td>Move-In Costs</td>
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<tr>
<td>Art</td>
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<tr>
<td>Other (List: Audio/Video)</td>
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<tr>
<td>OIT Support</td>
<td>$500,000</td>
<td>$3,191</td>
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<tr>
<td>Maintenance/Operation Support</td>
<td>$350,000</td>
<td>$89,302</td>
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</table>

**Building Completion Activity Subtotal** | $3,822,500 | $92,493 |

<table>
<thead>
<tr>
<th>D. Owner Activities &amp; Administrative Cost</th>
<th>PCR Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Project Planning and Staff Support</td>
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<td>Project Management</td>
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<td>$384,756</td>
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<td>Misc Expenses: Advertising, Printing, Supplies</td>
<td>$540,000</td>
<td>$151,564</td>
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</table>

**Owner Activities & Administrative Cost Subtotal** | $6,856,432 | $1,439,893 |

<table>
<thead>
<tr>
<th>E. Total Project Cost</th>
<th>PCR Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Project Cost</td>
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<td>$60,069,967</td>
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</table>

**Total Project Cost per GSF** | $910.08 |

### F. Total Appropriation(s)

<table>
<thead>
<tr>
<th>PCR Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Appropriation(s)</td>
<td>$108,600,000</td>
</tr>
</tbody>
</table>

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April 2014 BOR Update
Gruening Roof Replacement

Project Description:
This project will replace the 40-year old existing roof system on the Gruening Building, located on the UAF Campus in Fairbanks with a 20-year minimum warranty roof. The hand rails at the parapet perimeter will also be raised to meet current OSHA fall protection standards.

Schedule:
- Planning & Design: September to March 2014
- Advertising & Award: March to April 2014
- Construction: May to July 2014

Total Project Cost:
- TPC $ 1.32 M
- CAA $ TBD

Project Team:
- Design Team: Bezek Durst Seiser/USKH
- General Contractor: TBD

Board of Regents Approval & Motions:
- Preliminary Admin Approval: FY13 Capital Budget Project
- Formal Project Approval: October 30, 2013
- Schematic Design Approval: December 18, 2013

Status Update:
Schematic Design Approval was received in December 2013 and UAF is currently in the process of Advertising to Award the contract for summer 2014 construction.
Campus Wide Student Dining Development

Project Description:
Design and build a new student dining facility adjacent to the Wood Center through a public-private partnership.

Schedule:
Planning & Design: March 22, 2011 to February 18, 2013
Advertising & Award: N/A
Construction: May 1, 2013 to July 16, 2014

Total Project Cost:
TPC $ 25,070,000
CAA $ 19,365,000

Project Team:
Design Team: Perkins & Will
General Contractor: GHEMM Company

Board of Regents Approval & Motions:
Preliminary Admin Approval: N/A
Formal Project Approval: June 2, 2011
Schematic Design Approval: September 28, 2012

Status Update:
The South Main Entry to the Wood Center was completed in time for students to return to campus in fall 2013. The Student Services offices are complete and the staff moved in January 6, 2014. The building exterior Glass Curtain Wall is finished and the exterior siding installation is beginning. The interior wall board has been installed with finishing and painting in progress.

April 2014 BOR Update
Taku Parking Lot Metal Stairs Design & Installation

Project Description:
The proposed metal stairs will replace the existing steep sidewalk with safe, functional and low maintenance metal stairs. The stairs will significantly minimize the amount of slips and falls on the route to and from Taku and Ballaine Parking lots.

Schedule:
- Planning & Design: February to June 2013
- Advertising & Award: July to August 2013
- Construction: September 2013 to August 2014

Total Project Cost:
- TPC $ 500,000
- CAA $ 311,000

Project Team:
- Design Team: USKH, Inc
- General Contractor: Tatitlek Construction, Inc

Board of Regents Approval & Motions:
- Preliminary Admin Approval: May 30, 2013
- Formal Project Approval: July 16, 2013
- Schematic Design Approval: July 18, 2013

Status Update:
The construction contract has been awarded. Materials have been ordered and fabrication of the stairs has begun. Installation is being scheduled for Spring 2014.
Utilities Main Waste System Line Repairs

Project Description:
This project will serve to continue the Fairbanks Campus Utilities Main Wasteline Repairs. Current projects under the Fairbanks Campus Utilities Main Wasteline Repairs include the Main Wasteline Replacement Wood Center to Hess Village design and phased construction, Wood Center Vault construction, Sewer Main Relining construction on West Ridge, storm drain rerouting at various buildings and design work at strategic locations.

Schedule:
- Planning & Design: 2013 to March 2014
- Advertising & Award: March 2014 to June 2014

Total Project Cost:
- TPC $1,200,000
- CAA $TBD

Project Team:
- Design Team: PDC Inc. Engineers
- General Contractor: TBD

Board of Regents Approval & Motions:
- Preliminary Admin Approval: FY 14 Capital Project
- Formal Project Approval: February 2014
- Schematic Design Approval: March 2014
- Project Change Requests: None

Status Update:
Construction is anticipated in 2014 on the main wasteline replacement from Wood Center to Hess Village CH13 Phase I, sewer main relining construction on West Ridge and storm drain rerouting at Wickersham Hall and Constitution Hall.
West Ridge Animal Quarters Facilities Relocation

Project Description
The West Ridge Animal Facility Relocation project will complete shelled space in the UAF Biological Research and Diagnostics Facility (BiRD) and the UAF portion of the State Virology Lab. The completed space will be constructed to house the animal care facility currently in Irving 1. The current animal housing in Irving 1 has surpassed its useful life by many years, has a large maintenance backlog, and struggles to maintain compliance with codes and regulations related to employee safety and animal care.

**Designer:** Bettisworth North Architects and Planners Inc.

**CM@Risk:** TBD

**Board of Regents Approval & Motions:**
- Preliminary Project Approval: June 2012
- Formal Project Approval: December 2012
- Schematic Design Approval: September 27, 2013
- **Occupancy Date:** February 2015

**Total Project Cost:**
- TPC $8,300,000
- CAA $ 5,750,000

**Schedule Bar Chart:**

**Status Update:**
The project team is moving towards completion of construction documents and the start of construction. The CMAR, Ghemm Company, has solicited for the long lead hibernation chambers and a PO has been issued. The first work package is in the final stages of pricing and a construction services agreement will be issued to allow for underground plumbing and the slab on grade to be poured inside the Virology portion of the building. The State of Alaska has provided an additional $200,000 to the project to purchase a standby electrical generator.
Road Improvements
FMATS Street Light Conversion Stage III

Project Description:
The Alaska Department of Transportation and Public Facilities (DOT&PF) and the Alaska Division Office of the Federal Highway Administration (FHWA), in cooperation with UAF, will convert campus roadway illumination fixtures to light emitting diode (LED) or other appropriate technology under Stage III of the FMATS Streetlight Conversion Project. Funding will come from DOT&PF and FHWA with a small match from UAF.

Schedule:
Planning & Design: July 2013 to March 2014
Advertising & Award: March to June 2014
Construction: July to October 2014

Total Project Cost:
TPC $ 2,030,983 ($220k from UAF)
CAA $ TBD (To be awarded in June)

Project Team:
Architect / Engineer: Design Alaska, Inc.
General Contractor: TBD

Board of Regents Approval & Motions:
Preliminary Admin Approval: October 8, 2012
Formal Project Approval: September 26, 2013
Schematic Design Approval: December 12, 2013

Status Update: This project is in the design phase and is on schedule to have construction complete by October 2014.
Toolik Field Station Capital Improvements

Project Description:
This is a NSF managed and funded project. Construction could start as early as May 2014. There are four projects currently planned as part of the capital improvement program. They are a combination of housing, science and support facilities that are needed to support the research at TFS. It is anticipated that funding will be phased and Schematic Design Approvals will be requested for each individual project as funding is identified. It is anticipated that funding will occur over a 2-4 year period for all of the projects.

Schedule:                                                                                     Total Project Cost:
Planning & Design:  March 2011 to August 2013                                                     TPC $13,500,000
Advertising & Award: January 2014 to April 2014                                             
Construction:  May 2014 to November 2014                                          

Project Team:                                                                                        
Design Team     CH2M Hill                                                                 
General Contractor  TBD                                          

Board of Regents Approval & Motions:                                                     
Formal Project /Schematic Design Approval  September 27, 2012  ($8,000,000)                   

Status Update:                                                                                  
Funding is available for the garage and lab. The bidding process started in March 2014 and will conclude in May 2014. The bidding and project management is done by the National Science Foundation.
Auke Lake Way Corridor Improvements & Reconstruction

Project Description (Phase 3):
- Reconstruction of Auke Lake Way from Hendrickson to the Egan bus circle to replace pavement, signage and lighting, and add traffic control devices and provide for service and emergency access;
- Reconstruction of the Novatney parking area to a service turn-around;
- New building and entrance signs.

Total Project Cost: $4,300,000                Phase 3 = $982,500

Project Engineer: R&M Engineering

Project Contractor: Arete Construction (Phase 3)

<table>
<thead>
<tr>
<th>Project Schedule</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
</table>

Project Approvals
- Formal Project Approval December 2010
- Schematic Approval (Phase 1) April 2011
- Schematic Approval (Phase 2) April 2012
- Schematic Approval (Phase 3) March 2013

Status Update:
Phase 3 work is substantially complete. Schematic design for the phase 4 is underway.
Project Description
This project will construct a 35,000 gsf, 120 bed residential facility for freshman students.

BASIC PROJECT INFORMATION:
Designer: MRV Architects
Contractor: ASRC/McGraw
Board Approvals:
FPA 6/2011
SDA 9/2012
PCR 4/2013
Total Project Cost: 14,040,000
Construction Cost: 11,830,000
Occupancy Date: Fall 2014
Funding Source: GF/Debt

Schedule Bar Chart:
Design: 90%
Construction: 39%

Status Update:
The building is largely enclosed. All trades are involved in rough-in. Interior construction is occurring on all floors.
### UNIVERSITY OF ALASKA

**Project Name:** New Freshman Residence Hall  
**MAU:** UAS  
**Building:**  
**Campus:** Juneau  
**Prepared by:** WK Gerken  
**Project #:** 04-26  
**Acct #:**

**Total GSF Affected by Project:** 34,768

### PROJECT BUDGET

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<th>Total Expended to Date</th>
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<td>Consultant: Construction Phase Services</td>
<td>310,000</td>
<td>65,545</td>
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<td>Consul: Extra Services</td>
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<td>Site Survey</td>
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<td>Soils Testing &amp; Engineering</td>
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<td><strong>Profession Services Subtotal</strong></td>
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<td>Dorm Construction</td>
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<td>award</td>
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<td>alt#4</td>
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<td>Wetlands mitigation</td>
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<td>Construction Contingency</td>
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<td><strong>Construction Subtotal</strong></td>
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<td><strong>C. Building Completion Activity</strong></td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Fixtures</td>
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<tr>
<td>Furnishings</td>
<td>400,000</td>
<td>0</td>
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<tr>
<td>Move-Out Costs</td>
<td></td>
<td></td>
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<td>Move-In Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Interim Space Needs or Temp Reloc. Costs)</td>
<td></td>
<td></td>
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<tr>
<td>OIT Support</td>
<td></td>
<td></td>
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<tr>
<td>Maintenance Operation Support</td>
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<td><strong>Building Completion Activity Subtotal</strong></td>
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<td><strong>D. Owner Activities &amp; Administrative Costs</strong></td>
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<td>Project Plng, Staff Support</td>
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<tr>
<td>Project Management</td>
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<tr>
<td>CIP Indirect Support</td>
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<td><strong>Owner Activities &amp; Administrative Costs Subtotal</strong></td>
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<td><strong>E. Total Project</strong></td>
<td>14,029,686</td>
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<tr>
<td><strong>Total Project Cost per GSF</strong></td>
<td>$403.52</td>
<td></td>
</tr>
</tbody>
</table>
Project Description: Renewal of the Whitehead and Hendrickson Buildings including replacement of heating, ventilation, lighting and electrical distribution systems. Building envelopes will be significantly improved to reduce energy consumption. Work will include relocations of current occupants and work outside of these two buildings that is required to accommodate tenant relocations.

Total Project Cost: $12,771,000

Phase 1 - $5,000,000

Project Architect: Northwind Architects

Project Schedule: Phase 1
Planning & Design 2/2014 – 6/2014
Bid & Award 7/2014 – 7/2014
Construction 8/2014 - 10/2015

Project Approvals
Formal Project Approval February 2014

Status Update: Schematic design for Phase 1 is in progress.
Technical Education Center Renewal

Project Description:
- Reconfigure program areas to reflect current demands, increase capacity of diesel education and mine training;
- Replacement or renewal of building mechanical, electrical systems to meet current codes, replace worn out equipment and reduce energy consumption and long term operating costs;

Total Project Cost: $4,620,000     Phase 1 - $1,500,000

Project Architect: JYL Architects

Project Contractor:

Project Schedule: Phase 1
Planning & Design  1/2013 – 4/2014
Bid & Award  4/2014 – 4/2014
Construction  5/2014 - 10/2014

Project Approvals
- Formal Project Approval  December 2013
- Schematic Approval (Phase 1)  March 2014 (anticipated)

Status Update:
Schematic design for Phase 1 is nearly completed.
CIO Business Vision
Overview of Survey Results

Board of Regents
April 3, 2014

Karl Kowalski, Chief Information Technology Officer
Summary

- Survey of 250 key business stakeholders
- Manager level and above
- Overall metrics
  - Support
  - Understanding of business need
  - 13 Key Service areas
  - Value
- Will follow with end-user satisfaction survey
Top Issues and concerns

Data and Reporting
  - Data warehousing
  - Analytics
  - Reporting tools

Banner Modifications

Commonality of systems

Communications

Other concerns
  - Web site tools
  - More classroom instructional technology
  - Videoconferencing
IT Satisfaction Scorecard

PREPARED FOR University Of Alaska

This report was prepared by Info-Tech Research Group for University Of Alaska on 2014-03-12.

Data is comprised of 175 responses, including responses by: Ardith Lynch, Larry Zengos, Matthew Cooper, Paula Donson, Myron Dosch, Megan Rebe, Katherine Duke, Gwendolyn Gruenig, Sahil Oba, Frederick Ville, Brian Rogers, Tom Case, John Pugh, Bruce Rowe, D. Garland, Linda Zanazzo, Adam Krynicki, Shelby Mathis, Julie Queen, Ian Olson, Marli Montgomery, Frances Isgrig, Rosemary Madnick, John Hebard, Betty Aldrich, Keith Swamher, Renee Dristel, Todd Sherman, Paul Layer, Bella Geritz, Allen Morel, Michael Cassell, Mark Hermann, Mary Pete, Greg Newby and 140 more.


Successful IT Model

Info-Tech has identified the following core services. Understanding and balancing the importance and satisfaction of the following core services is important to meeting the needs of the business.

Innovation

DATA RELIABILITY
CLASSROOM TECHNOLOGY
ADMIN APPLICATIONS
PROJECT MANAGEMENT
ANALYTICAL CAPABILITY
COURSEWARE TECHNOLOGY
WORK ORDERS

APPLICATIONS
DEVELOPMENT
INFRASTRUCTURE

IT Policies

Completion Rate

68%
University Of Alaska
IT Satisfaction Scorecard

Overall Metrics
Overall Satisfaction and Value are key indicators of the overall impression of the IT department. These metrics let the IT leader determine at a glance if they are meeting the needs of the business.

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>This Year</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75%</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value</th>
<th>This Year</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72%</td>
<td>--</td>
</tr>
</tbody>
</table>

IT Support Breakdown
The IT Support Breakdown charts are indicators of the percent of stakeholders that fall into three important categories. Promoters are loyal enthusiasts of IT. Neutral stakeholders are satisfied but unenthusiastic about IT. Detractors are unhappy stakeholders who can damage your reputation.

- Net IT Support Score: Satisfaction
  - Detractors (scored 1-6)
    - +34%
  - Neutral (scored 7)

- Net IT Support Score: Value
  - Supporters (scored 8-10)
    - +17%
  - IT Support Breakdown = Supporters - Detractors

IT Relationship Satisfaction
Relationships are a key driver in stakeholder management. It is important that the business feels IT understands their needs and is getting enough communication.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Satisfaction</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>67%</td>
<td>--</td>
</tr>
<tr>
<td>Execution</td>
<td>68%</td>
<td>--</td>
</tr>
<tr>
<td>Communication</td>
<td>68%</td>
<td>--</td>
</tr>
</tbody>
</table>

Business Satisfaction and Importance for Core Services
The core services of IT are important when determining what IT should focus on. The most important services with the lowest satisfaction offer the largest area of improvement for IT to drive business value.

<table>
<thead>
<tr>
<th>Core Service</th>
<th>Satisfaction</th>
<th>Importance Ranking</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Desk</td>
<td>82%</td>
<td>2nd</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with supporting end user issues &amp; problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Wi-Fi</td>
<td>80%</td>
<td>3rd</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with access, reliability, and speed of Wi-Fi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Infrastructure</td>
<td>79%</td>
<td>1st</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with reliable networks, communication, and web portals, excluding Wi-Fi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and Staff Devices</td>
<td>77%</td>
<td>11th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with provided desktop, laptop, tablet &amp; mobile devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Orders</td>
<td>75%</td>
<td>9th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with small requests &amp; improvements to existing technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Policies</td>
<td>72%</td>
<td>8th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with policy design and enforcement around security, governance, etc...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Technology</td>
<td>72%</td>
<td>6th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with podiums, smart boards, audio, video, etc...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Quality</td>
<td>71%</td>
<td>5th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with providing reliable and accurate data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Applications</td>
<td>70%</td>
<td>4th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with applications used by faculty and staff for running the institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courseware and Learning Management Technology</td>
<td>68%</td>
<td>7th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with virtual library, lecture capture, etc...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td>66%</td>
<td>10th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with large department or institution wide initiatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Innovation Leadership</td>
<td>63%</td>
<td>12th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with providing opportunities for innovation and innovation leadership to improve the institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical Capability and Reports</td>
<td>61%</td>
<td>13th</td>
<td>--</td>
</tr>
<tr>
<td>Satisfaction with effective standard reports, custom reports capability, and the ability to generate business insights</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University Of Alaska
IT Capacity Scorecard

Capacity Metrics

Overall Capacity Constraint by Department
Different departments have different demands from IT and often tend to be constrained by IT from meeting their goals.

<table>
<thead>
<tr>
<th>Department</th>
<th>Constraint Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Force Development Office</td>
<td>10%</td>
</tr>
<tr>
<td>VC Student Services Office</td>
<td>10%</td>
</tr>
<tr>
<td>UAA Satellite Facility</td>
<td>10%</td>
</tr>
<tr>
<td>Institutional Research and A...</td>
<td>10%</td>
</tr>
<tr>
<td>Facility Services Administration</td>
<td>70%</td>
</tr>
<tr>
<td>UAA Central Administration</td>
<td>75%</td>
</tr>
<tr>
<td>Audit &amp; Consulting Services</td>
<td>80%</td>
</tr>
<tr>
<td>Info Tech Central Admin Office</td>
<td>80%</td>
</tr>
</tbody>
</table>

Overall Dependency
To what extent does your ability to deliver results depend on effective IT services?

<table>
<thead>
<tr>
<th>Dependency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Dependent</td>
</tr>
<tr>
<td>Somewhat Dependent</td>
</tr>
<tr>
<td>Very Dependent</td>
</tr>
</tbody>
</table>

Overall Shadow IT
To what extent do you look externally and purchase IT services & applications without corporate IT involvement, due to a lack of internal IT capacity?

<table>
<thead>
<tr>
<th>Shadow IT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Not At All</td>
</tr>
</tbody>
</table>

Work Orders Capacity Satisfaction
Satisfaction with the ability to get IT capacity to complete Work Orders

<table>
<thead>
<tr>
<th>Capacity Satisfaction</th>
<th>Last Year</th>
<th>IT Support Breakdown: Satisfaction</th>
<th>Support Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>--</td>
<td>+31%</td>
<td></td>
</tr>
</tbody>
</table>

Ability to Deliver Effective Work Orders
Satisfaction with completed IT Work Orders ability to meet your business needs

<table>
<thead>
<tr>
<th>Value Satisfaction</th>
<th>Last Year</th>
<th>IT Support Breakdown: Value</th>
<th>Support Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
<td>--</td>
<td>+44%</td>
<td></td>
</tr>
</tbody>
</table>

Work Orders Capacity Satisfaction By Department
Below are the most satisfied and least satisfied departments in regards to the capacity they receive from IT to complete small customizations, bug fixes, and feature requests.

<table>
<thead>
<tr>
<th>Department</th>
<th>Satisfaction Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC Student Services Office</td>
<td>10%</td>
</tr>
<tr>
<td>Facility Services Administration</td>
<td>20%</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>20%</td>
</tr>
<tr>
<td>Institutional Research and A...</td>
<td>20%</td>
</tr>
<tr>
<td>GI Director's Office</td>
<td>100%</td>
</tr>
<tr>
<td>SPOS IMS Facility and PFS</td>
<td>100%</td>
</tr>
<tr>
<td>Office of the Bursar</td>
<td>100%</td>
</tr>
<tr>
<td>SPOS Finance and Administration</td>
<td>100%</td>
</tr>
</tbody>
</table>

Project Management Capacity Satisfaction
Satisfaction with the ability to get IT capacity to complete Project Management

<table>
<thead>
<tr>
<th>Capacity Satisfaction</th>
<th>Last Year</th>
<th>IT Support Breakdown: Value</th>
<th>Support Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>64%</td>
<td>--</td>
<td>-8%</td>
<td></td>
</tr>
</tbody>
</table>

Ability to Deliver Effective Project Management
Satisfaction with completed IT Project Management ability to meet your business needs

<table>
<thead>
<tr>
<th>Value Satisfaction</th>
<th>Last Year</th>
<th>IT Support Breakdown: Value</th>
<th>Support Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>--</td>
<td>+6%</td>
<td></td>
</tr>
</tbody>
</table>

Project Management Capacity Satisfaction By Department
Project capacity satisfaction indicates if departments are provided enough capacity to complete significant IT projects to meet strategic goals. Below are the most and least satisfied departments in regards to project capacity.

<table>
<thead>
<tr>
<th>Department</th>
<th>Satisfaction Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GI Business Office</td>
<td>10%</td>
</tr>
<tr>
<td>VC Student Services Office</td>
<td>10%</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>10%</td>
</tr>
<tr>
<td>Printing Services</td>
<td>10%</td>
</tr>
<tr>
<td>SPOS IMS Facility and PFS</td>
<td>100%</td>
</tr>
<tr>
<td>Foundation Accounting</td>
<td>100%</td>
</tr>
<tr>
<td>Student Recreation Center</td>
<td>100%</td>
</tr>
<tr>
<td>Budget Development</td>
<td>100%</td>
</tr>
</tbody>
</table>
Questions and Comments
Audit Status Report
As of March 13, 2014

**Italic Items** - have been completed or are in progress

**External Financial Audit Support:**

<table>
<thead>
<tr>
<th>Year-end Cutoff</th>
<th>Cash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procurement Card</td>
<td>Auxiliary Revenues</td>
</tr>
<tr>
<td>Payroll</td>
<td>Unexpended Plant Fund Additions</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>Search for Unrecorded Liabilities</td>
</tr>
<tr>
<td>Cash Disbursements &amp; Bank Transfers</td>
<td></td>
</tr>
</tbody>
</table>

**Audits and Projects:**

**University of Alaska Anchorage:**
- **Student**
- **Department Review**
- **Subcontract Monitoring**
- **Restricted Funds Monitoring*** (FY13)
- **Departmental Review**** - Mat-Su College Phase II (FY13)

**University of Alaska Fairbanks:**
- **Student**
- **Department Review***
- **Athletics**

**University of Alaska Southeast:**
- **Sitka Campus Title III (FY13)**

**Statewide:**
- **Department Review**
- **Training**

**Function and System Reviews:**
- **Budget**
- **Construction Project Management and Operations Planning**
- **Contract Authorization and Administration**
- **Risk Management**

**Information Systems Reviews:**
- **OnBase Access Controls***
- **Mobile Technology Security**
- **Records Management and Data Disposal**
- **Business Continuity**
- **Banner Access Controls**** (FY13)
- **Data Integrity (FY13)**

**Ongoing Audits:**
- **Follow-up Auditing**
- **Continuous Controls Auditing**

**Special Requests***
- **ProCard – UAA, UAF, UAS**
- **Electronic Research Administration**

**Investigations***
- **#1 – Confidential**
- **#2 – Confidential**
- **#3 – Confidential**
- **#4 - Confidential**
- **#5 - Confidential**
- **#6 - Confidential**

**Specific departments/areas to be determined later**

**Carried forward from FY13**
1. **FY2014 Audit Plan Progress and Department Staffing**
   a. Three full-time auditors and a part time student intern.
   b. One vacancy for a full-time auditor.

2. **Audit Reports:**
   a. Preliminary reports issued January 15, 2014 with formal response due March 19, 2014:
      - UAA Mat-Su College Phase II
      - UAA Restricted Funds Budget and Expenditure Monitoring
   b. Preliminary reports issued January 16, 2014 with formal response due March 19, 2014:
      - UAA Disability Support Services

3. **Audits in Progress:**
   a. Sitka Campus Title III
   b. Data Integrity – Student Enrollment Records

4. **Support and Consultation Activities**
   d. In progress:
      i. University regulation and hotline for fraud, waste and abuse.
      ii. Development of the FY15 Annual Audit Plan.
      iii. Business continuity (Kuali Ready implementation).
      iv. Assistance with risk management identification and risk planning processes.
      v. Internal control discussions with staff system wide (upon request).
External Audit Status Report
As of March 13, 2014

State Legislative Audit Activities

None

External Audit Reports & Activities

Work in Progress:

1. Sikuliaq Research Vessel (NSF)

2. FY14-FY16 Facilities and Administrative Rate Proposal (DCAA)
Dear Board of Regents,

UAA is now accredited as a full doctoral-granting institution. This means UAA is able to fully offer and strategically develop doctoral programs. New programs will go through the regular curriculum process, which includes approval through the Regents and NWCCU.

This year, UAA is also moving to two commencement ceremonies a year: one in December and one in May. Our first December commencement will take place in the new Alaska Airlines Center (AAC).

The last two regular-season men's and women's basketball games to be played in the Wells Fargo Sports Complex were amazing. Kyle Fossman was named a GNAC Player of the Week for his 40-point effort that included a record 12 three-pointers in one game (breaking both UAA and GNAC records). Both teams won their matchups and went on to compete in the GNAC tournament.

UAA’s Planning and Budget Advisory Council (PBAC) set up a budget analysis subcommittee to help major budget units identify costs-saving and revenue-producing measures. The subcommittee has reviewed ideas for usefulness, practicality and other elements, such as size of savings, and, in March, recommended 15 top ideas for consideration. Major budget units are now considering how to best implement the measures to achieve a targeted 7 percent savings—the budget gap anticipated if the Legislature passes Gov. Parnell’s 2015 budget proposal. Permanent base reductions will be identified as part of the FY16 budget process, using the prioritization results, which will be available later this summer.

Progress continues on the Alaska Airlines Center. We plan to open the AAC on time in August, with the grand opening scheduled for the beginning of September. We hope you will join us for the festivities.

Best regards,

Tom Case, Chancellor
UAA students in BIO 490 (neuroanatomy and neurophysiology) and their professor, Caroline Wilson, organized the third annual Alaska Brain Bee to increase interest of high school students in neuroscience.

Faculty Distinction
James Muller, UAA Professor of Political Science, has been selected by the National Association of Scholars to be the president of the Alaska Association of Scholars for next year.

Sen. Lisa Murkowski recently released her 21st “Veteran Spotlight” installment and featured Jane Fuerstenau, Kenai Peninsula College’s associate professor of library science, who served in the U.S. Navy for five years as a jet mechanic and then served the U.S. in the reserves.

Staff Distinction
Maria Bonifacio, associate director of Residence Life, received the public service award from the American College Personnel Association’s standing committee for LGBTQAI awareness, for the creation of SafeZone on campus.

“A1964: Artifacts of Good Friday,” paintings by Ted Kincaid, a practicing artist who works as an electronic media specialist in University Advancement, were featured in the Arc Gallery at the Consortium Library in February.

Student Excellence
Ryan Bergerson, a Civil Engineering major minoring in German, received the 2014-2015 Congress-Bundestag Scholarship. Mr. Bergerson is UAA’s eighth recipient of this prestigious scholarship, which provides for a year of study and internship in Germany. Natasa Masanovic, chair of the Department of Languages and associate professor and coordinator of German, is Mr. Bergerson’s faculty mentor both for his German language studies and the Congress-Bundestag Scholarship.

Research Excellence
Investigators in the Center for Behavioral Health Research and Services Center received a three-year $943,000 federal grant to implement a training program for students in health profession programs, to conduct routine substance-and alcohol-abuse screening with their patients.

UAA’s permafrost research program in Northwest Greenland, led by Fulbright Arctic Chair Jeff Welker and colleagues from the University of California Irvine, was highlighted in a recent issue of Nature Climate Change.

Publications
The Fall 2013/Winter 2014 issue of the Alaska Justice Forum includes articles on collateral consequences of criminal convictions and the relationship between unemployment and domestic violence, among others.

Professor Ryan Fortson, J.D., Justice faculty, has written “A College Student’s Guide to Landlord/Tenant Relations in Alaska” to help UAA students as they get ready to start college or transition out of university housing and are looking to rent an apartment.

Public Square & Community Partnerships
The Seawolf hockey team, coaches and staff teamed with St. Baldrick’s Foundation to raise almost $45,000 for children’s cancer research.

UAA/APU Books of the Year brought NPR’s Brooke Gladstone to Alaska for a number of public events, including a book signing and public lecture on her book, The Influencing Machine.
A team of Geophysical Institute researchers launched a 10-foot carbon-fiber rocket on a seven-minute flight from Poker Flat Research Range north of Fairbanks in February. They fired the rocket to test its capabilities as a low-cost vehicle for space physicists and other scientists who send missions through the aurora. (Photo courtesy Mark Conde.)

ACHIEVEMENTS

UAF has partnered with UAS Iceland to expand unmanned aircraft operations in Iceland in early 2014. The collaboration with UAS Iceland, via UAF's Alaska Center for Unmanned Aircraft Systems Integration, will support arctic science, including glacier studies, volcano monitoring, marine mammal research and environmental observations. The agreement also has the potential to support mapping efforts and search and rescue missions. UAF's program dedicated to unmanned aircraft systems has grown to a team of 18 people and more than 160 aircraft since it was established in the early 2000s.

A newly appointed UAF Disability Committee is expected to make recommendations for actions UAF can take to improve accessibility, increase enrollment, expand employment and enhance retention for people with disabilities. In the past few years, UAF has focused on making campuses more accessible. An accessibility study of buildings was completed; all outside sidewalks were surveyed for compliance with standards; workers were hired to clear ramps; and the chancellor's residence was upgraded to improve access.

The UAF Alternative Spring Break team scheduled a trip to Talamanca, Costa Rica, in March to work on education, conservation and public health issues. The trip, organized by the UAF Leadership, Involvement and Volunteer Experience program, gives students a chance to do hands-on service projects in other communities.

The UAF Cooperative Extension Service and the Marine Advisory Program hosted a four-part workshop on starting and operating a specialty food business. The series was offered in Fairbanks and Kodiak and by videoconference in Palmer, Anchorage, Soldotna, Juneau and Petersburg. The workshop was geared to people interested in selling specialty foods at farmers markets and other events, wholesale or through food trucks.

UAF recently recognized more than 100 low-income, first-generation and disabled students who are succeeding in college during an awards presentation and reception. The event is one of many held nationwide to recognize the accomplishments of students via their participation in TRIO programs, which are designed to help students from poor and working families successfully enter and complete college.

IN PROGRESS

UAF is developing its first Sustainability Master Plan. UAF already performs well on measures of sustainability and has had several successful initiatives, including more than 40 student proposals covering everything from solar panel installations to the community garden and Sustainable Village student housing complex. UAF has a gold rating in the nationally recognized Sustainability Tracking, Assessment and Rating System created by the Association for the Advancement of Sustainability in Higher Education.

UAF Athletics is accepting nominations for the Nanook Hall of Fame Class of 2014. Up to four inductees will be declared and honored as the seventh class of the Nanook Hall of Fame at the induction event on Saturday, Sept. 27.

WHAT'S NEXT

UAF will conduct its 92nd graduation with ceremonies in Fairbanks and community campuses. The Fairbanks ceremony will take place at the Carlson Center in Fairbanks on Sunday, May 11.

Two wilderness science education expeditions will be offered this summer as part of the Girls on Ice program. Girls on Ice Alaska is designed specifically for girls ages 15 to 18 from Alaska and the Pacific Northwest. It runs from June 20 to July 1. The Girls on Ice North Cascades expedition is geared toward girls ages 15 to 18 from all over the world. This expedition runs from July 28 to Aug. 8. The tuition-free program is supported through small grants, gifts from individuals, the National Science Foundation and the Alaska Climate Science Center.

Summer construction is ramping up with most of the work in the Fairbanks campus core. Projects include the Wood Center Dining Expansion, continued work on the Engineering Building and work in and around the Grunewald Building, including a roof replacement.
**THROUGH THE LENS: RECENT IMAGES**

UNIVERSITY OF ALASKA FAIRBANKS

April 2014

**The Chancellor’s Gala raised more than $90,000** to benefit the UAF Music Department, which will host the 2014 Alaska International Piano-e-Competition, and the *With All Your Heart* campaign for Fairbanks Memorial Hospital’s Harry and Sally Porter Heart Center.

Attendees were treated to a performance by Eduard Zillerkant, president’s professor of music and chair of the UAF Music Department.

(UAF photo by JR Ancheta)

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**Alaska Gov. Sean Parnell** meets with students from UAF Associate Professor Mike Davis’ rural development leadership seminar during their week-long workshop in Juneau.

**Tripp Collier, one of the project managers for this year’s student ice arch**, works with other students and a volunteer from GHEMM Co. to raise the first of four buttresses used in the creative design.

**Fisheries major Christy Howard** inspects one of the immature king crabs being kept for study at UAF’s Lena Point facility near Juneau.

**Tamara Swenson** peers inside a *Turbosaurus* skull replica during a Life in the Age of Dinosaurs class tour of the UA Museum of the North’s normally unseen lower level.

(UAF photo by JR Ancheta)
TINA’A Art Auction

UAS was one of many sponsors of a Sealaska Heritage Institute art auction at Centennial Hall February 1.

The Tina’a Art Auction of traditional Southeast Alaska Native art raised more than $300,000 for a new Walter Soboleff Center under construction on Front Street in downtown Juneau. The sponsorship was in line with an MOA between UAS and SHI which outlines ways to provide educational opportunities for students, faculty, and staff. “We had faculty with art in the auction and students who were managing the event, working on the fashion show, and providing support the evening of the event. It was an incredible demonstration of the partnership we have developed with SHI,” wrote Chancellor John Pugh. Tina’a means copper shield which represents wealth and trade in Tlingit.

UA Legislative Affairs Conference

Forty students from all over Alaska participated in the annual UA Legislative Affairs conference February 1-4, 2014.

Students met with legislators and the office of Governor Sean Parnell. This year’s theme was “Helping Build Alaska’s Future”. Here they are with Governor Parnell.

Alaska Native Studies Conference

March 14-17 at UAS

Growing Our Own: Indigenous Research, Scholars, & Education was the theme of the second annual Alaska Native Studies Conference held on the UAS Juneau campus March 14-17. The Alaska Native Studies Council and the University of Alaska hosted the event focusing on Alaska Native Studies research and activism of the past, present, and future. Keynote speakers were Dr. Jo-Ann Archibald, Associate Dean for Indigenous Education, University of British Columbia Vancouver and Dr. Malia Villegas, Director of Research Policy, National Congress of American Indians. Archibald’s book, Indigenous Storywork: Education the Heart, Mind, Body, and Spirit, uses the metaphor of Indigenous basket weaving to introduce readers to Indigenous ways of understanding knowledge. Dr. Villegas has a strong network across the Indigenous Pacific and is a leader in community-based participatory research and involved in major policy in the areas of Indigenous methodologies and research.

The Alaska Native Studies Council promotes a deeper and more sustained commitment to integrating Indigenous perspectives into a variety of educational settings. The mission is to identify, develop, and implement Native-focused curricula, to promote and publish Alaska Native-related research and pedagogical strategies, to reshape the University of Alaska into an Alaska Native serving institution, and to develop a strategic plan to attain these goals. Last year’s conference at UAA saw presentations by some of the foremost scholars in Alaska Native Studies and Languages.

NWCCU Accreditation Reaffirmed

UAS has received notice that its regional accreditation has been reaffirmed by the Northwest Commission on Colleges and Universities (NWCCU). In notifying Chancellor John Pugh of reaccreditation, NWCCU President Dr. Sandra Elman commended UAS for effective integration of its mission and core themes throughout the institution. Chancellor Pugh expressed appreciation to the Commission for its action and emphasized that UAS will continue to focus on high quality education that leads to student completion and success. UAS received notification of its reaccreditation following preparation of a report focusing on its resources and capacities in meeting its mission. The Chancellor expressed appreciation to UAS faculty and staff who helped prepare the report and who regularly provide quality instruction and advising.
Klein and Cortes Garner Industry Honors

Please join us in congratulating UAS Web Coordinator Dave Klein and Ryan Cortes.

Klein’s work on the streaming/on demand content for the Tlingit Conversations website won a top Gold Award in the Education Digital Marketing Awards competition. The annual contest is held by the Higher Education Marketing Report. The site is for the Tlingit Conversation Documentation Project, 2007-2013 Alaska Languages Program, where in a project team of UAS Tlingit faculty and students and fluent Tlingit elders produced subtitled videos for language learners.

Student photographer Ryan Cortes also picked up an award in the same competition. His web video, A Climber’s Journey to Mathematics featuring UAS alum and Learning Center testing supervisor Gabe Wechter earned a Merit award.

A Ketchikan Campus Partnership

The group toured SSEATEC’s new dormitory in Ketchikan and discussed potential shared use of facilities.

John Brown, SSEATEC Education Director (Southern Southeast Alaska Technical Education Center), and Camille Booth, KIC (Ketchikan Indian Community) Education Director recently met with Provost Rick Caulfield and UAS Ketchikan Campus Director Priscilla Schulte. A partnership agreement with KIC and SSEATEC in offering aligned career and technical education programs. The group toured SSEATEC’s new dormitory in Ketchikan and discussed potential shared use of facilities.

School of Management Faculty Wins UA Professorship

Assistant professor of accounting Julie Hamilton is the recipient of the University of Alaska Foundation 2014 Harold T. Caven Professorship. The two-year professorship includes a $20,000 award. Hamilton plans to use the award to provide real-life experiences in tax preparation to her accounting students. Hamilton will teach her students community tax preparation services skills through the Internal Revenue Service’s Volunteer Income Tax Assistance (VITA) sites. UAS students taking a higher-level class on income taxes are required to complete VITA training. They can gain practicum credits for their work at the Juneau site or any remote VITA site. Hamilton has 25 years of experience in the accounting field, including preparing tax returns.

InVIGORating Shipbuilding Workforce

In late 2013, Vigor Alaska teamed up the Alaska Workforce Investment Board (AWIB) and the UAS Ketchikan campus to create an industry-led training program. Vigor Industrial is a privately-held shipbuilding and repair company based in Portland, Oregon investing in training workers for the American shipbuilding industry. Vigor worked with UAS to modify the existing math curriculum to meet the most pressing skills needs at the shipyard, to provide the flexibility to adapt to changing workforce needs, and to allow workers to advance in specific vocational skills. The first class January 28-February 19 focused on basic shop math skills. The next level of classes began February 25 and builds on the basic math foundation to teach skills including welding, blueprint reading, basic refrigeration (a key component of systems on vessels, including catcher-processor fishing boats), and introduction to marine electrical systems. UAS faculty teach blueprint reading and refrigeration, while Vigor workers teach welding and introduction to marine electrical systems. The classroom portions of the classes will be taught at the UAS-Ketchikan Campus and those requiring hands-on practice will take place at the Ketchikan Shipyard. The program was launched with the help of a $54,000 grant from the AWIB designed to support efforts and upgrade knowledge and skills of industrial workers supporting the oil and gas sector in Ketchikan and Southeast Alaska.

UAS Engaged in Transboundary Forest Science and Management Dialogue

UAS, the Alaska Coastal Rainforest Center (ACRC), and the USFS Pacific Northwest Research Station are joining with the British Columbia Ministry of Forests, Lands and Natural Resource Operations and the Hakai Network for Coastal People, Ecosystems and Management at Simon Fraser University in a series of cross-boundary research meetings. The first meetings were held in Juneau in 2011 and 2012 to provide a forum for coordination and integration of data and scientific work across the north coastal temperate rainforest. February 27–28 a subset of participants met at Simon Fraser University to discuss the research plan of the Bog Forest Program at the Hakai Institute, and how this can be tied in with similar work in Southeast Alaska. In addition to Canadian, UAS, ACRC, and the USFS scientists, participants include the Nature Conservancy, the North Pacific Landscape Conservation Cooperative (US Fish and Wildlife Service), Stanford University, Oregon State University, and the University of Washington.
Coalition of Student Leaders
Shauna Thornton, Speaker

Since our last meeting, we have been very busy keeping students informed and updated on the bills SB176 and HB335 regarding guns and knives on UA campuses. We passed a resolution on Mar. 7, 2014 in support of the university’s position on this bill. We had students from all over the state testify both in person and by email, to their legislators in reference to these bills, and the university’s budget this past month.

We will continue to monitor legislative actions and update the students to empower them to speak out on the issues directly affecting them and the university. We are working on a survey/email system for student leaders to utilize to reach the students more effectively. Currently, we have to rely on the students reaching out to us. We are discussing the possibility of a semester mass email to inform the students on how to be involved and where to look for important advocacy information such as the (alaska.edu) website and how to navigate these statewide information sources.

We are in the process of designing a training system for new student leaders and advisors to teach and equip them with the available tools. The students met with Chas St. George, Strategic Direction Coordinator to assess the needs for student government advising. There are a number of best practices we are reviewing to implement in a student government advisor training program, which includes membership into the ASGA-American Student Government Association. We will keep the board advised of future activities.

Our ongoing focus is student involvement. Facebook, Twitter, and meeting students in person help to stimulate involvement with student governments and issues important to students statewide. I will be traveling to Ketchikan, Kodiak, and possibly Kuskokwim during the month of April to meet with students and advisors to share the benefits of student government. Our Facebook page likes have increased to 203. We are working with the Stay on Track program by endorsing the program through mass emails to students once a semester along with important updates.

We are still working on the brochure explaining what the coalition is and what we do. We are also updating the constitution, and working on Shaping Alaska’s Future, System Governance Council, the Coalition of Student Leaders’ Alaska Advantage Incentive Program (AAIP) scholarship, and other projects that will bring benefits to the students and the university.

Shauna Thornton has been a member of the KRC Student Union for several years, and a member of the Coalition of Student Leaders for the past two years. She successfully led the KRCSU to rally against cuts to the campus budget saving the campus hundreds of thousands of dollars, and was one of the leaders in Juneau for need based financial aid.
Faculty Alliance  
Dr. Robert Boeckmann, Chair

The Faculty Alliance has not met since its report to the BOR meeting in February. This is due in part to rescheduling our standing meeting to accommodate our face-to-face retreat that will occur Mar. 28–29, 2014. At that meeting, we plan to work on the following:

Finalize our response to the SAC proposal for having a UA system wide set of minimum standards for admission into a baccalaureate degree.

Respond to the final report provided by the General Education Learning Outcomes task force and plan for revisions as necessary prior to discussing it with SAC and the Faculty Senates at each of the Universities in the system.

Respond to a preliminary draft of faculty recommendations for general principles for managing academic resources and programs in the UA system in tight fiscal times.

Discuss and develop a proposal for a Faculty Regent.

Discuss the transition in Faculty Alliance leadership for AY 2014-2015.

I will provide an update on our progress on these and any additional agenda items that arise and are addressed at our face-to-face retreat in late March.

Dr. Robert J. Boeckmann grew up in Southcentral Alaska and is now an Associate Professor of Psychology at the University of Alaska Anchorage where he teaches a variety of classes in the Undergraduate, Masters, and UAA/UAF joint Ph.D. program. Courses include: research methods, statistics, personality and social psychology and honors seminars in the psychology of social justice. He enjoys mentoring students in research at all levels but is particularly inspired by helping undergraduates explore and discover. Robert chairs the UAA Institutional Review Board and is active in faculty governance. Robert earned his BA, MA, and Ph.D. at the University of California Berkeley. His research is primarily focused on social identity and social justice, but more recently has expanded his interests to include Alaska Native behavioral health, evolutionary psychology, and social media.

Staff Alliance  
Carey Brown, Chair

Staff Alliance recently concluded its spring 2014 retreat in Fairbanks, Alaska. The alliance was able to follow-up on the progress made from staff goals outlined during the fall 2013 retreat. Accomplishments from the fall retreat include a submitted resolution in support of workplace bullying training, a submitted resolution for university autonomy regarding smoke free/tobacco free campuses, and involvement with the Joint Health Care Committee, which provided clarity in the direction of the system’s wellness provider, Healthy Roads. Dr. Dana Thomas, Vice President of Academic Affairs, visited a retreat session to provide information on the finalization of the Shaping Alaska’s Future policy and the importance of shared governance and the system administration, or Summit Team. Lastly, Associate General Counsel Michael O’Brien visited a retreat session to provide an update on workplace bullying training, initial data gathered from the administrative trainings, and the outlook on the trainings to be offered at the respective universities.
Staff Alliance was provided an opportunity to express support on a memorandum regarding the Proposed Regulation R05.02.090 Financial Fraud, Waste and Abuse. Through review from the alliance chair, the proposal empowers staff to be more knowledgeable about the fraud, waste, abuse, and financial irregularities policies and regulations and the appropriate reporting procedures. The alliance also expressed support of a third-party reporting hotline outlined in this proposed regulation during its spring retreat.

Finally, in an attempt to work more collaboratively with the System Governance Office, Staff Alliance has proposed creating a secretary and treasurer position to alleviate some of the responsibility currently absorbed by the limited staff in System Governance. The alliance feels that sharing some of the administrative duties will help system governance work more efficiently on our behalf.

Carey Brown is from Fort Worth Texas and is currently the Academic Advising Coordinator for the College of Health at UAA. He earned a bachelor's degree in health administration at Texas Southern University in 2001, moved to Anchorage, Alaska in 2006 to complete the MPA degree in 2008. He is also adjunct faculty for the College of Health and First-Year Experience courses. He is on the board of directors for Anchorage Urban League (Anchorage Urban Works), member of the ASD Multicultural Concerns Committee, and volunteers with various youth scholarship committees.

System Governance Council
Dory Straight, Interim Spokesperson

The System Governance Council is looking to restructure the membership to one that uses the council effectively as a platform to discuss overlapping issues involving two or more governance groups (faculty, staff and/or students). The current structure includes the presidents from each university's faculty senate, staff council along with four student representatives totaling 14 members. The chairs of Faculty Alliance, Staff Alliance and the Coalition of Student Leaders are not members. Adding to the size proves to be cumbersome during this time of budget crunches and time constraints.

Each of the reporting governance groups – Faculty Alliance, Staff Alliance, and Coalition of Student Leaders – are in agreement that the System Governance Council should serve as a think tank and platform for sharing issues across the three existing system governance groups. What better representatives for a think tank than the leaders of said groups and appointed representatives along with alumni representatives from each university?

Right now, the council is gathering feedback from each governance group before drafting up changes to the constitution.

Dory Straight has been the Scholarship Officer for UA Foundation since 2008, where she is responsible for administrating the UA Foundation scholarships and awards program. She enjoys working with donors to lighten the financial load on our students. Straight is a “military brat” that settled in WV when her father retired from the US Army. She married her high school sweetheart and traveled the world with him during his 22 years in the US Army. They have been blessed with three daughters and amazing five grandchildren.
Acronyms commonly used in reporting Labor Relations activities:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALRA</td>
<td>Alaska Labor Relations Agency</td>
</tr>
<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
</tr>
<tr>
<td>LMC</td>
<td>Labor-Management Committee</td>
</tr>
<tr>
<td>MAU</td>
<td>Major Academic Unit (UAA, UAF, UAS)</td>
</tr>
<tr>
<td>ULP</td>
<td>Unfair Labor Practice Charge</td>
</tr>
</tbody>
</table>

Unions:

- Adjuncts: United Academic – Adjuncts
- Local 1324: Fairbanks Fire Fighters Union (UAF Fire Fighters)
- Local 6070: Alaska Higher Education Crafts and Trades Employees
- UAFT: University of Alaska Federation of Teachers (Community college and extended campus faculty)
- UNAC: United Academics

(BOLD text indicates updated information)

LABOR - MANAGEMENT COMMITTEES/EVENTS

The University and UAFT have not met as a committee since May 07, 2013.

The University and UNAC representatives have not met as a committee since April 2013.

The Joint Health Care Committee meets on a monthly basis. All the labor unions representing university employees may participate.
GRIEVANCE and ARBITRATION ACTIVITY

University of Alaska Federation of Teachers (UAFT)

- **UAF College of Rural and Community Development:** The union filed a Step 2 grievance on October 02, 2009, alleging that the University violated Article 9.1 of the CBA by placing two new faculty members at an extended site into the United Academics bargaining unit rather than into the UAFT unit. The University responded to the union on November 11, 2009, recommending that the substance of the grievance be reviewed and determined by the ALRA as part of the unit clarification proceeding; see below. On December 18, 2013, ALRA issued Decision and Order # 301, granting the University’s petition and mootng UAFT’s grievance. However, UAFT filed an appeal in Superior Court on January 17, 2014 and the court has issued a stay. Grievance timelines continue to be held in abeyance pending the outcome of the UAFT’s appeal.

- **Statewide Office of Labor and Employee Relations:** UAFT filed a Step 2 grievance on July 25, 2012 alleging the University violated Article 1.3.A of the CBA by demanding that the union agree in writing to pay all costs associated with a request for information prior to providing them with the information. The union further alleges that the University violated the implied duty of good faith and fair dealing. The parties met on March 04, 2013, and continue to work to resolve the matter.

- **UAA College of Arts and Sciences:** UAFT filed a step 2 grievance on September 18, 2013 alleging the University violated Article 5.1 when they assigned a workload in violation of the CBA. The union further alleges that the University violated the implied duty of good fair and fair dealing. The parties held a step 2 grievance meeting on March 03, 2014. The University’s response is due on Monday, March 10, 2104.

**United Academics (UNAC)**

- No grievances are pending.

**Local 6070**

- No grievances are pending.

**United Academic – Adjuncts**

- No grievances are pending.
FDU Local 1324

- No grievances are pending.

ISSUES BEFORE THE ALASKA LABOR RELATIONS AGENCY

**Unit Clarification Petition:** On October 17, 2007, UAFT filed an Unfair Labor Practice (ULP) charge with the Alaska Labor Relations Agency (ALRA) alleging that the University violated the CBA by its placement of new faculty with upper-division teaching assignments into the UNAC bargaining unit. In response, the University filed a Unit Clarification Petition. On August 25, 2009, the ALRA accepted the University’s petition for unit clarification and placed the ULP complaints in abeyance pending the determination of that petition. The ALRA hearing began on April 05, 2010, and lasted until April 22, 2010. Post hearing briefs and response briefs were filed and the issue was before the Agency for a decision. On October 04, 2011, the ALRA notified the parties that they wanted briefings on the appropriateness of one unit of non-adjunct faculty at the University. File briefs were submitted to ALRA on December 21, 2011. The ALRA issued its final decision and order on December 18, 2013, granting UA’s petition as modified. On January 17, 2014, UAFT appealed the ALRA’s decision to Superior Court and requested a stay of the ALRA Decision pending appeal. On February 11, 2014, the Superior Court for the State of Alaska granted UAFT’s request to stay ALRA’s Decision and Order #301. The appeal is now being reviewed by Superior Court for the State of Alaska.

**Unfair Labor Practice:** On May 31, 2013, Local 6070 filed an ULP with the (ALRA) with regard to an employee initiated reclassification action at UAA. The ULP contains 37 allegations. The University responded on July 1, 2013 to ALRA. The University believes the ULP is without merit. The parties are waiting for ALRA to schedule the hearing.

**Unfair Labor Practice:** On October 30, 2013 United Academics Adjuncts, Local 6054, APEA/AFT, filed an ULP with the ALRA alleging the University refused to bargain in good faith. The University believes the ULP is without merit and a response was filed on December 11, 2013. A decision is pending. (See section on negotiations below for more detail on status of bargaining.)

**Petition for Declaration of Impasse/Order to Engage in Mediation:** On January 8, 2014 the Alaska Higher Education Crafts & Trades Employees, Local 6070 petitioned the ALRA for a declaration of impasse and an order to engage in mediation. Negotiations have been on-going since September 11, 2012. On January 29, 2014 Local 6070 agreed to ask the ALRA to hold the petition in abeyance and the parties have agreed to jointly request mediation services from the Federal Mediation and Conciliation Services (FMCS). The ALRA has agreed. (See section on negotiations below for more detail on status of bargaining.)
NEGOTIATIONS

LOCAL 6070: The University started negotiations with Local 6070 on September 12, 2012. The CBA expired on December 31, 2012, but continues in force until superseded by a new Agreement. The parties have reached tentative agreement on eight of fifteen articles. The UA has taken the position of last and final on two additional articles. Consequently five articles remain outstanding. Negotiating sessions were conducted on November 6, 7, and 8, 2013. At the conclusion of negotiations on November 8, 2013 the union chief spokesperson announced they would not return to the negotiating table until sometime in January 2014. Attempts by the UA to resume negotiations sooner and with specificity were not fruitful. The parties returned to the negotiating table on January 7, and January 8, 2014. On January 8, 2014 the union walked out of negotiations and contacted ALRA stating they were at impasse and requested mediation.

The University strongly disagreed that the parties were at impasse. As a compromise the University agreed to enter mediation with Local 6070 provided the union withdrew its allegation of impasse. Local 6070 agreed to withdraw its allegation of impasse and the parties participated in two day of mediation with a mediator from the Federal Mediation and Conciliation Service. The mediation was conducted on February 6 and 7. Modest progress was made during mediation. The mediator announced he was unavailable until March 19. The University suggested to Local 6070 that negotiations should resume. Local 6070 refused to come to the bargaining table choosing instead to delay until the mediator was available in March. (See prior note regarding ALRA proceeding.)

University of Alaska Federation of Teachers (UAFT): The CBA expires on December 31, 2014. On February 04, 2014, the University issued a written notice to UAFT of our desire for changes in the current CBA. Negotiations shall begin no later than August 15, 2014.

P01.01.010. University of Alaska Mission Statement.
The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples. (10-06-00)

P01.01.020. University of Alaska Anchorage Mission Statement.
The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment. (09-18-07)

P01.01.030. University of Alaska Fairbanks Mission Statement.
The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers. (06-08-12)

P01.01.040. University of Alaska Southeast Mission Statement.
The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. (06-03-11)

P01.01.050. Prince William Sound Community College Mission Statement.
Prince William Sound Community College applies innovative and sustainable practices in providing accessibility, student success, effective teaching and learning, and community engagement. (09-23-11)