



UNIVERSITY
of ALASKA

Many Traditions One Alaska

Mine Training Report

April 11, 2017



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Team Charge, Scope and Goal, Members and Stakeholders

Charge

Weigh all options for delivery of mine training across campuses and sites, to include the possibility of a lead university/campus coordinating statewide programs and activities.

Scope

MAPTS and UAS/CMT

Goal

Determine the optimal delivery of mine training across UA system.

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Key Stakeholders

- ▶ Students
- ▶ Faculty
- ▶ Staff
- ▶ Executive Leadership
- ▶ Community
- ▶ Employers
- ▶ Parents
- ▶ Alumni
- ▶ Legislators

Process Overview

The University Mine Training Team is one of seven teams in Phase 3 of Strategic Pathways. Phase 3 began in early January when the teams met for the first time. During that first meeting, Session 1, there was a thorough orientation to the overall effort, and the charge, scope, and current offerings. The team worked together discussing numerous options. In the weeks between Session 1 and the second meeting, Session 2, the University Mine Training Team continued to refine the options with weekly teleconferences. The pros and cons for each option were developed in Session 2 in the last week of February. Since then the University Mine Training Team has been continually refining and reducing the options, opportunities, pros and cons and writing them into the following document.

Introduction

University of Alaska (UA) system offers a variety of Mine Training Options at various locations through its two independently accredited universities, UAF and UAS. The two major organizations offering this training are the UAS Center for Mine Training (UAS/CMT), under UAS School of Career Education; and Mining and Petroleum Training Service (MAPTS), under UAF Cooperative Extension Service (CES). Each organization maintains its own program offerings, mostly complementary, and non-overlapping in nature. Each organization targets different demographics and serves industry in different ways with varying team size and functions.

UAS/CMT

The mission of UAS/CMT is to provide world class workforce training in occupational fields leading to employment in the mining industry and expanding on Alaskan workforce with underground hard rock mining skills, with special emphasis in mechanical maintenance and repair. UAS/CMT offers “for-credit” classes and degree and certificate programs for people looking for work in the mining industry, as well as upgrades training for those already employed in the mining industry.

MAPTS

MAPTS vision is to become a world class mine training provider by developing partnerships both at home and abroad. MAPTS has created a program that is held in high regard in the Alaskan and Canadian regions and the mining industry within those regions. Through close communications with mine officials it was determined that if MAPTS could produce “semi experienced” miners with adequate safety and reliability skills combined with actual hands on real time experience, then mining companies would hire them. Therefore, MAPTS set out to develop a “non-credit” training program that would cater to the needs of the mining companies.

MAPTS also has an oil and gas division that utilizes combined staff, resources, facilities, and revenues, to provide required regulatory compliance training for the oil and gas industry, in conjunction with mine training. This division includes roustabout training for entry level employment in the oil and gas industries.

Option 1 – One UA Lead Institution for Mine Training at UAF

Narrative Description

UAF serves as the main administrative and functional lead for all UA mine training programs (OEC, Certificates, Workforce Credentials, and Associate degree programs). Both MAPTS and UAS/CMT will be merged under UAF Community and Technical College (CTC).

Key Change Elements

- ▶ Program/Offering Changes:
 - Consolidates and establishes a single point of entry for students seeking training for future employment in the mining industry
- ▶ Staffing Changes:
 - MAPTS instructors may have to be re-classified into faculty union to allow them to offer credit
- ▶ Use of Facilities/Technology:
 - Review of ownership and management to determine facility management
- ▶ Access for Students:
 - Academic offerings and access remain relatively unchanged for UAS offerings, however, any credits added by MAPTS will need to be integrated appropriately
 - Potential for-credit programs that are stackable across the university system
 - Centralized advising model adopted
- ▶ Administration:
 - Outreach activities coordinated through single institution
 - Substantial administrative changes
 - Decreased administration at UAS
- ▶ Front-End investment:
 - Relocation of staff and faculty to UAF and training associated with those changes
 - Marketing/messaging/rebranding
- ▶ Community (external) Engagement:
 - Collaborative across UA system
 - Coordinated sponsorship/education grant requests
 - Personnel changes would require revisiting and revitalizing existing relationships
- ▶ External Industry Contractual Partnership:
 - Existing and future partnerships would be reassigned and potentially renegotiated

Option 1 continued – One UA Lead Institution for Mine Training at UAF

Pros and Cons

Pros

- ▶ Potential administrative efficiency
- ▶ Colocation within an ecosystem of mining and petroleum resulting in new, grant-funding and other training opportunities
- ▶ Unified mission and goals
- ▶ Single point of entry for students

Cons

- ▶ Potential public and student confusion
- ▶ Complications with accreditation for credit and noncredit courses (MAPTS from CES and UAS/CMT programs to UAF CTC)
- ▶ UAS/CMT curriculum would need to be formatted to UAF standards
- ▶ Implementation costs
- ▶ Potential loss of UAS/CMT programs
- ▶ Decreased staff morale
- ▶ Administrative preparedness to adopt the change
- ▶ No perceived ROI
- ▶ Disruptive to current UAS students and MAPTS trainees
- ▶ Loss of community engagement in Southeast Alaska

Further Analysis Needed

- ▶ Can Mine Training adopt a similar model to the UAA nursing program?
- ▶ Can UAF be the lead university without “owning” the mine mechanic OE/AAS?
 - i.e. UAF leads but the mine mechanic academic programs remain at UAS unchanged.
- ▶ What is the overall cost/impact/benefit of this option?
- ▶ Need to identify staff and faculty changes at UAS and MAPTS.
- ▶ How would student access to services be impacted?
 - Student fees are attached to lead campus, not the delivering campus. (If a UAF student is at UAS how would they access campus facilities and services?)

Option 2 – One UA Lead Institution for Mine Training at UAS

Narrative Description

One UA institution, UAS, would serve as the main administrative and functional lead for all UA mine training programs (OEC, Certificates, Workforce Credentials, and Associate's degree programs). Both UAS/CMT and MAPTS would merge under UAS School of Career Education into one administrative unit.

Key Change Elements

- ▶ Program/Offering Changes:
 - Consolidates and establishes a single point of entry for students seeking training for future employment in the mining industry
- ▶ Staffing Changes:
 - All mine training instructors and staff would be employees of UAS
 - MAPTS instructors may have to be re-classified into faculty union to allow them to offer credit
- ▶ Use of Facilities/Technology:
 - Further analysis needed
- ▶ Access for Students:
 - Academic offerings and access remain relatively unchanged for UAS offerings, however, any credits added by MAPTS will need to be integrated appropriately
 - Potential for-credit programs that are stackable across the university system.
 - Centralized advisor model adopted
- ▶ Administration:
 - Outreach activities coordinated through single institution
 - MAPTS administratively moves to the School of Career Education at UAS
 - Decreased administrative review at UAF
- ▶ Front-End investment:
 - Staffing changes and training
 - Marketing/messaging/rebranding
- ▶ Community (external) Engagement:
 - Collaborative across UA system.
 - Coordinated sponsorship/education grant requests
 - Personnel changes would require revisiting and revitalizing existing relationships
- ▶ External Industry Contractual Partnership:
 - None

Option 2 continued – One UA Lead Institution for Mine Training at UAS

Pros and Cons

Pros

- ▶ Administrative efficiency
- ▶ Unified mission and goal
- ▶ Single point of entry for students
- ▶ Administrative preparedness to adopt the change
- ▶ MAPTS under an existing accredited program
- ▶ Colocation within School of Career Education, creates a shared benefit of existing mine training, power technology, and other vocational programs, that could result in new, grant-funding and other training opportunities

Cons

- ▶ Public and student confusion
- ▶ Implementation costs
- ▶ Potential loss of MAPTS
- ▶ Decreased staff morale
- ▶ No perceived ROI
- ▶ Loss of community engagement in Fairbanks

Further Analysis Needed

- ▶ Need to identify staff and faculty changes at UAS and MAPTS.
 - Would a move be disruptive to MAPTS trainees?
- ▶ How will petroleum training be impacted by this move?
- ▶ What is the overall cost/impact/benefit of this option?

Option 3 – UA System Does Not Offer Mine Training

Narrative Description

All current, both in development and future, mine training and education programs and classes offered by MAPTS and UAS/CMT would be eliminated from UA offerings. MAPTS and UAS/CMT may continue to offer industry-recognized training as private enterprise or through other institutions, but not under UA administration.

Key Change Elements

- ▶ Program/Offering Changes:
 - All mine training programs are eliminated from the UA system
- ▶ Staffing Changes:
 - MAPTS, UAS/CMT staff and faculty repositioned or likely eliminated.]
- ▶ Use of Facilities/Technology:
 - Liquidation of obsolete facilities
 - Repurpose facilities desired by the UA system
 - Return of loaned equipment and facilities
- ▶ Access for Students:
 - No access for students to mine training through UA
- ▶ Administration:
 - Decrease in administrative responsibilities at UAS School of Career Education
 - Elimination of administrative positions at MAPTS and UAS/CMT
- ▶ Front-End investment:
 - Exit or “buyout” clauses for any facilities
 - Potential transition costs
 - Messaging and marketing to industry and public
- ▶ Community (external) Engagement:
 - UA loss of industry and public engagement with mine training
 - Industry loss of funding opportunities through access to education tax credit
- ▶ External Industry Contractual Partnership:
 - Multi-year contracts may require renegotiation or termination

Option 3 continued – UA System Does Not Offer Mine Training

Pros and Cons

Pros

- ▶ Immense cost savings

Cons

- ▶ Potential lack of mine training opportunities in the state of Alaska
- ▶ Increased out of state hires
- ▶ Disruption for current students in the programs
- ▶ UA's reputation
- ▶ Negative impact on UA foundation
- ▶ Loss of career pathways for Alaskans
- ▶ Decreased access for Alaskans to an industry that has a high salary range with a minimal education requirement
- ▶ Loss of industry opportunity for workforce training through education tax credit
- ▶ Loss of major assets that could be leveraged for research, academic training, etc. (DMTC, Simulators, and Equipment)

Further Analysis Needed

- ▶ Would entry-level mine training exist elsewhere within the state of Alaska?
- ▶ How would current students enrolled in multi-year programs be impacted?
- ▶ How will petroleum training be impacted by this move?
- ▶ What is the overall cost/impact/benefit of this option?

Option 4 – Enhance Existing Structure

Narrative Description

This option recommends enhancement to current offerings in UAS/CMT and MAPTS for improvement of student career pathways. Additionally, it recommends that a joint advisory committee, or a selected institution (to be determined), be granted the responsibility for facilitating mine training in the state, including developing and championing a strategic vision. Essentially, this option is an alternate form of the “one university” model but one without the disruptions caused by organizational change. It offers some of the same benefits as the “one school model” such as unified vision and increased collaboration. It has one important additional benefit: improvement of student career pathways.

Key Change Elements

- ▶ Program/Offering Changes:
 - Credits offered for MAPTS training
 - Establish formal collaboration between MAPTS and UAS/CMT
- ▶ Staffing Changes:
 - MAPTS instructors may have to be re-classified into faculty union to allow them to offer credit
 - Duty reassignment to manage a single point of entry for existing and prospects
- ▶ Use of Facilities/Technology:
 - No perceived change
- ▶ Access for Students:
 - MAPTS offering credit for training opens new career pathways for students in the UA system
 - MAPTS credits will be transferrable for matriculation purposes within the UA system
 - Credits will have a pathway for both Mining, Oil, and Gas
 - Single point of access for students interested in a mining career pathway (website)
- ▶ Administration:
 - Administrative costs associated with for-credit offering at MAPTS
- ▶ Front-End investment:
 - Resources associated with researching and implementing changes necessary to allow MAPTS to offer credit
- ▶ Community (external) Engagement:
 - MAPTS and UAS/CMT enhance industry relationships by establishing a collaborative approach

Option 4 continued – Enhance Existing Structure

Pros and Cons

Pros

- ▶ Least disruption to current systems
- ▶ Strategic vision alignment
- ▶ Increased tuition revenue
- ▶ Colocation within an ecosystem of mining and petroleum resulting in new, grant-funded and other training opportunities
- ▶ Unified mission and goal
- ▶ Increased career pathways for Alaskans
- ▶ Increased academic options

Cons

- ▶ Initial upfront investment
- ▶ Potential for disruption to the current trainers at MAPTS
- ▶ Potential for external perception of an unwillingness to change and create efficiencies

Further Analysis Needed

- ▶ How long will it take for the alignment/collaboration to take place?
- ▶ How will petroleum training be impacted by this move?
- ▶ How will MAPTS credit offerings be articulated in current degree programs?
- ▶ Should MAPTS instructor be reclassified into faculty union?
- ▶ What is the overall cost/impact/benefit of this enhancement?
- ▶ How could the University Public Relations team effectively communicate the benefit of making minor changes to the existing structure?



Other Opportunities for Change

- ▶ Potential articulation agreement with Yukon College
- ▶ Technology-based centralized delivery for students at distance
- ▶ Create credential for Mine Safety and Health Administration training
- ▶ UA/industry marketing of available opportunities and ALL career pathways
- ▶ Industry recognized credentials
- ▶ Portal/website for education/career pathway
- ▶ Define industry need
- ▶ Create a clear diagram of educational opportunities
- ▶ Add MSHA trainer at UAS
- ▶ Align programs/courses
- ▶ Streamline advising/communication/recruitment/outreach
- ▶ Align curriculum VTEC course offering/non-credit
- ▶ Apply credit for prior learning
- ▶ Simplify communication between faculty
- ▶ Simplify communication with students
- ▶ Survey and update market demand from companies
- ▶ Sustainable, realistic plan to respond to a cyclical commodity market-driven industry.
- ▶ Utilize technology to deliver mine training anywhere
- ▶ Leverage research capabilities to create training opportunities