

UAF SDI Report to Regents

June 6, 2013

UAF has been reporting monthly to President Gamble since last summer's budget development on major activities using the Strategic Directions Initiative framework. It is difficult to separate SDI-related activities from others undertaken within the university; SDI infuses UAF strategies throughout the institution. This report will highlight two types of activities:

- Initiatives and activities undertaken in response to SDI themes, goals and metrics, and
- Activities that have a significant impact on achievement of SDI goals.

Student Achievement and Attainment

UAF is undertaking several academic-related initiatives within this theme, including:

- Improving degree and certificate program quality and relevance to the 21st century, by
 - updating the general education requirements
 - investing in current instructional equipment and instructional technology
 - training and incentivizing faculty to adopt new instructional modalities
 - continuing to meet the increasingly high standards of specialized accrediting organizations
 - continuing to recruit and retain well-qualified faculty, who advance knowledge in their disciplines and educate undergraduate and graduate students through research and creative activity
- Improving student academic success through intensive advising and academic support services. The longer-term goal is to attain baccalaureate 6-year graduation rates of at least 40% by 2018.
- Communicating UAF academic quality and the economic benefits of higher education to both current and prospective students.

Updating general education requirements

The UAF Faculty Senate's General Education Revitalization Committee met throughout this academic year on revisions to the general education requirements (core curriculum). The Faculty Senate has adopted the American Association of Colleges and Universities framework of learning outcomes entitled "Liberal Education and America's Promise" (LEAP), which recognizes four broad goals of general education: increase disciplinary knowledge, develop thinking skills, connect academic work with societal issues, and prepare for lifelong learning. Members have been working with faculty from UAA and UAS in the General Education Learning Outcomes Committee to determine how best to align the three

universities' general education requirements. UAF's Faculty Senate intends to complete its revision during the coming academic year.

Expanding UAF eLearning and Distance Education

UAF realigned its distance education program in summer 2012, transferring oversight from the vice chancellor for rural, community and native education to the chancellor's office. The revenue and credit generation model for online learning is changing as well, and is being designed to incentivize all UAF schools and colleges to provide more online offerings.

UAF eLearning and Distance Education has focused on improving overall rates of student completion and success, with notable results. In the fall semester 2006, UAF eLearning recorded 926 enrollments in online courses. Of those students, 511 (55 percent) earned a final grade of C or higher. Six years later (fall semester 2012), UAF eLearning tallied 2,891 enrollments in online courses, with 2,024 (70 percent) earning a final grade of C or higher. A 15 percent increase in overall success rate would be notable with flat enrollment; it is doubly significant given the concurrent enrollment growth.

During this period of time, UAF eLearning began phasing out paper-based correspondence courses and focused primarily on the more interactive online medium. They increased instructional design staff, emphasizing faculty development and effective course design. Quality guidelines issued by UAF eLearning encourage early contact with students, instructor presence, explicit learning objectives and deadlines, timely feedback, and opportunities for student-to-student engagement. UAF eLearning has also instituted an early warning intervention strategy, in which student services staff make phone calls to students who are falling behind with coursework in an effort to help them get back on track. These initiatives are paying substantial dividends in increased student success.

UAF e-Learning continues to expand its list of online course offerings. In all, more than 180 course sections will be delivered online during the spring semester, with 17 of these offering being new. UAF anticipates similar growth in offerings in the upcoming academic year.

Investing in smart classrooms

UAF is investing \$1 million over two fiscal years (FY12 and FY13) in additional smart classrooms, replacing current instructional equipment and instructional technology.

Alternative Scheduling of Classes

UAF continues to grow its offerings of Fairbanks classes using alternative schedules, including:

- Summer sessions
- WINTERMester
- Weekend College

Summer Sessions

Last year UAF Summer Sessions and Lifelong Learning (SSLL) offered over 300 courses. Enrollment for summer courses was up, with significant increases at the College of Engineering and Mines (111%), College of Liberal Arts (9.5%), and the School of Education (14%). Several classes had especially large enrollments, including Differential Equations with 56 students and Anatomy and Physiology with 54 students. In 2012, there were eight field-based courses, ranging from Anthropology at the Gerstle River to Field Painting in the US Park Service's restored Coal Creek Mining site in Yukon Charlie National Preserve. Registration for summer sessions 2013 is running approximately even with summer 2012.

SSLL Financial Aid came in many forms. In-state tuition for all students continues to attract students from outside as well as encouraging current out-of-state students to stay in Fairbanks for the summer to continue work on their degrees. The Sweet Summer Deal, which offered tuition and housing discounts students taking a full-time course load from UAF and eLearning classes, grew by over 200 percent.

WINTERmester

2013 was the fifth year Summer Sessions and Lifelong Learning offered WINTERmester in early January. During this intensive 2-week session, students can complete a 3-credit class at a time when campus classroom space is available. Students who utilize this extra session are more apt to graduate faster. From its inception WINTERmester has been popular with degree-seeking students as well as the general public. Non-credit courses are also offered, welcoming the community to campus when parking is not a problem. Student enrollment has increased by over 50 percent, in large part by increasing the number of courses offered from 8 to 13.

The Weekend College

The Weekend College provides additional sections of high-demand courses. The additional course sections are scheduled on Saturday when classroom space is readily available. The sections are designed to help students stay on track by allowing them increased access to required courses. In spring 2013, Summer Sessions and Lifelong Learning offered four courses to determine student interest in the expanded schedule.

Comprehensive Advising

UAF's most significant new initiative in this SDI theme is the comprehensive advising effort, expanded with the new funds provided by the legislature in FY13. This effort needs to be understood in context of overall UAF academic advising.

Academic Advising background

I. Overview of Academic Advising

When an undergraduate student is admitted to UAF, they are admitted as 1) a student in a major or program; 2) a General Studies student, who intends to complete a bachelor's degree but has no declared major; 3) a pre-major, which means they intend to pursue a baccalaureate major but do not meet admissions requirements; and 4) a General Program or Associate of Arts student for associate-level degree with no declared major. Students who are admitted into a major and pre-major students intending to complete a specific major will be advised by either a faculty member or staff advisor in their major department. General Studies and pre-major general studies students are advised by staff advisors in the Academic Advising Center (AAC). Students enrolled in rural campuses are advised by staff and/or faculty at their respective campus of Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, or Northwest. CTC Student Assistance and Advising Center advises students who are enrolled on that campus.

UAF has mandatory advising, which means that all degree-seeking students must see an academic advisor to discuss their educational plans including next semester's schedule before they are allowed to register for classes. All students have an assigned academic advisor, either through their major or in the AAC. Students sometimes also have a secondary advisor as there are other offices and programs that offer additional advising and academic support to particular groups of students, among them Rural Student Services (RSS), Student Support Services (SSS), International Programs, eLearning and Distance Education, and student-athlete advising.

II. Academic Advising Center

The AAC assists general studies and pre-major students as well as students in majors who are exploring other baccalaureate or pre-professional degree programs. Students who enter UAF without a declared major are considered to be General Studies students, and must declare a major before they reach 75 credits. The AAC provides many services beyond assisting with course registration: they help students determine academic and career goals, educational planning, advise on preparation for graduate work and recommend appropriate learning assistance. Other services offered by the AAC include major exploration, pre-professional advising, coordination of Supplemental Instruction across campus, student success workshops, peer advising, oversight of Interdisciplinary General Studies degrees, training for faculty/staff advisors, and UAF's credit for prior learning program. There are two newly added advisors through Comprehensive Advising funding plus internally reallocated funding. One focuses solely on student-athletes and the other on students who have more than 100 credits but have "stopped out" or not made significant progress toward a major.

III. Other staff advisors

In addition to their assigned academic advisor, students may also receive support from a number of other offices and programs. Most academic units employ staff advisors who advise the majors in their programs, especially freshmen and sophomores. Rural Student Services (RSS) focuses on Alaska Native and rural students and provides comprehensive advising services that include assistance with admissions

and financial aid, career advising, and student advocacy. RSS also helps students navigate the cultural gap they may feel between their home communities and the Fairbanks and university setting. SSS (which has substantial federal grant support) targets low income, first generation, and students with disabilities. These students might face significant challenges in achieving their academic goals, and SSS provides a multi-faceted support system that includes tutoring, financial literacy workshops, mentoring, and cultural and social engagement.

IV. Faculty Advising

Students are often advised by faculty members once they have declared a major. In addition to the obvious expertise that a faculty member has in the student's field of study, they may provide recommendations for jobs or internships, oversee research projects, and provide guidance in application to graduate school. There are also Faculty Advisors who work in the Academic Advising Center (currently four).

V. Comprehensive advising initiative

UAF was awarded \$600,000 in legislative funding to expand the comprehensive advising services offered in order to increase the success of all students, particularly at-risk baccalaureate students. In Fall 2012, 55 percent of Fairbanks campus baccalaureate-seeking students were either low-income or first-generation college students. Comprehensive advising is a model similar to that provided by RSS and SSS: intensive, holistic advising that takes into account students' goals and the possible barriers to their success. Academic advisors act as advocates and liaisons with other university offices such as Financial Aid or Residence Life and help students with time management and study skills in addition to helping them select courses.

In a comprehensive advising model, students are usually required to meet with their academic advisor on an on-going basis (in the case of SSS, five times a semester) so that problems can be identified and resolved before they interfere with a student's success. UAF believes that this sort of personal connection and attention to students, particularly when they are struggling, will lead to increased attainment. Several new positions were added through this funding: two additional academic advisors in SSS (which will increase the number of students they are able to serve from 160 to 280), one staff advisor for the CLA, and two additional academic advisors in the AAC. Funding was also provided for scholarships for low-income, first generation students, increased tutoring/ academic support services and additional Supplemental Instruction (SI) sections. SI is a peer-learning model where a student who has previously been successful in a course provides study sessions and tips to students who are currently enrolled.

While so far only one semester's worth of performance information is available, the numbers indicate that Comprehensive Advising has a positive effect on Satisfactory Academic Progress (or SAP, defined as completing 2/3 of credits attempted with a GPA of 2.0 or better.) In Fall 2012, 86.8 percent of Comprehensive Advising students achieved SAP, compared with 78.7 percent of UAF students as a whole, according to Financial Aid data. These numbers are positive, given the fact that the students targeted by Comprehensive Advising are first generation, low income, or students with disabilities, who would normally perform less well than the average UAF student.

<i>Comprehensive Advising Student Performance</i>	Student Support Services	Academic Advising Center**	College of Liberal Arts**	All Comprehensive Advising	All UAF (i.e., all students, not just those served by comprehensive advising)
Total # individual students advised	118*	123	86	327	n/a
Percentage of students making Satisfactory Academic Progress (SAP)	89%	77.2%	97.6%	86.8%	78.7%
Percentage of students that did not graduate fall semester and that returned spring semester	94%	89.8%	90.7%	91.6%	90%***

*Approximately half of SSS's advising budget is through Comprehensive Advising, so this number is half of the total reported by SSS.

**Both the Academic Advising Center and CLA advisors see students primarily in their first two years of study, while SSS typically serves students for 4-5 years. Because juniors and seniors are included in the SSS figures, the group performance is better than for the freshman-sophomore group served by the other two advising centers. Also, the AAC serves predominantly undeclared or General Studies students, who typically underperform relative to students with declared majors.

***The 2013 figure is not yet available. In recent years, the average was 90 percent for first-time, full-time baccalaureate-seeking freshmen.

VI. Other advising efforts

UAF participates in the Stay-On-Track campaign, and actively encourages students to take 15 credits when it fits into their lifestyle and academic plans. There are any students for whom 15-credits a semester is neither feasible nor desired, but UAF is communicating the importance of being aware of the costs of each additional semester, having an academic plan, and sticking to it. The number of UAF students who enrolled in 15-credits or more was up by 7.3 percent between fall 2011 and fall 2012.

UAF has an Early Warning Program in which all instructors of core courses are asked to submit a list of students who they feel are at risk either due to lack of attendance, poor performance, inadequate preparation, or personal issues. The names of these students are compiled into a list by major and each one is assigned a contact person, preferably someone who has already had some interaction with the student in the past. The students are contacted by phone and email, and recommendations are offered about tutoring and other resources that might assist them. In fall 2012, 324 students were identified by this process.

In summary, UAF's undergraduate academic advising model is based on mandatory semester advising interactions between the student and his or her faculty or staff advisor, equipping the student to develop a relevant educational plan based on the student's interests, academic progress, and needs.

Other SDI Student Achievement and Attainment efforts

Student Services Process Workshop

UAF sponsored a workshop for front-line employees working with student registration and billing processes. There were representatives from administration, student services, UAF CTC and all rural campuses. The day started with leadership setting the stage by empowering those working most closely with the students to improve processes and communication. There were several opportunities identified to improve student experiences. It provided a good picture of the challenge UAF faces in serving diverse student types (i.e. GED to PhD) and how each campus' student services office influences the service received by each student. Working groups were formed to implement improvement on the highest priority items identified.

National Association of Academic Advisors Regional Meeting

The regional meeting of the NACADA (National Association of Academic Advisors) was held for the first time in Alaska this year. A large group of UAF attendees took advantage of this opportunity to focus on academic advising, including faculty members, representatives from rural campuses, UAF CTC and eLearning. Almost half the UAF attendees were faculty, indicating the university's increased attention to faculty advisor training and development.

Productive Partnerships with Alaska's Schools

UAF has ongoing partnerships with school districts throughout its service territory, with the strongest partnerships including the CRCSD rural campuses. Chancellor Rogers began monthly meetings with Fairbanks North Star Borough School District superintendent Pete Lewis to seek new opportunities for partnership and cooperation; several initiatives are planned for the coming year.

EKCS Early College High School with Interior-Aleutians Campus

Effie Kokrine Charter School (EKCS) opened in Fairbanks in 2005 and began offering college courses as an Early College High School in 2006. Along with a regular middle and high school curriculum, EKCS, in partnership with UAF and UAF's Interior-Aleutians Campus, offers college-level general education and elective courses that allow students to fulfill requirements for associate and bachelor's degrees. Through the Tech Prep program and sponsored courses, EKCS students can enroll in university courses at no or low cost to their families. For the 2012-2013 school year, more than 20 college courses were scheduled, including subjects such as geography and Geographic Information Systems, Alaska Native studies, atmospheric science, and many others.

Tech Prep

Tech Prep is one option for high school students looking into Career and Technical Education opportunities. Vocational pathways are expressed through programs of study that allow college credit for pre-approved articulation of high school courses. Recent program development has focused on distance delivery for Allied Health. These efforts align with UA Statewide's goal of a unified approach to personal learning development planning and uniform articulation of course work across the system.

Yoshikawa Permafrost Monitoring

Dr. Kenji Yoshikawa, research faculty in the Institute of Northern Engineering at UAF, developed a permafrost monitoring network active in more than 165 K-12 schools in Alaska as well as schools in Canada, Russia, Norway, Greenland, Tanzania, Japan and China. Dr. Yoshikawa was awarded the Usibelli Award in Outreach for this work. This K-12 partnership has been in place since 2005 and continues to grow in Alaska and around the world where permafrost exists. Dr. Yoshikawa will present his work at the UAF showcase during the June 2013 Board of Regents meeting.

Collaborative Teaching Model

The College of Rural and Community Development has proposed to work with six school districts—Northwest Arctic, Bering Straits, Yukon Koyukuk, Yupiit, Lower Kuskokwim, and Kuspuk—in expanding career and technical education in the high demand career fields of health and the STEM area of math.

CRCD aims to improve the academic and career/technical skills of rural students by engaging them in a statewide Allied Health Program of Study (POS); the POS will lead to industry-recognized certifications/degrees in health. Health Math 116 will also be developed as an eLearning course to further student success in the greatest challenge area for students (mathematics). The Collaborative Teaching Model (CTM) will provide mentoring for teachers while a college professor actually teaches the course. Students will also benefit from an exploratory course in health careers that can lead to further professional pathways.

The CTM Math model allows students to complete their four years of mathematics concurrently with college level credit. A 3-year plan will follow to support CTE planning for school districts across the state of Alaska, providing access to all Alaskan high school students. A consistent and predictable allied health program of study CTE course sequence will link secondary and post-secondary coursework in health and math via E-Learning for 225 students over three years.

Alaska Native Education Equity Program

The UAF College of Liberal Arts and School of Education have recently received awards totaling over \$2M through the Alaska Native Education Equity program. All are directed at improving educational opportunities for Alaska Native students in rural areas. Below are excerpts from the project descriptions posted on the US DOE website:

The Applied Linguistics Program and Alaska Native Language Center (ANLC) at UAF, in partnership with the Association of Village Council Presidents (AVCP), and the Lower Kuskokwim School District have come together to improve Education in Alaska Native Languages and for English Language Learners through graduate degree completion of educators and developing Computer Assisted Language Learning materials to be used in participating schools. Through this proposal, program partners will build on earlier work to graduate 20 Master's students and four doctoral students from participating school districts. These students will study and do research in the areas of Alaska Native and English Language Education.

Raising Educational Achievement through Cultural Heritage (REACH) proposes to improve Alaska Native student knowledge of Inupiat and Yup'ik ways of knowing about climate, and to increase Alaska Native student science, technology, engineering and math (STEM) competency. A total of 2,871 K-6 students and 237 elementary teachers at 15 sites in northwest Alaska's Bering Strait School District (BSSD) will be served by the project. REACH provides year-round professional development augmented by ongoing mentorship from Native Elders, scientists, and master teachers.

The third project responds effectively to the well documented need to improve the academic performance (math in this project) of Alaska Native students by incorporating the elders' wisdom. Elders measure proportionally, use symmetry, splitting, and geometrical verification in performing everyday activities. These mathematical processes are the centerpiece of this proposal, providing an innovative way to show teachers and students a cohesive and culturally connected method for teaching school mathematics. UAF faculty will refine, develop, and implement instructional materials and professional development.

Productive Partnerships with Alaska's Public and Private Industries

UAF continues to partner with Alaska industries for instruction, research and service programs, and for providing basic infrastructure for the Fairbanks campus. All of UAF CRCD rural campuses continue to have close and regular working relationships with all of the industries in their regions; their productive partnerships set a standard that UAF hopes to meet throughout its instructional and research programs.

Instruction and Research Program Partnerships

New or expanded initiatives

Fisheries: UAF faculty and staff participated in development of the UA Fisheries Seafood and Maritime Initiative and continue to partner with the Pollock Conservation Cooperative Research Center to address research needs of the offshore fishing industry. *Mining:* 2013 is the third year of UAF's Mineral Industry Research Laboratory's partnership with Kinross Fort Knox and Sumitomo Metal Mining/Pogo, both of which donated \$1 million over three years to support graduate student participation in research. *Aviation:* UAF Community and Technical College received a Boeing 727 from FedEx to support its aviation maintenance programs. Other partnerships are included under the R&D SDI theme.

Partnership with Fairbanks Economic Development Corporation (FEDC)

UAF has developed and strengthened a strong working partnership with FEDC over the past three years. The chancellor serves on the FEDC Board of Directors, and UAF participates regularly in FEDC board meetings and finance committee meetings. Deans, directors, and other faculty and staff also participate on FEDC committees and projects. This partnership has proved valuable to UAF in many areas: commercialization of research, exploration of natural gas supplies to the community (hence UAF), unmanned aircraft, and promotion of research activities.

Cold Climate Housing Research Center (CCHRC) Sustainable Village Housing

One project that is both programmatic and infrastructure-related is UAF's Sustainable Village. CCHRC completed four 4-bedroom houses in time for students to move in last fall. Constructed on UAF property adjacent to the CCHRC building, the "live-in laboratories" were designed with student input to showcase highly efficient, affordable, and livable housing constructed on marginal soils in a subarctic ecosystem. Residents participate in monitoring and reporting the buildings' energy use, water consumption and comfort. The goal is to research and showcase sustainable housing for Alaska. Each house is approximately 1,400 GSF in size and cost about \$225,000 to construct. A second phase is planned for summer 2014 based on experience during the first year of the project.

Infrastructure partnerships

UAF is pioneering a variety of partnerships with Alaska's private industries to address core facilities needs on the Fairbanks campus.

Private-Public Partnership (P3): Wood Center Expansion

Following the March 30 groundbreaking, work started on the Wood Center Dining Addition and will be completed in August 2014. This 43,000 square foot project is a public-private partnership with Lorig, a developer from Seattle. It is financed by National Development Council (NDC) using tax-free bonds, and will be owned by a project-specific LLC set up by NDC. Ghemm Construction is building the project, designed by Perkins + Will with engineering by Design Alaska. This project will replace the 40-year old Lola Tilly Commons dining hall and consolidate most dining options at Wood Center, making it more of a destination for most students and enlivening the general atmosphere. UAF continues to work on options for a second phase that would expand student housing options, and will present those options to the Board of Regents when and if the partnership financial plan addresses all issues.

Energy Efficiency Projects Status

Beginning in 2011, all three UA universities selected an energy service company (ESCO) through a competitive RFP process to perform energy audits on many campuses across the state. This RFP process was unique in that the RFP selected the initial consultant to perform the audit and the consultant automatically became the contractor to implement the work effort resulting from the audit.

Siemens Corporation was the successful bidder on the UAF projects and completed the Investment Grade Energy Audits. These audits included a thorough study of the existing lights, fans, motors, HVAC systems, building envelopes, and cooling systems in the buildings selected for review. The result of each energy audit was a design and firm bid to implement a recommended list of Energy Efficiency Measures (EEMs) that address specific energy issues within the buildings.

Siemens began construction the last week of January 2013 on the first project, the KUAC offices located in the Fine Arts Complex. A total of 10 buildings on the Fairbanks campus will have EEMs implemented.

1. Lighting upgrades have been completed in the following areas: Fine Arts Music & Art wings, Library, Great Hall, and Student Recreation Center (SRC). At the SRC, metal halide lights were replaced with T5 HO fixtures and occupancy controls that were measured to have generated a 50 percent reduction the amperage load, while increasing light levels by 20 percent.
2. Pneumatic hydronic zone controls conversion to DDC controls were completed at the Patty Center, Patty Ice and Patty Gym lighting are next. All lighting upgrades should be completed by mid-August.
3. Ongoing HVAC upgrades including controls automation conversions, motors, variable frequency drives and envelope improvements are scheduled to be completed mid-July 2013.

Rural Campus Projects:

1. Bristol Bay Campus (Bethel) – construction to be completed in May 2013 to include automation, HVAC, lighting, and envelope improvements
2. Chukchi Campus (Kotzebue) – construction to be completed in June 2013 to include automation, HVAC, lighting, and envelope improvements

In the future Phase 2 Energy Project, an additional set of buildings will be evaluated for EEMs and the payback time to implement them. This work is not yet scheduled.

Solar Photovoltaic Array

A novel partnership may provide up to one megawatt of solar-generated electricity to UAF. Siemens Corporation approached UAF earlier in 2012 and proposed installing a photovoltaic solar panel array on the hillside just below the Butrovich Building. Siemens offered to construct and operate a PV system, contingent upon UAF entering into a long-term power purchase agreement (PPA) for the output of the array. Siemens would also need assurance of control and access to the parcel through a lease with UA. UAF presented a general outline of this opportunity to the Board of Regents at its September 2012 meeting.

Discussion and negotiations with Siemens have progressed since then. Siemens provided a draft PPA for discussion purposes. UAF contracted for a third-party review of the economics of the proposal. At this point, the economics are close, but too close to make a definitive call on whether to proceed to construction. To refine the cost implications, UAF and Siemens agreed on a contract allowing design to proceed on the project sufficient to determine capital costs, rate pricing, and rate escalation for a 20-year

period. A master plan amendment and project approval requests are on the Board of Regents' June 2013 agenda.

Research and Development to Sustain Alaska's Communities and Enhance Economic Growth

One-third of UAF's total budget is used for research activities, a significant portion of which is focused on activity that sustains Alaska's communities and/or enhances economic growth. New initiatives this year, many supported by actions by the Board of Regents, included

- Technology commercialization through the creation of the Nanook Innovation Corporation and its Nanook Tech Ventures subsidiary
- The creation of the Alaska Center for Unmanned Aircraft Systems Integration
- Addition of a new satellite dish for the Alaska Satellite Facility

Significant new research grants that are aligned with this SDI goal include the EPSCoR and CANHR grants detailed below.

Intellectual Property Commercialization

UAF's Office of Intellectual Property and Commercialization (OIPC) completed the formation of both the Nanook Innovation Corporation (non-profit) and has nearly completed work to establish its for-profit subsidiary (Nanook Tech Ventures). The two organizations are designed to accelerate the commercialization of UAF intellectual property and create new businesses.

OIPC has moved forward with a suite of new technologies for development. In October 2012, OIPC filed a provisional patent on an infrasound microphone that can be used for defense and surveillance purposes. Northrup Grumman is ordering the prototype for evaluation purposes. For some of these inventions, especially in the area of volcanic ash forecasting, OIPC is investigating the creation of a local startup company through Nanook Tech Ventures.

The Nanook Innovation Corporation (NIC) is nearing completion of its master agreement with UAF under which it will be granted authority to commercialize UAF intellectual property. As a non-profit supporting organization, NIC will license technologies to established businesses or to its for-profit subsidiary, Nanook Tech Ventures (NTV). NTV will have the option of taking equity in start-up companies using UAF IP. The articles of incorporation for NTV are under review by the State of Alaska. Several potential start-up companies are anxiously awaiting the formation of NTV and the completion of the master agreement between NIC and UAF. All the while, invention disclosure forms (IDF) continue to be brought to the Office of Intellectual Property and Commercialization (OIPC) by UAF faculty, staff and students. OIPC is on pace to receive the same number of IDFs as last year's record-breaking number (32).

Alaska Center for Unmanned Aircraft Systems Integration (ACUASI)

The Board of Regents authorized creation of ACUASI in December 2012, and activity levels have been high. The FAA has been tasked to establish six competitively selected unmanned aircraft test ranges across the nation. Their solicitation was a bit delayed due to privacy issues and concerns that needed to be addressed but their request for proposals was finally announced on February 14, 2013. UAF's experience and leadership in airspace integration and the use of unmanned aircraft in civil missions has led to the university not only being a logical winner of one of these six sites, but also to a partnership between Alaska, Oregon, and Hawaii to expand the ACUASI's capabilities and reach. This partnership will provide the center with additional opportunities, including direct connections to the significant unmanned aircraft industry manufacturing base in Oregon. These connections have already provided, by donation, advanced aircraft from Lockheed Martin Skunk Works, AeroVironment, and Boeing, and will possibly provide financial support to enhance aircraft platforms with new payloads and added arctic capabilities.

Expanded Research Initiatives

Alaska EPSCoR

The 5-year \$20 million Alaska NSF EPSCoR (Experimental Program to Stimulate Competitive Research) grant started July 1, 2012. This major initiative involves all three Alaska universities and is designed to build research capacity while addressing critical research needs. Members of the Alaska EPSCoR leadership team have met repeatedly, in-person and telephonically, for planning purposes, including choosing specifications for sensor networks, allocating research and outreach funds, and discussing individual work plans for the Southeast, Southcentral, Northern, and statewide components of the project.

Center for Alaska Native Health Research (CANHR)

The National Institutes of General Medical Sciences awarded the Center for Alaska Native Health Research a \$5.3 million grant that will allow CANHR to continue its work in Alaska Native health disparities for five more years. The new funding will maintain CANHR's four cores, which provide administrative services, data management, community engagement, and clinical support, as well as dietary and physical activity assessments expertise for researchers. Over the 5-year grant, CANHR will also provide 12 pilot project awards to University of Alaska Fairbanks researchers. The pilot projects are structured to provide preliminary data and foster junior scientists' ability to successfully seek funding from the National Institutes of Health or similar federal agencies for larger research projects.

Accountability to the People of Alaska

UAF is undertaking several administrative related initiatives within this SDI theme.

Assessment and Improvement: Do we maintain realistic expectations of our efforts and monitor projects effectively to maintain continuous improvement?

- UAF has invested in process improvements within existing resources through training a cross-campus team to lead administrative streamlining efforts. The facility system post-implementation, improving the grant and contract set-up process, and reducing the time to hire new employees are active areas. Reducing procurement processing time and travel processing are beginning this spring.

Stewardship including Fiscal Oversight: What innovations have we implemented that can be used as examples to develop similar changes and improvements?

- OnBase is a system-wide technology tool key to reducing paper and speeding processes. UAF has invested in a position and comprehensive training to implement OnBase administrative solutions. To date, improvements have been put in place in student and HR. Current efforts are advancing in grants and contracts award processing. System-wide there is potential for improvements in financial processes utilizing OnBase.

Investment and Reinvestment: What revenue enhancement ideas are being considered?

- With the successful P3 process and the new dining addition coming soon, UAF has a tremendous opportunity to transform the food service contract incentives. UAF's plan is to develop contract incentives that will maximize the student, faculty and staff experience in the campus environment as well as provide a steady revenue stream. The contract specifics will be developed over the next 8-10 months and will be implemented when the new facility is available.
- Similarly, UAF will be developing a new bookstore contract focusing on cost effective text books, enhanced products advertising UAF, improved revenue stream, and support for renovating Lola Tilly Commons or an alternative location. The new contract will go into effect shortly after dining moves to Wood Center.

Research Program Review

At the January 2013 Board of Regents' retreat, VP Thomas pointed out that while each of the three universities had a robust academic degree program review process, they were not fulfilling the full requirements of Regents' Policy on program review, which require periodic review of "all instructional, research and service programs with respect to quality, efficiency and contribution to mission and goals."

UAF is undertaking a new program review process to address this deficiency. Full program reviews will be completed during the upcoming academic year for:

- UAF research programs
- UAF academic programs – other than degree and certificate programs (which were all reviewed in 2010-2012 and continue to be reviewed on a 5-year cycle)
- UAF service programs (focusing on Cooperative Extension Service and Marine Advisory Program)

And while not specifically required by Regents' Policy, UAF will conduct similar program reviews for:

- UAF bridging programs
- UAF student and support services
- UAF administrative and support services

This spring, research leaders worked with the chancellor's office to determine (a) the units to be measured, and (b) the metrics that will be used for program review. Units to be measured will be subsets of research institutes in order to focus on program quality, efficiency and contribution to mission and goals. Drafts are currently circulating and work will be completed on this phase by the end of the fiscal year. The second phase, data collection, will occur over the summer. The full review phase, with appropriate involvement of faculty governance, will take place during the coming academic year.

A similar process will be used for support programs, with a goal of completing reviews by mid-year when possible. Metrics will obviously be different from those used for research and academic programs, and will focus more on internal trends (year-to-year over a decade) and comparisons to peer institutions.

Minors on Campus

UAF adopted a new Protection of Minors on Campus Policy. The policy covers employees and volunteers at all UAF campuses and sites utilized by UAF that participate in or provide programs, events, and activities for minors. The policy includes training and screening requirements and provides roles and responsibilities for all UAF employees. It was developed to meet the needs of various programs and activities, ensure the safety of minors and protection of employees, and provide the flexibility necessary to welcome minors to the UAF campus in all existing and future programs and activities. The policy went into effect at the end of May 2013.

Out-of-State Recruiting

Recruiting out-of-state undergraduate students to UAF is an important component of the overall enrollment strategy. UAF Institutional Research reports the following breakout of student residency for the fall 2011 – spring 2012 academic year:

- AK Residents – 80%
- Out-of-State – 15%
- International – 5%

During the last three years, the Office of Admissions and the Registrar (OAR) has employed the following recruitment strategies and tactics for out-of-state undergraduate student recruitment:

- Dedicated admissions counselors to recruitment in each of the U.S. time zones, as well as internationally.
- Traveled to California, Washington, Colorado, Texas, Oregon and Idaho each year.
- Assisted with international recruitment initiatives and the North2North (UArctic) program.
- Attended national college fairs (NACAC), national Hispanic college fairs (in California), transfer fairs, and regional fairs. Collaborated where possible with UAA and UAS to save money on travel and registration costs.
- Visited individual high schools and community colleges to offer presentations about UAF, to meet with students and guidance counselors, and to build network connections.
- Developed an articulation agreement with the Seattle Community College District.
- Hosted community college advisors from the Pacific Northwest for an in-depth campus experience.
- Contracted with several companies to reach a broader market of students through purchased or generated names, with a specific focus on Western Undergraduate Exchange states, plus Texas and Florida.
- Purchased Zopim Chat service to provide more accessibility online to UAF students both in Alaska and elsewhere.
- Allocated scholarships to out-of-state students when appropriate and applicable (merit and achievement scholarships).
- Improved communication plan with out-of-state students with a focus on promoting the benefits of the Western Undergraduate Exchange program.

New Supervisory Training Models

UAF continues to improve employee and supervisory training to reduce claims and improve productivity. In 2008, UAF HR implemented a supervisor training program in response to feedback from staff to then-Interim Chancellor Rogers. UAF HR staff designed the training program to increase supervisor awareness about legal compliance and also to expose supervisors to leadership and staff development techniques. In November 2012, HR launched a revamped training curriculum to condense classes and provide more interactive training, using experiential activities such as case studies to encourage discussion and understanding of the material. Current UAF supervisors are required to complete the training within three years; new supervisors are required to take all three modules within the first year of hire.

New UAF Brand Rollout

UAF launched a new statewide branding and marketing campaign in November 2012. The campaign featured UAF's new brand line "Naturally Inspiring." The campaign's primary audience is 18-24 year old prospective students, but the brand will be expanded and used throughout UAF's marketing and communications strategies. The campaign consists of traditional media placements to include television, radio and print ads and a variety of electronic ads. The 2012 UAF Viewbook, a key component of UAF's student recruitment strategy, was the first publication to employ the new branding and marketing theme.

The branding campaign included a series of 75 street banners installed around campus and at all entrances. Other campaign launch activities included a brand website featuring updated institutional identity guidelines, marketing templates, and a new "Brand Book" that provides other supporting marketing and communication tools.