

**Board of Regents Program Action Request  
University of Alaska  
Proposal to Add, Change, or Delete a Program of Study**

1a. UA University (choose one) <input type="checkbox"/> UAF	1b. School or College School of Natural Resources and Extension	1c. Department or Program Cooperative Extension Research
<b>2. Complete Program Title</b> Cooperative Extension Research		
<b>3. Type of Program [Not an academic program.]</b>		
<input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> Associate <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate		
<b>4. Type of Action</b>	<b>5. Implementation date (semester, year)</b>	
<input type="checkbox"/> Add <input type="checkbox"/> Change <input checked="" type="checkbox"/> Discontinue	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer    Year 2017	
<b>6. Projected Revenue and Expenditure Summary. Not Required if the requested action is discontinuation.</b> (Provide information for the 5 <sup>th</sup> year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 <sup>rd</sup> year after program approval if a master's or associate degree program; and for the 2 <sup>nd</sup> 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.)		
<b>Annual Revenues to the University in FY 2016</b>		<b>Annual Expenditures in FY 2016</b>
Unrestricted		Salaries & benefits (faculty and staff)    \$549,856
General Fund	\$491,255	Other (commodities, services, etc.)    \$
Student Tuition & Fees	\$0	<b>TOTAL EXPENDITURES</b> \$
Indirect Cost Recovery	\$0	One-time Expenditures to Initiate Program (if >\$250,000)
TVEP or Other (specify):	\$0	(These are costs in addition to the annual costs, above.)
Restricted		Year 1    \$
Federal Receipts USDA formula funds	\$58,601	Year 2    \$
TVEP or Other (specify):	\$	Year 3    \$
<b>TOTAL REVENUES</b>	<b>\$549,856</b>	Year 4    \$
<b>Page # of attached summary where the budget is discussed: 1</b>		
<b>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.</b>		
<b>Revenue source</b>	<b>Continuing</b>	<b>One-time</b>
a. In current legislative budget request	\$	\$
b. Additional appropriation required	\$	\$
c. Funded through new Internal UA university redistribution	\$	\$
d. Funds already committed to the program by the UA university <sup>1</sup>	\$	\$
e. Funded all or in part by external funds, expiration date	\$	\$
f. Other funding source Specify Type:	\$	\$
<b>8. Facilities: New or substantially (&gt;\$25,000 cost) renovated facilities will be required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.		

<sup>1</sup>Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, 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.**

Year 1:	Year 2:	Year 3:	Year 4:
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Page number of attached summary where demand for this program is discussed: Not applicable

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

Graduate TA	0
Adjunct	0
Term	0
Tenure track	3, 2 are tenured

**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 1 of the attached summary.

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

Program Affected	Anticipated Effect

Page number of attached summary where effects on other programs are discussed: N/A

**13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': none**

**14. Aligns with University or campus mission, goals, core themes, and objectives (list):** UAF's Strategic Plan Goal, Develop innovative approaches to managing University resources to support its mission and position it to meet challenges of the future. Extension will base its work on both UAF and external universities' research, a broader and deeper resource than Extension based research effort.

Page in attached summary where alignment is discussed: 1

**15. Aligns with Shaping Alaska's Future themes:**

The program discontinuation will address aspects of Theme 5, Accountability to the People of Alaska, as it pertains to increasing efficiency and cost-effectiveness.

Page in attached summary where alignment is discussed: 1

**16. Aligns with Academic Master Plan goals:**

Goal 5 Increase consultation, collaboration and coordination across UA. Extension will seek applicable research findings across the system and beyond.

Page in attached summary where alignment is discussed: 1

**17. State needs met by this program (list):** Extension will continue to provide research-based information to the public in an understandable and usable form. This reduction will allow CES to maintain as much direct service to clients and communities as possible, with the reduced general fund appropriation from the State.

Page in the attached summary where the state needs to be met are discussed: 1

**18. Program is initially planned to be: (check all that apply)**

- Available to students attending classes at campus(es).
- Available to students via e-learning.
- Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Fairbanks.  
(choose one above)

Susan Fureche | 5/1/17  
Provost Date

[Signature] | 5/2/2017  
Chancellor Date

Consensus Support of SAC     Not Supported by SAC     Majority support w/some objecting

Recommend Approval by VPAAR    [Signature] | 5/8/17  
 Recommend Disapproval by VPAAR    UA Vice President for Academic Affairs 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 net 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.

Attachments:     Summary of Degree or Certificate Program Proposal     Other (optional) Rationale for proposed deletion

Revised: 04/20/2015



## **Program Discontinuation Request Extension Research**

The University of Alaska Fairbanks requests authorization from the UA Board of Regents to discontinue its program in Extension Research. At the beginning of FY17, Extension Research employed four tenure-line faculty, with the title "Extension Specialist". "Extension Specialist" positions differ from those of other Cooperative Extension Service (CES) faculty in that they have tripartite workloads, including teaching, research, and service. Other CES faculty, titled "Extension Agent", have bipartite teaching and service workloads. In addition the major roles of the positions differ. Specialists have the major role of conducting research to provide information to extension agents. Agents have the major role of providing research-based information, in an understandable and usable form, to the public.

### **Program Review Process**

Initially UAF Planning and Institutional Research provides unit performance data, including enrollment, graduates, and research grants as applicable. The unit under review also provides information, and together these reports address the applicable criteria listed in University Regulation R10.06.010B. The document prepared for this program review is appended. The program is subject to three levels of review; a faculty committee, with representatives from each school and college; a dean/director committee, including the deans and community campus directors; and the Chancellor's Core Cabinet. All three levels of review voted to discontinue the Extension Research program. The UAF Faculty Senate voted on the proposed discontinuation; the vote was 10 = agree; 22 = disagree; 1 = abstain. This vote (and other Senate votes on program discontinuations) was advisory to the Chancellor. The UAF Interim Chancellor, considering the program review report, all levels of review, and the serious financial challenges facing Cooperative Extension, decided to request that the UA Board of Regents discontinue the program.

### **Rationale**

Although individual Extension Research faculty have achieved success in external funding and peer-reviewed publication, as a whole this unit is not contributing substantially to meeting the needs of Extension Agents who work with clients in the field. Much of the research knowledge that agents use is freely available from published sources. When specialized research needs arise, the small Extension Research faculty group often does not have the specific expertise required to address them. The alternative that has been used in those cases, contracting with UA or external university faculty to conduct the research, is more cost-effective than continuing to maintain the Extension Research Unit.

Extension Research has been producing useful research products, but given the substantial cuts in general fund support to CES, 17.7% for FY17 relative to FY16, it is necessary to make difficult choices. CES faculty and administration have decided that the client services provided by field agents are the first priority, and to continue those services at a reasonable level, Extension Research must be discontinued.

### **Budget**

In FY16 Extension Research unit expenditures were about \$550,000, of which about \$59,000 were USDA formula funds (Smith-Lever funds). Large restricted fund grants to one of the faculty members, Stephen

**Seefeldt (whose position is 50% Extension Research), are not included in the table, because they are not available for reallocation. Funds from those grants total \$1.2M from FY14 to present, and it is acknowledged that Dr. Seefeldt has been remarkably successful in securing external funding. Unfortunately, he resigned in 2016 soon after the program discontinuation was proposed. For the same period (FY14 to present), grants awarded to the other Extension Specialists have totaled \$45,000.**

**All of the cost savings achieved by discontinuing Extension Research will be reallocated to support the continuation of the outreach mission of CES. Even with the Extension Research program deletion, it will be necessary to reduce client services because of the reductions in general fund support.**

**PROGRAM REVIEW 2015-16**

UNIT: School of Natural Resources and Extension  
 PROGRAM: Extension Research  
 DEGREE: Not Applicable

**I. PROGRAM PRODUCTIVITY AND EFFICIENCY**

- 1) Discuss or provide context for the following components of the PAIR and annual activity reporting data, and provide an explanation of any numbers that may seem out of place, given the size and capacity of the program:
- a. SCH generated by the faculty included in (c), if any have taught for-credit classes.
  - b. Non-credit instruction activity of faculty, as enumerated in the most recent three annual activity reports.
  - c. Public service activity of faculty, as enumerated in the most recent three annual activity reports.
  - d. Department budget
  - e. FTEs
  - f. Grant and Contract Research Expenditures

If the data do not accurately reflect the program, explain why not. Also, discuss any trends, and why they are occurring.

Cooperative Extension is proposing that we end the specialist (tri-partite) program in our unit. This involves 3.5 FTE.

In the past three activity reports, these are the reported numbers from these positions:

	Nutrition specialist	Horticulture specialist-position created in 7/15	Economics Specialist	NRCD specialist-position created 4/13
Student credit hours	0	N/A	11-3 credit hr. 12-3 credit hour (overload)	0
Noncredit teaching	12-0 13-0 14-0 15-sabbatical	N/A	11-0 hrs 12-48 hrs 13-33 hrs	13-4 hrs 14-10 hrs 15-34.5 hrs
Public service hours/contacts	12-0 13-0 14-0 15-sabbatical	N/A	11-30 hrs/295 contacts 12-170 hrs/264 contacts 13-230 hrs/118 contacts	13-97 hrs/44 contacts 14-709 hrs/220 contact 15-108 hrs./133 contacts

**PROGRAM REVIEW 2015-16**

UNIT: School of Natural Resources and Extension  
 PROGRAM: Extension Research  
 DEGREE: Not Applicable

Budget	\$118,153 (salary and benefits of contract)	\$58,613 (salary and benefits of contract)	\$172,425 (salary and benefits of contract)	\$110,352 (salary and benefits of contract)
	\$15,800 (operating)	\$5,700 (operating)	\$3,900 (operating)	\$6,300 (operating)
FTE	1	.5	1	1
Contract Months (Guaranteed Funding)	9	10.75	10.75	9

Note: these are not all the same years, simply the last 3 years we have in our files where reports were done.

In comparison, agents in the field have an annual average of the following:

Non-credit teaching-118 Hours

Service hours and contacts- 346.4 hours with 1206.4 people contacted

FTE-1

Contract months (Guaranteed Funding)- 10.75 months

2) Describe the way this program fits into SNRE as a whole.  
 What other academic and programs are carried out in the department and how are they connected with this program?  
 What are the budgetary needs associated with this program, e.g., how many Extension faculty have tripartite appointments that include research?

Specialist positions are primarily as resources for agents in the field. They are subject matter based and provide both information and occasionally provide programming at the request of field agents. These programming hours are included in the above charts as non-credit teaching.

Loss of these positions will not interfere with the work of the agents in the field. We have strong relationships with other Extension Organizations and Land Grants that will provide subject matter expertise in all areas agents are called upon to provide. Not just the areas represented here. We currently work with Extension Services that provide assistance in all other areas (food preservation, family economics, family issues, child development, health, range, soils, farm management, crops, livestock, etc.). They will also be willing to serve as backup when agents in the field need additional information.

## PROGRAM REVIEW 2015-16

UNIT: School of Natural Resources and Extension  
PROGRAM: Extension Research  
DEGREE: Not Applicable

3) Does the Extension research program have sufficient resources (faculty, staff, space, research funding) to adequately meeting its objectives in a sustainable manner?

The research objectives for the extension program can be realized through the use of contract work with other extension organizations and land-grant institutions or with the research that is done through SNRE AFES.

4) Describe the productivity of the program faculty in publication, scholarship, teaching, funded research and service. Mention specific Unit Criteria if they will help the committee to assess the level of scholarly productivity. List any grant funding associated with the program faculty during the review period.

	Nutrition specialist	Horticulture specialist	Economics specialist	NRCD specialist
Grants received	\$10,000	\$640,707	\$2,500	\$10,000
CES publications written-totals over period	12-food cost survey	0	7	0
Journal articles	3 articles	2 articles	4 articles	2 articles

It is to be noted that these grants provide funding for the off-contract period. Each of these positions is either 9 month (Nutrition, Economics) or 10.75 (Horticulture and NRCD) months. The funding provided provides extra weeks added to these basic contracts.

In comparison, the agent in the field annual average for grants awarded is \$47,264.

## II. NEED FOR PROGRAM

1) UAF'S mission and Core Themes are attached. How does this program contribute to that mission and those themes? Is this program uniquely central to the mission?

This program contributes to the "Engage" theme: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development. This program is not unique to the mission and theme and objectives can be met through different resources or better use of existing faculty.

2) List any active academic, community, or industry partnerships associated with this program, and briefly explain what the partner contributes (including but not limited to monetary and in-kind contributions).



## PROGRAM REVIEW 2015-16

UNIT: School of Natural Resources and Extension

PROGRAM: Extension Research

DEGREE: Not Applicable

The NRCD specialist provides oversight for a group of VISTA volunteers that work in a variety of locations throughout the state. In return, the specialist received a grant of \$10,000 towards salary.

3) Is this program duplicated within the UA system? If there is another program within the system, does this one have any important differences from the other program(s)?

This is a duplicate of the existing extension agents that are in the field and the research that occurs in AFES.

### III. MISSION FULFILLMENT

1) Provide evidence of program impact.

In reviewing activity reports over the past 3 years, here are highlights of program impact given by specialists.

#### Nutrition Specialist

- Oversaw the survey and completed quarterly compilation of the Food Cost Survey for the years in question
- Worked on the Children Healthy Living Program in cooperation with CANHR for one of the last three years.

#### Horticulture specialist (as district agent)

- Arranged Sustainable Agriculture Research and Education conference for State of Alaska
- Received funding for Crop Management and Pest control grant and has started implementing the program

#### Economics specialist

- Trainer for the AlaskaHost program. Also developed a youth component for this program.
- Worked on economic models of waste water project for villages in North Slope borough

#### NRCD specialist

- Developed a framework for VISTA program in Alaska
- Re-established Senior Corps of Retired Executives (SCORE) for Alaska

**PROGRAM REVIEW 2015-16**

UNIT: School of Natural Resources and Extension

PROGRAM: Extension Research

DEGREE: Not Applicable

- Organized and arranged for training of small business owners across the state