

Board of Regents
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February 20-21, 2014

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University of Alaska
Board of Regents' Annual Meeting
February 20-21, 2014
University of Alaska Fairbanks
Fairbanks, Alaska

MEETING SCHEDULE AND ACTIVITIES

Times for meetings are subject to modifications within the February 20-21, 2014 time frame.

Thursday, February 20, 2014

- | | |
|-------------------------|---|
| 9:00 a.m. – 9:30 a.m. | The <u>Full Board</u> will meet in Room 109 and hear the President's and Governance Reports. |
| 9:30 a.m. – 10:30 a.m. | The <u>Full Board</u> will hear <u>public testimony</u> . The board chair will announce when public testimony is closed. |
| 10:30 a.m. – 11:30 a.m. | The <u>Full Board</u> will consider action items and hear a <u>presentation</u> on the WICHE State Authorization Reciprocity Agreement. |
| 11:30 a.m. – 12:30 p.m. | The <u>Full Board</u> will hear a <u>presentation</u> from the University of Alaska Fairbanks on Arctic activities. A working <u>lunch</u> will be provided to regents and executive staff. |
| 12:30 p.m. – 1:30 p.m. | The <u>Full Board</u> will hear <u>reports</u> and a <u>presentation</u> from the University of Alaska Fairbanks on Alaska Center for Unmanned Aircraft Systems Integration. |
| 1:30 p.m. – 4:30 p.m. | <u>Academic and Student Affairs Committee</u> will meet in Room 109. |
| 1:30 p.m. – 4:30 p.m. | <u>Facilities and Land Management Committee</u> will meet in Room 204. |
| 4:45 p.m. – 5:30 p.m. | Board members will <u>tour</u> the Wood Center expansion project on the University of Alaska Fairbanks campus. |
| 5:30 p.m. – 9:00 p.m. | Board members and staff will attend an indoor tailgate party and the Nanooks men's and women's basketball games at Patty Center on the University of Alaska Fairbanks campus. |

Friday, February 21, 2014

- 8:00 a.m. – 9:00 a.m. Audit Committee will meet in Room 109.
- 9:00 a.m. – 9:30 a.m. The Full Board will discuss board governance and consider an action item.
- 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. – 11:00 a.m. The Full Board will discuss Shaping Alaska's Future.
- 11:00 a.m. – 12:00 noon The Full Board will hear a presentation from the University of Alaska Anchorage and the University of Alaska Fairbanks on commercialization activities. A working lunch will be provided to regents and executive staff.
- 12:30 p.m. – 4:00 p.m. The Full Board will consider action items, hear reports 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.

Agenda
Board of Regents
Meeting of the Full Board
February 20-21, 2014
Butrovich Building, Room 109
University of Alaska Fairbanks
Fairbanks, Alaska

Times for meetings are subject to modifications within the February 20-21, 2014 time frame.

Thursday, February 20, 2014

I. Call to Order

[Scheduled for 9:00 a.m.]

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 FY14 Supplemental 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**

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 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
 3. Formal Project Approval for University of Alaska Southeast Juneau Campus Modifications 2014-2016
 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

MOTION

"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."

MOTION

"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 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:

Robert Boeckmann, Faculty Alliance Chair
Carey Brown, Staff 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 FY14 Supplemental Operating Budget Request**

[Scheduled for 10:30 a.m.]

Reference 1

The president recommends that:

MOTION

"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

Reference 2

The president recommends that:

MOTION

"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).

[Scheduled for 11:00 a.m.]

IX. Presentation on WICHE State Authorization Reciprocity Agreement Addendum 1

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

[Scheduled for 11:30 a.m.]

X. Presentation on Arctic Activities at the University of Alaska Fairbanks

Addendums 2 & 3

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

Other presenters include:

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

[Scheduled for 12:30 p.m.]

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

XII. Development and Foundation Report

[Scheduled for 12:45 p.m.]

Vice President Beam will provide an update on development and UA Foundation activities.

[Scheduled for 1:00 p.m.]

XIII. Presentation on Alaska Center for Unmanned Aircraft Systems Integration

Addendum 4

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

Friday, February 21, 2014

XIV. Planning and Development Committee

[Scheduled for 9:00 a.m.]

A. Discussion Regarding Board Governance

Regent Hughes will lead a discussion on board governance.

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

MOTION

“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, have submitted under separate cover a nominee for Board of Regents’ review.

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.

XVI. Shaping Alaska’s Future Discussion

President Gamble and Vice President Thomas will lead a discussion on Shaping Alaska’s Future.

[Scheduled for 11:00 a.m.]

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 will present information on commercialization activities at their respective campuses.

[Scheduled for 12 noon]

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 will provide information on the Alaska Science and Technology Plan.

MOTION

“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

MOTION

“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

MOTION

“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 Reference 3

MOTION

“The Board of Regents approves revisions to Regents' Policy 10.07.010 as presented. This motion is effective on February 21, 2014.”

3. Approval of Revisions to Regents' Policy 10.07.020 – Sponsored Project Submittal and Acceptance Reference 4

MOTION

“The Board of Regents approves revisions to Regents' Policy 10.07.020 as presented. This motion is effective on February 21, 2014.”

4. Approval of Revisions to Regents' Policy 10.07.070 – Human Subjects in Research Reference 5

MOTION

“The Board of Regents approves revisions to Regents' Policy 10.07.070 as presented. This motion is effective on February 21, 2014.”

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 Reference 6

MOTION

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

MOTION

“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 Reference 7

MOTION

“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 Reference 8

MOTION

“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.”

3. Formal Project Approval for University of Alaska Southeast Juneau Campus Modifications 2014-2016 Reference 9

MOTION

“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 Reference 10

MOTION

“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
- B. Audit Committee
- C. Facilities and Land Management Committee

XXI. 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.

XXII. UA Athletics Report

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

XXIII. Executive Session

MOTION

“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, an Anchorage land purchase and a line of credit agreement. This motion is effective February 21, 2014.”

(To be announced prior to commencing executive session:)

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, 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 _____ a.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, an Anchorage land purchase and a line of credit agreement. 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 _____.

XXIV. Future Agenda Items

XXV. Board of Regents' Comments

XXVI. Adjourn

Agenda
Board of Regents
Academic and Student Affairs Committee
Thursday, February 20, 2014; *1:30 p.m. – 4:30 p.m.
Butrovich Building, Room 109
University of Alaska
Fairbanks, Alaska

**Times for meetings are subject to modifications within the February 20-21, 2014 time frame.*

Committee Members:

Michael Powers, Committee Chair
Gloria O'Neill, Committee Vice Chair
Courtney Enright

Kenneth J. Fisher
Kirk Wickersham
Patricia Jacobson, Board Chair

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 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**
- 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 Master of Music in Performance and the Deletion of a Master of Arts in Music at the University of Alaska Fairbanks**

IV. New Business

- A. Presentation on Student Recruitment**
- B. Presentation on the WICHE Interstate Passport Initiative**
- C. Presentation on Osher Lifelong Learning Institute**

V. Ongoing Issues

- A. Report on National Center for Teacher Quality and SB241**

VI. Future Agenda Items

VII. Adjourn

This motion is effective February 20, 2014."

III. Full Board Consent Agenda

- A. 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

The president recommends that:

“The Academic and Student Affairs Committee recommends that the Board of Regents approve 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 20, 2014.”

POLICY CITATION

In accordance with Regents' Policy 10.02.040.D. Approval of the board is required to create units as specified in this section and to eliminate or significantly modify university units.

RATIONALE/RECOMMENDATION

The units share significant portions of their mission. Both receive formula funding from the USDA, Hatch and Smith-Lever funding. The former is directed at research, mainly on agriculture-related subjects, but with a requirement for outreach and engagement with the public. The latter is primarily for outreach and engagement. There is a federal requirement for collaboration in research and outreach conducted with these two sources of funding.

The School of Natural Resources and Agricultural Sciences (SNRAS) will benefit from the Cooperative Extension Service's (CES) strong connections to communities. CES faculty will benefit from working more directly with SNRAS researchers, since CES's mission is to deliver research-based information to the public.

The units can share some administrative and support staff to achieve cost savings. Faculty work can be carried out more efficiently.

Concerning departments and other units within School of Natural Resources and Agricultural Sciences and the Cooperative Extension Service, some changes to the departments and other units are planned. These changes will be submitted for the UA President's approval when required.

- B. Approval of Revisions to Regents' Policy 10.07.010 – Role of Research, Scholarship and Creative Activity Reference 3

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 as presented. This motion is effective on February 20, 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 3.

- C. Approval of Revisions to Regents' Policy 10.07.020 – Sponsored Project Submittal and Acceptance Reference 4

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 as presented. This motion is effective on February 20, 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 4.

- D. Approval of Revisions to Regents' Policy 10.07.070 – Human Subjects in Research Reference 5

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 as presented. This motion is effective on February 20, 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 5.

- E. Approval of a Master of Music in Performance and a Deletion of a Master of Arts in Music at the University of Alaska Fairbanks Reference 6

The president recommends that:

MOTION

“The Academic and Student Affairs Committee recommends that the Board of Regents approve a Master of Music in Performance at the University of Alaska Fairbanks. This motion is effective February 20, 2014.”

MOTION

“The Academic and Student Affairs Committee recommends that the Board of Regents approve the deletion of a Master of Arts in Music at the University of Alaska Fairbanks. This motion is effective February 20, 2014.”

POLICY CITATION

In accordance with Regents’ Policy 10.04.020, degree and certificate program approval, all program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board.

RATIONALE/RECOMMENDATION

The National Association of Schools of Music, the accrediting agency for UAF's music programs, noted in its last review (2010) that UAF's current Master of Arts in Music program does not accurately reflect what current graduate students in Music at UAF do, nor what an M.A. program should be. The Department of Music does not have the faculty resources necessary to offer an M.A. in Music under current accreditation standards. In addition, most graduate students in Music at UAF are seeking performance-based degrees, and will be better served by the proposed Master of Music in Performance.

Because the Music Department is restructuring its graduate program to establish a Master of Music in Performance (M.M.) in place of the M.A. in Music, there will be no impact of deleting the M.A. in Music program. Existing faculty and resources will offer the M.M. in Performance program, instead of the M.A. in Music. No faculty or workload displacements will be incurred by deleting the Master of Arts degree program. The proposed Master of Music in Performance degree will require the same faculty and administrative personnel currently involved with the M.A. program. The department will provide a teach-out period

for any current students wishing to graduate under the current M.A. requirements.

Reference 6 includes the program action forms and program summary. Provost Henrichs will answer any questions committee members may have.

IV. New Business

- A. Presentation on Student Recruitment Addendums 9, 10, 11 & 12

UA Associate Vice President Oba, UAA Vice Chancellor Schultz, UAF Vice Chancellor Sfraga, and UAS Vice Chancellor Nelson will present on student recruitment.

- B. Presentation on the WICHE Interstate Passport Initiative Addendum 13

Western Interstate Commission for Higher Education (WICHE) Representative Turner will provide a presentation on the WICHE Interstate Passport Initiative.

- C. Presentation on Osher Lifelong Learning Institute Addendum 14

Founding Director Lando will discuss the creation and history of UAF's Osher Lifelong Learning Institute (OLLI). Current program Director Garland will discuss the present status of the program.

Addendum 14 includes a summary of the program as well as the 10th anniversary report. Members of the committee will also receive a copy of the current OLLI catalog.

V. Ongoing Issues

- A. Report on National Center for Teacher Quality and SB241
Addendums 15 & 16

UAA Dean Ryan, UAF Dean Morotti, and UAS Dean Lo will report on the National Center for Teacher Quality.

Associate Professor of Education Policy and Director of the Center for Alaska Education Policy Research Hirschberg will be available to answer any questions the committee may have regarding SB241.

VI. Future Agenda Items

VII. Adjourn

Agenda
Board of Regents
Facilities and Land Management Committee
Thursday, February 20, 2014 *1:30 p.m. – 4:30 p.m.
Butrovich Building, Room 204
University of Alaska Fairbanks
Fairbanks, Alaska

**Times for meetings are subject to modifications within the February 20-21, 2014 time frame.*

Committee Members:

Fuller A. Cowell, Committee Chair
Mary K. Hughes, Committee Vice Chair
Dale Anderson

Timothy Brady
Jyotsna Heckman
Patricia Jacobson, Board Chair

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. Schematic Design Approval for the University of Alaska Anchorage Health Campus Pedestrian Bridge**
- B. Project Change Request for the University of Alaska Fairbanks Fine Arts Vapor Barrier Design and Installation**
- C. Formal Project Approval for University of Alaska Southeast Juneau Campus Modifications 2014-2016**
- D. Approval of the 2014 South Mitkof and Wrangell Narrows East Timber Development and Disposal Plans**

IV. New Business

- A. Formal Project Approval for University of Alaska Anchorage 1901 Bragaw Tenant Improvements**

V. Ongoing Issues

- A. Sightlines FY13 ROPA UA System Presentation**
- B. Revisions to Regents' Policy Chapters 05.11 and 05.12**
- C. Final Project Report Recommendations**
- D. Alaska Pacific University Land Purchase Proposal Information Item**
- E. UAA Alaska Airlines Center Project Information Item**
- F. UAA ConocoPhillips Integrated Science Building Re-commissioning Project Information Item**
- G. Justification for Approval for Innovative Procurement – UAA Consortium Library Old Core Mechanical Upgrades, Phase 2**
- H. UAA Engineering and Industry Building Project Information Item**

- I. UAF Combined Heat and Power Plant Major Upgrade Information Item
 - J. UAF Engineering Facility Information Item
 - K. UAF P3 Student Dining Development Information Item
 - L. UAF West Ridge Deferred Maintenance Phase 2 Information Item
 - M. UAF FY12 Through FY14 Deferred Maintenance and Renewal Distribution Change Report
 - N. Deferred Maintenance Spending Report
 - O. Construction in Progress Reports
 - P. IT Report
 - VI. Future Agenda Items
 - VII. Adjourn
- This motion is effective February 20, 2014."

III. Full Board Consent Agenda

- A. Schematic Design Approval for the University of Alaska Anchorage Health Campus Pedestrian Bridge Reference 7

The president recommends that:

MOTION

"The Facilities and Land Management Committee recommends that the Board of Regents approve 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 20, 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 > \$4 m illion will require approval by the board based on recommendations from the Facilities and Land Management Committee

RATIONALE AND RECOMMENDATION

Reference 7 contains the complete schematic design approval request. Chris Turlletes, associate vice chancellor for facilities services, and John Faunce,

director facilities planning and construction, will review the request with members of the committee.

- B. Project Change Request for the University of Alaska Fairbanks Fine Arts Vapor Barrier Design and Installation Reference 8

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 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 20, 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 > \$1 million will require approval by the board based on recommendations from the Facilities and Land Management Committee

RATIONALE AND RECOMMENDATION

Reference 8 contains the complete project change request. Scott Bell, associate vice chancellor for facilities services, will review the request with members of the committee.

- C. Formal Project Approval for University of Alaska Southeast Juneau Campus Modifications 2014-2016 Reference 9

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 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 20, 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.

An 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 9 contains the complete formal project approval request. Chancellor Pugh and Keith Gerken, director for facilities services, will review the request with members of the committee.

- D. Approval of the 2014 South Mitkof and Wrangell Narrows East Timber Development and Disposal Plans Reference 10

The president recommends that:

MOTION

"The Facilities and Land Management Committee recommends that the Board of Regents approve 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 20, 2014."

POLICY CITATION

P05.11.060. Negotiation, Approval, and Execution of University Real Property Transactions.

All university real property transactions and agreements are subject to the following:

- A. Only individuals authorized in writing by the chief finance officer to negotiate real property transactions may do so on behalf of the university or the board. These real property transactions include, without limitation, any transaction involving lease, sale, cooperative development, right of occupancy, use, permit, license, or contract relating to any real property,

or any other real property transaction whether or not similar to the foregoing. All other persons or university officials discussing prospective real property transactions with potential third parties must disclose that they do not have authorization to negotiate or commit the university or the board to any transactions, terms, conditions, or diminution of an interest in real property.

B. The board shall approve:

1. strategic plans for the management and development of investment property;
2. **development plans that consist of:**
 - a. subdivisions that will result in the development of 10 or more lots;
 - b. timber sales, unless the president determines the sale will have minimal impact;**
 - c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
 - d. oil and gas leases and mining leases encompassing 5,000 or more acres;
3. development projects that are expected to result in disbursements of \$1,000,000 or more in value;

RATIONALE AND RECOMMENDATION

The Facilities and Land Management Office (FLM) advertised a timber harvest request for proposal on February 13, 2014. As a result of previous evaluations of UA lands for timber harvest potential, FLM completed discussions with Alaska Division of Forestry (DOF) and Mental Health Trust Land Office to promote a joint bidding process involving timbered land in Southeast Alaska. FLM, DOF and the Mental Health Trust Land Office will maintain separate procurement processes; however, each organization will coordinated timing and administrative cooperation.

In discussions with the U.S. Forest Service (USFS) and the DOF, it was determined that continuing decreases in timber supply from USFS creates a critical market demand, which is advantageous for UA. University timber can be harvested responsibly and sustainably to help offset some of the lost volume while providing jobs for local economies and revenue to support university scholarships.

FLM is also working with the Petersburg Small Sales Group which is a timber industry committee comprised of small to medium volume sawmill owners on Mitkof Island capable of harvesting up to 250,000 board feet of timber per year. The Petersburg Small Sales Group could play a vital role for revenue generation on the remaining smaller university parcels on Mitkof Island adjacent islands. Meeting the demand for timber supply while helping to support job creation in local communities is critical to maintain the industry.

The conservative revenue estimate from the sale is \$900,000. The final amount could easily exceed \$1,000,000 depending on the successful bidder's detailed plan of operation.

Finally, the timber market is enjoying higher prices than seen in recent years along with the increased demand for volume. This growth pattern is projected to continue into the near future. This is an optimum time to have the university increase its presence in the timber market.

Reference 10 contains the timber sale development and disposal plans and exhibit maps. Kit Duke, associate vice president of facilities and land management, will review the request with members of the committee.

IV. New Business

- A. Formal Project Approval for University of Alaska Anchorage 1901 Bragaw Tenant Improvements Reference 11

The president recommends that:

MOTION

“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.”

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.

An 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 11 contains the complete schematic design approval request. Chris Turletes, associate vice chancellor for facilities services, and John Faunce, director facilities planning and construction, will review the request with members of the committee.

V. Ongoing Issues

A. Sightlines FY13 ROPA UA System Presentation Addendum 17

Kit Duke, associate vice president of facilities and land management, will present select slides from the Sightlines FY13 ROPA UA System Presentation and answer any questions. This is an information and discussion item; no action is required.

B. Revisions to Regents' Policy Chapters 05.11 and 05.12 Addendum 18

Kit Duke, associate vice president of facilities and land management, will present two option for a proposed schedule for the review and revision of Regents' Policy Chapters 05.11 and 05.12. Selection of one of the options is being requested.

C. Final Project Report Recommendations Addendum 19

Kit Duke, associate vice president of facilities and land management, will present a template for the final project report and seeks input and guidelines on presenting the final report to the committee.

D. Alaska Pacific University Land Purchase Proposal Information Item

Kit Duke, associate vice president of facilities and land management, will present an update on a land purchase between UA and Alaska Pacific University. This is an information item; no action is required.

E. UAA Alaska Airlines Center Project Information Item Addendum 20

Chris Turletes, associate vice chancellor of 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.

- F. UAA ConocoPhillips Integrated Science Building Re-commissioning Project Information Item Addendum 21

Chris Turletes, associate vice chancellor of facilities and campus services, will answer any questions about the UAA ConocoPhillips Integrated Science Building Re-commissioning project. This is an information and discussion item; no action is required.

- G. Justification for Approval for Innovative Procurement – UAA Consortium Library Old Core Mechanical Upgrades, Phase 2 Addendum 22

Chris Turletes, associate vice chancellor of facilities and campus services, will answer any questions about the Justification for Approval for Innovative Procurement – UAA Consortium Library Old Core Mechanical Upgrades, Phase 2 project. This is an information and discussion item; no action is required.

- H. UAA Engineering and Industry Building Project Information Item Addendum 23

Chris Turletes, associate vice chancellor of 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.

- I. UAF Combined Heat and Power Plant Major Upgrade Information Item

Scott Bell, associate vice chancellor of facilities services, will provide an update and 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.

- J. UAF Engineering Facility Information Item Addendum 24

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

- K. UAF P3 Student Dining Development Information Item Addendum 25

Scott Bell, associate vice chancellor of 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.

L. UAF West Ridge Deferred Maintenance Phase 2 Information Item Addendum 26

Scott Bell, associate vice chancellor of 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

M. UAF FY12 through FY14 Deferred Maintenance and Renewal Distribution Change Report

Scott Bell, associate vice chancellor of 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

N. Deferred Maintenance Spending Report Addendum 27

Kit Duke, associate vice president of 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.

O. Construction in Progress Reports Addendum 28

Kit Duke, associate vice president of 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.

P. IT Report Addendums 29, 30 & 31

Karl Kowalski, chief information technology officer, will update the committee on security issues, campus technology highlights and the Alaska Broadband Taskforce.

VI. Future Agenda Items

VII. Adjourn

Agenda
Board of Regents
Audit Committee Agenda
Friday, February 21, 2014; *8:00 a.m. – 9:00 a.m.
Butrovich Building, Room 109
University of Alaska Fairbanks
Fairbanks, Alaska

**Times for meetings are subject to modifications within the February 20-21, 2014 time frame.*

Committee Members:

Gloria O'Neill, Committee Chair
Timothy Brady

Michael Powers
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. New Business

A. Audit Status Report

B. UA Identity Theft Prevention Program Presentation

C. Education Trust of Alaska Semi-Annual Report

V. Future Agenda Items

VI. Adjourn

This motion is effective February 21, 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 February 21, 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. New Business

A. Audit Status Report Addendum 32

Chief Audit Executive Pittman will review the final audit reports issued since the last Audit Committee meeting and answer any questions members of the committee may have.

B. UA Identity Theft Prevention Program Presentation Addendum 33

At the June 2009 Board of Regents' meeting, the board approved the UA Identify Theft Prevention Program in accordance with the Federal Trade Commission's (FTC) Fair and Accurate Credit Transaction Act (FACTA) Red Flags Rule. The Red Flags Rule required the university to implement a written identity theft prevention program designed to detect the warning signs or red flags of identity theft in the university's day-to-day operations and provide an annual report on program compliance. The 2013 annual report was provided during the September 2013 board meeting.

The presentation will include general identity theft prevention requirements to protect student and employee personally identifiable information and specifically the due diligence to meet the compliance requirement of the program.

Chief Records Officer O'Hare and Vice President Roy will also inform the committee on actions taken by the Records and Information Management Department to assist the campuses in preventing the unauthorized access of student information.

C. Education Trust of Alaska Semi-Annual Report Addendum 34

At the September 2013 Board of Regents' meeting, the board approved a policy indicating that it would receive a semi-annual report on the Education Trust of Alaska and its college savings plans.

Chief Treasury Officer Lynch and Vice President Roy will provide a mid-year review of the program and its investment performance and answer any questions members of the committee may have.

V. **Future Agenda Items**

VI. **Adjourn**

Unofficial Minutes
Board of Regents
Annual Meeting of the Full Board
December 12-13, 2013
Fairbanks, Alaska

Regents Present:

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

I. Call to Order

Chair Jacobson called the meeting to order at 8:00 a.m. on Thursday, December 12, 2013.

II. Adoption of Agenda

Regent Cowell moved, seconded by Regent Fisher and passed with no objection 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. Electronic Agenda Demonstration**
- VIII. Approval of an Amended and Restated Consolidated Endowment Fund Investment Policy**
- IX. Presentation on Academic Freedom**
- X. Planning and Development Committee**
 - A. Discussion Regarding Board Governance and Shaping Alaska’s Future**
 - B. Federal and State Relations Reports**
- XI. Human Resources Report**
- *XI.A. Labor Relations Report (added)**
- XII. Presentation on Change and Transformation at the University of Alaska Fairbanks**
- XIII. Approval of the 2015 Meeting Schedule**
- XIV. Review of the Risk Services Annual Report**
- XV. Alaska Commission on Postsecondary Education Report**
- XVI. UA Athletics Report**
- *XVI.A. Executive Session (added)**
- XVII. Presentation on Alaska International Piano e-Competition**
- XVIII. Consent Agenda**
 - A. Academic and Student Affairs Committee**
 - 1. Approval of Revisions to Regents’ Policy 10.02.040 Related to Renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering**
 - 2. Approval of Revisions to Regents’ Policy 10.02.040 Related to University of Alaska Fairbanks’ Realignment of the Arctic Region Supercomputing Center**
 - 3. Approval of Revisions to Regents’ Policy 10.02.060 - PWSCC Change Related to the Northwest Commission on Colleges and Universities Accreditation Standards and Eligibility Requirements**
 - 4. Approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks**

5. Approval of a Master of Education in Science Education, K-8 at the University of Alaska Southeast
- B. Audit Committee
 1. Adoption of the FY13 Audited University of Alaska Financial Statements
 2. Adoption of the FY13 Audited Education Trust of Alaska Financial Statements
- C. Facilities and Land Management Committee
 1. Formal Project Approval of the University of Alaska Anchorage Wells Fargo Sport Center Near Term Renewal and Repurposing
 2. Schematic Design Approval for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 1
 3. Project Change Request for the University of Alaska Anchorage Kenai Peninsula College Career and Technical Education Center
 4. Formal Project Approval for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade
 5. Formal Project Approval for the University of Alaska Southeast Technical Education Center Renewal
- XIX. New Business and Committee Reports
 - A. Academic and Student Affairs Committee
 - B. Audit Committee
 - C. Facilities and Land Management Committee
- XX. Election of Board of Regents' Officers
- XXI. Approval of Revisions to the Industrial Security Resolution
- XXII. Approval of Revisions to the Corporate Authority Resolution
- XXIII. Executive Session
- XXIV. Future Agenda Items
- XXV. Board of Regents' Comments
- XXVI. Adjourn

This motion is effective December 12, 2013."

III. Approval of Minutes

Regent O'Neill moved, seconded by Regent Heckman and passed with no objection that:

PASSED

"The Board of Regents approves the minutes of its regular meeting of September 26-27, 2013 as presented. This motion is effective December 12, 2013."

Regent Cowell moved, seconded by Regent Wickersham and passed with no objection that:

PASSED

"The Board of Regents approves the minutes of its regular meeting of November 6, 2013 as presented. This motion is effective December 12, 2013."

IV. President's Report

President Gamble noted the Shaping Alaska's Future (SAF) effort has moved to the next level; said the board's input from this point forward will influence the effect statements and the fundamental discussions ahead; indicated the UA Foundation Trustees are also interested in SAF and the effect statements will be provided at their February 2014 meeting; stated he is looking forward to the January board retreat to further discuss the development of SAF; noted the scheduled announcement of the governor's FY15 budget and the significant effect it will have on the management of the university.

V. Governance Report

Carey Brown, Staff Alliance chair, mentioned appreciation for the number of individuals attending the meeting to provide public testimony regarding the employee education benefit; noted staff are reviewing the Shaping Alaska's Future draft effect statements and will provide feedback to the provosts in a timely manner; said staff at the three universities are working to identify and remove the student hassle factors; stated a resolution is being prepared for President Gamble's approval to permit each campus to develop their own smoke-free and tobacco-free policy and spoke in support of the employee education benefit and a resolution being prepared by university staff councils opposing revisions to the benefit.

Robert Boeckmann, Faculty Alliance chair, noted concern about the Statewide Academic Council's proposed minimum standards for baccalaureate degrees; said the general education learning outcomes committee is meeting face to face in February to continue to refine and consolidate their efforts; mentioned final statements are near completion regarding the systemwide policy on distance delivery of the general education science labs; stated progress is being made on the common student survey; said the Shaping Alaska's Future draft document didn't fully articulate the position of faculty involvement in developing academic programs and policies and spoke in support of the employee education benefit.

Shauna Thornton, Coalition of Student Leaders speaker, noted students are completing first semester finals; said efforts are being organized for the February Juneau advocacy trip; stated students are continuing to review and comment on Shaping Alaska's Future effect statements and mentioned the coalition is working on revisions to its constitution.

Joe Hayes, System Governance Council chair, thanked the board for the opportunity to speak on behalf of governance; noted appreciation for the strong emphasis placed on the involvement of governance in Shaping Alaska's Future effect statements; spoke in support of the employee education benefit stating it is an important aspect in retaining excellent staff and noted support for each university chancellor being able to determine their own smoke-free and tobacco-free campus policy.

VI. Public Testimony

Stacey Howdeshell, university staff member and UAF student, spoke in support of the employee education benefit; said the university provides good pay and great benefits and noted her personal experience the tuition waiver has provided to her.

Lesli Walls, university staff member and UAF Staff Council member, noted concern for revising the employee education benefit; spoke in support of the employee education benefit noting as a single parent sending her two boys to college would otherwise be unaffordable; stated the university is an enjoyable place to work and mentioned her personal experience the tuition waiver has provided to her.

Brad Krick, UAF Staff Council president, spoke in support of the employee education benefit; stated opposition to revising or removing the benefit and noted the value the benefit provides for staff development and continuing education.

Kenneth Barrick, UAF associate professor of geography, spoke about his research efforts regarding environmental management and shared his recently published book titled *Harrison R. Crandall Creating a Vision of Grand Teton National Park*.

James Gentry, UA Office of Information Technology (OIT) senior manager, spoke in support of the employee education benefit and noted how OIT uses the benefit as a recruitment tool to bring OIT expertise to Fairbanks.

Ashley Munro, university staff member and UAF student, spoke in support of the employee education benefit; stated the use of the benefit allowed her to complete her degree in four years and noted her personal experience the tuition waiver has provided to her.

Jeannette Altman, university staff member, UAF student and UAF Staff Council member, spoke on behalf of individuals in rural communities who could not attend the meeting who support the employee education benefit and noted many individuals come to and stay in Alaska because of the benefit.

Jessica Garron, UAF Geophysical Institute Alaska Satellite Facility senior science consultant, spoke in support of the employee education benefit and noted her personal experience the tuition waiver has provided to her.

Wade Albright, UAF Geophysical Institute Alaska Satellite Facility production supervisor, spoke in favor of the employee education benefit and noted his personal experience the tuition waiver has provided to him and his family.

Scott Arko, UAF Geophysical Institute Alaska Satellite Facility (ASF) deputy director, said the ASF facility receives external funding and is rated by performance; spoke in support of the employee education benefit and noted the tuition waiver is used as a recruitment tool to hire and retain qualified individuals at UAF.

Tina Holland, university staff member, adjunct faculty and a Statewide Administration Assembly member, spoke in support of the employee education benefit; noted the upcoming fiscal challenges and asked the board to allow UA governance and executive management to be the catalyst in making changes to employee benefits.

Kristen Barton, UAF Geophysical Institute employee spouse, spoke in support of the employee education benefit; said the use of the tuition waiver allowed her to make a career change that otherwise would have been difficult and noted the importance and value the benefit provides to employees and their families.

Lillian Misel, UAF Geophysical Institute executive officer, spoke in support of the employee education benefit; said many staff members use the benefit for professional development that otherwise would not be affordable and noted her personal experience the tuition waiver has provided to her.

Paul Moore, UAF Physical Plant employee, spoke in support of the employee education benefit and stated a reduced benefit would reduce the number of individuals interested in coming to work at the university.

Ken Severin, UAF Geology and Geophysics Advanced Instrumentation Laboratory director, spoke in support of the employee education benefit and noted his personal experience the waiver has provided to him.

Trish Winners, UAF Utilities staff member, thanked the board for allowing time for employee voices to be heard; spoke in support of the employee education benefit and noted recent market surveys indicate UA's compensation is below the standard market value.

Glenn Juday, UAF Forest Ecology professor, shared information about the forest science technology program and the natural resources management degrees offered by the UAF School of Natural Resources & Agricultural Sciences and thanked the board for allowing time for public testimony.

Jennifer Youngberg, university staff member and UAF Staff Council member, spoke in support of the employee education benefit and noted the impact the benefit has on professional development, staff morale and longevity.

Cecilia Ryman, university staff member, thanked the board for allowing time for public testimony; spoke in support of the employee education benefit and noted her personal experience the tuition waiver has provided to her.

Aimee Hughes, UAF Facilities Services plumbing maintenance mechanic, said she is a trained journeyman plumber who took a pay cut to come to work at UAF; noted the employee education benefit has offset the pay cut and spoke in support of the employee education benefit.

Denise Wartes, UAF Rural Alaska Honors Institute (RAHI) program manager, spoke in support of the employee education benefit; asked the board to consider RAHI in their year-end giving; mentioned the RAHI archaeology field school at Healy Lake, the documentary completed by students and shared the online link information <http://www.uaf.edu/rahi/videos-1/>.

Jim Dixon, UAF Alumni Association president, thanked the board for the opportunity to share alumni activities; noted members of all three UA alumni associations attended a Seattle Mariners game in September; said the association hosted a distinguished alumni event and sponsored a leadership luncheon; stated the association will advocate on behalf of UAF to encourage the Legislature to support the heat and power plant and spoke in support of the employee education benefit.

Carol Kaynor, university staff member and alumna, questioned the cost and saving methods being used regarding a revision to the employee education benefit; noted reducing staff benefits could reduce the quality and retention of staff and spoke in support of the employee education benefit.

Sarah Browngoetz, university staff member, thanked the board for allowing time for staff to express their concerns about the employee education benefit; spoke in support of the employee education benefit; noted she took a job at UA, as do many other employees, because of the education benefit and stated many employees consider the benefit as compensation in lieu of lower wages.

Representative Doug Isaacson, noted his varied experience he brings to the Legislature; said a unified goal needs to be established to reduce the state's budget; noted state dollars should be spent on infrastructure, finding ways to getting more oil in the pipeline and produce additional revenue; said Alaskans should be looking at the state's resources and how each community can use such to become self-supporting; mentioned the perception in the Legislature is the university needs to reduce redundancies and competition amongst the campuses and place emphasis on areas of expertise instead of duplicating programs and schools; noted his support for the Alaska Center for Energy and Power and said he would help move the discussions forward with the Legislature regarding the \$1.9 million support for the Geographic Information Network of Alaska.

Dominic Lozano, Fairbanks Fire Department fireman accompanied by his 3-year-old son Noah, stated appreciation for the fire science program at UAF; said many firefighters across the state who are also leaders within their communities are graduates of the UAF program; noted his personal experience with the program; stated the hands-on training offered by the program is known as specialty training; mentioned the staff mentoring and the experience the students acquire is exceptional and thanked the board for supporting the program.

Martin Miller, UA Office of Information Technology senior trainer, spoke in support of the employee education benefit; noted the importance of human performance improvement; mentioned the use of the employee education benefit for staff development and said the cost of untrained staff is conveyed to the customer; therefore, staff development should be a priority.

Connie Huizenga, UAF Computer Science office manager, spoke in support of the employee education benefit and noted her personal experience the tuition waiver has provided to her and her family.

Shawn Conell, UAF CTC Automotive Technology professor, spoke in support of the employee education benefit and noted his personal experience the tuition waiver has provided to him.

Robert Boeckmann, UAA assistant professor and Faculty Alliance chair, stated concern regarding the graduation rate at UA; spoke in support of the employee education benefit and noted the impact the education benefit has on faculty and staff family members.

VII. Electronic Agenda Demonstration

Executive Officer Berg reviewed the navigation and annotation features within the electronic agenda using both an iPad and a laptop.

VIII. Approval of an Amended and Restated Consolidated Endowment Fund Investment Policy

References 1, 2 & 3

Note for the record: Regent Anderson disclosed a conflict of interest due to his occupation as a financial advisor and he did not participate in the discussion or the voting process.

Regent Cowell moved, seconded by Regent O'Neill and passed with no objection that:

PASSED

"The Board of Regents approves the Consolidated Endowment Fund Investment Policy as presented. This motion is effective December 12, 2013."

CONSOLIDATED ENDOWMENT FUND INVESTMENT POLICY CITATION

IX. Delegation and Assignment of Duties and Authority

1. Responsibilities of the Boards:

- a. Maintaining the overall stewardship of the Fund in accordance with the Consolidated Endowment Fund Agreement, AS 13.65.010 – 13.65.095 and AS 37.10.071, as they may be amended or restated from time to time;
- b. Adopting the policies needed for the prudent investment and administration of the Fund;
- c. Delegating and assigning duties and authority to the Committee and the Treasurer;
- d. Reviewing the performance of the Fund and activities of the Committee on a regular basis.

(Note: Boards mean the Board of Regents and the Board of Trustees collectively. Committee means the Investment Committee.)

RATIONAL AND RECOMMENDATION

The Consolidated Endowment Fund (Fund) was established in 1997 to facilitate the investment of the University's Land Grant Endowment Trust Fund and its companion Inflation Proofing Fund as well as the Foundation's Pooled Endowment Funds. The funds were consolidated to minimize the cost of administration, allow for better diversification of the investments, increase access to top managers, and improve the potential for enhanced returns. The university and the foundation entered into a Consolidated Endowment Fund Agreement that defined a structure that would be used to manage the funds and adopted a Consolidated Endowment Fund Investment Policy that defined how the Fund would be invested. The intent was that each entity would have an undivided interest in the assets of the Fund based on the units assigned to each institution for its respective investment.

The Fund is managed by a very talented and highly respected Investment Committee consisting of Eric Wohlforth, Chair, Jo Michalski, Board of Trustees Chair, Bob Mitchell, Mike Burns, Gary Dalton, Kirk Wickersham, Leo Bustad, Nancy Blunck, Winthrop Gruening, and Carla Beam. Tammi Weaver serves as chief investment officer and actively supports the committee in its efforts to manage the Fund.

Over the years, the Fund has become a highly diversified, sophisticated investment vehicle with more than 30 investment managers and more than 70 investments with total assets of approximately \$300 million. However, in recent years it became necessary to increase the risk in the portfolio to improve the potential of meeting spending obligations associated with donors' expectations. This increased risk combined with an increased number of managers and investments has made it challenging for staff to keep up with the level of due diligence required by the Investment Committee and accounting standards. To address the issue, the committee decided to outsource many of the investment management activities to a professional investment manager. The planned

outcome is improved due diligence for the Fund and increased potential for higher returns. The Board of Trustees and the Board of Regents have been updated on the status of this transition on several occasions.

The staff and committee actively participated in the search and selection of a high quality investment services provider and engaged Cambridge Associates. Effective July 1, 2013, the assets of the Consolidated Endowment Fund were transferred to a single investor limited partnership under the management of Cambridge. The resulting changes in the investment processes now require modifications to the investment policy. Revisions were developed by the committee and staff with input from Regents Cowell and Heckman.

Although there has been extensive rewording of the policy, the significant responsibilities in the original policy have been accounted for in the revised policy and basic operating controls have not changed. The committee is responsible for making or approving the major decisions and the treasurer and staff are responsible for implementing those decisions.

Reference 1 is a clean copy of the revised draft of the Consolidated Endowment Fund Investment Policy. Reference 2 is a Sectional Summary of Revisions to the Policy and for those interested in the detail changes Reference 3 is a redline version identifying changes since the policy was last modified. At its October 30, 2013 meeting, the Investment Committee approved a motion recommending that the Board of Trustees and the Board of Regents approve the proposed policy as presented in Reference 1. This policy is scheduled to be considered and approved by the Board of Trustees at its December 11, 2013 meeting. Carla Beam, foundation president, Tammi Weaver, chief investment officer, and Jim Lynch, associate vice president for finance, answered questions from members of the board regarding the policy and the Fund.

IX. Presentation on Academic Freedom

Addendums 1, 1A, 1B, 1C, 1D & 1E

Vice President Thomas, General Counsel Hostina and Faculty Alliance Chair Boeckmann provided a presentation on academic freedom.

X. Planning and Development Committee

A. Discussion Regarding Board Governance and Shaping Alaska's Future

Regent Hughes shared information from the Association of Governing Boards (AGB) Trustee Advocacy Committee meeting she attended in November 2013, noting James Kvaal, deputy director of President Obama's Domestic Policy Council, attended and spoke about the higher education act, the rating of colleges and universities and the impact the rating will have on institutions receiving

Federal Pell Grants. She said AGB will continue to stay in front of the issue and provide updates to its members.

Regent Hughes noted the 2-day January 2014 board retreat will consist of an in-depth discussion on shaping Alaska's Future, fiscal concerns and strategic planning.

B. Federal and State Relations Reports

Vice President Beam and Associate Vice President Christensen updated the board on federal and state relations issues at the University of Alaska.

XI. Human Resources Report

Chief Human Resources Officer Seastedt updated the board regarding human resources issues including information regarding the employee education benefit at the University of Alaska.

***XI.A. Labor Relations Report (added)**

Executive Director Smith updated the board on union contract negotiations.

XII. Presentation on Change and Transformation at the University of Alaska Fairbanks

Faculty and staff gave presentations on how change and transformation is occurring at the University of Alaska Fairbanks. Presentations included:

Marketing and Communications Strategic Communications Team, presented by Michelle Renfrew, Marketing and Communications director;

Capitalizing on Research Strength, presented by Daniel M. White, associate vice chancellor for research;

Comprehensive Advising, presented by Alex Fitts, vice provost, accreditation liaison officer and dean of general studies;

Geographic Information Network of Alaska (GINA), presented by Tom Heinrichs, GINA director;

Department of Recreation, Adventure and Wellness (DRAW), presented by Mark Oldmixon, DRAW director, and Ali Knabe, DRAW executive officer.

The PowerPoint slides can be found at the following link. Please note the file is 15.2 MB.

https://dl.dropboxusercontent.com/u/7287576/UAF_BOR_presentation_19Nov2013Final.pptx

XIII. Approval of 2015 Meeting Schedule

Regent Cowell moved, seconded by Regent Enright and passed with no objection that:

PASSED

“The Board of Regents approves the meeting schedule for 2015. This motion is effective December 12, 2013.”

	<u>2014</u>	
Retreat	January 22-23, 2014	Anchorage
Regular Meeting	February 20-21, 2014	Fairbanks
Regular Meeting	April 3-4, 2014	Kodiak
Regular Meeting	June 5-6, 2014	Anchorage
Regular Meeting	September 18-19, 2014	Juneau
Meeting re: Budget	November 5, 2014	Fairbanks
Annual Meeting	December 11-12, 2014	Anchorage
	<u>2015</u>	
Retreat	January 21-22, 2015	Anchorage
Regular Meeting	February 19-20, 2015	Anchorage
Regular Meeting	April 9-10, 2015	Bethel
Regular Meeting	June 4-5, 2015	Fairbanks
Regular Meeting	September 17-18, 2015	Juneau
Meeting re: Budget	November 4, 2015	Anchorage
Annual Meeting	December 10-11, 2015	Fairbanks

XIV. Review of the Risk Services Annual Report

Addendum 2

Chief Risk Officer Spink provided an overview of the annual report.

XV. Alaska Commission on Postsecondary Education Report

Regent Heckman reported on the October 24, 2013 ACPE meeting in Anchorage; noted new officers were elected; said new regulation changes are being considered regarding standards for financial aid programs and postsecondary education institutions including clarifying grant procedures; stated biannually the commission certifies certain fields of study for the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP) and approved continuing participation in dentistry, occupational therapy, physical therapy, physician’s assistant, optometry and pharmacy; said the interest rates for the teacher education loan and WICHE PSEP loan were set at 7.5% and noted two presentations were given: 1) an overview of outreach and initiatives, and 2) a demonstration on the Alaska Career Information System website. The next meeting of ACPE will be held on January 9, 2014 in Anchorage.

XVI. UA Athletics Report

Regent Enright reviewed the following:

UAA

UAA successfully hosted the 36th annual Carrs/Safeway Great Alaska Shootout basketball tournament on November 26-30, 2013. The Harvard men and the Georgetown women won the championship gold pans. UAA Athletic Director Keith Hackett also announced that next season the tournament will move to the brand new Alaska Airlines Center on campus.

The Seawolf women's cross country team finished a program-best 4th place earning a podium finish and NCAA trophy at the 2013 NCAA Cross Country Championships in Spokane, WA on November 23, 2013. The men finished in 7th place. UAA produced five All-Americans overall, and Seawolf head coach Michael Friess was named the NCAA West Region Women's Cross Country Coach of the Year.

The Seawolf volleyball team earned its fourth NCAA Tournament berth in the last four seasons, finishing the regular season with a 21-9 record and a runner-up finish by just one match in the final conference standings. Sophomore Katelynn Zanders was voted All-West Region and was joined by teammate Julia Mackey as a unanimous All-GNAC selection. Additional GNAC awards were presented to Quinn Barker for Newcomer of the Year, Erin Braun for Freshman of the Year and Chris Green as Coach of the Year.

The Seawolves' men's and women's basketball teams are both off to great starts. The women stand 5-1 heading into conference play including a win over Division I UC Riverside in the Great Alaska Shootout. The men have been ranked as high as 19th in the nation, earning a win over 5th-ranked Minnesota State.

The Seawolf gymnastics team will make its 2014 season debut with a Green & Gold Scrimmage on December 14, 2013, at the Wells Fargo Sports Complex.

UAF

Cross Country: Mitch Burgess was named GNAC Red Lion Men's Cross Country Co-Runner of the Week. This is the first GNAC accolade for a men's runner in program history. Men win first ever multi-team meet in history at SMU Invitational. Women edged out of title, finishing second at SMU Invitational.

Rifle: Ranked No. 3 when the season opened in October 2013, the team cruised to a win over NC State and broke a program record with a win over Ole Miss. In November 2013, the team swept Kentucky with second-highest mark in team history and was named new No. 1 in the country.

Men's Basketball: The team trekked up to Barrow to scrimmage Post University in the third NCAA exhibition ever played in Barrow, Alaska. Team members volunteered for the GCI/FRA Clothing Drive. For the second year in a row, the Nanooks win three games in three days to win the GCI Alaska Invitational tournament.

Hockey: Players and staff attended the unveiling of the \$4.5 million state-of-the-art locker room facility at the Carlson Center. Nanooks win Brice Alaska Goal Rush for second straight year with a comeback late in regulation and shootout win over Western Michigan. Former Nanook Chad Johnson wins NHL first game in net for Boston Bruins.

Swimming: Nanooks blows past Biola to open season with pair of dual-meet wins. Freshmen Kathryn Pound and Victoria Adams both break a pool record. Martha Hood signs National Letter of Intent to swim for Nanooks the Alaska state champion swims for North Pole High School

Alaska Nanooks Athletic Director Gary Gray was elected to NCAA Division II Management Council in November 2013.

Women's Basketball: The team finishes a 4-game trip to Hawaii with 3-1 record with wins over BYU-H, Chaminade and a split at Hawaii-Hilo. Nanooks take second at Mt. McKinley Bank North Star Invitational after falling in title game to finish 2-1.

Volleyball: In November 2013, four players were named to the GNAC All-Academic Team. Sam Harthun finishes season No. 4 on program's single-season kills list; was named to All-GNAC First Team and named GNAC Red Lion Co-Offensive Player of the Week.

***XVI.A. Executive Session (added)**

Regent Cowell moved, seconded by Regent Fisher and passed with no objection that:

PASSED

"The Board of Regents goes into executive session to discuss matters the immediate knowledge of which would have an adverse effect on the finances of the university related to a labor contract and budget strategies. This motion is effective December 13, 2013."

The Board of Regents goes into executive session at 2:10 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 40 minutes.

The Board of Regents concluded an executive session at 2:56 p.m. Alaska Time in accordance with AS 44.62.310 to discuss matters the immediate knowledge of which would have an adverse effect on the finances of the university related to a labor contract and budget strategies. 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 46 minutes.

XVII. Presentation on Alaska International Piano e-Competition

Addendum 3

Eduard Zilberkant, President's Professor of Piano, music director and conductor of the Fairbanks Symphony and Arctic Chamber Orchestras, presented information regarding the upcoming Alaska International Piano e-Competition to be held in the Davis Concert Hall at the University of Alaska Fairbanks on June 28 – July 12, 2014.

XVIII. Consent Agenda

Regent O'Neill moved, seconded by Regent Cowell and passed with no objection that:

PASSED

“The Board of Regents approves the consent agenda as presented. This motion is effective December 13, 2013.”

A. Academic and Student Affairs Committee

1. Approval of Revisions to Regents' Policy 10.02.040 Related to Renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering

PASSED

“The Board of Regents approves a revision to Regents' Policy 10.02.040 related to renaming the University of Alaska Anchorage School of Engineering to the University of Alaska Anchorage College of Engineering. This motion is effective December 13, 2013.”

2. Approval of Revisions to Regents' Policy 10.02.040 Related to University of Alaska Fairbanks' Realignment of the Arctic Region Supercomputing Center Reference 4

PASSED

“The Board of Regents approves a revision to Regents' Policy 10.02.040 related to University of Alaska Fairbanks' realignment of the Arctic Region Supercomputing Center. This motion is effective December 13, 2013.”

3. Approval of Revisions to Regents' Policy 10.02.060 - PWSCC Change Related to the Northwest Commission on Colleges and Universities Accreditation Standards and Eligibility Requirements Reference 5

PASSED

“The Board of Regents approves a revision to Regents' Policy 10.02.060 - PWSCC change related to the Northwest Commission on Colleges and Universities accreditation standards and eligibility requirements. This motion is effective December 13, 2013.”

4. Approval of a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks Reference 6

PASSED

“The Board of Regents approves a Graduate Certificate in Science Teaching and Outreach at the University of Alaska Fairbanks. This motion is effective December 13, 2013.”

5. Approval of a Master of Education in Science Education, K-8 at the University of Alaska Southeast Reference 7

PASSED

“The Board of Regents approves a Master of Education in Science Education, K-8 at the University of Alaska Southeast. This motion is effective December 13, 2013.”

B. Audit Committee

1. Adoption of the FY13 Audited University of Alaska Financial Statements Addendum

25

PASSED

“The Board of Regents adopts the audited financial statements of the University of Alaska for the year ended June 30, 2013 as presented. This motion is effective December 13, 2013.”

2. Adoption of the FY13 Audited Education Trust of Alaska Financial Statements Addendum 26

PASSED

“The Board of Regents adopts the audited financial statements of the Education Trust of Alaska for the year ended June 30, 2013 as presented. This motion is effective December 13, 2013.”

C. Facilities and Land Management Committee

1. Formal Project Approval for the University of Alaska Anchorage Wells Fargo Sports Center Near Term Renewal and Repurposing Reference 8

PASSED

“The Board of Regents approves the formal project approval request for the University of Alaska Anchorage Wells Fargo Sports Center Near Term Renewal and Repurposing 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 \$10,000,000. This motion is effective December 13, 2013.”

2. Schematic Design Approval for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, Phase 2

Reference 9

PASSED AS AMENDED

“The Board of Regents approves the schematic design approval request for the University of Alaska Anchorage Consortium Library Old Core Mechanical Upgrades Project, 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 budget, and to proceed to completion of project construction within the limit of funds available and not to exceed a total project cost of \$8,019,000. This motion is effective December 13, 2013.”

Passed as amended by the Facilities and Land Management Committee

3. Project Change Request for the University of Alaska Anchorage Kenai Peninsula College Career and Technical Education Center Reference 10

PASSED

“The Board of Regents approves the project change request for the University of Alaska Anchorage Kenai Peninsula College Career & Technical Education Center as presented in compliance with the campus master plan, and authorizes the university administration to increase the project scope to include \$1,800,000 for the second phase of renewal and reallocation work not to exceed the current total project cost of \$15,250,000. This motion is effective December 13, 2013.”

4. Formal Project Approval for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade Reference 11

PASSED

“The Board of Regents approves the formal project approval request for the University of Alaska Fairbanks Heat and Power Plant Major Upgrade, 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 \$248,000,000. This motion is effective December 13, 2013.”

5. Formal Project Approval for the University of Alaska Southeast Technical Education Center Renewal Reference 12

PASSED

“The Board of Regents approves the formal project approval request for the University of Alaska Southeast Technical Education Center Renewal 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 \$ 4,620,000. This motion is effective December 13, 2013.”

XIX. New Business and Committee Reports

A. Academic and Student Affairs Committee

1. Approval of Appointment to Regents' Scholarship Committee

The Academic and Student Affairs Committee approved the following motion:

PASSED

“The Academic and Student Affairs Committee approves the appointment of Virginia Breeze and William Andrews to the Regents' Scholarship Committee as presented by Committee Chair Powers. This motion is effective December 12, 2013.”

2. Committee Report

In addition to action items, the committee heard reports on e-Learning and SB241, discussed minimum baccalaureate admission standards, dual enrollment and technical vocational education program renewal, received an update on the calendar of academic and student affairs reports and a presentation on undergraduate research.

B. Audit Committee

In addition to action items, the committee heard an update on the risks involved with the UAF heat and power plant, received an annual report on risk identification and management plans, heard final audit and audit status reports, discussed the FY13 annual financial statements with the external auditors from Moss Adams and reviewed the FY13 UA Foundation and Consolidated Endowment Fund financial statements. Nine board members attended the audit committee meeting.

C. Facilities and Land Management Committee

1. Schematic Design Approval for the University of Alaska Fairbanks Road Improvements Fairbanks Metropolitan Area Transportation System (FMATS) Street Light Conversion Reference 13

The Facilities and Land Management Committee approved the following motion:

PASSED

“The Facilities and Land Management Committee approves the schematic design approval request for the University of Alaska Fairbanks Roadway Improvements, Fairbanks Metropolitan Area Transportation System Street

Light Conversion as presented in compliance with the approved 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 \$2,030,983. This motion is effective December 12, 2013.”

2. Committee Report

In addition to action items, the committee heard reports on the UAA Alaska Airlines Center, UAA Engineering and Industry Building, UAF engineering facility, UAF P3 student dining development, UAF Toolik Field Station lease, FY13 and FY14 deferred maintenance and renewal distribution changes, deferred maintenance spending and construction in progress.

Karl Kowalski, chief information technology officer, provided an overview on the polar fiber and the Office of Information Technology organizational change process. 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.

XX. Election of Board of Regents’ Officers

In accordance with Board of Regents' Bylaws, at the annual meeting of the Board of Regents, the officers of the board shall be elected by a simple majority vote.

Regent Hughes moved, seconded by Regent Cowell and passed with no objection that:

PASSED

“The Board of Regents elects Patricia Jacobson as chair of the Board of Regents. This motion is effective December 13, 2013.”

Regent Wickersham moved, seconded by Regent Cowell and passed with no objection that:

PASSED

“The Board of Regents elects Jyotsna Heckman as vice chair of the Board of Regents. This motion is effective December 13, 2013.”

Regent Powers moved, seconded by Regent O’Neill and passed with no objection that:

PASSED

“The Board of Regents elects Kenneth J. Fisher as secretary of the Board of Regents. This motion is effective December 13, 2013.”

Regent Fisher moved, seconded by Regent Heckman and passed with no objection that:

PASSED

“The Board of Regents elects Michael Powers as treasurer of the Board of Regents. This motion is effective December 13, 2013.”

XXI. Approval of Revisions to the Industrial Security Resolution

Regent Cowell moved, seconded by Regent O’Neill and passed with no objection that:

PASSED

“The Board of Regents approves the Industrial Security Resolution as revised to reflect changes in the officers of the board resulting from the Board of Regents' elections and authorizes the chair and secretary of the board to sign the resolution. This motion is effective December 13, 2013.”

RATIONALE/RECOMMENDATION

The president and selected members of the university administration are routinely designated by the Board of Regents to handle any duties and responsibilities relating to classified information in connection with contracts with the Department of Defense and other federal agencies. These individuals are given an extensive security screening and are the only members of the administration, including the Board of Regents, to have access to classified information.

The university has received similar security clearances since the mid-1950s. Execution of the resolution allows regents and other members of the administration to be exempted from security clearance procedures. The resolution is identical to resolutions previously passed except for changes to officers of the board.

XXII. Approval of Revisions to the Corporate Authority Resolution

Regent Cowell moved, seconded by Regent O’Neill and passed with no objection that:

PASSED AS AMENDED

“The Board of Regents approves the Corporate Authority Resolution, as revised to reflect changes in titles of officers resulting from the Board of Regents' elections and to correct an omission of a university official, and authorizes the chair and secretary of the board to sign the resolution. This motion is effective December 13, 2013.”

The Board of Regents regularly passes a resolution specifying certain university officers as being authorized to execute investment and banking transactions for the University of Alaska. Because of changes in officers of the board and in university administration, a current resolution is necessary in order to execute timely investment and banking transactions.

XXIII. Executive Session

Regent Cowell moved, seconded by Regent Fisher and passed with no objection 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 UAA Northern Access Extension project at Elmore Road, the UA Timber Harvest & Land Trade Proposal, the UA & AHTNA Materials Management Agreement, the KABATA ROW Acquisition, and matters that could affect the reputation or character of a person or persons related to the presidential assessment. This motion is effective December 13, 2013.”

The Board of Regents goes into executive session at 12:00 noon 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 3 hours.

The Board of Regents concluded an executive session at 3:05 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 UAA Northern Access Extension project at Elmore Road, the UA Timber Harvest & Land Trade Proposal, the UA & AHTNA Materials Management Agreement, the KABATA ROW Acquisition, and matters that could affect the reputation or character of a person or persons related to the presidential 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 5 minutes.

XXIV. Future Agenda Items

Regent Hughes noted items for the January 2014 board retreat would include board assessment and a discussion on Shaping Alaska’s Future.

XXV. Board of Regents' Comments

Regent Anderson thanked Chancellor Rogers for the reception at the UA museum; noted excitement about the fire science program, the public testimony surrounding the program and the fact that there is documentation that the program is life changing for students and their careers; is looking forward to the January retreat and the Shaping Alaska’s Future discussion.

Regent O’Neill stated appreciation about getting to know the different communities at each university, understanding how UA impacts the communities and the amazing learning opportunities UA provides to each community; thanked Chancellor Rogers for the hospitality; enjoyed the Governor’s Cup hockey competition; is looking forward to the retreat, the discussion regarding Shaping Alaska’s Future and how the board will be bold and courageous in making decisions as it relates to the upcoming challenges ahead and wished everyone a Merry Christmas and safe holiday season.

Regent Brady thanked Chancellor Rogers for the hospitality; noted good things are happening with the UAF DRAW program and appreciated the presentation; stated UA is facing significant budget issues and it is time for the board to roll up their sleeves and figure out how to manage the challenges ahead; wished everyone a great Christmas and noted he is looking forward to the retreat.

Regent Heckman thanked Chancellor Rogers for the hospitality; noted the reception at the UA Museum was fantastic and it was nice to see the recognition of fellow community members; stated presentations were inspiring; said she continues to be amazed at the transformations taking place at our universities; is looking forward to the January retreat and defining a strategy for the upcoming challenges; congratulated Chair Jacobson on her re-election as chair and thanked her for her leadership.

Regent Fisher noted the tough job ahead for the board and UA administration regarding the FY15 budget challenges; mentioned the importance of moving the building fund initiative forward to offset deferred maintenance and said getting buy-in from the Legislature regarding the UAF heat and power plant is critical to get the project completed.

Regent Enright thanked Chancellor Rogers for the hospitality, is looking forward to the January retreat; noted appreciation about working with fellow board members on challenging issues and wished everyone a fantastic holiday.

Regent Cowell noted at the confluence of Shaping Alaska's Future and the challenging economic times ahead; that future board decisions will not be made without generating some heat, which was evident from public testimony during the meeting; said it is time for the board to toughen up, to provide detailed direction to UA administration and to stay unified in order for UA to move forward; noted appreciation for the reorganization of the agenda material, stated it was much easier to navigate and thanked Executive Officer Berg for the tutorial.

Regent Hughes noted the financial concerns facing UA will require each board member be part of the unified body when making decisions for the organization and working to support, care and protect the decisions of the president and the chancellors; is looking forward to the challenges ahead to ensure Alaskans a great university; thanked Chancellor Rogers for the reception at the UA Museum and noted appreciation for Aldona Jonaitis' enthusiasm.

Regent Powers thanked Chancellor Rogers and staff for the hospitality; noted appreciation for presentations on academic freedom, minimum baccalaureate admission standards, Vice President Roy's financial report and the Alaska International Piano e-Competition and wished everyone a Merry Christmas.

Regent Wickersham congratulated Chair Jacobson on her re-election; said the terrain park is a great front for the UA Museum; is looking forward to the January retreat and the opportunity to participate in defining the future of UA; noted UA is unique because of the particular logistical challenges of operating in a subarctic environment; would like UA to become a leader in the higher education throughout the world and wished everyone a very Merry Christmas.

Regent Jacobson thanked Chancellor Rogers for the hospitality and the reception; noted appreciation for the work of staff in organizing the meeting; said the UA Museum tours were significant and rich in history; noted reinforcement of the substantial impact UA has on the state and the people of Alaska; stated there are so many dedicated and talented individuals at UA and she appreciates being in attendance with everyone; noted Cathy Cahill's appointment to the U.S. Senate Energy and Natural Resources Committee; wished everyone a Merry Christmas and safe travels home.

President Gamble congratulated Chair Jacobson and the newly appointed officers; thanked Chancellor Rogers for the hospitality; stated UA has great faculty and staff noting the reality of such occurs when the individuals focus and collaborate on the difficult issues e.g. future fiscal concerns; noted the Strategic Direction Initiative has been 2.5 years in the making and how UA plans to develop Shaping Alaska's Future (SAF) requires more efficiency, excellence, relevancy and a culture change in every way in everyday efforts; said UA's quality faculty and staff are aligned to solve the challenges ahead and through consensus, collaboration and cooperation are well positioned to execute the ideas and the doing phase of SAF; noted meetings established with chancellors and provosts to continue the discussion regarding SAF recognizing if the seeds are appropriately planted now the outcomes should still be effective 10 years from now; stated bold decisions will need to be made regarding SAF; said during the January retreat the intent is to provide the board with a good look at the future options for UA and wished everyone Merry Christmas.

Chancellor Pugh thanked Chancellor Rogers and staff for the hospitality, statewide staff for their work organizing the meeting and the board for staying focused on excellence and maintaining high performance at UA; said UAS completed its third year with accreditation and the commission's final report made specific reference to the mission, core themes and shared governance being widely known throughout the campus; said the community has responded positively to the projects on campus including the addition of the freshman housing project; stated excitement about acquiring the Alaska Learning Network project and is looking forward to using the network to make a considerable difference for students across the state regarding college readiness and said in the challenging times ahead for UA, it is better to recognize the hard work upfront prior to performing the difficult work.

Chancellor Case thanked Chancellor Rogers for the outstanding hospitality and showcasing student life activities; noted seeing student's experiences and lives changed throughout their UA career is what keeps him coming to work each day; stated appreciation for the convergence over the last eight years with the UAA planning and

budgeting committee process where a participative approach has been used with each department assisting in shaping and making decisions for the campus budget; said the involvement, creativity and prioritizing taking place at every level of leadership regarding Shaping Alaska's Future is being recognized and the decisions will allow UA to thrive in the future; stated encouragement for the challenging times ahead noting it won't be easy but knowing the right team is in place will be helpful; complimented Dr. Boeckman and the Faculty Alliance for showing the right spirit and working together to make things happen for UA; congratulated Chair Jacobson on her re-election and wished everyone Merry Christmas.

Chancellor Rogers thanked the board for helping celebrate private philanthropy at the evening reception honoring Linda G. Hulbert, the Pollock Conservation Cooperative and the Liz Claiborne & Art Ortenberg Foundation; noted KUAC's new digital signal has four channels, one operating 22 hours per day broadcasting across the state; said the February board meeting coincides with the men's and women's basketball teams playing in Fairbanks and that tickets will be available for members to attend; stated the second half of the Governor's Cup hockey game will be in Fairbanks March 7-8; noted Alaska Airlines will unveil their Nanook/Seawolf aircraft in time for the Governor's Cup hockey game and thanked the board for the amount of time and effort devoted to the board meetings and the university.

XXVI. Adjourn

Chair Jacobson adjourned the meeting at 3:05 p.m. on Friday, December 13, 2013.

Unofficial Minutes
Board of Regents' Retreat
January 22-23, 2014
Anchorage, Alaska

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
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
Dana Thomas, Vice President for Academic Affairs
Elisha Baker, Provost, University of Alaska Anchorage
Richard Caulfield, Provost, University of Alaska Southeast
Susan Henrichs, Provost, University of Alaska Fairbanks
Brandi Berg, Executive Officer, Board of Regents

I. Call to Order

Chair Jacobson called the meeting to order at 10:15 a.m. on Wednesday, January 22, 2014.

II. Adoption of Agenda

Regent Enright moved, seconded by Regent Wickersham and passed with Regents Anderson, Brady, Cowell, Enright, Heckman, Hughes, Powers, O'Neill, Wickersham and Jacobson voting in favor and Regent Fisher voting in opposition 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. Executive Session

***III.A. Approval of Bargaining Unit Agreement between the University of Alaska and United Academics AAUP-AFT/AFL-CIO (UNAC) (added)**

IV. Adjourn

This motion is effective January 22, 2014.”

III. Executive Session

Regent Cowell moved, seconded by Regent Heckman and passed with no objection 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 fiscal, budgetary and strategic planning. This motion is effective January 22, 2014.”

The Board of Regents goes into executive session at 10:15 a.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 13 hours.

The Board of Regents recessed its executive session at 12:10 p.m.; reconvened executive session at 12:20 p.m.; recessed executive session at 1:30 p.m.; reconvened executive session at 1:45 p.m.; recessed executive session at 3:08 p.m.; reconvened executive session at 3:20 p.m. and recessed executive session at 4:40 p.m. on Wednesday, January 22, 2014.

The Board of Regents reconvened its executive session on Thursday, January 23, 2014 at 8:50 a.m.; recessed executive session at 10:20 a.m.; reconvened executive session at 10:40 a.m.; recessed executive session at 12:00 noon; reconvened executive session at 12:20 p.m.; recessed executive session at 1:45 p.m. and reconvened its executive session at 2:30 p.m.

The Board of Regents concluded an executive session on Thursday, January 23 at 2:50 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 fiscal, budgetary and strategic planning. 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 13 hours.

***III.A. Approval of Bargaining Unit Agreement between the University of Alaska and United Academics AAUP-AFT/AFL-CIO (UNAC) (added)**

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

PASSED

"The Board of Regents approves the collective bargaining agreement between the University of Alaska and United Academics AAUP-AFT/AFL-CIO (UNAC) for the term of January 1, 2014 through December 31, 2016. This motion is effective January 23, 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

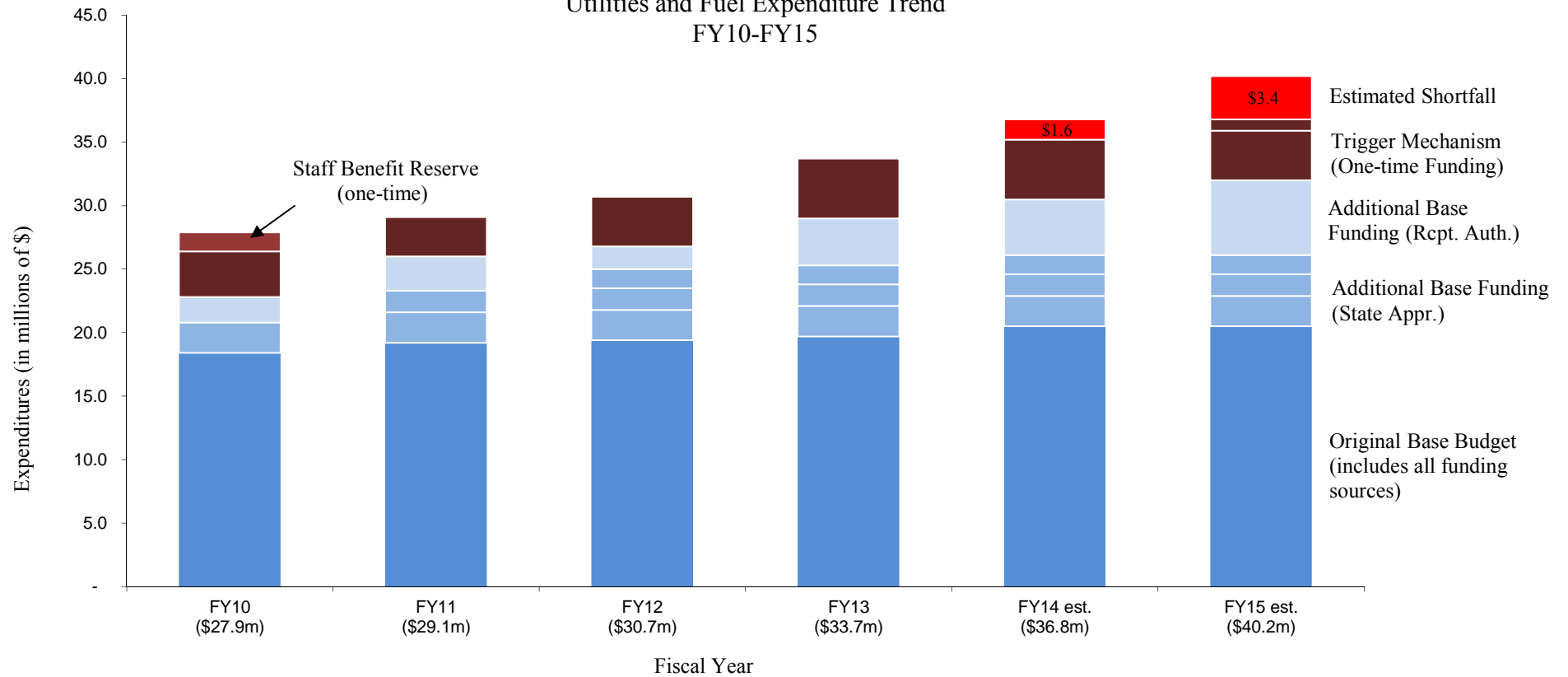
Pursuant to this policy and legal authority, the university administration has tentatively agreed upon a contract with the United Academics union. The members of the union ratified this contract on January 17, 2014.

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.

IV. Adjourn

Chair Jacobson adjourned the meeting at 2:54 p.m. on Thursday, January 23, 2014.

University of Alaska
Utilities and Fuel Expenditure Trend
FY10-FY15



University of Alaska
FY15 Operating Budget Request Summary
UA Board of Regents' compared to UA Board of Regents' Amended
(in thousands of \$)

	UA Board of Regents' Budget			UA Board of Regents' Amended Budget		
	State Approp.	Rcpt. Auth.	Total	State Approp.	Rcpt. Auth.	Total
Base - FY14 Operating Budget	376,613.1	535,746.0	912,359.1	376,613.1	535,746.0	912,359.1
Adjusted Base Requirements						
Compensation by Employee Group						
UA Federation of Teachers (UAFT)	400.2	400.2	800.4	400.2	400.2	800.4
Local 6070 ⁽¹⁾			-			-
United Academics Faculty (UNAC)			-	1,686.5	1,686.5	3,373.0
UA Adjuncts (UNAD) ⁽¹⁾			-			-
Fairbanks Firefighters Union (FFU)	16.4	16.4	32.8	16.4	16.4	32.8
UA Staff	2,553.5	2,553.5	5,107.0	2,553.5	2,553.5	5,107.0
Subtotal - FY15 Compensation Increase	2,970.1	2,970.1	5,940.2	4,656.6	4,656.6	9,313.2
Additional Operating Cost Increases						
Utility Cost Increases⁽²⁾		1,415.0	1,415.0	3,400.0	1,415.0	1,415.0
Facility Maintenance and Repair	1,081.5	1,081.5	2,163.0	1,081.5	1,081.5	2,163.0
New Facilities Estimated Operating Costs	3,260.0	2,289.0	5,549.0	3,260.0	2,289.0	5,549.0
UAA AK Airlines Center (Sports Arena) ⁽³⁾	2,720.0	1,789.0	4,509.0	2,720.0	1,789.0	4,509.0
UAA Mat-Su Valley Ctr. for Arts & Learning ⁽³⁾	540.0	75.0	615.0	540.0	75.0	615.0
UAS Freshman Residence Hall		425.0	425.0		425.0	425.0
Leases		1,500.0	1,500.0		1,500.0	1,500.0
UAF P3 Housing Development		1,500.0	1,500.0		1,500.0	1,500.0
Non-Personal Services Fixed Cost Increases	410.0	-	410.0	410.0	-	410.0
UAF Rasmuson Library Electronic Subscriptions	250.0		250.0	250.0		250.0
UAF Smart Classroom Technology Refresh	160.0		160.0	160.0		160.0
Subtotal - FY15 Additional Operating Cost Increases	4,751.5	6,285.5	11,037.0	8,151.5	6,285.5	11,037.0
Subtotal - FY15 Adjusted Base Requirements	7,721.6	9,255.6	16,977.2	12,808.1	10,942.1	20,350.2
	2.1%	1.7%	1.9%	3.4%	2.0%	2.2%
High Demand Program Requests						
Student Achievement and Attainment	997.1	463.4	1,460.5	997.1	463.4	1,460.5
Productive Partnerships with Alaska's Schools	400.0	25.0	425.0	400.0	25.0	425.0
Productive Partnerships with Public Entities and Private Industries	1,654.9	361.8	2,016.7	1,654.9	361.8	2,016.7
R&D to Enhance Alaska's Communities and Economic Growth	300.0	50.0	350.0	300.0	50.0	350.0
Subtotal-High Demand Programs	3,352.0	900.2	4,252.2	3,352.0	900.2	4,252.2
	0.9%	0.2%	0.5%	0.9%	0.2%	0.5%
Budget Adjustments						
Technical Vocational Education Program	51.8		51.8	51.8		51.8
Mental Health Trust Authority	652.9	1,865.0	2,517.9	652.9	1,865.0	2,517.9
Subtotal-Budget Adjustments	704.7	1,865.0	2,569.7	704.7	1,865.0	2,569.7
FY15 Increment	11,778.3	12,020.8	23,799.1	16,864.8	13,707.3	30,572.1
FY15 Operating Budget	388,391.4	547,766.8	936,158.2	393,477.9	549,453.3	942,931.2
% Chg. FY14-FY15 Operating Budget	3.1%	2.2%	2.6%	4.5%	2.6%	3.4%

(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

P10.07.010. 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 ~~techniques~~ will ~~conform to not-violate~~ established professional ethics pertaining to the rights and welfare of human subjects ~~and or the infliction of pain or injury on 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.

- 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.
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(XX-XX-XX)

CURRENT LANGUAGE WITH TRACK CHANGES for PROPOSED CHANGES

P10.07.020. Sponsored Projects Submittal and Acceptance.

- 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)

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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

P10.07.070. Human Subjects in Research.

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

P10.07.070. Human Subjects in Research.

The university will respect and protect the health, safety, and rights of individuals participating in research projects. 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.

(XX-XX-XX)

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) UAF	1b. School or College College of Liberal Arts	1c. Department or Program Music																																								
2. Complete Program Title Master of Music in Performance																																										
3. Type of Program																																										
<input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input checked="" type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
4. Type of Action		5. Implementation date (semester, year)																																								
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete		<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring Year 2014																																								
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (3rd) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)																																										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="2">Projected Annual Revenues in FY 16</th> <th colspan="2">Projected Annual Expenditures in FY 16</th> </tr> <tr> <td colspan="2">Unrestricted</td> <td colspan="2">Salaries & benefits (faculty and staff)</td> </tr> <tr> <td>General Fund</td> <td>\$146387</td> <td>Other (commodities, services, etc.)</td> <td>\$110124</td> </tr> <tr> <td>Student Tuition & Fees</td> <td>\$78142</td> <td>TOTAL EXPENDITURES</td> <td>\$224529</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td>\$</td> <td colspan="2">One-time Expenditures to Initiate Program (if >\$250,000)</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$</td> <td colspan="2">(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td colspan="2">Restricted</td> <td>Year 1</td> <td>\$</td> </tr> <tr> <td>Federal Receipts</td> <td>\$</td> <td>Year 2</td> <td>\$</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$</td> <td>Year 3</td> <td>\$</td> </tr> <tr> <td>TOTAL REVENUES</td> <td>\$224529</td> <td>Year 4</td> <td>\$</td> </tr> </table>			Projected Annual Revenues in FY 16		Projected Annual Expenditures in FY 16		Unrestricted		Salaries & benefits (faculty and staff)		General Fund	\$146387	Other (commodities, services, etc.)	\$110124	Student Tuition & Fees	\$78142	TOTAL EXPENDITURES	\$224529	Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)		TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)		Restricted		Year 1	\$	Federal Receipts	\$	Year 2	\$	TVEP or Other (specify):	\$	Year 3	\$	TOTAL REVENUES	\$224529	Year 4	\$
Projected Annual Revenues in FY 16		Projected Annual Expenditures in FY 16																																								
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TOTAL REVENUES	\$224529	Year 4	\$																																							
Page # of attached summary where the budget is discussed, including initial phase-in: 2																																										
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 border="1" style="width:100%; border-collapse: collapse;"> <tr> <th>Revenue source</th> <th>Continuing</th> <th>One-time</th> </tr> <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 MAU¹</td> <td>\$146387</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:</td> <td>\$</td> <td>\$</td> </tr> </table>			Revenue source	Continuing	One-time	a. In current legislative budget request	\$	\$	b. Additional appropriation required	\$	\$	c. Funded through new internal MAU redistribution	\$	\$	d. Funds already committed to the program by the MAU ¹	\$146387	\$	e. Funded all or in part by external funds, expiration date	\$	\$	f. Other funding source Specify Type:	\$	\$																			
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8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <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.																																										
9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.																																										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Year 1: 7</td> <td>Year 2: 9</td> <td>Year 3: 11</td> <td>Year 4: 13</td> </tr> </table>			Year 1: 7	Year 2: 9	Year 3: 11	Year 4: 13																																				
Year 1: 7	Year 2: 9	Year 3: 11	Year 4: 13																																							
Page number of attached summary where demand for this program is discussed: 2																																										

¹Sometimes 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.

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

Graduate TA	
Adjunct	
Term	
Tenure track	

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

Graduate TA	5
Adjunct	
Term	
Tenure track	1.1

Former assignment of any reassigned faculty: MA in Music
For more information see page 1-2 of the attached summary.

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

Program Affected	Anticipated Effect
UAF Master of Arts in Music	If approved the MM will utilize the TA and faculty resources of the MA in Music program, which will be deleted.

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': National Association of Schools of Music

14. Aligns with University or campus mission, goals, core themes, and objectives (list): UAF Mission: 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. The MM addresses these UAF Core Themes:
Educate: Undergraduate and Graduate Students and Lifelong Learners
Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works

Page in attached summary where alignment is discussed: 2

15. State needs met by this program (list): Music performers and teachers (postsecondary and independent)

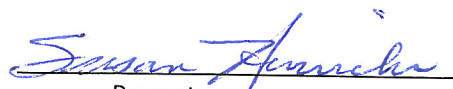
Page in the attached summary where the state needs to be met are discussed: 1


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

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

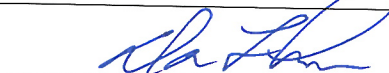
Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.
(choose one above)

 / 1-21-14
Provost Date

 / 1/21/14
Chancellor Date

- ☒ Recommend Approval
☐ Recommend Disapproval

 / 1/29/2014
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 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)

Revised: 10/10/2012

Program Summary
Master of Music in Performance
University of Alaska Fairbanks

Rationale: Given the profession-wide shift in the last two decades towards performance based degrees, the proposed Master of Music in Performance (M.M.) will provide better preparation for students applying to doctoral programs in music than does the current Master of Arts in Music (M.A.) program. It will also be more suitable for those students who seek performance-based careers. In addition, it better reflects the training and strength of faculty in the UAF Department of Music. The National Association of Schools of Music (NASM), the accrediting agency for UAF's music programs, noted in its last review (2010) that UAF's current M.A. in Music program does not accurately reflect what current graduate students in music at UAF do, nor what an M.A. program should be. Establishment of the M.M. in Performance will bring UAF into compliance with the NASM accreditation standards, and better enable students applying for graduate school in Music at UAF to meet their goals in music performance. Because the Music Department is restructuring its graduate program to eliminate the M.A. in Music program, no new resources will be required. The Master of Music in Performance program will be offered using existing faculty and current resources.

Brief Statement of Program: Whereas the M.A. degree emphasizes broad-based experience in music history, theory, analysis, and literature through concentration in academic courses, the M.M. focuses on music performance. At degree completion, students will be able to:

- speak extemporaneously about their performance area
- demonstrate application and synthesis of knowledge in music history and music theory
- perform competitively at an industry standard for world-wide audition levels
- communicate professionalism on all levels

The program will develop instrumental and vocal performance skills from the Bachelor of Music level to that of a Master's degree. Students will attain and demonstrate superior skills in instrumental or vocal music performance, knowledge of topics in music history and music theory, and effective skills in research methods in both written and oral communication. Students will be evaluated with end of semester juries, pre-recital hearings, and degree recitals. Students will also perform in both large and small ensembles and complete a comprehensive oral examination. They will write and defend a research project paper. Students enrolled in the M.M. program have access to world-class faculty, excellent departmental resources, and performance opportunities locally, statewide, nationally, and internationally.

Students will achieve a thorough understanding of their craft, gain the ability to plan for continued musical and intellectual development, and ultimately meet professional demands in music teaching and performance. Additionally, the benefit for creation of an M.M. in performance is that this program has higher professional status and recognition than does the M.A. for the same area of specialization. Additionally, this degree program change aligns us more closely with the offerings of our peer and aspirational peer institutions.

In order for students to attain a high level of instrumental and vocal performance expertise, the majority of course work in the M.M. performance degree is focused in performance areas including private lessons, large and small performance ensemble participation, and degree recital preparation. Students are also required to take Topics in Music History (MUS 625) and Topics in Music Theory (MUS 632) courses to better prepare them for their required oral comprehensive examination. Introduction to

Graduate Studies (MUS 601) serves to better prepare students to write and defend their project paper requirement.

Resources Needed and Revenue Anticipated: No new resources will be needed for the M.M. program, since it will use the resources currently allocated to the M.A. program. All of the current tenured and tenure track faculty teach graduate-level courses, but those comprise only a fraction of each faculty member's workload; the total of those fractions is about 1.1 positions. The other major resource allocated to the program is five teaching assistantships, which are usually necessary to recruit full-time students. It is important to note that these teaching assistants help to meet the teaching needs for the undergraduate program, so their cost, in part, is a cost for the delivery of undergraduate courses. Most of the rest of the projected enrollment (and tuition revenue) will be made up of part- and full-time students from the Fairbanks region. The remainder of the resources needed (a fraction of an administrative assistant, supplies, services, and equipment) total less than \$20,000 per year.

Alignment with UAF Mission, Core Themes, and Strategic Plan:

UAF 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.

UAF's core themes include the following, which relate directly to the proposed M.M. degree.

Educate: Undergraduate and Graduate Students and Lifelong Learners

Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works

UAF's Strategic Plan (currently under review by the Faculty Senate) includes:

Goal 5. Expand graduate programs in targeted areas of identified need and existing strengths.

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) UAF	1b. School or College College of Liberal Arts	1c. Department or Program Music
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2. Complete Program Title Master of Arts in Music

3. Type of Program

<input type="checkbox"/> Undergraduate Certificate	<input type="checkbox"/> AA/AAS	<input type="checkbox"/> Baccalaureate	<input type="checkbox"/> Post-Baccalaureate Certificate
<input checked="" type="checkbox"/> Master's	<input type="checkbox"/> Graduate Certificate	<input type="checkbox"/> Doctorate	

4. Type of Action

☐ Add ☐ Change ☒ Delete

5. Implementation date (semester, year)

☒ Fall ☐ Spring Year 2014

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 (3rd) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 14		Projected Annual Expenditures in FY 14	
Unrestricted		Salaries & benefits (faculty and staff)	\$107644
General Fund	\$177624	Other (commodities, services, etc.)	\$106856
Student Tuition & Fees	\$36876	TOTAL EXPENDITURES	\$214500
Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	\$
Federal Receipts	\$	Year 2	\$
TVEP or Other (specify):	\$	Year 3	\$
TOTAL REVENUES	\$214500	Year 4	\$

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

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.

Revenue source	Continuing	One-time
a. In current legislative budget request	\$	\$
b. Additional appropriation required	\$	\$
c. Funded through new internal MAU redistribution	\$	\$
d. Funds already committed to the program by the MAU ¹	\$	\$
e. Funded all or in part by external funds, expiration date	\$	\$
f. Other funding source Specify Type:	\$	\$

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.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 5	Year 2: 1	Year 3: 0	Year 4: 0
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Page number of attached summary where demand for this program is discussed:

¹Sometimes 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.

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

Graduate TA	5
Adjunct	
Term	
Tenure track	1.1

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

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page _____ of the attached summary.

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

Program Affected	Anticipated Effect
UAF Master of Music	If approved the MM will utilize the TA and faculty resources of the MA in Music program

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

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

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

Page in attached summary where alignment is discussed:

15. State needs met by this program (list): Music performers and teachers (postsecondary and independent)

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

16. 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:

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.
(choose one above)

Susan Amundson / 1-24-14
Provost Date

[Signature] / 1/21/14
Chancellor Date

- ☒ Recommend Approval
☐ Recommend Disapproval

[Signature] / 1/29/2014
UA Vice President for Academic Affairs on behalf of Date
the Statewide Academic Council

*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)

Revised: 10/10/2012



Total Project Cost	\$ 6,165,730
Approval Level:	Full BOR

SCHEMATIC DESIGN APPROVAL REQUEST

TO: Pat Gamble
President

THROUGH: Kit Duke
Chief Facilities Officer

THROUGH: Tom Case
Chancellor

THROUGH: William Spindle
Vice Chancellor, Administrative Services

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

THROUGH: John Faunce
Director, Facilities Planning and Construction

FROM: John Hanson
Sr. Project Manager

DATE: January 16, 2014

SUBJECT: Project Type: NC
Project Name: UAA Health Campus Pedestrian Bridge
Project No.: 13-0050

Cc:



Program Resource Planning Process Status Report

Non-Academic Project Health Campus Pedestrian Bridge

Schematic Design Approval

This project is a subproject of the Health Sciences Building (HSB) phase one project. The HSB was in construction prior to acceptance of the Program Resource Planning process by the Regents. Upon completion of construction of the HSB, the Board approved three projects utilizing the remaining project funds. This project was a component of the work associated with the Health Sciences District and the HSB phase one project.

At the February 18, 2009 Board meeting, the UAA Campus Master Plan amendment was approved which outlined the future development of the Health Sciences District to include a Pedestrian Bridge to connect buildings to the existing campus.

Health Campus Pedestrian Bridge

Milestone #0

Mission Area Analysis: (incorporated in CMP amendment) Date: N/A

Statement of Need: (incorporated in CMP amendment) Date: N/A

Milestone #1

SAC Review: Date: N/A

Milestone #2

Preliminary Administrative Approval: Date: 02/22/13

Milestone #3

Statement of Requirements: Date: N/A

Milestone #4

Business and Financing Plan: Date: N/A

Operating Budget Request: Date: _____

Capital Budget Request: Date: N/A

Legislative Funding: (funded through Health Science Building appropriation) Date: FY09

Board Approval: (to expend remaining HSB funding) Date: 12/06/13

Milestone #5

Formal Project Approval: Date: 04/11/13

Schematic Design Approval: (Current Action Requested) **Date: 2/21/14**

Milestone #6

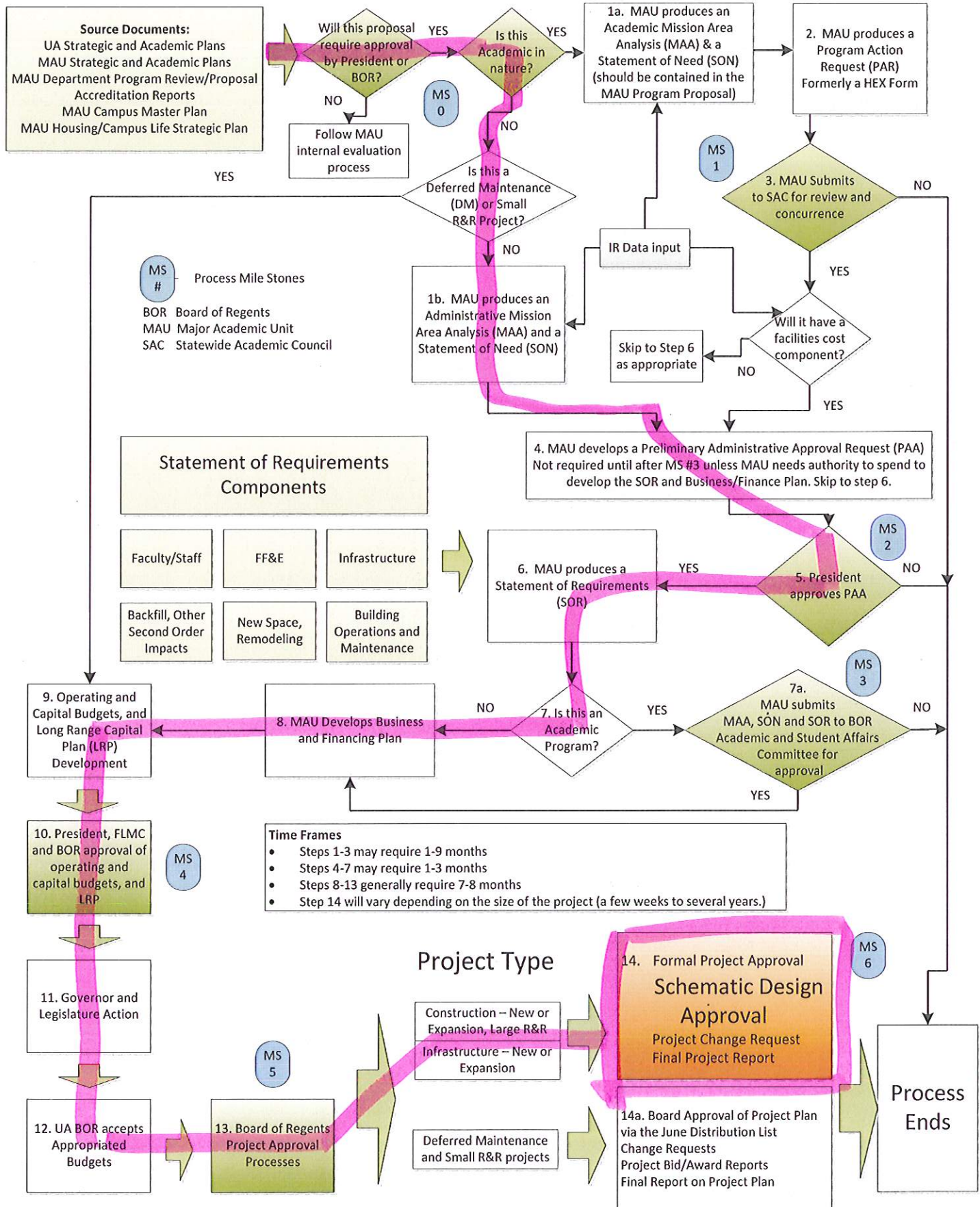
Construction Started: Date: _____

Construction Completed: Date: _____

Beneficial Occupancy: Date: _____

University of Alaska Program Resource Planning Academic, Budget and Project Planning Process

Rev. 9-8-11





UNIVERSITY OF ALASKA
ANCHORAGE

SCHEMATIC DESIGN APPROVAL

Name of Project: UAA Health Campus Pedestrian Bridge
Project Type: New Construction
Location of Project: UAA Main Campus, Health Sciences Building (AS156), Anchorage, AK
Project Number: 13-0050
Date of Request: January 17, 2014

Total Project Cost:	\$ 6,165,730	(Increase of \$1,815,730 since FPA)
Approval Required:	Full Board	
Prior Approvals:	Preliminary Administrative Approval	February 22, 2013
	Formal Project Approval	April 12, 2013

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 Recommends that 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 20, 2014.

Project Abstract

This project involves the construction of an enclosed and conditioned pedestrian bridge spanning Providence Drive and connecting the new Engineering & Industry Building (EIB) and the Health Sciences Building (HSB). The Health Campus Pedestrian Bridge will link the Main Campus to the Health Sciences Zone, enhancing academic collaboration and providing safe and secure circulation over Providence Drive. This represents the University's first crossing of Providence Drive with a dedicated and protected pedestrian circulation spine. The bridge will be highly visible to users of Providence Drive including students, staff, and visitors of the UAA, APU, API, and Providence Hospital campuses, and to surrounding community members alike.

The location of the bridge provides a rare opportunity to fulfill many of the broad visionary principles outlined in the 2013 UAA Campus Master Plan. Spanning the most heavily traveled arterial through campus, the Pedestrian Bridge can serve as gateway and entrance to the University and the larger UMED

District. Possibly the most visible development to-date at UAA, the bridge is an opportunity to enhance the UAA brand, embrace and expand the connection to neighboring community partners, develop and promote a pedestrian-friendly campus in accordance with the master plan and provide a safer crossing of Providence Drive.

Background

In an effort to promote a collaborative and interdisciplinary approach to health science education at the University of Alaska Anchorage, the health sciences programs within the College of Health and Social Welfare, the College of Arts and Sciences, and the Community and Technical College were planned to be housed in the new Health Sciences Building (HSB), which was completed in April 2011.

As part of this planning effort, the consultant was tasked to master plan the long term development of the Health Sciences Zone on the south side of Providence Drive. The master plan included the programming and conceptual design for phase 2 of the HSB, an associated parking structure and a pedestrian bridge across Providence Drive. The master plan for the Health Sciences Zone was adopted in June 2009.

The Health Sciences Zone is located at the center of campus, adjacent to Providence Medical Center and bounded by Providence Drive to the north, Providence Medical Center Access Drive to the east, and Piper Street to the south and west. The master plan creates a rectilinear quadrangle, spanning across Providence Drive, which will be further defined by new science, and engineering buildings and connected by pedestrian crossings.

To meet the goals of the master plan to connect the Health Science Zone with the core, the University included the construction of a pedestrian bridge as a part of the capital budget request for the second Health Sciences Building. However, with the successful completion of the first Health Sciences Building project, on time and under budget, sufficient funds remained to design and construct the pedestrian bridge. The Board of Regents approved the use of the balance of HSB funds for this project on December 7, 2012.

Programmatic Need

The completion of the project will enhance ongoing collaborative work between the College of Health and the College of Engineering and create future opportunities. It will also reduce vehicular traffic between the Engineering and Industry Building (EIB) and HSB by creating a safe route for pedestrians crossing Providence Drive allowing the public to utilize parking lots on either side to reach the UAA health campus.

Mission Area Analysis: This project is in keeping with the UAA Strategic Plan goals for student success, education quality, faculty and staff strength, and responsiveness to state needs, technology and facility development.

The UAA Strategic Plan 2017 includes the following priorities for the UAA campus.

Priority D. Strengthen the UAA Community. To make the best of the opportunities and challenges that lie ahead, we must focus our attention on building and strengthening the UAA community as a whole. builds an institution distinguished as a diverse, engaged community of students, staff, faculty, alumni, and schools, colleges, and campuses, we will:

D. 8 - Construct and maintain plant and equipment to provide a dynamic, state of the art environment for high quality teaching, research, engagement and creative expression.

Project Scope

This project constructs an enclosed and conditioned pedestrian bridge spanning Providence Drive and connecting the EIB and the HSB. The bridge is situated approximately 335 feet west of Spirit Drive and 475 feet east of Seawolf Drive/Piper Street. Spanning approximately 224 feet, the bridge connects the second level of HSB with the third level of EIB. The bottom of the bridge structure ranges 24 to 26 feet above the Providence Drive roadway.

See attached design narrative for specific information regarding vision/objectives, site description, project data, use and occupancy data, building code information, design concepts, materials, arch form and associated design information.

Project Impacts

The pedestrian bridge will be phased to coincide with the construction of the EIB and will be completed the fall of 2015, when EIB occupancy occurs.

The project will require the relocation of street lamps in the Municipality of Anchorage (MOA) right of way. Landscaping in the right of way will be moderately impacted with one larger spruce tree in the median requiring removal as well as several large trees on the north side of Providence Drive.

The material staging area for the pedestrian bridge will be located northwest of HSB. The landscaped area will be restored to its condition prior to project construction.

The project will require a full road closure of Providence Drive for a minimum of a two-week period for the erection of the structural steel and installation of the deck. To help minimize impact to the University and UMED district members, the closure will be scheduled for the 2014 Christmas holiday break. East and west bound traffic will be routed via Piper Street and Spirit Way. Other traffic flow patterns will be investigated.

Variances

Project Delivery Method: The project delivery method identified in the Formal Project Approval was design-bid-build. UAA Facilities Planning and Construction submitted a single source/sole source request to the chief procurement officer to use NCI for pre- construction services/construction services for the project for review and consideration. On November 14, 2013, the request was approved. See Attachment.

Project Cost: The FPA budget (Total Project Cost) was \$4,350,000. The FPA budget was based upon utilizing the balance of funds from the successful completion of the HSB. At the completion of the HSB, the full scope and associated costs for the bridge were not known. During concept planning/design development, using NCI for constructability reviews and the cost estimating process, the total project budget was determined to be \$6,165,730.

Total Project Cost and Funding Sources

Funding Title	Fund Account	FPA Amount	SDA Amount
FY 09 Capital Funding (HSB Phase 1)	564290-17064	\$4,350,000	\$4,350,000
FY09 Health Campus Parking (remaining balance)	564290-17064		\$622,954
Parking Services*	TBD		\$500,000
UAA Recharge (Planning/Concept Development)	174004-17059		\$250,000
Statewide Loan	TBD		\$442,776
Total Funding Available		\$4,350,000	\$ 6,165,730

*Includes amount to be back-charged to UAA Parking Services

Annual Program and Facility Cost Projections

<u>Facilities Costs:</u>	
Maintenance & Repair	\$ 92,486
Operations	\$ 17,500
Annual O&M Cost	\$ 109,636
<u>Annual Renewal and Replacement</u>	<u>\$90,700</u>
Total Annual Cost Projections	\$200,336

Project Schedule

DESIGN

Project Initiation	December, 2012
Preliminary Administrative Approval	February 2013
Conceptual Design	April 2013
Formal Project Approval	April 2013
Schematic Design	June - August 2013
Schematic Design Approval	February 2014
Construction Documents	March - May 2014

BID & AWARD

Advertise and Bid	May - July 2014
Construction Contract Award	August 2015

CONSTRUCTION

Start of Construction	August 2014
Construction Complete	June 2015
Date of Beneficial Occupancy	July 2015
Warranty Period	1 Year

Project Delivery Method

Construction Manager At Risk (CMAR)

Supporting Documents

One-page Budget
Design Narrative Document
Single Source Procurement Request
Drawings(4)
Site Plan
Exterior Elevations
Floor Plans
Renderings

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 Health Campus Pedestrian Bridge		
MAU: UAA		
Building:	Date:	1/1/2014
Campus: UAA Main Campus	Prepared by:	J.L. Hanson
Project #: 13-0050	Acct #: 569290-17064	
Total GSF Affected by Project:	3,680	3,680
PROJECT BUDGET	FPA Budget	SDA Budget
A. Professional Services		
Advance Planning, Program Development	\$ 50,000	\$ 50,000
Consultant: Design Services	\$ 390,000	\$ 475,130
Consultant: Construction Phase Services	\$ 140,000	\$ 226,000
Consul: Extra Services (List:Presentations, renderings, meetings)	\$ 50,000	\$ 67,000
Site Survey	\$ 25,000	\$ 25,000
Soils Testing & Engineering		
Special Inspections	\$ 100,000	\$ 100,000
Plan Review Fees / Permits	\$ 70,000	\$ 50,000
Other		
Professional Services Subtotal	\$ 825,000	\$ 993,130
B. Construction		
General Construction Contract(s)	\$ 2,769,000	\$ 4,400,000
Other Contractors (List:_____)	\$ -	\$ -
Construction Contingency	\$ 276,900	\$ 440,000
Construction Subtotal	\$ 3,045,900	\$ 4,840,000
<i>Construction Cost per GSF</i>	\$ 828	\$ 1,315
C. Building Completion Activity		
Equipment		
Fixtures		
Furnishings		
Signage not in construction contract	\$ 97,000	
Move-Out Costs	\$ 25,000	
Move-In Costs	\$ 25,000	
Art	\$ 43,500	\$ 44,000
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support	\$ 20,000	\$ 20,000
Maintenance Operation Support	\$ 20,000	\$ 20,000
Building Completion Activity Subtotal	\$ 230,500	\$ 84,000
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$ 243,600	\$ 243,600
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$ 5,000	\$ 5,000
Owner Activities & Administrative Costs Subtotal	\$ 248,600	\$ 248,600
E. Total Project Cost	\$ 4,350,000	\$ 6,165,730
<i>Total Project Cost per GSF</i>	\$ 1,182	\$ 1,675
F. Total Appropriation(s)	\$4,350,000	\$6,121,730

DESIGN NARRATIVE

Vision & Objectives

This project involves the construction of an enclosed and conditioned pedestrian bridge spanning Providence Drive and connecting the new Engineering & Industry Building (EIB) and the Health Sciences Building (HSB). The *Health Campus Pedestrian Bridge* will link the Main Campus and Health Sciences Campus Precinct, enhancing academic collaboration and providing safe and secure circulation over Providence Drive. This represents the University's first crossing of Providence Drive with a dedicated and protected pedestrian circulation spine. The bridge will be highly visible to users of Providence Drive including students, staff, and visitors of the UAA, APU, API, and Providence Hospital campuses, and to surrounding community members alike.

The location of the bridge provides a rare opportunity to fulfill many of the broad visionary principles outlined in the 2013 UAA Campus Master Plan. Spanning the most heavily traveled arterial through campus, the Pedestrian Bridge can serve as gateway and entrance to the University and to the larger U-Med District. Possibly the most visible development to-date at UAA, the bridge is an opportunity to enhance the UAA brand, embrace and expand the connection to neighboring community partners, and to develop and promote a pedestrian-friendly campus in accordance with the Master Plan.

Based on the outcome of meetings and planning coordination with the University, local building authorities and the design team, the following objectives are established for the project:

- Apply the guiding principles and vision established in the *2013 UAA Campus Master Plan*.
- The bridge must *functionally connect campus infrastructure* on the north and south sides of Providence Drive, linking the Health and Engineering Zones of the campus, and creating a non-motorized pathway for safe and convenient circulation for faculty and students.
- The bridge must *include a data/communications pathway* between the north and south sides of campus. Integrate a set of comm ducts into the bridge design.
- Ensure full *ADA-accessible circulation and accommodation*.
- *Be a good neighbor* in the U-Med District. Maintain view corridors and minimize impact to the natural landscape in accordance with the objectives of the Master Plan.
- *Consider impact to traffic* on Providence Drive during and after construction and impact to existing Municipal infrastructure in the right-of-way. Avoid text-driven signage that will compete with and/or distract from roadway signage and driver safety.

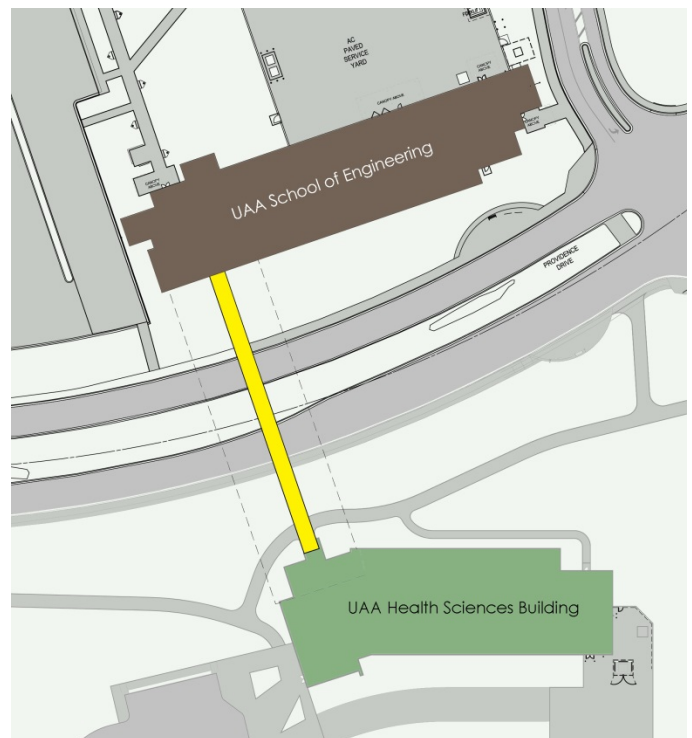
- *Comply with building codes* and the applicable MOA Title 21 design standards. Voluntarily adhere to Title 21 Conditional Use Standards for Skywalks to the greatest extent practical.
- *Aesthetically relate* to the HSB and EIB designs and borrow from compatible material palettes.
- *Strike a balance* among long term maintenance requirements, operating cost and first cost.
- Integrate UAA identity and branding into the architecture and exterior composition.

Site

The proposed pedestrian bridge will span Providence Drive between Seawolf Drive / Piper Street and Spirit Drive, connecting the UAA Health Sciences Building (Tract B, Providence-Chester Creek Subdivision) to the south with the UAA Engineering & Industry Building (Tract 1, UAA Subdivision, Plat No. 89-94) to the north.

The bridge is situated approximately 335 feet from the Spirit Drive intersection and 475 feet from the Seawolf Drive / Piper Street intersection, and will likely require the relocation of two street lamps in the MOA right-of-way – one in the center median and one on the north side of Providence Drive. Landscaping in the right-of-way will be moderately impacted with one larger spruce tree in the median requiring removal as well as several large trees on the north side of Providence Drive.

Spanning approximately 224 feet, the bridge connects the second level of the HSB with the third level of the EIB. The bottom of the bridge structure ranges from approximately 24 feet to 26 feet above the roadway surface below, and approximately 21 feet above the top of the median. The orientation of the span is approximately 18 degrees off of true north-south in the counter clockwise direction.



Code Analysis

APPLICABLE CODES AND STANDARDS

2009 International Building Code (IBC) with MOA amendments

2009 International Fire Code (IFC)
2009 International Plumbing Code (UPC)
2009 International Mechanical Code (IMC)
2003 ANSI A117.1-2003, "Accessible and Usable Buildings and Facilities"
American Association of State Highway and Transportation Officials – Design Standards –
Interstate System, 5th Edition. (AASHTO)

(See Civil, Structural, Mechanical and Electrical for additional references)

PROJECT DATA & ASSUMPTIONS

Zoning: Public Lands & Institutions, Accessory Use (MOA 21.40.020C.2)
Actual Bridge Span = 224 feet
Actual Building Area= 3500+/- gross square feet
Actual Building Height (to bottom) = 22 feet clear minimum above vehicle right of way.
Actual Building Height (to top of arch) = 60'-6"
Automatic fire sprinkler system is provided throughout the facility.
Two primary exit doorways provided – exit to public way via adjoining buildings.
IBC Construction Type IIB

USE AND OCCUPANCY CLASSIFICATION

Special Construction: IBC Section 3104: Pedestrian Walkways and Tunnels
Connected buildings are both Group B occupancies.

HAZARDOUS MATERIALS

No hazardous materials stored or used in this structure.

BUILDING HEIGHT & AREA LIMITATIONS (IBC Chapter 5)

Minimum Clear Height over vehicle right of way = 17'-0" (AASHTO)
Minimum Clear Height over public right of way = 15'-0" (IBC 3202.3.4)
Base Allowable Height = 55 feet (IBC Table 503)
Height increase due to sprinklers = 20 feet (IBC 504.2)
Maximum Allowable Height = 75 feet
Roof Structures such as towers and spires shall be unlimited height if non-combustible materials (IBC 504.3).

Base Allowable Area = 23,000 SF (IBC Table 503)
Area increase due to sprinklers = 200 percent = 46,000 SF (IBC 506.3)
Maximum Allowable Area = 69,000 SF.

TYPE OF CONSTRUCTION

Type IIB – Non-combustible structure, walls, partitions, floor and roof assemblies (IBC Chapter 6, IBC 3104.3)

Fire-retardant treated wood permitted in roof construction (IBC 3104.3, Exception 2)

Fire Resistance Ratings Requirements (IBC Table 601)

Structural Frame = 0

Bearing Walls = 0

Nonbearing partitions = 0

Floor construction = 0

Roof construction = 0

Rated separations between Walkway and interior of buildings = 0 if all of the following conditions are met (IBC 3104.5, Exception 1):

- ✓ Distance between buildings exceeds 10 feet
- ✓ Walkway is fully sprinklered
- ✓ Separation walls are capable of resisting passage of smoke (UL 1784)
- ✓ Glass separations are fully sprinklered
- ✓ Glass separations are fully gasketed and will deflect without breakage
- ✓ No obstructions between glass and sprinkler heads

EGRESS

Minimum unobstructed width = 36 inches (IBC 3104.8)

Maximum total width = 30 feet (IBC 3104.8)

Maximum length of exit access travel = 250 feet (IBC 3104.9, Exception 1)

SAFEGUARDS DURING CONSTRUCTION

Protection of pedestrians and temporary use of the Right of Way shall be in accordance with IBC 3306 and 3308, and in accordance with all Muni requirements.

Design Concepts


Design concepts incorporated into the pedestrian bridge design solution include the following:

- Programmatically, the new bridge will provide pedestrian circulation between buildings as well as low-concentration lounge seating for social interaction and study.

- The bridge will be structurally independent of the two buildings it connects. 10" – 12" seismic joints will separate the bridge structure from the adjacent buildings.
- The structural deck of the second floor of the HSB will be extended to the edge of the exterior tiled wall in order to simplify the interface with the bridge and the seismic joint.
- The bridge will be fully sprinklered.
- Sides of the bridge will be composed of floor-to-ceiling glazing to comply with the intent of MOA Chapter 21.50. Glazing will have a minimum of 70% visible light transmittance.
- Exterior cladding colors and the roof assembly will relate to the HSB and EIB buildings.
- Provisions for power outlets along the perimeter of the bridge will be made to coordinate with interior lounge seating arrangements.
- Automatic sliding entrance doors with emergency egress capability will be provided at both ends of the bridge.

Materials

Material palette and composition for the Health Campus Pedestrian Bridge borrows from the adjoining HSB and EIB buildings. The exterior walls of the pedestrian "tube" will be designed as non-load bearing curtain wall assemblies with component arrangement identical to the two buildings:

- 
- 5/8" Type X gypsum wallboard
 - Vapor retarder
 - 6" metal studs @ 16" O.C.
 - 5/8" glass-mat gypsum substrate
 - 4" Insulated Metal Panels

Between floor and ceiling assemblies, a high performance thermally-broken aluminum-framed glazed curtain wall system with 1" insulated fixed glazing units will be used.

A Class-A, low slope roof assembly will match that of the EIB and HSB with tapered insulation directing storm water to three roof drain locations over the length of the bridge. Roof drains will be serviced via a single 36x48 insulated roof access hatch located at the south end of the bridge. The roof drains are to be connected to the existing Health Sciences Building storm drain system. The Health Sciences Building

storm drain system uses a combination of oversized underground pipes and a detention basin to meter stormwater off the site. The existing system is under capacity and the addition of the runoff from the pedestrian bridge roof drain will not exceed the total capacity of the system.

Bridge roof assembly components include:

- Metal Deck
- Glass-mat gypsum sheathing
- Vapor retarder
- 8" flat rigid insulation
- Tapered rigid insulation – ¼" per foot minimum slope
- Cover board
- White EPDM fully-adhered membrane roofing

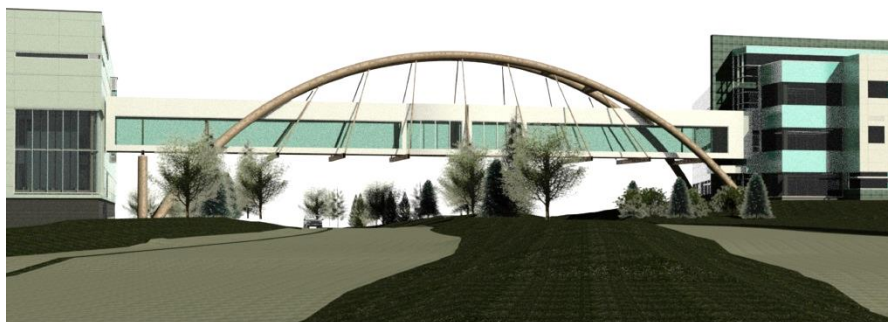
The underside of the bridge will consist of 4" insulated metal-skinned panels installed directly to framing. Lighting will be installed in the underside over roadways and pedestrian sidewalks if required by code.

Interior materials include modular carpet tile flooring throughout, painted steel columns and braces, painted gypsum board soffits above the glazed curtain wall system, and 2x2 acoustical tile ceilings with accent areas of linear wood.

Arch Form

The classic arch form is a pure expression of structure, and in this case the *Arch* not only signifies the collaborative bridge between UAA's health and engineering programs, but will serve as literal and metaphorical gateway to the UAA campus and to the larger U-Med District.

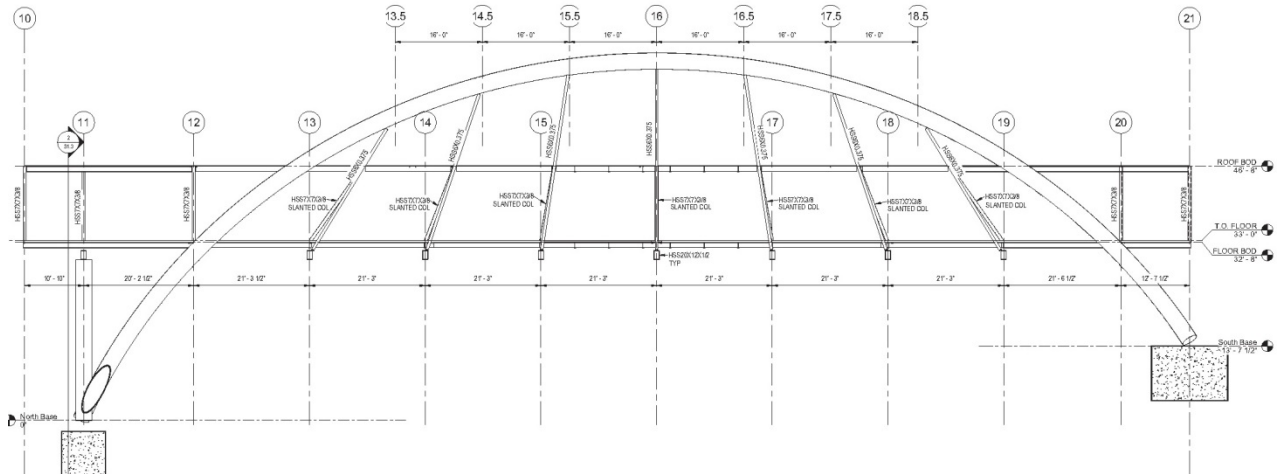
The Arch structure free spans the Providence Drive right-of-way, eliminating the need for central supports in the median and, thus, eliminates the need for special vehicle impact protection and issues surrounding permanent use of the right-of-way.



SUPERSTRUCTURE

The bridge will be supported externally by two large-diameter clear-span pipe arches, bowed inward at the centers of their spans. Intermittent tube steel posts will hang from the tubes, attaching to under-slung support beams on which the pedestrian tunnel enclosure will bear. In this manner, the superstructure steel will be independent from the interior steel, minimizing weathering and thermal

bridging issues.



ENCLOSURE

With similar metal panel and glass finishes, the pedestrian circulation “tube” or tunnel suspended within the double-arch structure creates a unified image between Health and Engineering Zones, while the exposed steel pipe arches provide unique visual character.

Since the pedestrian tunnel is fully supported by the arch superstructure, no vertical trusses are needed for the spans. This allows the side walls to be more open since there are fewer structural members required. Columns will be placed as far apart as possible to allow for the support of the roof system. Both the roof and floor will have two stringer-style continuous wide flange beams with wide flange cross beams spaced close enough together to support the metal decks. Roof decks will be simply metal deck, while the floors will be 4” composite slabs on metal deck. Lateral loads within the floor and roof decks will be distributed to the supports by a combination of diaphragms and diagonal bracing.

SUBSTRUCTURE/FOUNDATION

The arches will bear on large concrete mass blocks and grade beams, which will be sized to accommodate the axial loads from the arches as well as overturning forces generated from wind and seismic loads.

THERMAL/SEISMIC RESTRAINT

The arches will be pinned at each base and will accommodate thermal stresses internally. These stresses will be large due to the long spans.

The enclosure will be attached to the arches directly at two points at about the quarter points of their spans, and indirectly through the supports. The attachments will not allow for thermal movement, so consideration will be taken for this in the design of these connections.

Seismic restraint will be at the quarter points as discussed above. Both longitudinal and transverse motions will be resolved by the direct attachment of the enclosure to the arches. Seismic joints at the ends will allow for independent movement between the buildings and the bridge.



**Facilities Planning
& Construction**
UNIVERSITY of ALASKA ANCHORAGE

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Anchorage, Alaska 99508-4669
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<http://www.uaa.alaska.edu/fpc/>

November 11, 2013

To: Michael Grahek, CPM
Chief Procurement Officer
UA Statewide System Procurement Office

*approved 11/14/13
Michael Grahek*

Thru: Mary Beth Overturf
Director, Procurement Services
UAA

[Signature]
11/14/13

Thru: Chris Turlantes
Associate Vice Chancellor, Facilities & Campus Services
UAA

From: John R. Faunce, P. E.
Director, Facilities Planning & Construction
UAA

Subject: Single Source/Sole Source Procurement Request for Pre-Construction/Construction Services for UAA Health Campus Pedestrian Bridge.

Request your consideration and approval of our single source/sole source request for Neeser Construction, Incorporated (NCI) to provide pre-construction/construction services using the construction manager at risk (CMAR) delivery method for the planning, design and construction of the UAA Health Campus pedestrian bridge.

This project will provide a pedestrian bridge connecting to the new Engineering Building and crossing Providence Ave to connect to the Health Science Building. There are two major reasons why it would be advantageous to the University of Alaska to use NCI as the construction manager at risk for the planning, design and construction of the Health Campus pedestrian bridge.

First, is that NCI currently has the CMAR contract for constructing the new Engineering Building and renovating the existing Engineering Building and will be able to provide critical constructability input to the design team as the design for the new bridge is completed. With one contractor, both projects can be phased/ scheduled to coincide with the same completion date; structural design and steel fabrication/delivery/erection for the pedestrian bridge can be scheduled to coincide with construction of the new School of Engineering and Industry Building, reducing the potential for rework and additional construction costs.

Additionally, with NCI is currently constructing the new School of Engineering and Industry Building and renovation of the existing Engineering Building. NCI will be on site until late 2016. The new pedestrian bridge is designed to be structurally, mechanically, and electrically connected to the new Engineering Building, and is planned for construction simultaneously with the completion of that project. With NCI's availability on site, contractor mobilization costs and other general condition costs for construction of the pedestrian bridge will be reduced, and the critical coordination between the building contractor and the bridge contractor will be virtually seamless. A single contractor can more effectively manage both projects to be completed at the same time eliminating potential schedule delays due to project coordination/contractor disruption issues between multiple contractors. Also, with their experience on campus, NCI understands traffic control issues in the area; they know how to coordinate traffic control needs with the University, local U-Med District members, local residents and the Municipality of Anchorage.

The proposed design and construction schedule for the Health Campus pedestrian bridge is as follows:

Design:

Concept Planning/ Design:	November 2013
Schematic Design:	May 2014
Construction Documents:	August 2014

Bid and Award:

Negotiate Change Order to Neeser's CMAR Construction Contract Award:	September 2014
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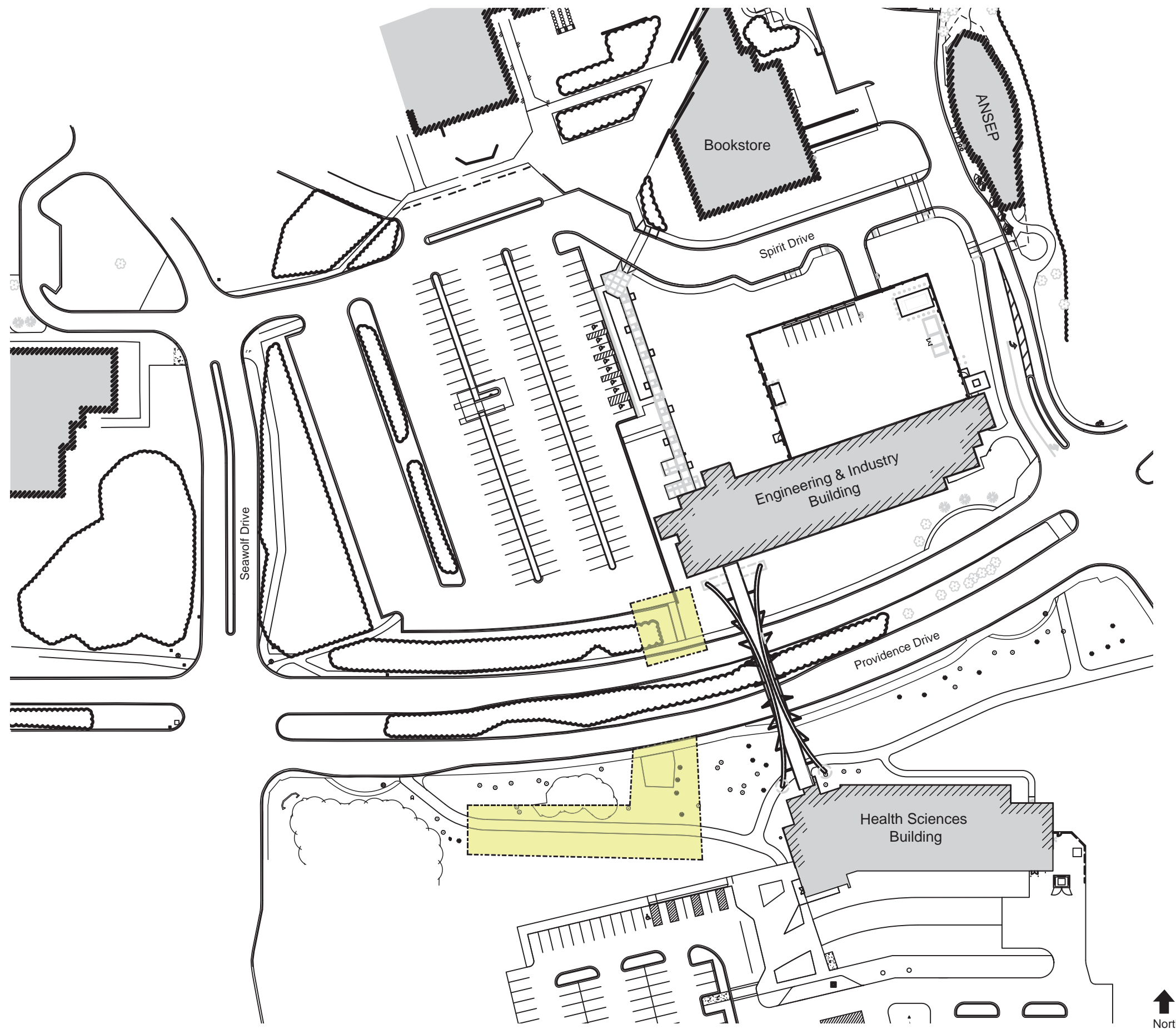
Construction:

Start of Construction:	March 2015
Construction Completion:	July 2015
Date of Beneficial Occupancy:	August 2015
Warranty Period:	1 Year

Estimated Construction Cost: \$2,769,000

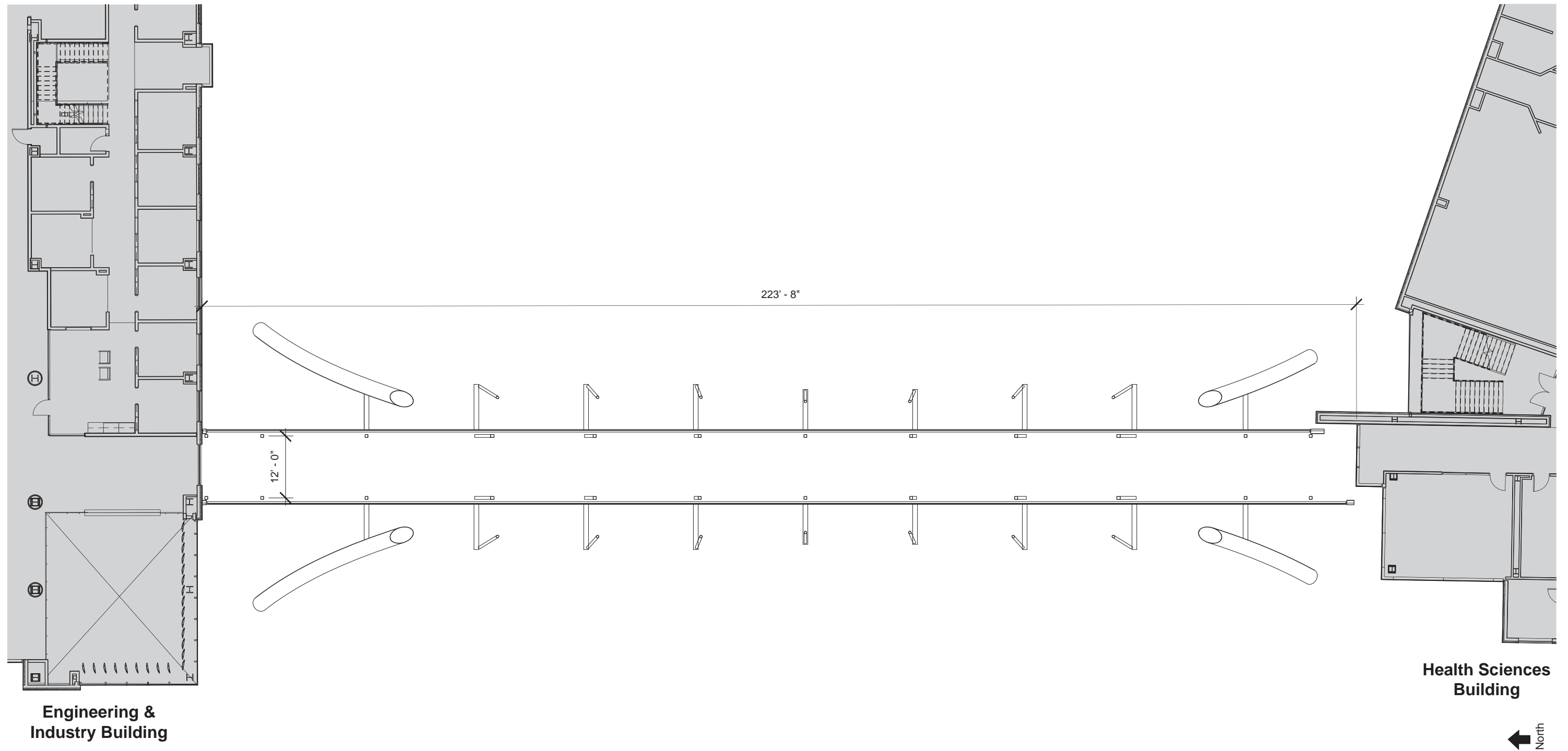
In summary, it is clearly advantageous for UAA to use NCI as the contractor for the Health Campus pedestrian bridge project. By using a single contractor potential contractor disruptions can be eliminated; both projects can be phased/scheduled to coincide with the same completion date; work can be phased to erect pedestrian bridge structural steel during construction of the engineering building; traffic control during construction is more easily accomplished; project management is simplified (for both the contractor and UAA); and mobilization costs and other general condition costs for construction of the pedestrian bridge will be reduced. The bottom line.....cost savings and a much more efficient project.

Your consideration of this request is appreciated. If you have any questions, please contact me at your earliest convenience.

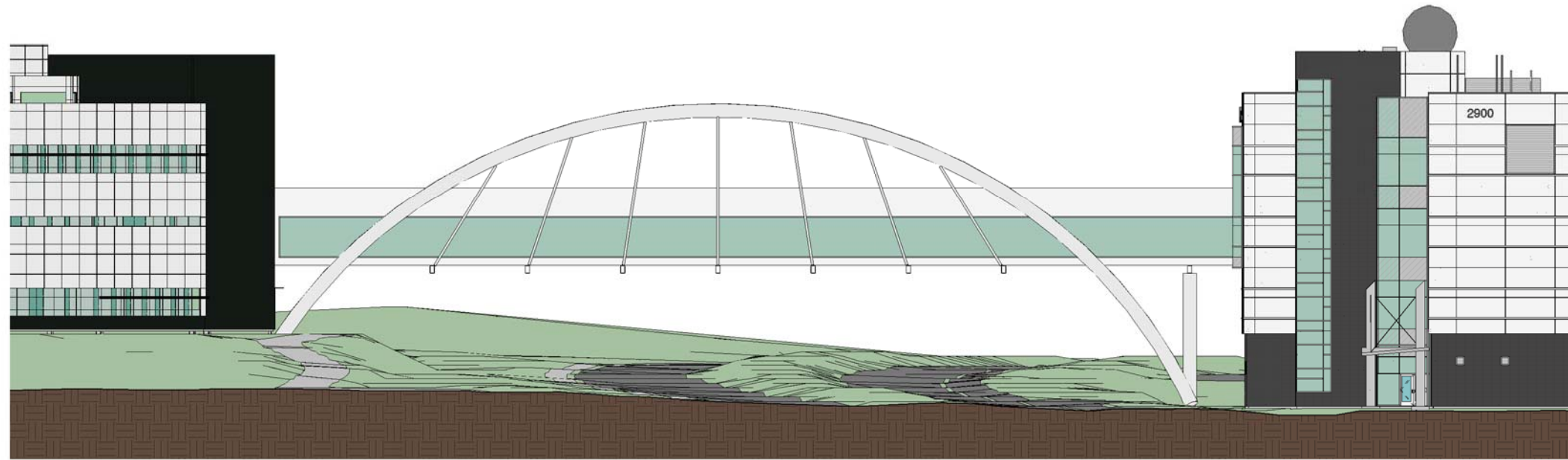


Potential construction staging
area for HC Pedestrian Bridge





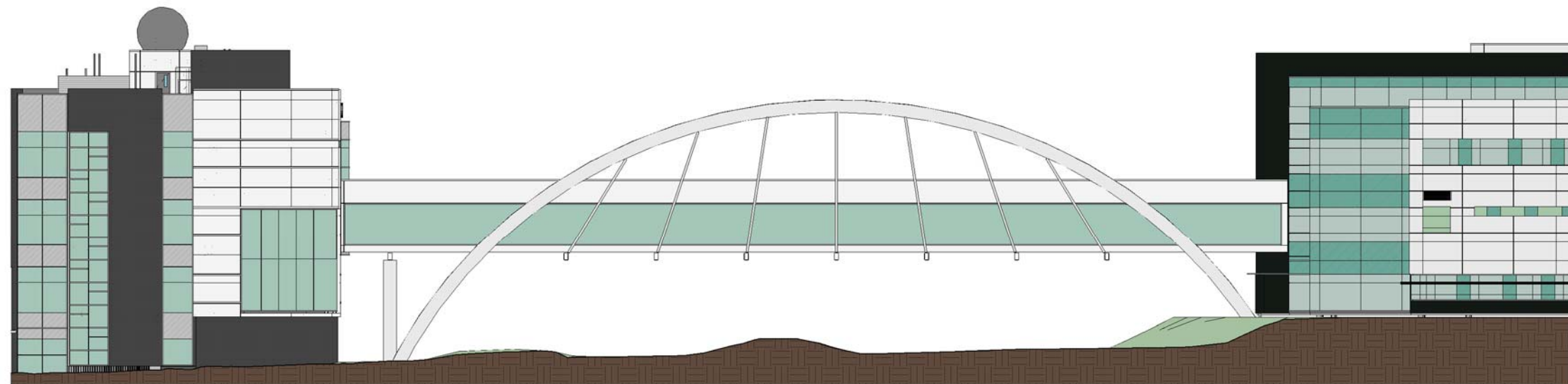
Health Sciences
Building



Engineering &
Industry Building

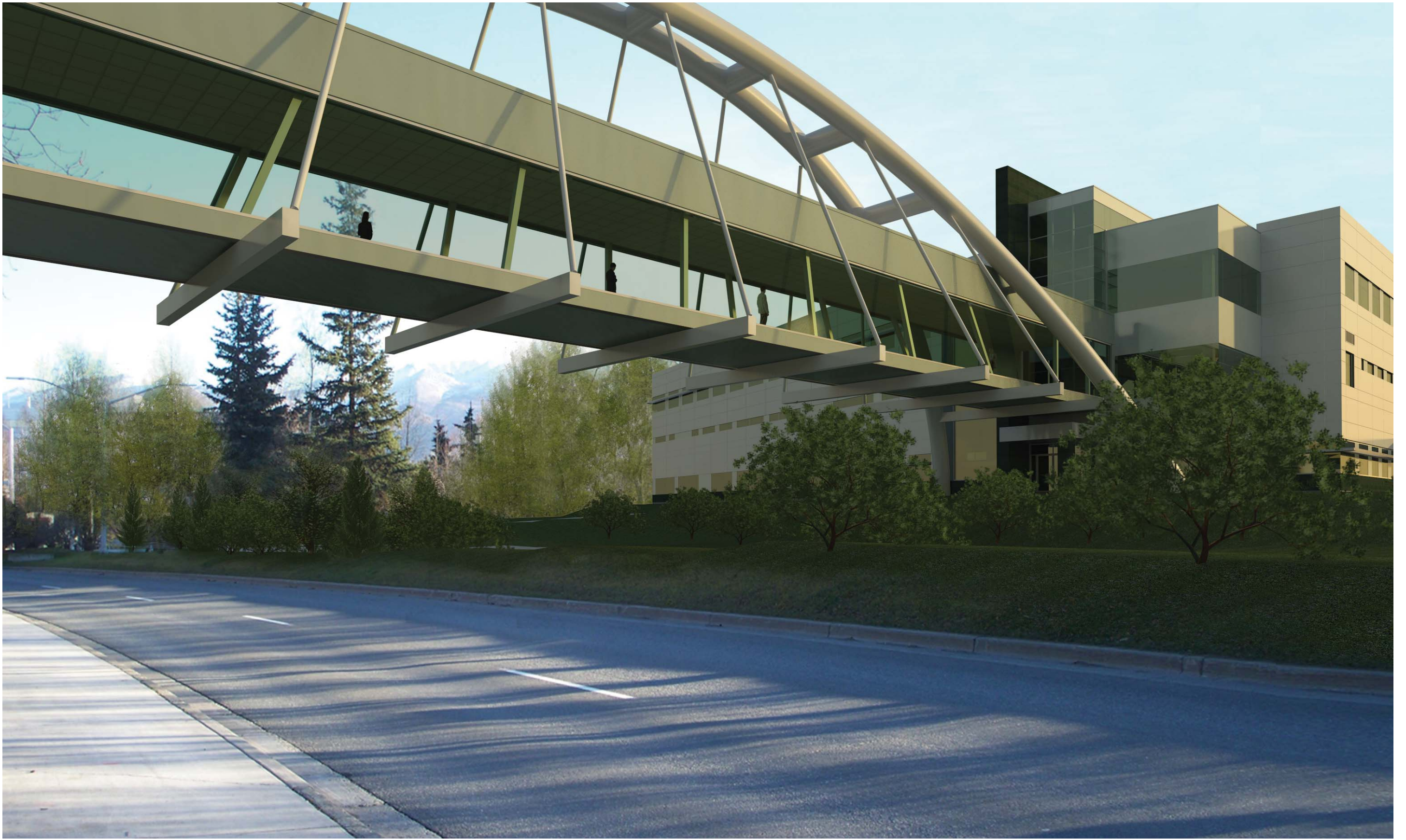
② EAST ELEVATION
1/16" = 1'-0"

Engineering &
Industry Building



Health Sciences
Building

① WEST ELEVATION
1/16" = 1'-0"







Total Project Cost	\$3.3 Million
Approval Level:	Full BOR

PROJECT CHANGE 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: Gary Johnston
Director

FROM: Mary Pagel
Project Manager

DATE: January 10, 2014

SUBJECT: Project Type: Deferred Maintenance & Renewal and Replacement
Project Name: Fine Arts Complex Vapor Barrier
Project No.: 2012045 FAVB

cc: FAVB (101)

Pat Pitney 1/10/14
Scott Bell 1/10/14
Shamir for Gary 1/10/14



Non- Academic Project Program Resource Planning Status Report

UAF Fine Arts Vapor Barrier

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.

This project change request is the result cost savings resulting from the use of the Construction Manager at Risk Procurement process that allowed the construction contractor to provide feedback to the designer and reduce the cost of installation than originally estimated.

Milestone #0

Mission Area Analysis: (not required at time of initial project development)	Date: <u>N/A</u>
Statement of Need: (not required at time of initial project development)	Date: <u>N/A</u>

Milestone #1

SAC Review: (not required)	Date: <u>N/A</u>
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Milestone #2

Preliminary Administrative Approval: (Originally submitted 09/30/11)	Date: <u>08/23/12</u>
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Milestone #3

Statement of Requirements: (Developed in conjunction with the FPA)	Date: <u>09/28/12</u>
--	-----------------------

Milestone#4

Business and Financing Plan:	Date: <u>N/A</u>
Operating Budget Request	Date: <u>N/A</u>
Capital Budget Request:	Date: <u>FY12</u>
Legislative Funding:	FY12&13 DM&R funds
Board Approval of FY12 Capital Budget Distribution:	Date: <u>06/02/11</u>
Board Approval of FY13 Capital Budget Distribution:	Date: <u>06/07/12</u>

Milestone #5

Formal Project Approval:	Date: <u>09/28/12</u>
Schematic Design Approval:	Date: <u>02/22/13</u>

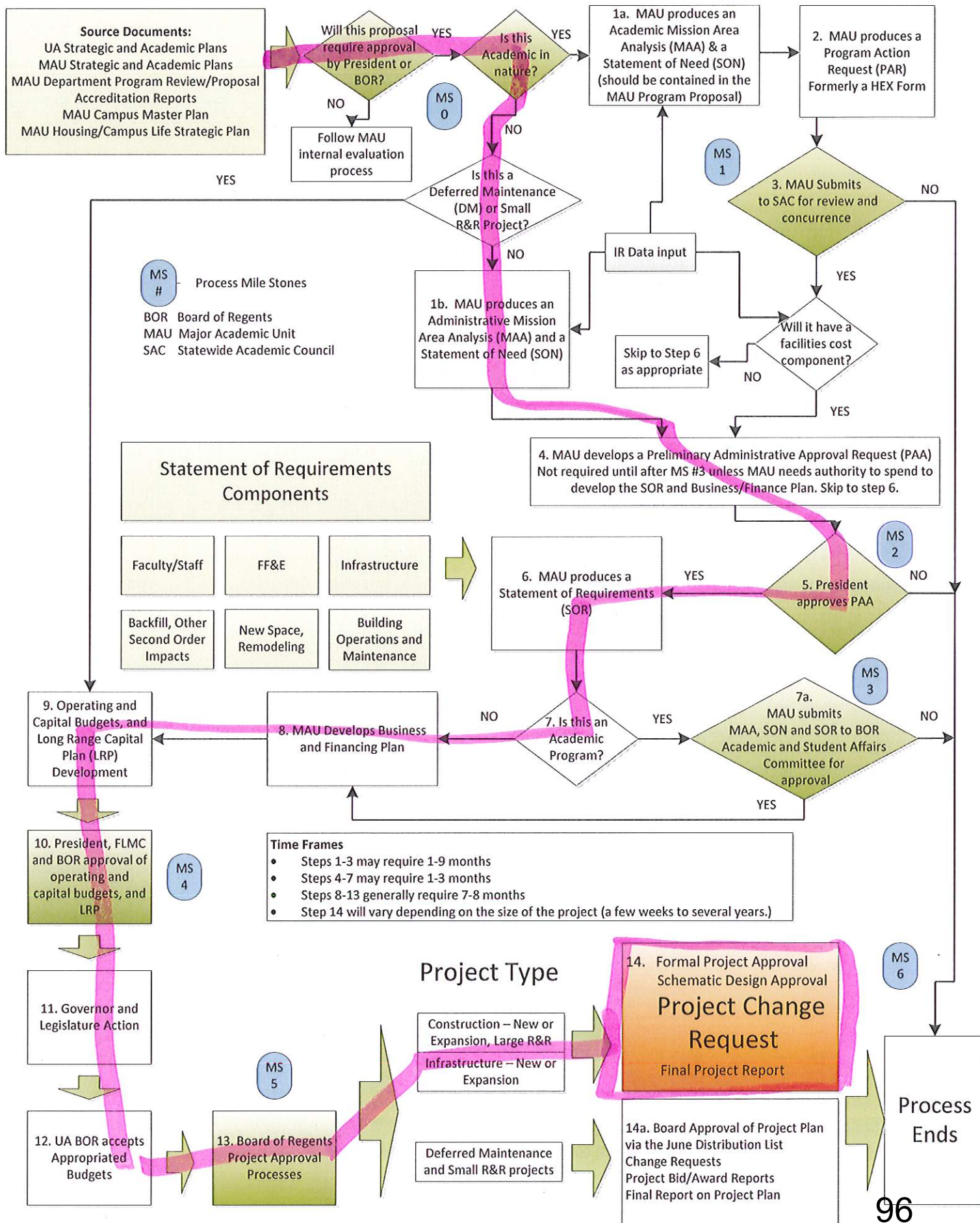
Milestone #6

Construction Started:	Date: <u>06/13</u>
Construction Completed:	Date: <u>09/13</u>
Beneficial Occupancy:	Date: <u>10/13</u>
Project Change Request (Current action requested)	Date: <u>02/21/14</u>
Final Project Report:	Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





PROJECT CHANGE REQUEST

Name of Project: Fine Arts Complex Vapor Barrier Design & Installation
Project Type: Deferred Maintenance and Renewal & Replacement
Location of Project: UAF, Fairbanks Campus, Fine Arts Building Music Wing FS312, Fairbanks
Project Number: 2012045 FAVB
Date of Request: December 20, 2013

Total Project Cost:	\$ 3,300,000	(Decrease of \$2.3 M from SDA TPC \$5.6 M)
Approval Required:	Full BOR	
Prior Approvals:	Preliminary Administrative Approval	August 23, 2012
	Formal Project Approval	October 15, 2012
	Schematic Design Approval	February 22, 2013

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 Fairbanks Fine Arts Complex Vapor Barrier Design & 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 20, 2014.

Project Change Request Abstract

Due to savings resulting from the CM@R process and successful completion of the construction project, a balance of over \$2.3 million remains in the original project budget of \$5.6 million. The University of Alaska Fairbanks requests that \$2.3 million of these funds be made available for other deferred maintenance needs.

RATIONALE AND REASONING

Background

No changes.

Programmatic Need

No changes.

Project Scope

No changes.

Project Impacts

No changes.

Variances

No changes.

Total Project Cost and Funding Sources

Funding Title	Fund/Org Account#	Original Amount	New Amount
FY12 DM&R (Fine Arts Vapor Barrier)	571319-50216	\$3,600,000	\$2,900,000
FY13 DM&R (Fine Arts Vapor Barrier)	571346-50216	\$2,000,000	\$400,000
Total Project Cost		\$5,600,000	\$3,300,000

Annual Program and Facility Cost Projections

No changes.

Project Schedule

No changes.

Project Delivery Method

No changes.

Affirmation

No changes.

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**.

Budget Change Request

UNIVERSITY OF ALASKA		
Project Name: Fine Arts Complex Vapor Barrier		
MAU: UAF		
Building: Fine Arts Complex		Date: January 10, 2014
Campus: Fairbanks		Prepared by: Mary Pagel
Project #: 2012045 FAVB		Acct #(s): 571319-50216/571346-50216
Total GSF Affected by Project:	42905	42905
PROJECT BUDGET	SDA Budget	Amended Budget
A. Professional Services		
Advance Planning, Program Development	\$ 30,000	\$ 30,000
Consultant: Design Services	\$ 358,928	\$ 358,928
Consultant: Construction Phase Services	\$ 20,000	\$ 20,000
Consul: Extra Services (List: Contractor Design Phase)	\$ 45,000	\$ 45,000
Site Survey		
Soils Testing & Engineering		
Special Inspections		
Plan Review Fees / Permits		
Other: DDC Construction Manager		\$ 125,000
Professional Services Subtotal	\$ 453,928	\$ 578,928
B. Construction		
General Construction Contract(s)	\$ 3,407,752	\$ 2,128,521
Other Contractors (List: _____)	\$ 45,000	\$ -
Construction Contingency	\$ 517,913	\$ -
Construction Subtotal	\$ 3,970,665	\$ 2,128,521
Construction Cost per GSF	\$ 92.55	\$ 49.61
C. Building Completion Activity		
Equipment		
Fixtures		
Furnishings		
Signage not in construction contract		
Move-Out Costs	\$ 250,000	\$ 40,000
Move-In Costs	\$ 180,000	\$ -
Art		
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support	\$ 20,000	\$ -
Maintenance Operation Support	\$ 70,000	\$ 21,621
Building Completion Activity Subtotal	\$ 520,000	\$ 61,621
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support	\$ 350,184	\$ 300,000
Project Management	\$ 222,507	\$ 185,299
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$ 80,000	\$ 28,631
Owner Activities & Administrative Costs Subtotal	\$ 652,691	\$ 513,930
E. Total Project Cost	\$ 5,597,284	\$ 3,283,000
Total Project Cost per GSF	130.46	76.52
F. Total Appropriation(s)	\$ 5,600,000	\$ 3,300,000




Total Project Cost	\$ 12,771,000
Approval Level:	Board or Regents

FORMAL PROJECT APPROVAL REQUEST


TO: Pat Gamble
President

TO/THROUGH: Kit Duke 
AVP Facilities and Land Management

THROUGH: John Pugh 
Chancellor

THROUGH: Michael Ciri 
Vice Chancellor

THROUGH: W. Keith Gerken 
Director Facilities Services

FROM: Pua Maunu 
Project Manager

DATE: January 20, 2014

SUBJECT: Project Type: Deferred Maintenance and R&R
Project Name: Juneau Campus Modifications 2014 - 2016
Project No.: 2013-13

Cc:



Non- Academic Project Program Resource Planning Status Report

UAS Juneau Campus Modifications 2014-2016

Formal Project Approval

This project involves renewal of the mechanical and electrical systems and upgrades to the space in the Whitehead and Hendrickson Buildings. Based on recommendations from the UAS 2013 Campus Master Plan and based on the current conditions of these two buildings, this project is being moved forward.

Milestone #0

Mission Area Analysis: (Based on UAS 2013 Campus Master Plan) Date: N/A
Statement of Need: (Based on UAS 2013 Campus Master Plan) Date: N/A

Milestone #1

Statewide Academic Council (SAC) Review: Date: N/A
(Based on UAS 2013 Campus Master Plan)

Milestone #2

Preliminary Administrative Approval: Date: 06/06/13
(Included in approved FY14 DM &R Distribution Plan and use of FY09 Anderson Building R&R funds)

Milestone #3

Statement of Requirements: (To be developed) Date: _____

Milestone#4

Business and Financing Plan: Date: N/A
Operating Budget Request (not requested, existing facilities) Date: N/A
Capital Budget Request: Date: FY14
Legislative Funding: FY09 Anderson Building R&R Funds
FY14 DM&R
Board Approval of Capital Budget Distribution: Date: 06/06/13

Milestone #5

Formal Project Approval: Date: 01/20/14
Schematic Design Approval: Date: _____

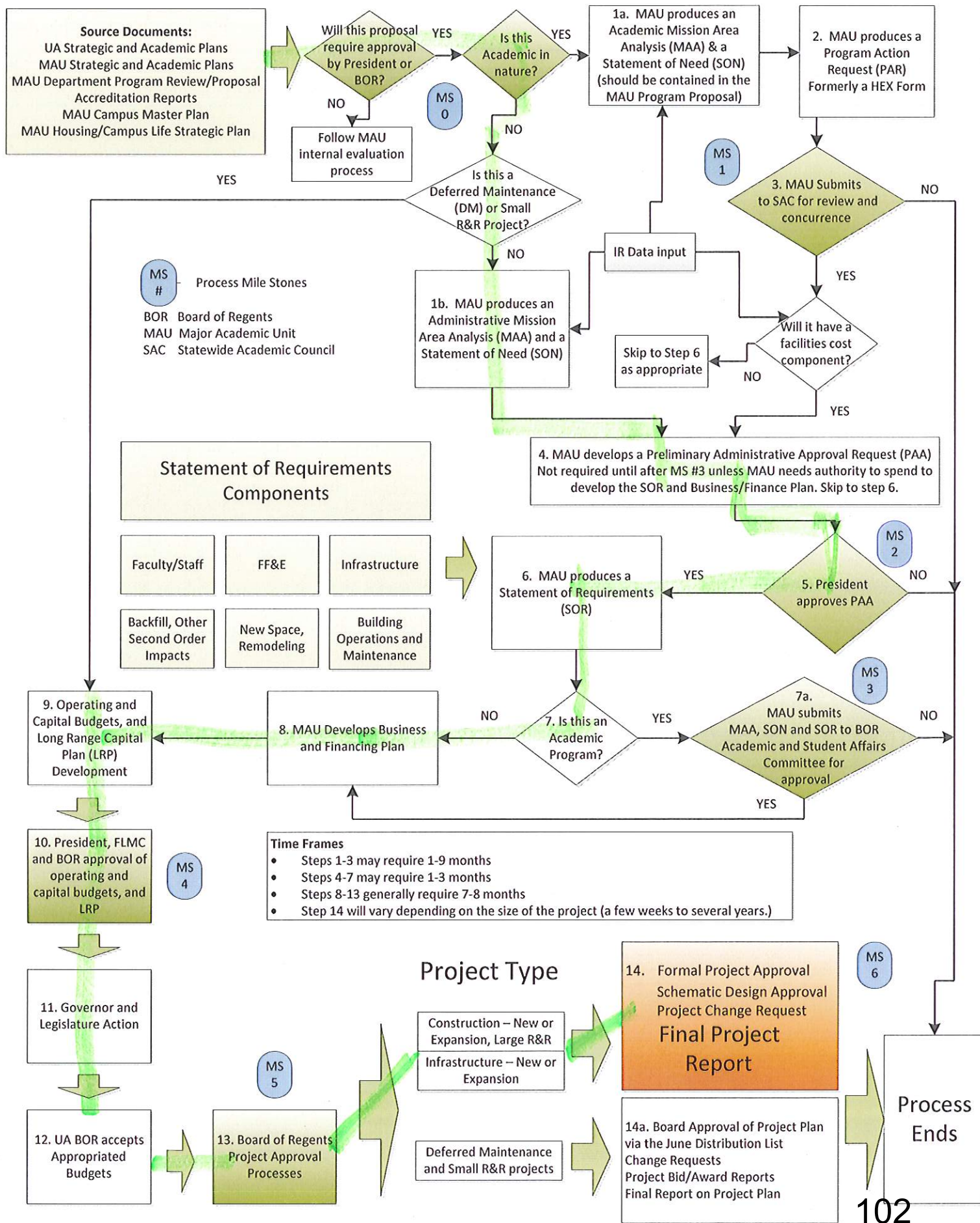
Milestone #6

Construction Started: Date: _____
Construction Completed: Date: _____
Beneficial Occupancy: Date: _____
Final Project Report: Date: _____

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





FORMAL PROJECT APPROVAL

Name of Project: Juneau Campus Modifications 2014 - 2016
Project Type: Deferred Maintenance, Renewal, Repurposing
Location of Project: UAS, Juneau Campus
Project Number: 2013-13
Date of Request: January 21, 2014

Total Project Cost:	\$ 12,771,000
Approval Required:	Full Board
Prior Approvals:	None

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 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 20, 2014.

Project Abstract – Basis of Project

The Whitehead and Hendrickson buildings require upgrades to major building systems including mechanical and electrical systems, exterior envelope, and building controls. These improvements are needed to improve energy efficiency, reduce operational costs, and replace systems and components that are at or nearing the end of their service lives.

Because these improvements will require vacating each building to perform this work, UAS will take this opportunity to repurpose the space in these two buildings to make that space more efficient and to better accommodate the departments assigned to the space. UAS has thoroughly evaluated the current space utilization in the central Auke Lake campus to identify current space utilization rates and needs. UAS administration realized we have opportunities to create a more vibrant, collaborative, student-centered

campus community by reorganizing current spaces in a number of campus locations, starting with the Whitehead and Hendrickson buildings. The better co-location of department spaces can foster a strong and connected academic community where various departments can collaborate and share resources – creating a community of scholars compatible with UAS Mission and Core Values.

Variances

There are no variances.

Special Considerations

This project will be constructed in two phases. Funding has been identified for Phase 1 of the project as indicated in the Project Agreement.

Total Project Cost and Funding Sources

Project Cost Phase 1	\$5,271,000
Project Cost Phase 2 (Hendrickson Building R&R)	\$7,500,000
Total Project Cost	\$12,771,000

Annual Program and Facility Cost Projections

	<u>Amount</u>
Total Annual Program Cost Increase	no impact
Total Annual O&M Cost	no impact
Total Annual Renewal and Replacement Cost	no impact
Total Annual Cost Projections	<i>no significant impact</i>

Project Delivery Method

This is a Design-Bid-Build Project occurring in two phases.

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: UAS Juneau Campus Modifications 2014-2016
Project Type: Deferred Maintenance / Renovation & Renewal
Location of Project: University of Alaska Southeast, Juneau Campus, Juneau
JS101 Hendrickson Building
JS105 Whitehead Building
JS108 Egan Library and Classroom Wing
Project Number: 2013-13
Date of Agreement: January 15, 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

The Whitehead and Hendrickson buildings require upgrades to major building systems including mechanical and electrical systems, exterior envelope, and building controls. These improvements are needed to improve energy efficiency, reduce operational costs, and replace systems and components that are at or nearing the end of their service lives.

Because these improvements will require vacating each building to perform this work, UAS will take this opportunity to repurpose the space in these two buildings to make that space more efficient and to better accommodate the departments assigned to the space. UAS has thoroughly evaluated the current space utilization in the central Auke Lake campus to identify current space utilization and needs. UAS administration realized we have opportunities to create a more vibrant, collaborative, student-centered campus community by reorganizing current spaces in a number of campus locations, starting with the Whitehead and Hendrickson buildings. The better co-location of department spaces can foster a strong and connected academic community where various departments can collaborate and share resources -- a community of scholars and compatible with UAS Mission and Core Values.

BACKGROUND

The UA Board of Regents approved the UAS 2012 Master Plan at the April 2013 meeting in Sitka. The Master Plan contained short and mid-term recommendations for adjustments in space utilization at the Juneau campus. A Request for Proposal (RFP) was advertised in April, anticipating a contract for planning, design and construction services. The design/planning team led by Northwind Architects was selected. The RFP enumerated the following issues driving a need for changes in space utilization on the Juneau campus:

- *The sale of the Bill Ray Center in downtown Juneau will require reallocating or repurposing space at the Auke Lake campus for some of the functions currently housed at the Bill Ray Center; at least the nursing and health science labs and associated faculty offices;*
- *The Whitehead Building has several spaces that need relocation or repurposing including a photo darkroom, computer lab and computer classroom;*
- *Office space for both faculty and staff are in high demand within the central campus;*
- *The Hendrickson Building has general classroom space that may be repurposed for other uses;*
- *The draft UAS Master Plan identifies a surplus of general purpose classroom space on the Juneau campus, thus presenting an opportunity for better space assignment and utilization;*
- *Some spaces that are likely candidates for new space utilization (Hendrickson and Whitehead buildings) are also in need of some HVAC or other building renewal which can be accomplished simultaneously with repurposing.*

The sale of the Bill Ray Center was finalized in September 2013 and the Health Sciences program moved to the Auke Lake Campus. During the planning phase of this project, the consultant worked closely with UAS administrators, faculty, staff and students to provide an analysis of current space use, garnered feedback through surveys, departmental interviews and scheduling data. Several space concepts were the start of conversations of a working group made up of administrators, staff and members of the faculty senate. As part of the process, Planning Principles, Objectives and Strategies were developed to guide us through planning and design resulting in a Campus Organization plan.

Renewal and Repair of Whitehead and Soboleff Facilities:

Whitehead Building: The original mechanical system was installed in 1971 with much of the HVAC system reworked in 1983 (29 years ago). The 2012 Mechanical Systems Conditions survey states “*Given the age of these systems, a complete mechanical system renovation is warranted*” with specific recommendations to replace pneumatic controls with DDC including replacement/reworking the domestic water system and replacement/reworking of the central hydronic supply piping in the fan room. Over the years, components of mechanical systems (including fire protection, sanitary sewer, heating and HVAC) have been modified based on changing programs and needs in the WH building. The current project takes into account replacement of mechanical systems based on the report.

Additional Building Envelope recommendations address replacing single pane windows, poorly insulated exterior doors and increase insulation throughout the building, including the roof and replacing exterior wood paneling in some areas. A re-roofing project planned for the summer of 2014 is being postponed to coordinate with the design of the exterior envelope at the Whitehead building.

Decisions for repair and renovation work at the Whitehead and Hendrickson buildings were informed by Reports and Studies from the following reports addressing energy analysis, condition surveys, code review and life cycle cost analysis:

- UAS Energy Audits Report *dtd* July, 2005 by Murray & Associates and Alaska Engineering & Energy Consultants, LLC
- Whitehead Building Mechanical Systems Condition Survey *dtd* 3/19/2012 by AMC Engineers
- Whitehead Code Review 2009 IBC *dtd* 12/31/12 by Jensen Yorba Lott Architects
- Whitehead Machine Room Cooling Study Report *dtd* 11/28/12 by AMC Engineers
- UAS Hendrickson Building Window Replacement Life Cycle Cost Analysis *dtd* 3/11/2013 by Alaska Energy Engineering

PROJECT SYNOPSIS:

Upgrades to major building systems including mechanical and electrical systems, exterior envelope, and building controls are needed to improve energy efficiency, reduce operational costs, and replace systems and components that are nearing the end of their useful service lives.

Phase 1 Whitehead Building R&R: The Phase 1 work brings necessary repairs to upgrade, renovate and replace old building systems (mechanical, electrical, and building envelope) at the Whitehead Building. Synchronous with the R&R work, the proposed work plan also repurposes spaces through improving organization, efficiency and adjacencies for students, faculty and staff on the Juneau campus. The School of Arts & Sciences (A&S) faculty and staff offices is planned to occupy the upper floor, which is adjacent to their current primary location in the upper floor of the Soboleff Building. Making these two A&S spaces better connected physically can foster a strong and connected academic community. Arts & Sciences classroom labs (currently located in the Hendrickson Building) will move to the ground floor at Whitehead Building, with design focusing on modern pedagogy and learning styles, adapted for hybrid learning while allowing for “nimbleness”.

Phase 1A – Move out of Whitehead:

The steps in this phase include:

- 1) The first step in the process will move the Information Technology Services (ITS) department staff and support spaces out of Whitehead Building and into the Egan Library.
- 2) Relocation of the Learning Center (including both testing and writing centers) within the Egan Library will be required to accommodate the ITS move. UAS is currently undergoing a *Library Study* to build upon the library's current assets transforming the library to a more dynamic student-focused space. Connecting media, technology, the learning center and learning spaces to create a diversity of functions and types of space within the library supports the cornerstone of our UAS mission—focusing on student learning—and our four core themes: student success, teaching & learning, community engagement, and research and creative expression.

Phase 1B - Renovation of Whitehead Building.

This phase will include:

- Existing ventilating equipment and ductwork will be removed and replaced with new;
- Exterior walls and windows will be thermally upgraded;
- New building automation controls;
- New lighting throughout;
- Move ITS central computer systems from second floor to first floor space;
- Remodel lower level to accommodate A&S specialized instructional space;
- Remodel upper level to accommodate A&S faculty and staff offices.

Phase 2 - Hendrickson Building R&R: Renovation work to building systems is based upon the same reports and studies listed below. Building systems are the same as listed for Whitehead.

Based on Master Plan recommendations and the recently completed space organization worksessions, the Chancellor and Provost and support staff offices will be co-located on the upper floor of Hendrickson Building. Health Sciences and UAA Nursing labs are currently scheduled to move to the ground (Lake) level at Hendrickson.

The Soboleff annex (currently Chancellor's offices and faculty offices) will be repurposed for the School of Arts and Sciences 3-D art studio with addition of a dust collection system and lighting/ceiling renovations. The School of Education will occupy the entire Hendrickson Annex (formerly Provost and some School of Education offices). Phase 2 construction work can start as early as the summer of 2015. The source of funding for Phase 2 and 3 is unidentified at this date but is assumed to be future R&R capital.

Programmatic Need

The School of Arts and Sciences and the School of Education will be positively impacted by locating faculty and staff for each school within one building. In the past, the Schools have grown organically, and faculty and staff were placed away from their respective schools. This project locates faculty and staff for respective schools to be located together, creating greater opportunities for collaboration, informal meetings and greater cohesion within each school.

Strategic Importance

During the research phase of the process, UAS and the consultant team developed a series of surveys to students, faculty and staff to learn how current spaces function for teaching, study, collaboration, preparation and teaching on-line classes and for work. The surveys were an important tool in developing Planning Principles, Objectives and Strategies. The key elements of these are:

Principles

1. Use space more efficiently.
2. "Right to Light"—maximizing availability of natural light
3. Create spaces that encourage collaboration.
4. Create a coherent and easily navigable campus that is accessible to all.
5. Enhance the function of all spaces.
6. Improve building performance.

Objectives

1. Provide natural light to all offices and work stations.
2. Create rational paths between and through buildings.
3. Improve thermal comfort and energy efficiency.
4. Match classrooms (# and size) to actual use and teaching pedagogies.
5. Create innovative teaching and learning environments.
6. Build upon the library's dynamic and student-focused space.
7. Provide privacy for faculty offices.
8. Enhance collaboration between campuses, faculty, staff and students.

Strategies

1. Re-purpose space.
2. Group offices by School/Department.
3. Relocate IT to Egan to open up space in Whitehead.
4. Leverage Learning Center as hub of student activity.
5. Locate offices on Upper Levels; larger spaces & classrooms on Lower Levels.
6. Locate conference rooms within office suites; reclaim classrooms in Egan.
7. Re-configure remaining classrooms.
8. Retrofit buildings for improved energy efficiency.

Impact Analysis

Based on survey results, combined meetings and worksessions with administration, faculty and staff, themes and elements were brought to light: For faculty, it was important to have private offices to allow for confidential advising sessions with students, to have quiet space for reading and course preparation, to be co-located with peers and staff. Space will be available nearby for collaborating in groups. For staff, it was important to be near faculty, office equipment, and natural light. For students, it was important to navigate throughout campus, have informal and formal gathering areas near food.

Program Enhancements

UAA School of Nursing will be co-located with UAS Health Sciences program.

Statement of Need

Decisions for repair and renovation work at the Whitehead and Hendrickson buildings were informed by reports and studies addressing energy analysis, condition surveys, code review and life cycle cost analysis:

- UAS Energy Audits Report *dtd* July, 2005 by Murray & Associates and Alaska Engineering & Energy Consultants, LLC
- Whitehead Building Mechanical Systems Condition Survey *dtd* 3/19/2012 by AMC Engineers
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- Whitehead Machine Room Cooling Study Report *dtd* 11/28/12 by AMC Engineers
- UAS Hendrickson Building Window Replacement Life Cycle Cost Analysis *dtd* 3/11/2013 by Alaska Energy Engineering

Project Impact

The project is expected to improve the operational efficiency by lowering future energy and maintenance costs. Energy costs will be reduced due to replacement of older less efficient heating, ventilating and lighting equipment. Future maintenance costs will be reduced due to replacement of equipment that has or is nearing the end of its useful life.

Reallocation or disposal of vacated space:

Reallocation and repurposing of vacated spaces are discussed in the paragraphs above. There are no plans to dispose of vacated space for this project.

Parking:

Parking will not be impacted by renovation or reallocation of spaces. Space allocation will take place without adding an additional footprint to the campus. Parking may be disrupted during construction activities.

Project Site Considerations

This is an Renewal & Renovation / Deferred Maintenance Project that uses the existing building footprint.

Incremental Costs

There are no known incremental costs associated with this project.

Annual Program and Facility Cost Projections

Program Costs

Salaries and benefits for new program Staff and Faculty

Amount

no impact

Facilities Costs:

This project is expected to reduce the energy consumption of the Whitehead and Hendrickson Buildings. Elements of the project that will contribute to the energy efficiency of the facility include: renewal of the building automation system, replacement of building lighting systems, and replacement of the majority of the ventilating fans. Based on results from previous building renewal projects we expect to significantly reduce the energy consumption of the buildings.

Proposed Funding Plan

The project will be funded from R&R capital appropriations. Funding is available for Phase 1 at this time. Later phases will require future appropriations.

Total Project Cost and Funding Sources

<u>Funding Title</u>	<u>Fund Account</u>	<u>Amount</u>
Phase 1 Funding		
FY09 Anderson Building	77101-563118	\$3,000,000
FY14 DM&R Funding	77101-563145	<u>\$2,271,000</u>
Phase 1 Project Funding		\$5,271,000
Phase 2 Funding		
<u>DM Funding (future request)</u>	<u>TBD</u>	<u>\$7,500,000</u>
Phase 2 Project Cost		\$7,500,000
Total Project Cost		\$12,771,000

PHASE 1 Project Schedule

DESIGN

Conceptual Design	December/January 2014
Formal Project Approval	February 2014
Schematic Design	March-April 2014
Schematic Design Approval	June 2014
Construction Documents	June 2014

BID & AWARD

Advertise and Bid	July 2014
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CONSTRUCTION

Start of Construction	August 2014
Construction Complete	May 2015

Supporting Documents

Narrative

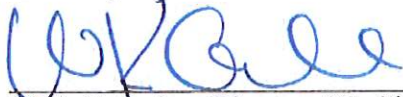
One-page Budget

Drawings

- Campus Organization Plan
- Conceptual Floor Plan, Whitehead Building
- Conceptual Floor Plan, Hendrickson Building
- Phasing Plan
- Cost Estimate

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.



W. Keith Gerken, Director of Facilities



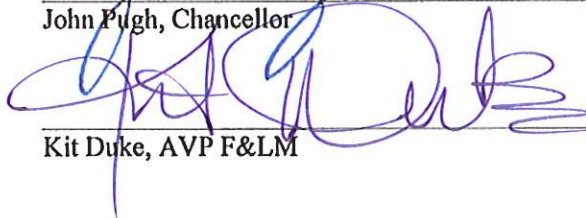
Michael Ciri, Interim Vice Chancellor



Richard Caufield, Provost



John Pugh, Chancellor



Kit Duke, AVP F&LM

UNIVERSITY OF ALASKA		
Project Name: Juneau Campus Modifications 2013-2015		
MAU: UAS		
Building: Several	Date: Jan-14	
Campus: Juneau	Prepared by: Gerken	
Project #: 2013-13	Acct #: various	
Total GSF Affected by Project:		
PROJECT BUDGET	FPA Budget Total Project	FPA Budget Phase 1
A. Professional Services		
Advance Planning, Program Development	120,000	120,000
Consultant: Design Services 12.0%	1,092,080	431,436
Consultant: Construction Phase Services 3.0%	273,020	107,859
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections		
Plan Review Fees / Permits	40,000	20,000
Other		
Professional Services Subtotal	1,525,100	679,295
B. Construction		
General Construction Contract(s)	9,100,666	3,595,302
Other Contractors (List: _____)		
Construction Contingency 10.0%	910,067	359,530
Construction Subtotal	10,010,733	3,954,832
Construction Cost per GSF	#DIV/0!	
C. Building Completion Activity		
Equipment		
Fixtures		
Furnishings	350,000	250,000
Signage not in construction contract		
Move-Out Costs	50,000	25,000
Move-In Costs		
Art		
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support		
Maintenance Operation Support		
Building Completion Activity Subtotal	400,000	275,000
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support 3.0%	358,075	147,274
CIP Indirect Costs 3.5%	417,754	171,819
Misc. Expenses: Advertising, Printing, Supplies, Etc.		
Owner Activities & Administrative Costs Subtotal	775,829	319,093
E. Total Project Cost	12,711,662	5,228,221
Total Project Cost per GSF	#DIV/0!	
F. Total Appropriation(s)		5,326,546



Project Overview (Planning – Principles, Objectives & Strategies)	Page 1
Campus Organization	Page 2
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Office Spaces	Page 5
Library	Page 6
The Preferred Option	Page 7
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Appendix A – Campus Wide Drawings	
- Overview Existing Space Use	
- Proposed Campus Organization	
- Preferred Plan – Option A	
- Phasing Plan	
Appendix B – Concept Building Plans	
Appendix C – Cost Estimate	



Project Overview

THA Architecture and Northwind Architects were hired by the University of Alaska Southeast (UAS) to further investigate the recommendations of the Master Plan completed in 2012 by Perkins and Will. The master plan showed an overabundance of classroom space and a growing unmet need for office and administrative space on the main Juneau campus in Auke Bay. The master plan also identified a desire to strengthen the main campus as a learning center, and to this end UAS has proceeded with building a freshman dorm on the main campus which will be the first residence to be located there. We were also charged with identifying opportunities to use space more efficiently in light of shrinking operating budgets. As a result of the master plan UAS has sold their property in downtown Juneau and we were also tasked with identifying a strategy for integrating both the UAS and UAA nursing programs on campus.

The process for this study combined analyzing data on room usage, observations on space usage with user input and a collaborative, iterative process with the Executive cabinet, faculty, staff and students. We distributed surveys and had hands on work sessions on campus to best understand priorities and space needs. As a result of this work we developed the following Planning Principles, Objectives and Strategies to Guide decision making.

Planning - Principles

1. Use space more efficiently.
2. "Right to Light"
3. Create spaces that encourage collaboration.
4. Create a coherent and easily navigable campus that is accessible to all.
5. Enhance the function of all spaces.
6. Improve building performance.

Planning - Objectives

1. Provide natural light to all offices and work stations.
2. Create rational paths between and through buildings.
3. Improve thermal comfort and energy efficiency.
4. Match classrooms (# and size) to actual use and teaching pedagogies.
5. Create innovative teaching and learning environments.
6. Build upon the library's dynamic and student-focused space.
7. Provide privacy for faculty offices.
8. Enhance collaboration between campuses, faculty, staff and students.

Planning - Strategies

1. Re-purpose space.
2. Group offices by School/Department.
3. Relocate IT to Egan to open up space in Whitehead.
4. Leverage Learning Center as hub of student activity.
5. Locate offices on Upper Levels; larger spaces & classrooms on Lower Levels.
6. Locate conference rooms within office suites; reclaim classrooms in Egan.
7. Re-configure remaining classrooms.
8. Retrofit buildings for improved energy efficiency.

Campus Organization



This Image shows current space usage on campus the core campus. Note that for the purpose of this study the core campus does not include the Anderson building. Buildings are arranged linearly, roughly following the shoreline of Auke Lake. There are three distinct building types on campus. The original and oldest buildings are simple two story wood structures: Whitehead, Hendrickson, Mourant, Soboleff and Novatney. They are linked together with a series of decks and outdoor passageways that weave between the buildings. Some of the walkways have been in filled throughout the years. Most vertical circulation occurs in the outdoor deck area rather than in the buildings themselves. As a result the top and bottom floors are experiences as separate structures, which contributes to a sense of disorientation and lack of cohesion and clear pathways.

The second building type is the largest building on campus, Egan, which combines a lovely library with a classroom wing. This is the more modern face of the campus and it is where students spend much of their day.

In addition several modular structures on campus, which originally housed classrooms, are currently used for a variety of office functions. These buildings, the Soboleff Annex, the Hendrickson Annex and the Hendrickson Annex Annex are not within the main circulation paths on campus, and hence are not readily visible to either the students or the public. Several iterations of Master plans have recommended demolition of these structures. The Hendrickson Annex has been recently renovated but it can be argued

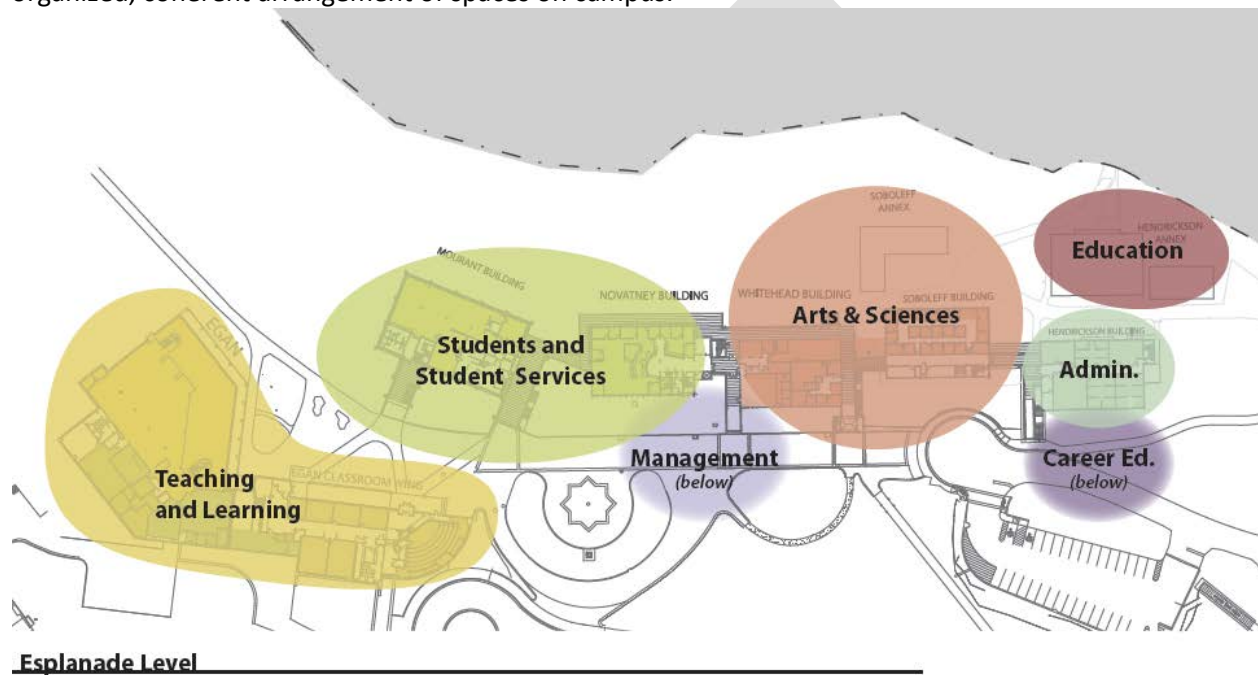


that the other structures are sub standard and not worthwhile candidates for the investment of additional capital dollars.

Classrooms are clustered in Egan and Hendrickson. The ground floor of Whitehead has two classrooms however they are lightly scheduled, and the photography dark room is no longer in use. Student services are mainly provided in Mourant and the top floor of Novatney. Offices for the Schools and the Administration have become splintered between buildings.

Recommendation

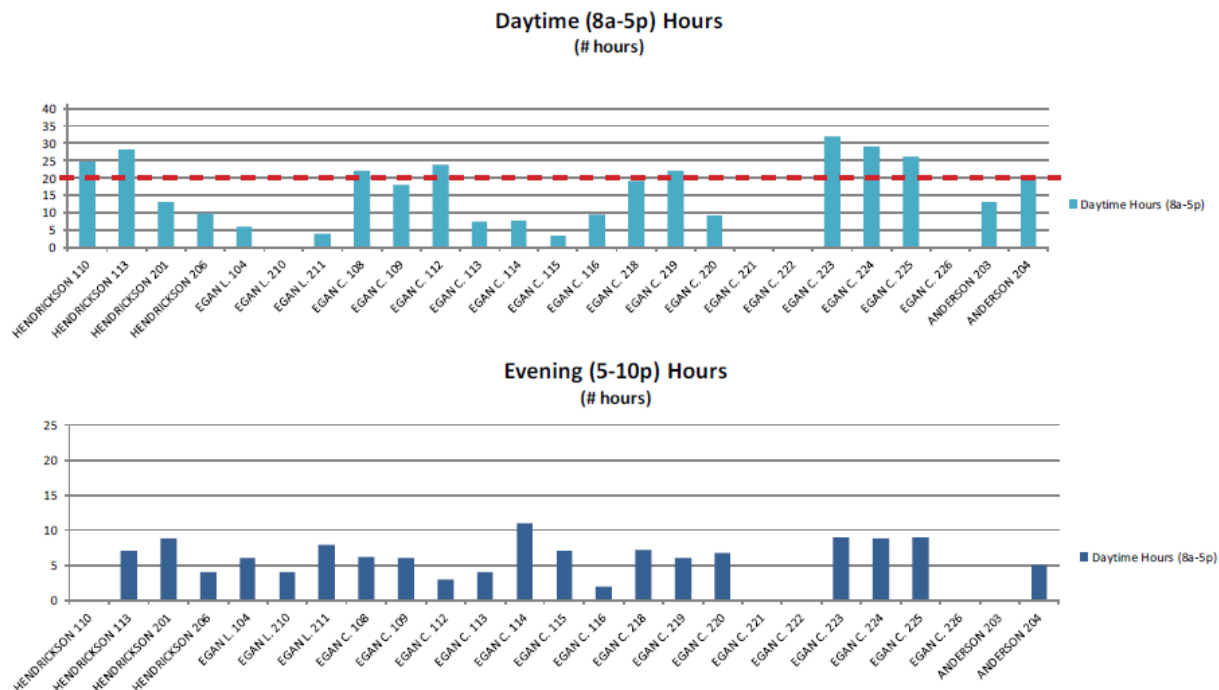
Our plan calls for re-organizing so that offices for each school are co-located, the Chancellor and Provost are housed together in a spot that allows for better access for both the public and students, and Information Technology is consolidated in Egan. The attached bubble diagram provides a vision for a well-organized, coherent arrangement of spaces on campus.



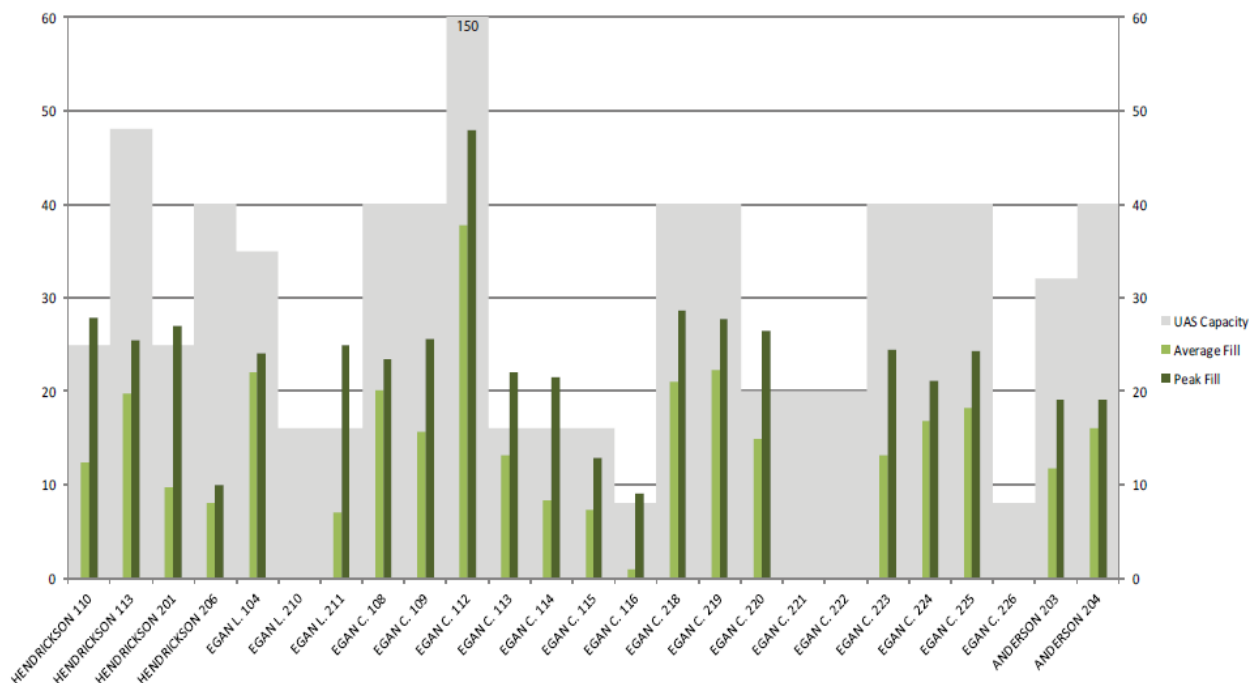


Classroom Utilization

Classroom Utilization - Hours of use



Classroom Utilization - Fill Rate (Daytime)



These charts show that indeed classroom space is underutilized on campus, both in terms of hours of use and capacity within each room, or fill rate. Our analysis is based only on one semester of data, Fall 2013, since prior schedules included use of the Bill Ray Center which is no longer available. Interestingly the



perception among faculty is that rooms are over booked; this maybe because some rooms are heavily utilized.

The reasons for underutilization of classrooms are myriad and cannot necessarily be solved with purely architectural solutions. Rooms are assigned based on faculty preference as well as on projected enrollments. Scheduling is complicated by the size of the institution. There are only one or two sections of many required classes, which should be scheduled to avoid conflicts with other required classes. Over the years as office space has occupied space previously used for conference rooms classrooms in Egan have been taken out of rotation to be available for meeting space. Furthermore there is a reluctance to schedule classes prior to 10am, leaving rooms vacant for the first two hours of the day.

Recommendation

Our recommendations for improving space utilization include:

1. Scheduling 8 am and 9 am classes. This is a common practice in peer institutions, and our student survey showed that students are willing to take classes at this hour; in fact 48% of the students who responded to our survey already choose do so.
2. Make necessary renovations in rooms 221 and 222 to improve the teaching walls in these rooms.
3. Redesign office spaces to include adequate conference rooms so that classrooms can be used for their intended purpose,
4. Create one 50 seat classroom that is outfitted for multiple teaching styles with whiteboards and LCD monitors available for use and presentation by student groups.

Office Spaces

Our work focused primarily on the offices for the Schools of Arts and Sciences and Education. Over the years the staff and faculty offices for each of these schools has been scattered and offices lack any sense of welcoming or hearth. There is no specific spatial identity that is shared among faculty and students are not inclined to spend time in the offices or view them as locations for learning and collaboration. The increased number of offices each year has engulfed any space that was once devoted to shared resources and storage, making the offices feel cramped and circulation confusing. One of the key issues with current office space is the discrepancy between the quality of offices provided. Senior staff has offices with windows and views of the lake while others have interior offices that are stuffy and isolate faculty from their peers.

Recommendation

We propose co-locating offices from a single school and providing a space that is clearly an entrance and welcoming. There is agreement that office areas will be greatly improved by the introduction of natural light through the use of interior windows and bringing light in from above. In addition adequate support spaces will make the offices more inviting and collegial for students as well as faculty. These include conference spaces, small meeting rooms and open and hotel workstations for adjunct faculty. We propose providing 8x10 private offices for faculty, who need quiet for their work and privacy for advising students one on one. Staff can be located in workstations in an open office setting, as they benefit from exposure and direct collaboration with colleagues and faculty. Each office will also have adequate support spaces including storage, a copy center and break/kitchen area.



Library

The way information is researched, stored utilized and shared in academic environments has changed dramatically over the past several decades. As more information is stored digitally, traditional libraries have seen the need for space to store books decrease. A concurrent trend relates to the way today's students absorb and retain information differently than those of previous generations. They prefer more collaborative and hands on learning styles. These two phenomenon have a large impact on the function and space utilization of University Libraries, and many institutions are changing their library culture to create learning commons to best serve their students. We see similar opportunities at Egan Library.

Despite a decreased dependence on books student use of the Library has increased in recent years. Students come to the library to work with their peers in the enclosed study rooms, use the technology available in the Library and participate in the services of the Learning and Writing Centers. These are separate rooms within the library where students obtain the help they need, but also have the chance to learn from their colleagues and join in on conversations and learning opportunities going on around them. It is consistent with a learning center for these types of activities to take place within the Library proper as part of an interactive learning center.

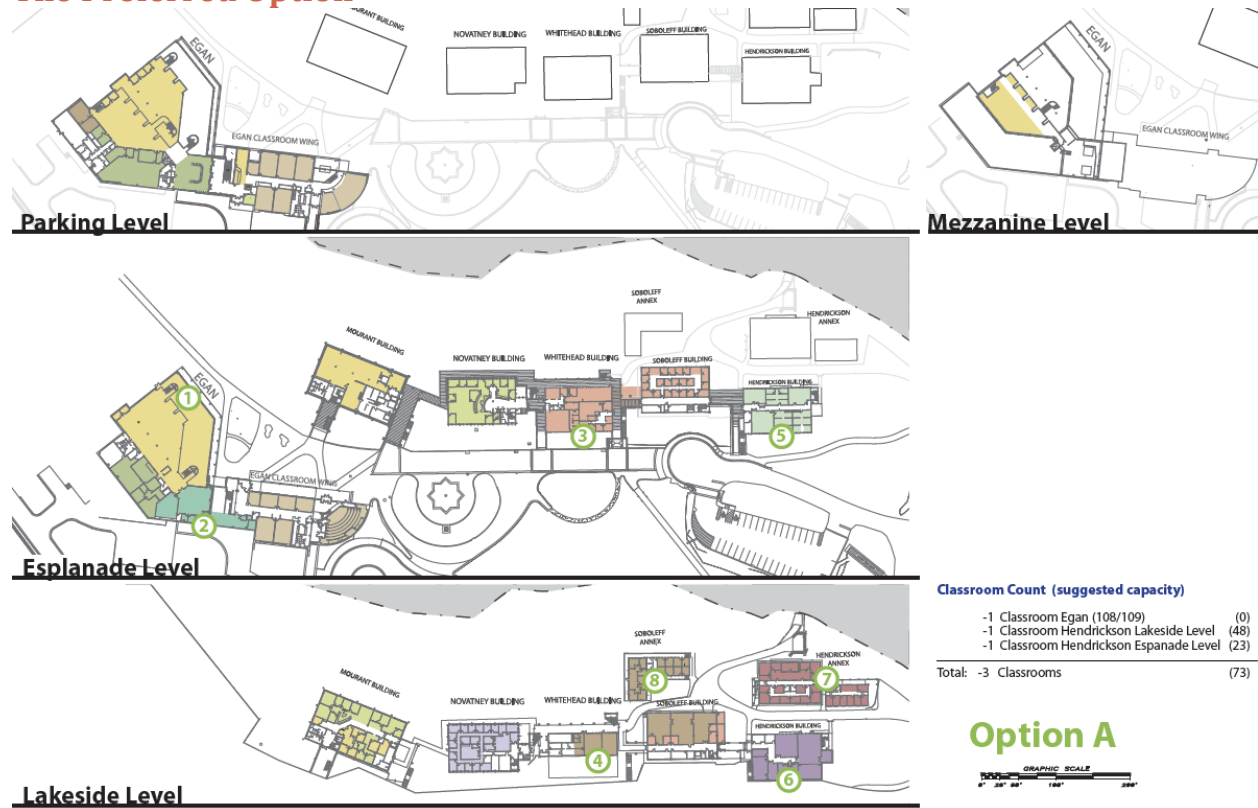
Recommendation

We are embarking on a special study to specifically look at how make Egan Library into a 21st Century Learning Commons. This study will look at acoustics and how to zone use of the library to create active as well as quiet environments. Many University Libraries built in the 1960s and 1970s have undergone similar transformations in the past few years providing ideas and precedents for Egan Library.

We have identified several ways to both improve the learning environment in Egan library and use space more efficiently to capture more area for administrative functions. How to properly do this will be included in our study.



The Preferred Option



1. Relocate the Learning Center to a space within the library
2. Move IT services to Egan
3. Renovate Whitehead top floor and Soboleff top floor for a combined space to house Arts and Sciences Offices.
4. Renovate Whitehead bottom floor for Specialty Arts & Sciences Classrooms
5. Renovate Hendrickson top floor for combined Chancellor and Provost Office.
6. Renovate Hendrickson Lower Level for Career Education Health Sciences Nursing programs.
7. Consolidate School of Education Offices into Hendrickson Annex and Annex Annex.
8. Renovate Soboleff Annex for painting/drawing and digital media.



Implementation

The facilities department had previously identified Whitehead and Hendrickson as buildings in need of renovation, including the installation of new ventilation systems which requires demolition of ceilings. These deferred maintenance projects provide an opportunity to simultaneously redesign these structures to best meet the organizational recommendations outlined in this plan.

Phase I is proposed as two parts, which is required to stage the work and provide swing space to minimize the impact on ongoing university operations. Whitehead is currently the most underutilized of the two structures so we propose improving this building first. In order to do so we must find a new home for Information Technology (IT), which occupies the top floor of Whitehead. This is not an ideal location for IT; several divisions are located in Egan, and with new technology the large server room is mostly empty. We propose moving IT into Egan for several reasons:

1. The fiber optic cable already dead ends in this building and there is currently a set of servers located in the classroom wing, negating the need for expensive infrastructure upgrades that would be required in other locations.
2. We can consolidate all divisions of IT in one location.
3. The ground floor entrance to Egan classroom is in heavy use by all members of the community and is an ideal location for the IT Help Desk.
4. Efficiencies can be found within the library to allow for relocation of the additional divisions of IT.
5. There is a synergy between the services of IT and the technological needs of both the Library and classroom wing.

Phase IA scope – Egan Minor Renovation:

- Build Offices within Egan Library for learning and writing centers.
- Improved access for technology in proposed location for testing center, writing and learning centers in Egan Library.
- Create a public counter for the IT help desk at the entrance to the Egan classroom wing.
- Renovation of 4,000 sf in Egan Library for IT offices.
- Relocate servers and provide cooling in new server area
- Provide emergency back up power for new server area

Once IT has been relocated work can begin on renovation of Whitehead. Initially the spaces in Whitehead will serve as swing spaces for the follow on renovation of Hendrickson. We proposed renovating Hendrickson over one summer to minimize impact on classroom space during the academic year however certain functions need to be operational year round including administrative offices and the skills lab for the UAS CNA nursing program.

Phase IB scope – Whitehead Renovation:

- Improve exterior envelope and decrease energy usage in Whitehead by replacing windows, siding and roofing and adding insulation.
- Create a clerestory to bring light into the center of the building
- New ventilation systems.
- Upgrade DDC controls for mechanical systems.
- Replacing heating distribution piping that is near the end of it's serviceable life
- Enclosure of 800 sf of exterior walkway between Soboleff and Whitehead
- renovation of 5,250 sf for offices
- renovation of 1,600 sf for classrooms
- renovation of 325 sf for relocation of servers to remain in Whitehead



- Cooling associated with new server location.

With Whitehead complete and swing spaces available the renovation of Hendrickson can proceed as Phase II of this plan. Since the renovation of Hendrickson will eliminate the one 50 seat classroom on the main campus this phase must also incorporate the proposal to convert two underutilized classrooms in Egan to create a flexible 50 seat room that is set up for collaborative and participatory teaching pedagogies. This phase is also proposed as two parts.

Phase IIA scope – Hendrickson Renovation

- Improve exterior envelope and decrease energy usage in Hendrickson by replacing windows, and siding and adding insulation.
- Create a clerestory to bring light into the center of the building
- New ventilation systems
- Upgrade DDC controls for mechanical systems
- Replacing heating distribution piping that is near the end of it's serviceable life
- Renovation of 5,075 sf for offices
- Renovation of 5,075 sf for classrooms
- Combining rooms 108 and 109 in the Egan Classroom wing
- Renovations to the teaching wall of rooms 221/222 in the Egan Classroom Wing.

Phase IIB will provide minor renovations required to accommodate the new art occupancies proposed backfill spaces vacated in the Soboleff Annex. In support of that goal this phase will also include work to improve the art programs that is associated with occupation of the annex.

Phase IIB Scope – Soboleff Ground floor and Soboleff Annex Minor Renovation

- Removal of interior partitions in Soboleff annex
- New paint and finishes in Soboleff annex
- Installation of a dust collection system in Soboleff
- Replacement of ceilings and lighting in the art studios in Soboleff.

The final phase will improve the offices in Soboleff and integrate them with the office space in Whitehead to create a coherent home for the School of Arts and Sciences.

Phase III Scope – Soboleff Upper Floor Minor Renovation

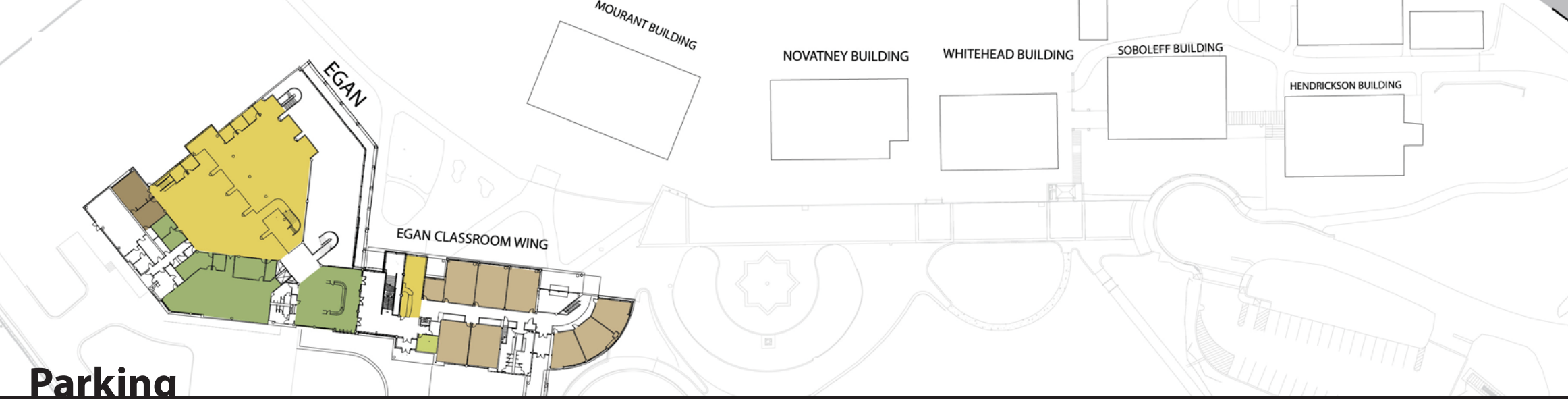
- Create a clerestory to bring more light in improve exterior envelope and decrease energy usage by replacing windows, and siding and adding insulation.
- Modify second floor return air system for better ventilation and control of energy
- Create a clerestory and rearrange partitions to bring more light into the center of the building.
- Renovate to create more support spaces for offices.
- Upgrade DDC Controls.



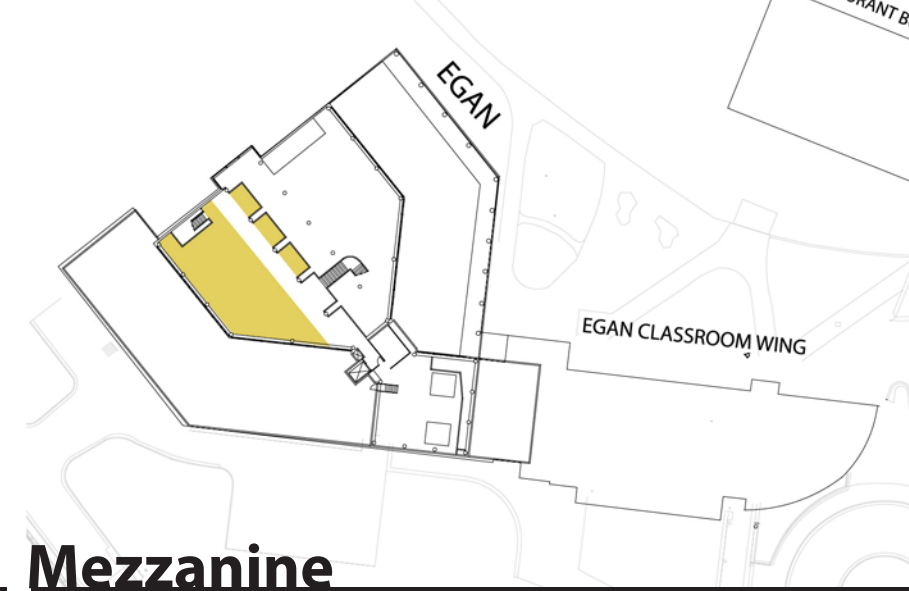


Costs

Construction cost	Construction Period	Project	Construction Cost w/ esc.	Additional Project Costs	Total Cost
PHASE IA	Summer 2014	Selective Renovation Egan Library	\$514,500	\$174,930	\$689,430
Relocation Activities	Learning Center moves into Library; Testing center moves into Egan Library 105; IT moves into new space				
PHASE IB	Fall 2014 or	Renovate Whitehead	\$3,080,802	\$1,047,473	\$4,128,275
Relocation Activities	temporarily relocate CNA program to ground floor whitehead; temporarily relocate offices in hendrickson to top floor whitehead				
			TOTAL COST PHASE I		\$4,817,705
PHASE IIA	Summer 2015	Renovate Hendrickson Creation of Collaborative 50 seat classroom in Egan	\$3,530,441	\$1,200,350	\$4,730,791
Relocation Activities	Relocate chancellor and provost; co-locate School of Education to Hendrickson Annex; relocate A&S faculty from Soboleff Annex				
PHASE IIB	Fall 2015	Minor Renovation Soboleff Annex	\$606,485	\$206,205	\$812,690
		Art room Upgrades Soboleff			
			TOTAL COST PHASE II		\$5,543,481
PHASE III	Summer 2016	Soboleff Minor Renovations	\$1,368,438	\$465,269	\$1,833,707
			TOTAL ALL PHASES		\$12,194,893



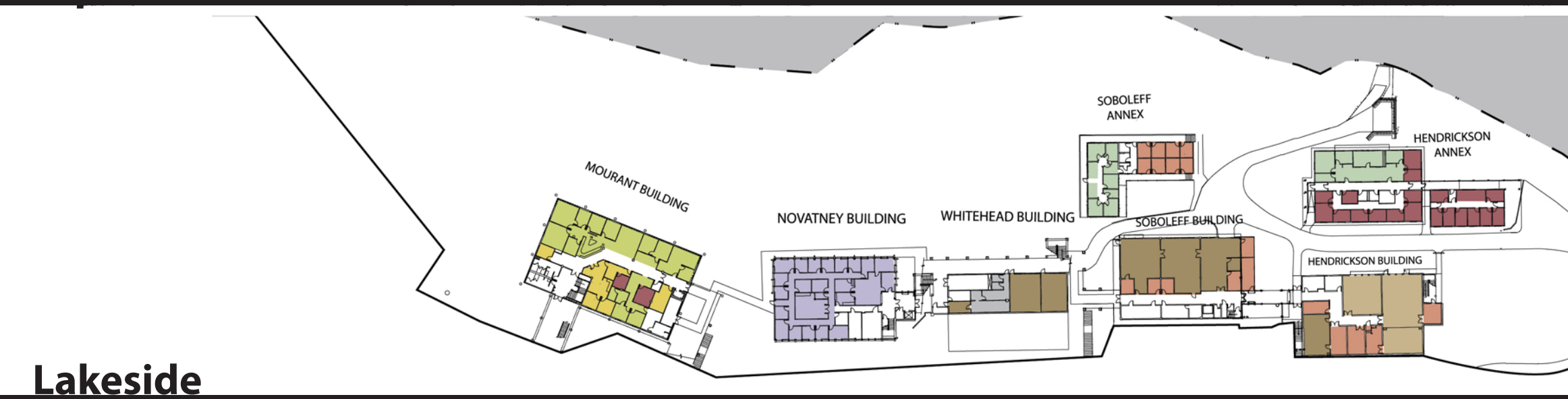
Parking



Mezzanine



Esplanade



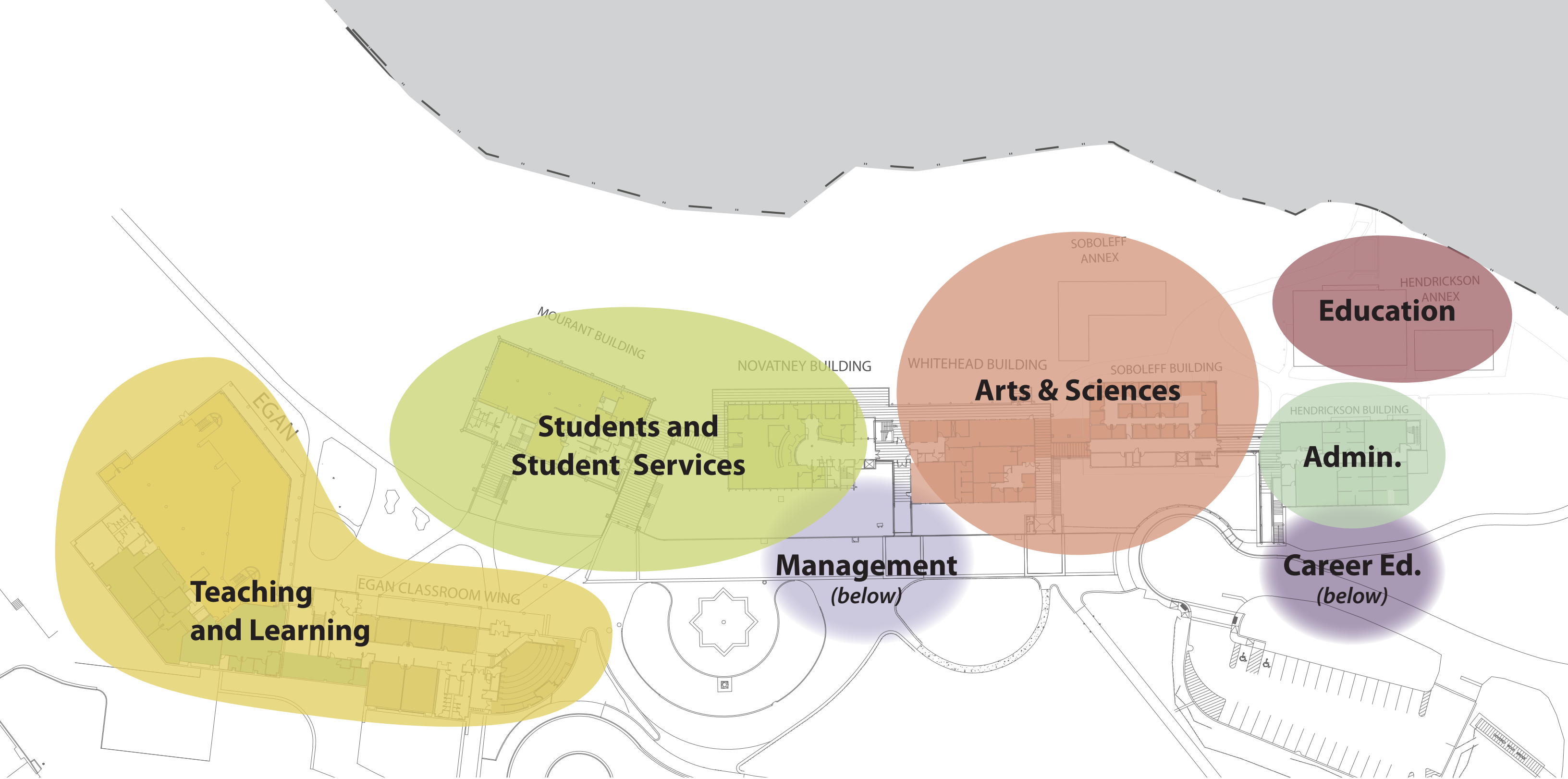
Lakeside

KEY

- Administration
- IT Services
- Library Services
- Student Services
- School of Arts+ Sciences
- School of Education
- Career Education
- School of Management
- General Purpose Classrooms
- Specialty Purpose Classrooms
- Student Space
- Vacant Space
- Utility Space

Overview

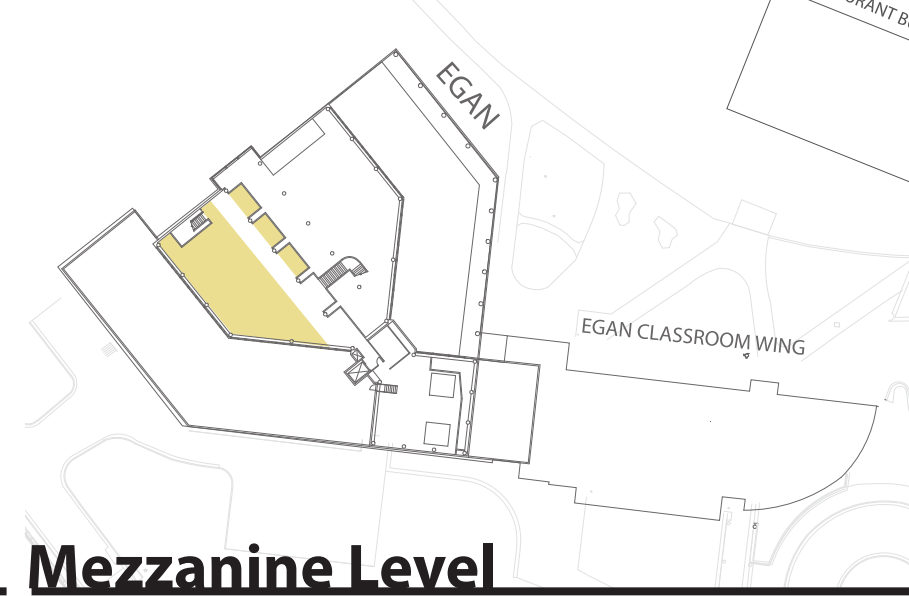
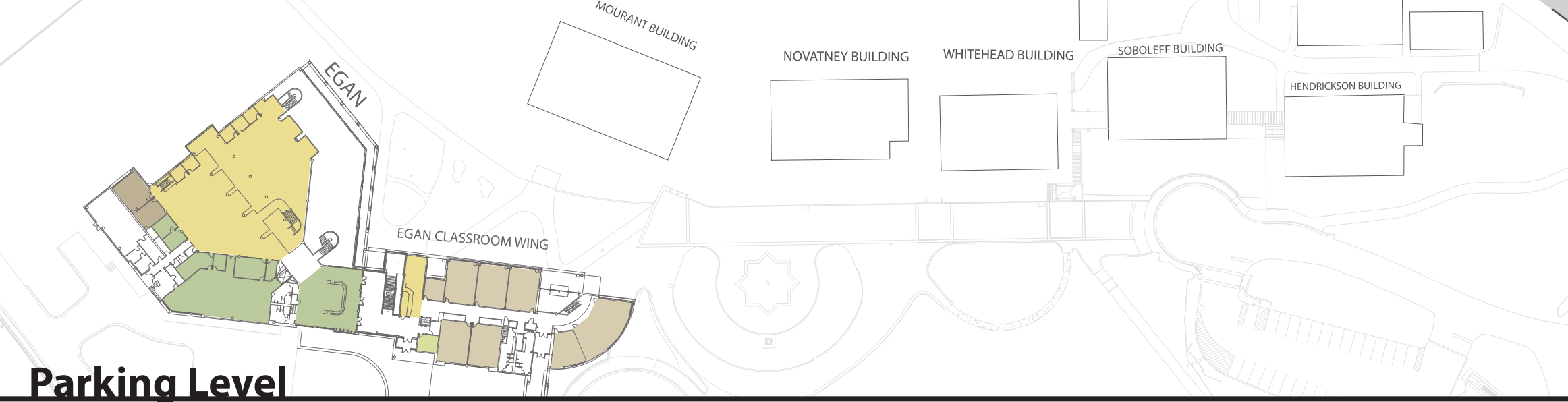




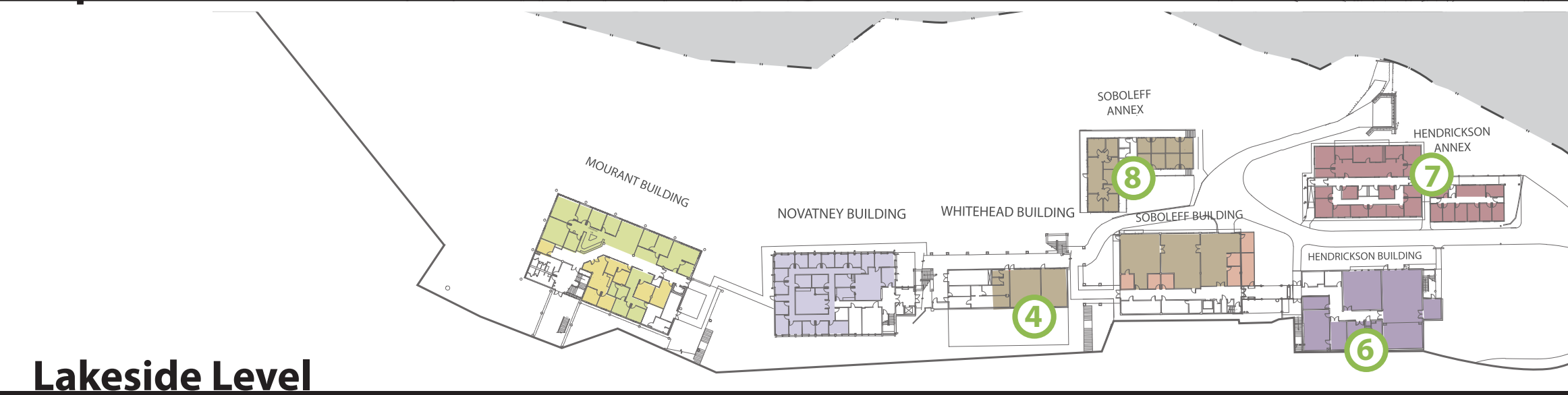
Esplanade Level

Campus Organization





- ① Relocate Learning Center within Library
- ② Move IT Services to Egan
- ③ Renovate Whitehead top floor for Arts & Sciences offices
- ④ Renovate Whitehead bottom floor for Specialty Arts & Sciences classrooms
- ⑤ Renovate Hendrickson top floor for combined Chancellor & Provost offices
- ⑥ Renovate Hendrickson lower level for Career Education
- ⑦ Consolidate School of Education offices into Hendrickson Annex & Annex Annex
- ⑧ Renovate Soboleff Annex for Painting/Drawing & Digital Media

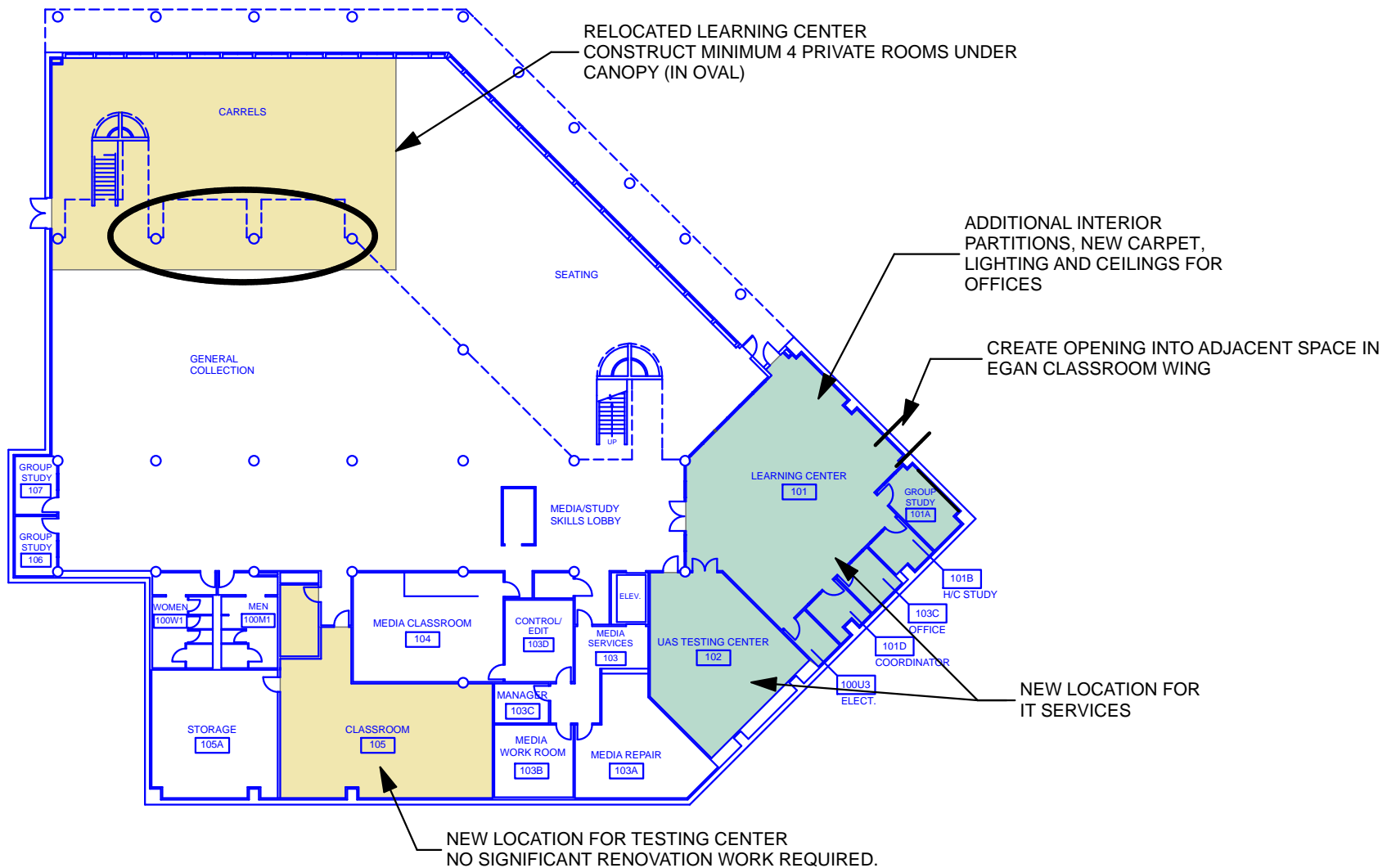


Classroom Count (suggested capacity)

-1 Classroom Egan (108/109)	(0)
-1 Classroom Hendrickson Lakeside Level	(48)
-1 Classroom Hendrickson Espanade Level	(23)
Total: -3 Classrooms	(73)

Option A

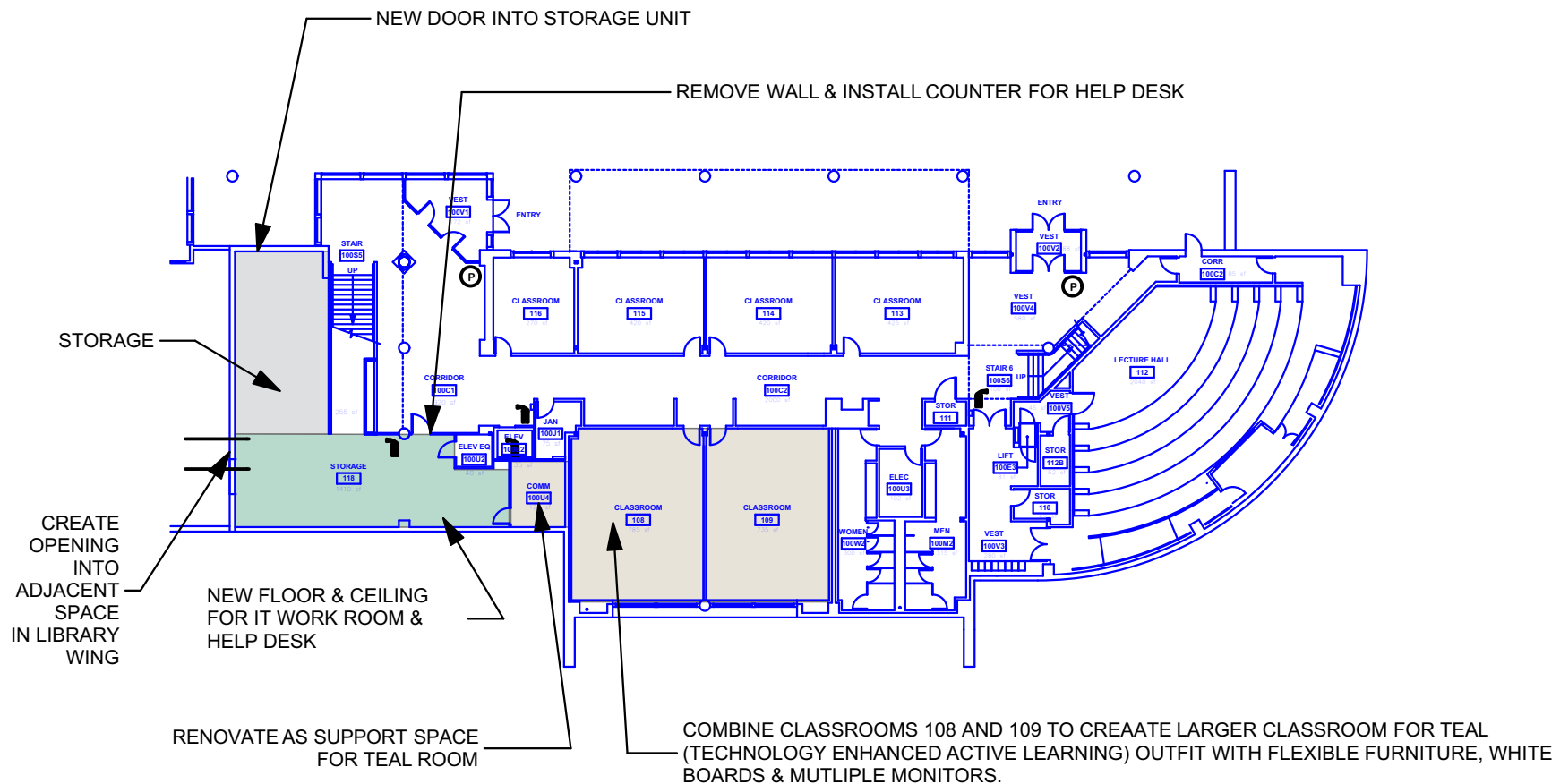




1

EGAN LIBRARY LOWER LEVEL PLAN

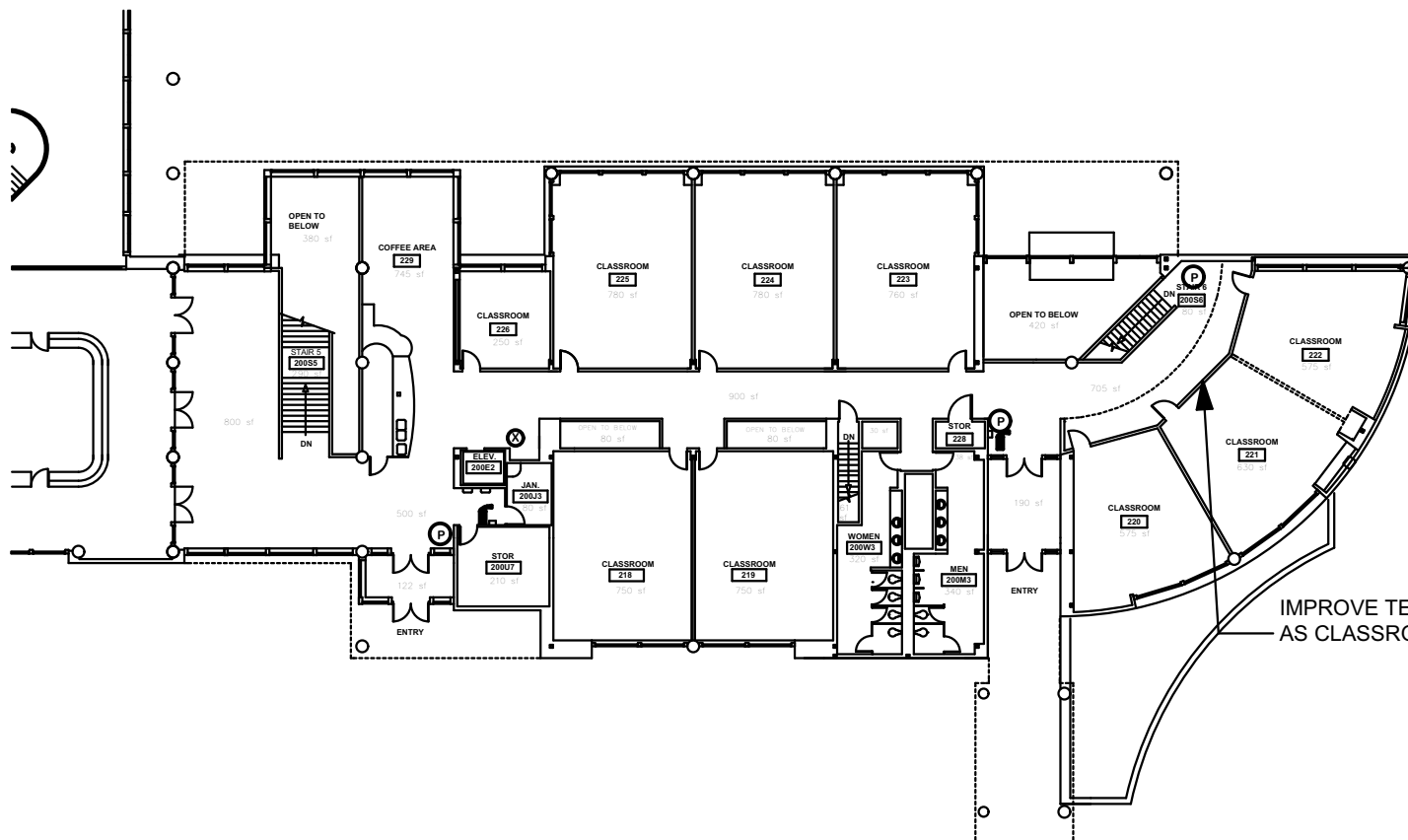
SCALE: 1/32" = 1'-0"



1 EGAN CLASSROOM WING LOWER LEVEL PLAN

SCALE: 1/32" = 1'-0"

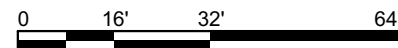
0 16' 32' 64'

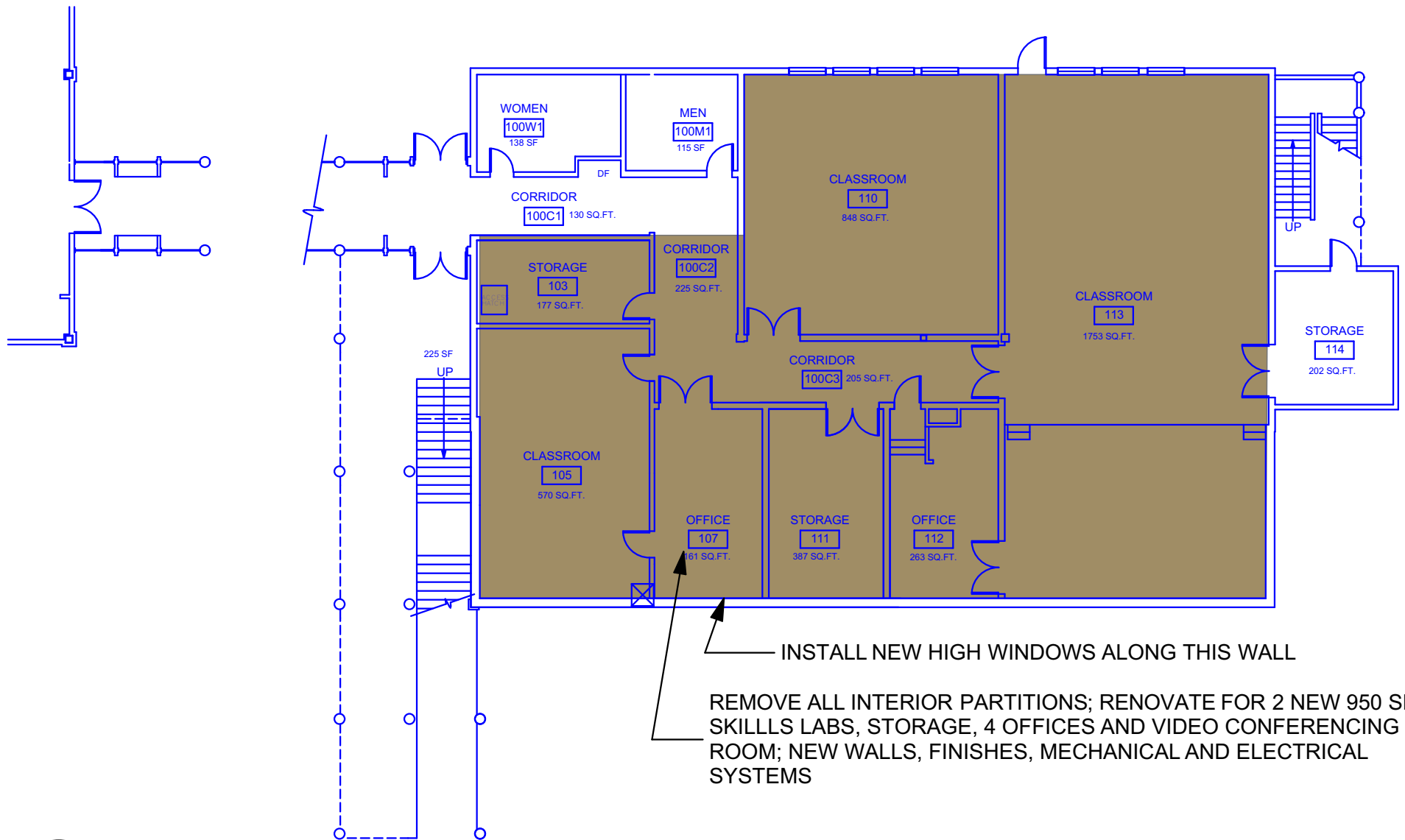


1

EGAN CLASSROOM WING UPPER LEVEL PLAN

SCALE: 1/32" = 1'-0"

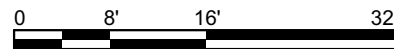




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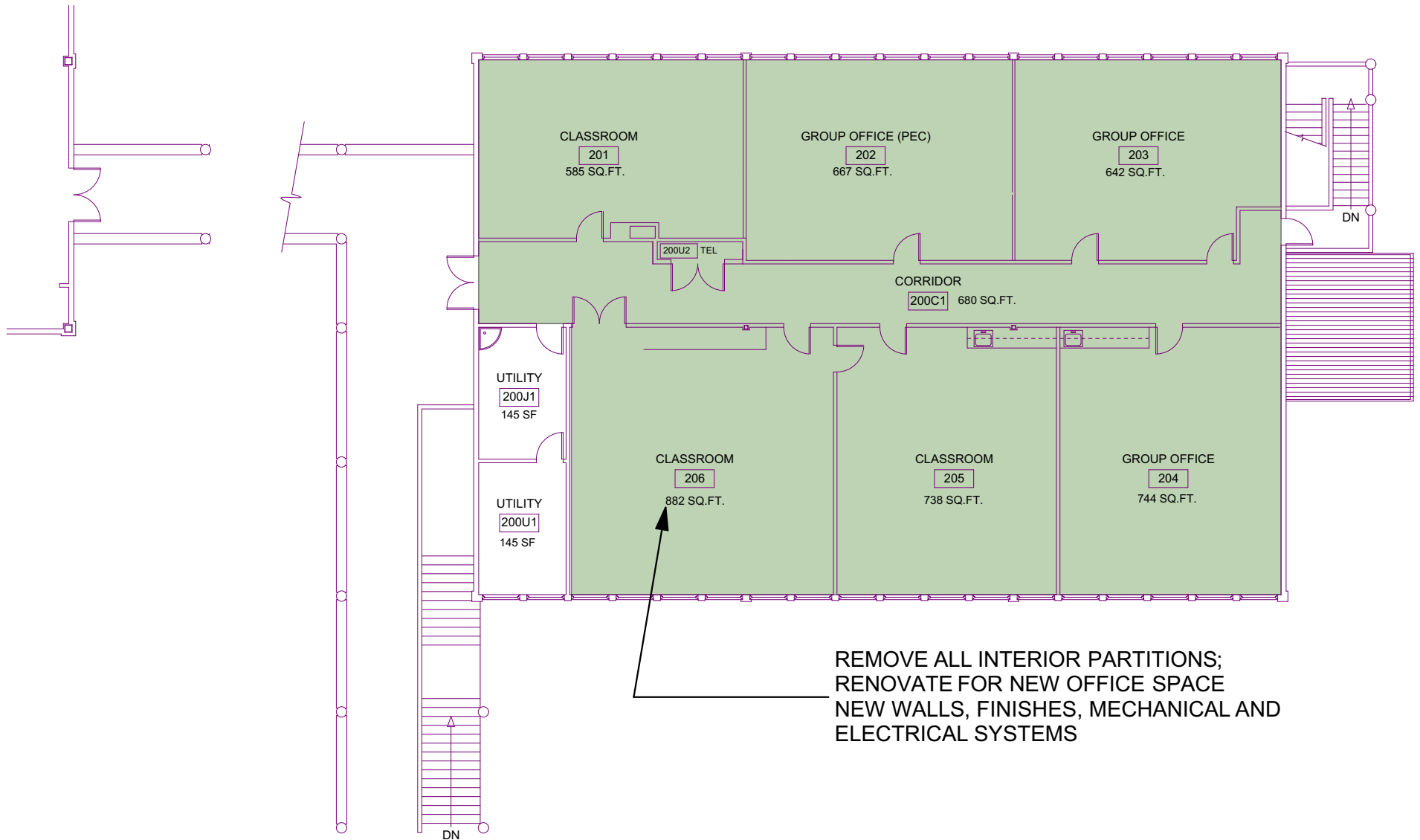
HENDRICKSON LOWER LEVEL PLAN

SCALE: 1/16" = 1'-0"



PROPOSED USE: OFFICES & TEACHING SKILLS LABS FOR NURSING PROGRAMS -
SCHOOL OF CAREER EDUCATION

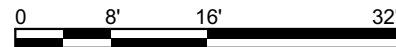




1

HENDRICKSON UPPER LEVEL PLAN

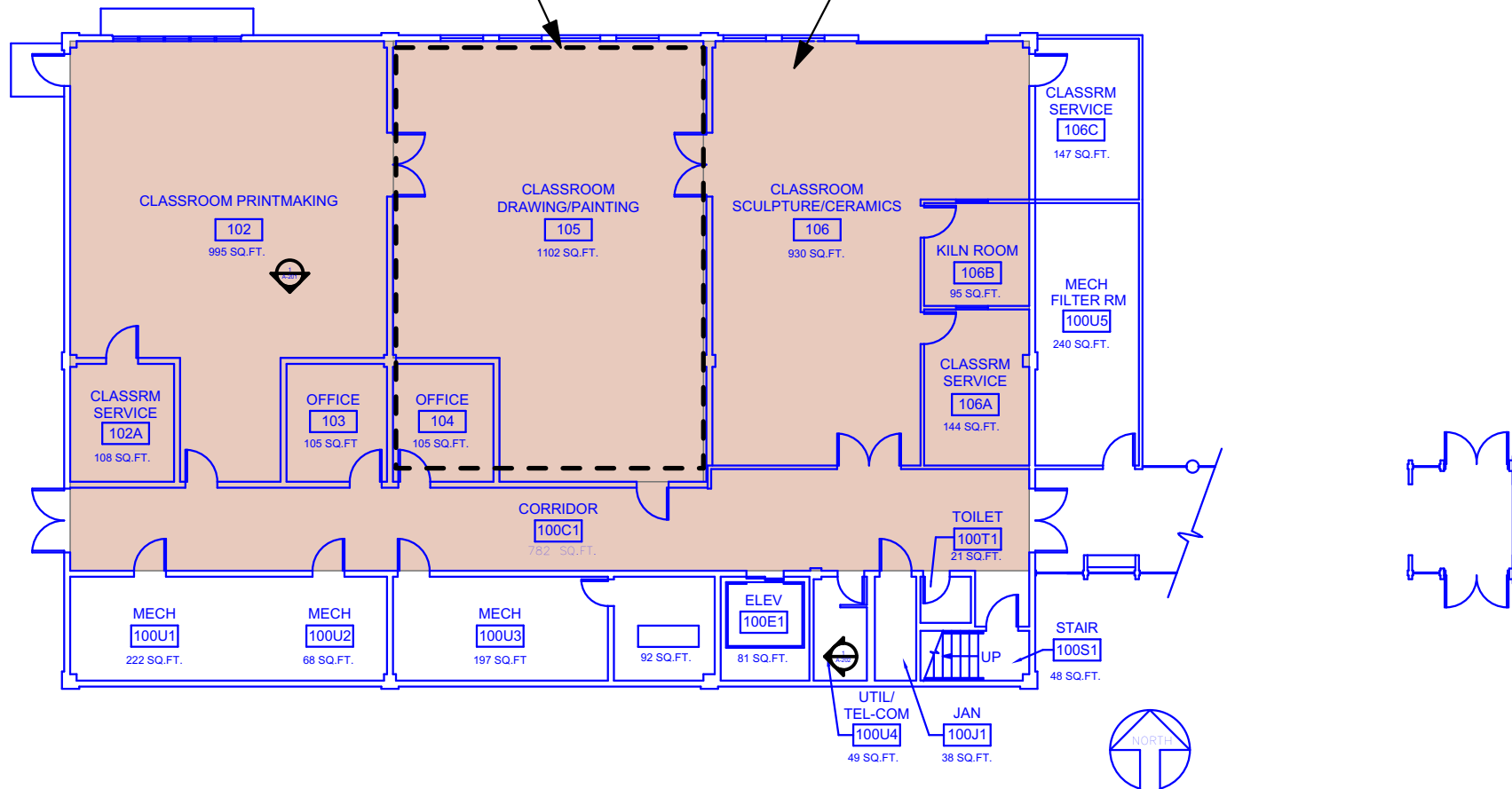
SCALE: 1/16" = 1'-0"



PROPOSED USE: CHANCELLOR & PROVOST'S OFFICES

AREA TO BE CONVERTED TO
SCULPTURE AND WOOD WORKING
STUDIO

REPLACE CEILINGS AND LIGHTING



SOBOLEFF LOWER LEVEL PLAN

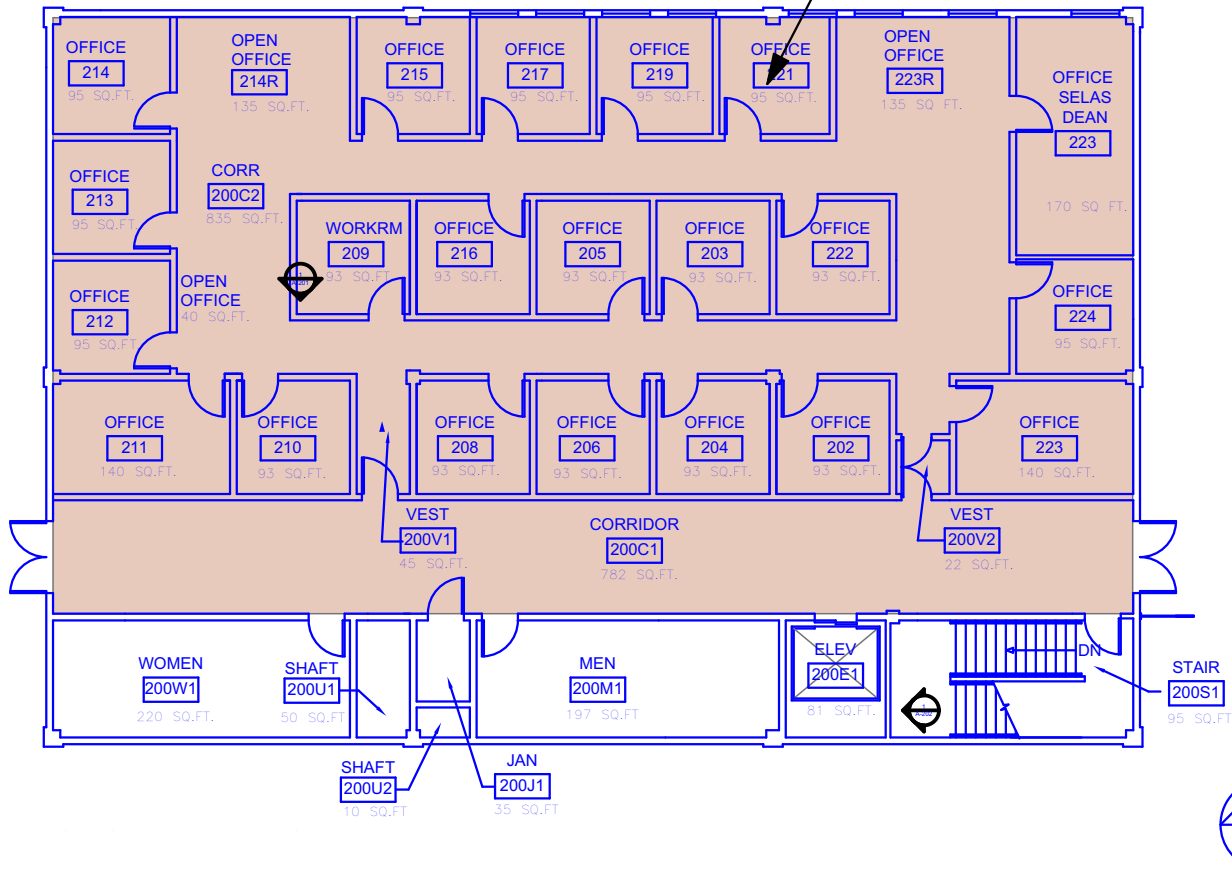
SCALE: 1/16" = 1'-0"

0 8' 16' 32'

PROPOSED USE: ART STUDIOS - CONVERT PAINTING STUDIO TO SCULPTURE &
WOOD SHOP



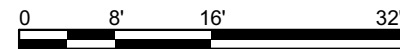
REMOVE SELECT INTERIOR PARTITIONS;
PATCH; REPLACE 40 L.FL OF INTERIOR
WALLS WITH ACOUSTIC GLASS WALLS



1

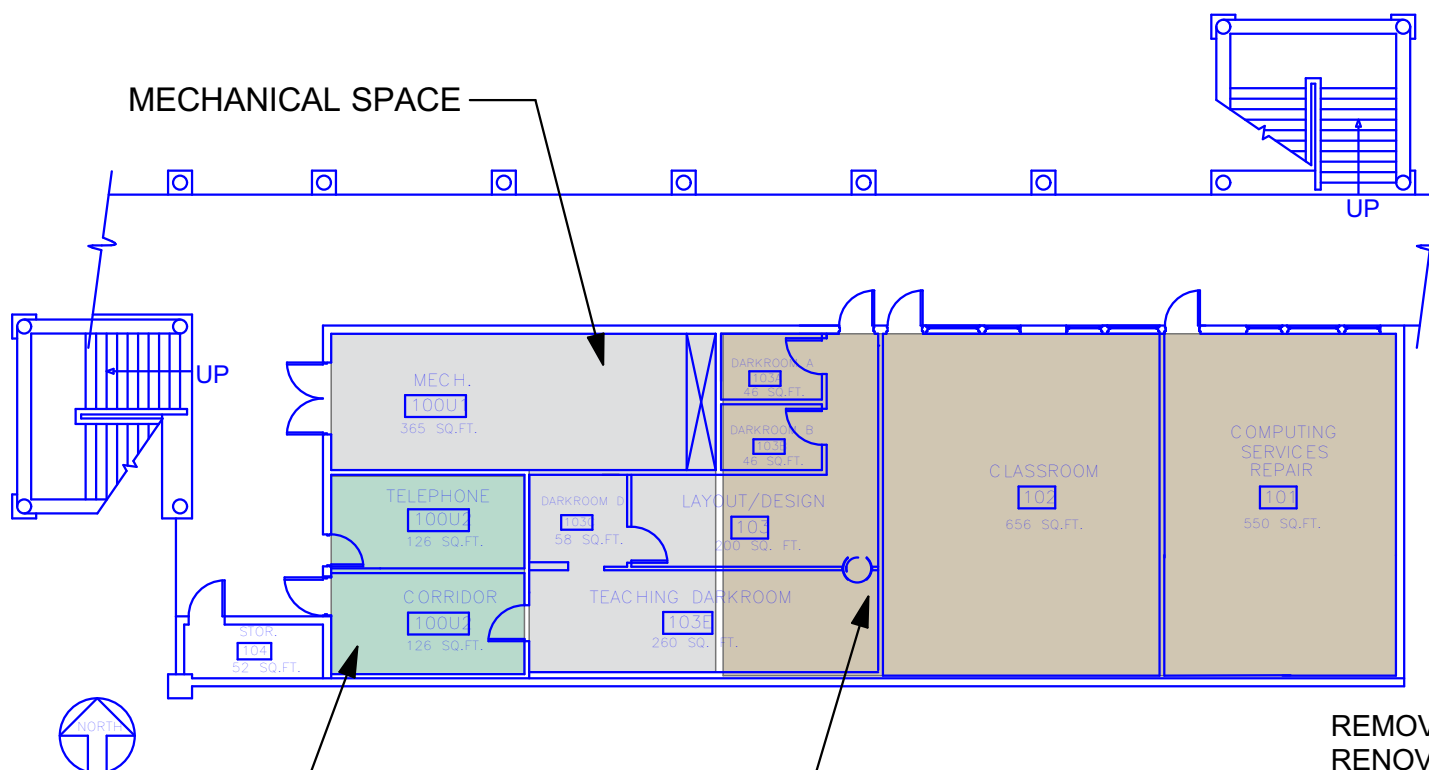
SOBOLEFF UPPER LEVEL PLAN

SCALE: 1/16" = 1'-0"



PROPOSED USE: SCHOOL OF ARTS & SCIENCES OFFICES





IT SERVERS RELOCATED
FROM UPPER LEVEL; PHONE
EQUIPMENT; PROVIDE
COOLING

REMOVE ALL INTERIOR PARTITIONS;
RENOVATE FOR TWO NEW CLASSROOMS;
NEW WALLS, FINISHES, MECHANICAL AND
ELECTRICAL SYSTEMS

1

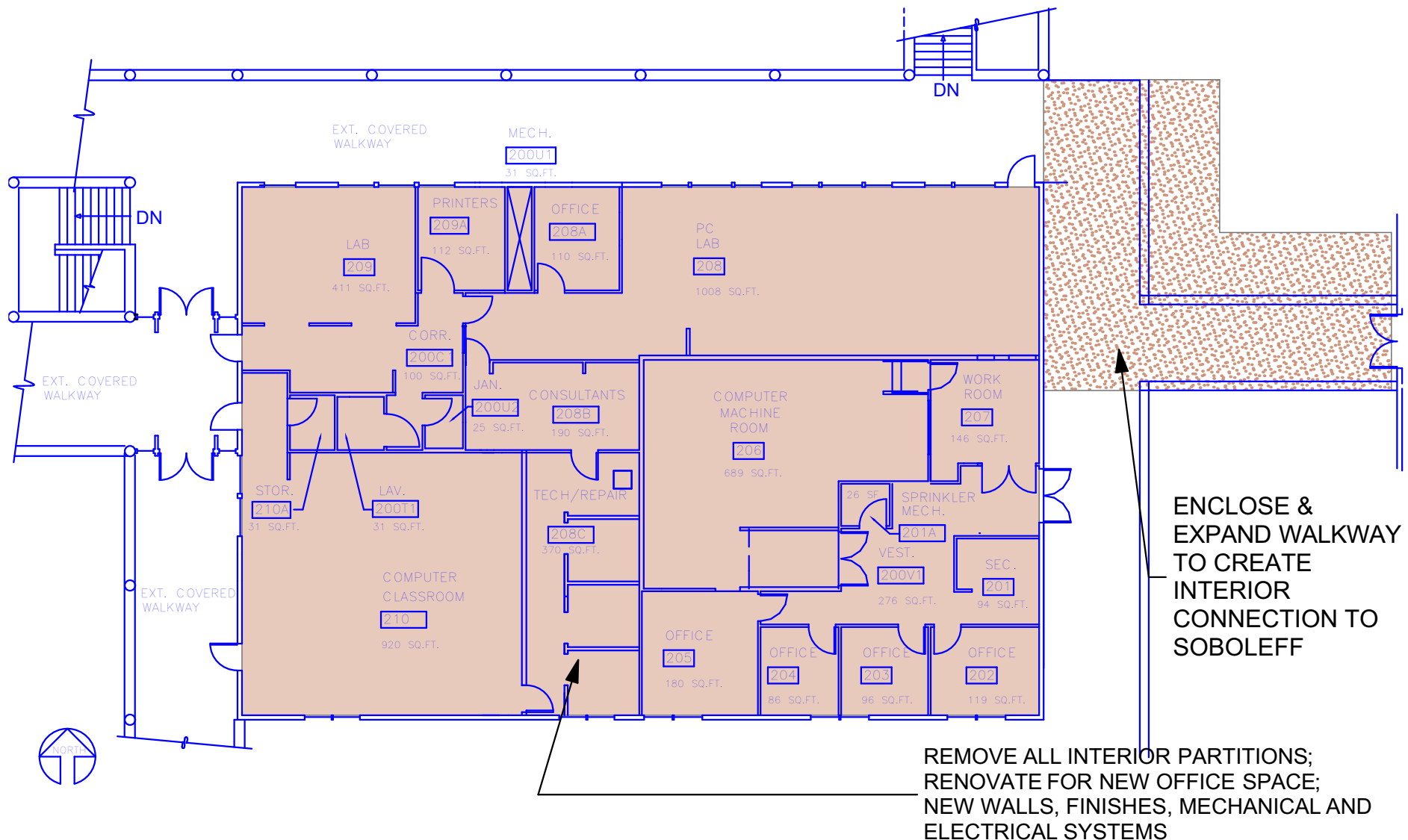
WHITEHEAD LOWER LEVEL PLAN

SCALE: 1/16" = 1'-0"

0 8' 16' 32'

PROPOSED USE: TWO SPECIALTY CLASSROOMS; IT SERVERS; MECHANICAL SPACE





1

WHITEHEAD UPPER LEVEL PLAN

SCALE: 1/16" = 1'-0"

0 8' 16' 32'

PROPOSED USE: SCHOOL OF ARTS & SCIENCES OFFICES



Construction cost	Construction Period	Project	Construction Cost w/ esc.	Additional Project Costs	Total Cost
PHASE IA	Summer 2014	Selective Renovation Egan Library	\$514,500	\$174,930	\$689,430
Relocation Activities	Learning Center moves into Library; Testing center moves into Egan Library 105; IT moves into new space				
PHASE IB	Fall 2014 or	Renovate Whitehead	\$3,080,802	\$1,047,473	\$4,128,275
Relocation Activities	temporarily relocate CNA program to ground floor whitehead; temporarily relocate offices in hendrickson to top floor whitehead				
			TOTAL COST PHASE I		\$4,817,705
PHASE IIA	Summer 2015	Renovate Hendrickson Creation of Collaborative 50 seat classroom in Egan	\$3,530,441	\$1,200,350	\$4,730,791
Relocation Activities	Relocate chancellor and provost; co-locate School of Education to Hendrickson Annex; relocate A&S faculty from Soboleff Annex				
PHASE IIB	Fall 2015	Minor Renovation Soboleff Annex Art room Upgrades Soboleff	\$606,485	\$206,205	\$812,690
			TOTAL COST PHASE II		\$5,543,481
PHASE III	Summer 2016	Soboleff Minor Renovations	\$1,368,438	\$465,269	\$1,833,707
			TOTAL ALL PHASES		\$12,194,893

Building	Egan Library	
Construction Period:	Summer 2014	
Scope:		
1. Renovate Wally World (egan classroom 118) new function to include separate storage area as well as help desk, IT servers and IT storage. Includes cooling for servers		\$39,168
2. Relocate Learning center into ground floor of library; build offices & purchase furniture; Renovate Egan Library 101 and 102 for IT staff		\$475,332
3. Relocate testing center to Egan Library 105		
		<hr/>
		\$514,500
Escalation	0%	\$0
TOTAL CONSTRUCTION		\$514,500

GOALS	Move IT to vacate Whitehead
	Greater space efficiency in use of library

Building	Whitehead		
Construction Period:	3-4 months during school year 2014-15		
Scope:			
1. Exterior			\$893,975
2. Roof/clerestory			\$185,952
3. Interior			\$660,253
4. Mechanical			\$828,945
5. Electrical			\$436,536
6. new heating system			
<hr/>			\$3,005,661
Escalation		2.5%	\$75,142
TOTAL CONSTRUCTION			\$3,080,802

GOALS

- Create temporary Swing Space for Offices and CNA program
- Create home for A&S Office
- A&S Classrooms on ground floor
- Improve energy efficiency of building.
- Capture knuckle between Whitehead and Soboleff

Building	Hendrickson		
Construction Period:	summer 2015		
Scope:			
1. Renovate classroom 108 & 109 for 50 seat collaborative teaching space; Renovate teaching wall in Glacier View room. Includes tech budget & furniture			\$104,691
2. Exterior			\$747,905
3. Roof + clerestory			\$337,490
4. Interior			\$843,001
5. Mechanical			\$722,421
6. Electrical			\$606,817
<hr/>			\$3,362,325
Escalation		5.0%	\$168,116
TOTAL CONSTRUCTION			\$3,530,441

GOALS	Co-locate Chancellor and Provost office
	Improve energy efficiency of Hendrickson
	Co-locate Department of Education in Hendrickson Annex
	New Health Sciences Center in Hendrickson
	Create 50 student collaborative classroom in Egan

Building	Soboleff Annex & Soboleff		
Construction Period:	summer 2015		
Scope:			
1. Soboleff Annex Minor Renovations for Art			\$262,500
2. Soboleff	Dust Collection		\$130,444
3. Soboleff	Art studio lighting and ceilings		\$171,229
			<hr/>
			\$564,172
Escalation		7.5%	\$42,313
		TOTAL CONSTRUCTION	\$606,485
GOALS	Prepare Soboleff Annex for new use by Art		
	Improve Art studios		
	Create Sculpture and Native Woodworking Studio		

Building	Soboleff		
Construction Period:	summer 2016		
Scope:			
1. Exterior			\$621,718
2. Roof + clerestory			\$185,952
3. Interior			\$103,254
4. Mechanical	HVAC		\$300,327
5. Electrical	Misc related to interior		\$32,784
<hr/>			\$1,244,034
Escalation		10.0%	\$124,403
TOTAL CONSTRUCTION			\$1,368,438

GOALS

- Improve Thermal Comfort in offices
- Improve energy efficiency
- Improve offices areas and integrate with White head

**PETERSBURG, ALASKA
T61S, R82E, SEC. 28 & 29
COPPER RIVER MERIDIAN
PETERSBURG RECORDING DISTRICT**

The University of Alaska (the “University”) intends to offer to qualified individuals or entities the opportunity to harvest timber on the University’s South Mitkof Island parcel. The South Mitkof Island parcel is approximately 29 miles southeast of Petersburg on Mitkof Highway. The total area for the South Mitkof Island parcel is approximately 658 acres of which 323 acres is old growth Sitka spruce, western hemlock and yellow cedar. All interested parties will have the opportunity to submit an offer to harvest select old growth timber within the South Mitkof Island parcel.¹

The University will consider offers to harvest timber from qualified individuals or entities, at fair market value, in accordance with the “*2014 South Mitkof Island Competitive Timber Sale Development and Disposal Terms and Conditions*.” Competitive offers must be received at the address listed, by no later than **5:00 P.M. on Wednesday, March 19, 2014**.

It is the sole responsibility of any interested party to ensure that they have received any amendments to this South Mitkof Island Competitive Timber Sale Development and Disposal Plan. The South Mitkof Island Competitive Timber Sale Development and Disposal Plan and any amendments thereto, are available on the Facilities and Land Management website at www.ualand.com. The University intends to award a contract near the end of April 2014.

Parties interested in commenting on the South Mitkof Island Competitive Timber Sale Development and Disposal Plan must submit written comments to the University of Alaska through its Facilities and Land Management department by fax at (907) 786-7733, by email at ua-land@alaska.edu or at the following address, by no later than **5:00 P.M. on Monday, March 17, 2014** to be considered.

**University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska 99508-3438**

¹ Regents’ Policy P05.11.020.A, (Definitions “development plan”).

The University of Alaska (the “University”) is offering to qualified individuals or entities the opportunity to harvest timber on the University’s South Mitkof Island parcel. The University’s South Mitkof Island parcel is located approximately 29 miles southeast of Petersburg along the Mitkof Highway. The total area for the South Mitkof Island parcel is approximately 658 acres of which 323 acres is old growth Sitka spruce, western hemlock and yellow cedar. All interested parties will have the opportunity to submit an offer to harvest select old growth timber within the South Mitkof Island parcel.²

Access to the South Mitkof Island parcel is by road, floatplane or boat. Old logging roads within the parcel may need to be reconstructed in order to provide locations for helicopter landings. The United States Forest Service (USFS) is responsible for the road Rights-of-Way (ROW) and will need to be contacted to coordinate all reconstruction and post-harvest close-out requirements.

This sale will be primarily a select cut helicopter logging operation with some shovel logging ground near the Mitkof Highway. Export of logs will be permitted on this sale but the successful bidder is encouraged to provide some timber to local markets.

The Alaska Department of Fish and Game (“ADFG”) currently identifies one anadromous fish stream on the University’s South Mitkof parcel. This stream will require a 100’ no cut buffer on both sides. There is an additional unnamed stream in the eastern part of the parcel which will require a 50’ buffer

There will be a 100’ management zone from the mean high water mark bordering salt water.

There are two Marine Access Facilities (MAFs) in the area; South Blind Slough would be the closer with Woodpecker Cove also being an alternative. These are both maintained by the USFS. It is the bidders responsibility to contact the USFS regarding use, fees and maintenance.

The University’s development projects are subject to all laws, orders, ordinances and regulations of federal, state or local authorities (including, but not limited to Federal Environmental Protection Administration (EPA) Alaska Department of Environmental Conservation regulations relating to National Pollutant Discharge Elimination System (NPDES) and storm water pollution prevention plans, the U.S. Army Corps of Engineers, Alaska District, Section 404 Wetland Regulations and Permitting, U.S. Fish & Wildlife Service Migratory Bird Management, Alaska Forest Resources and Practices Act (FRPA), Alaska Department of Environmental Conservation (DEC) Regulations, Coastal Management Plans and Alaska Worker’s Compensation Laws, and State of Alaska mining permitting and regulations).

Facilities and Land Management commonly holds an open house to address local concerns regarding the

² Regents’ Policy P05.11.020.C, (Definitions “disposal plan”).

timber sale. Interested parties should thoroughly inspect the parcel prior to submitting an offer to ensure that the parcel is suitable for the party's intended use and to determine all permitting requirements related to that intended use.

The University is interested in receiving offers from qualified individuals or entities with: a proven record of contract compliance in large timber harvest sales, proven experience harvesting timber, a high level of operational efficiency, financial capability to properly complete the project in a timely manner, and a commitment to environmentally sound timber harvesting.

The University will consider offers to harvest timber from qualified individuals or entities, at fair market value, in accordance with the *"2014 South Mitkof Island Competitive Timber Sale Development and Disposal Terms and Conditions."* **The University reserves the right to terminate this Timber Sale and to reject any and all offers submitted, in its sole discretion, to negotiate the terms of any offer submitted, or to select the offer which the University determines to be in the best interest of the University.**

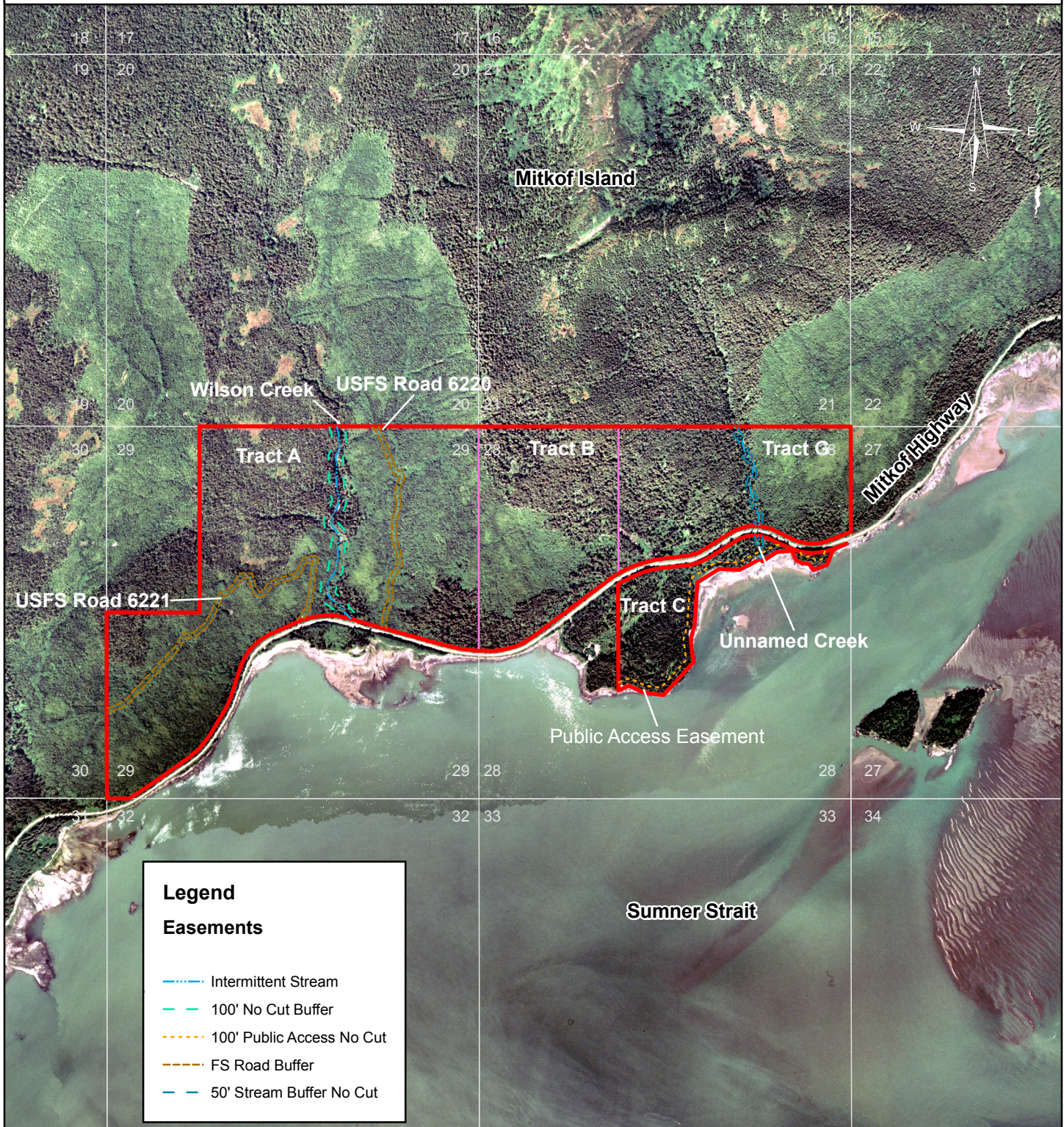
LEGAL DESCRIPTION AND PARCEL NUMBER

<u>PARCEL #</u>	<u>AREA</u>	<u>LEGAL</u>	<u>ACRES</u>
PE.SM.XXXX	Petersburg South Mitkof	<u>T61S, R82E:</u> SECTION 28: TRACTS B, C AND G	±658
		<u>T61S, R82E:</u> SECTION 29: TRACT A	

South Mitkof Island

Exhibit A

PE.SM.XXXX
657.854 Acres



2,000

Feet

**UA FACILITIES and
LAND MANAGEMENT
November 2013**

Photo Source : UAF-GINA
Photo Date : 2006

Meridian Township Range
C 61S 82E

Petersburg C-2 (USGS)

**PETERSBURG, ALASKA
T61S, R80E, SEC. 5 & 8
COPPER RIVER MERIDIAN
PETERSBURG RECORDING DISTRICT**

The University of Alaska (the “University”) intends to offer to qualified individuals or entities the opportunity to harvest timber on the University’s Wrangell Narrows East parcel. The Wrangell Narrows East parcel is located on Mitkof Island, approximately 14 miles southwest of Petersburg along the Wrangell Narrows. The total area for the Wrangell Narrows East parcel is approximately 368 acres. The tree species present consists of western hemlock and Sitka spruce. All interested parties will have the opportunity to submit an offer to harvest timber on all or a portion of the Wrangell Narrows East parcel.¹

The University will consider offers to harvest timber from qualified individuals or entities, at fair market value, in accordance with the “*2014 Wrangell Narrows East Competitive Timber Sale Development and Disposal Terms and Conditions*.” Competitive offers must be received at the listed address, by no later than **5:00 P.M. on Wednesday, March 19, 2014**.

It is the sole responsibility of any interested party to ensure that they have received any amendments to this Wrangell Narrows East Competitive Timber Sale Development and Disposal Plan. The Wrangell Narrows East Competitive Timber Sale Development and Disposal Plan and any amendments thereto, are available on the Facilities and Land Management website at www.ualand.com. The University intends to award a contract near the end of April 2014.

Parties interested in commenting on the Wrangell Narrows East Competitive Timber Sale Development and Disposal Plan must submit written comments to the University of Alaska through its Facilities and Land Management department by fax at (907) 786-7733, by email at ua-land@alaska.edu or at the following address, by no later than **5:00 P.M. on Monday, March 17, 2014** to be considered.

**University of Alaska
Facilities and Land Management
1815 Bragaw Street, Suite 101
Anchorage, Alaska 99508-3438**

¹ Regents’ Policy P05.11.020.A, (Definitions “development plan”).

The University of Alaska (the “University”) is offering to qualified individuals or entities the opportunity to harvest timber on the University’s Wrangell Narrows East parcel. The University’s Wrangell Narrows East parcel is located on Mitkof Island, approximately 14 miles southwest of the Petersburg along the Wrangell Narrows. The total area for the Wrangell Narrows East parcel is approximately 368 acres. The tree species present consists of western hemlock and Sitka spruce. All interested parties will have the opportunity to submit an offer to harvest timber on all or a portion of the Wrangell Narrows East parcel.²

Access to the Wrangell Narrows East parcel is by floatplane or boat.

This will be a select cut helicopter harvest sale. It will be up to the successful bidder to determine which trees they would like to harvest. Once a tree is cut all merchantable wood must be utilized. There are no roads so timber will have to be flown to a barge or the University may allow one small area to be cleared. This area may only be used for the landing of flown logs for sorting, scaling and barge loading.

The Alaska Department of Fish and Game (“ADFG”) does not currently identify any anadromous fish streams on the University’s Wrangell Narrows East parcel. The Successful Offeror is still responsible for confirming with ADFG the status of streams or waterbodies identified on-site during timber harvesting.

Export of logs from this sale will be allowed, however the successful bidder is encouraged to provide some logs to local markets.

The University’s development projects are subject to all laws, orders, ordinances and regulations of federal, state or local authorities (including, but not limited to Federal Environmental Protection Administration (EPA) Alaska Department of Environmental Conservation regulations relating to National Pollutant Discharge Elimination System (NPDES) and storm water pollution prevention plans, the U.S. Army Corps of Engineers, Alaska District, Section 404 Wetland Regulations and Permitting, U.S. Fish & Wildlife Service Migratory Bird Management, Alaska Forest Resources and Practices Act (FRPA), Alaska Department of Environmental Conservation (DEC) Regulations, Coastal Management Plans and Alaska Worker’s Compensation Laws, and State of Alaska mining permitting and regulations).

Facilities and Land Management commonly holds an open house to address local concerns regarding the timber sale. Interested parties should thoroughly inspect the parcel prior to submitting an offer to ensure that the parcel is suitable for the party’s intended use and to determine all permitting requirements related to that intended use.

² Regents’ Policy P05.11.020.C, (Definitions “disposal plan”).

The University is interested in receiving offers from qualified individuals or entities with: a proven record of contract compliance in large timber harvest sales, proven experience of harvesting timber, a high level of operational efficiency, financial capability to properly complete the project in a timely manner, and a commitment to environmentally sound timber harvest.

The University will consider offers to harvest timber from qualified individuals or entities, at fair market value, in accordance with the “2014 Wrangell Narrows East Competitive Timber Sale Development and Disposal Terms and Conditions.” **The University reserves the right to terminate this Timber Sale and to reject any and all offers submitted, in its sole discretion, to negotiate the terms of any offer submitted, or to select the offer which the University determines to be in the best interest of the University.**

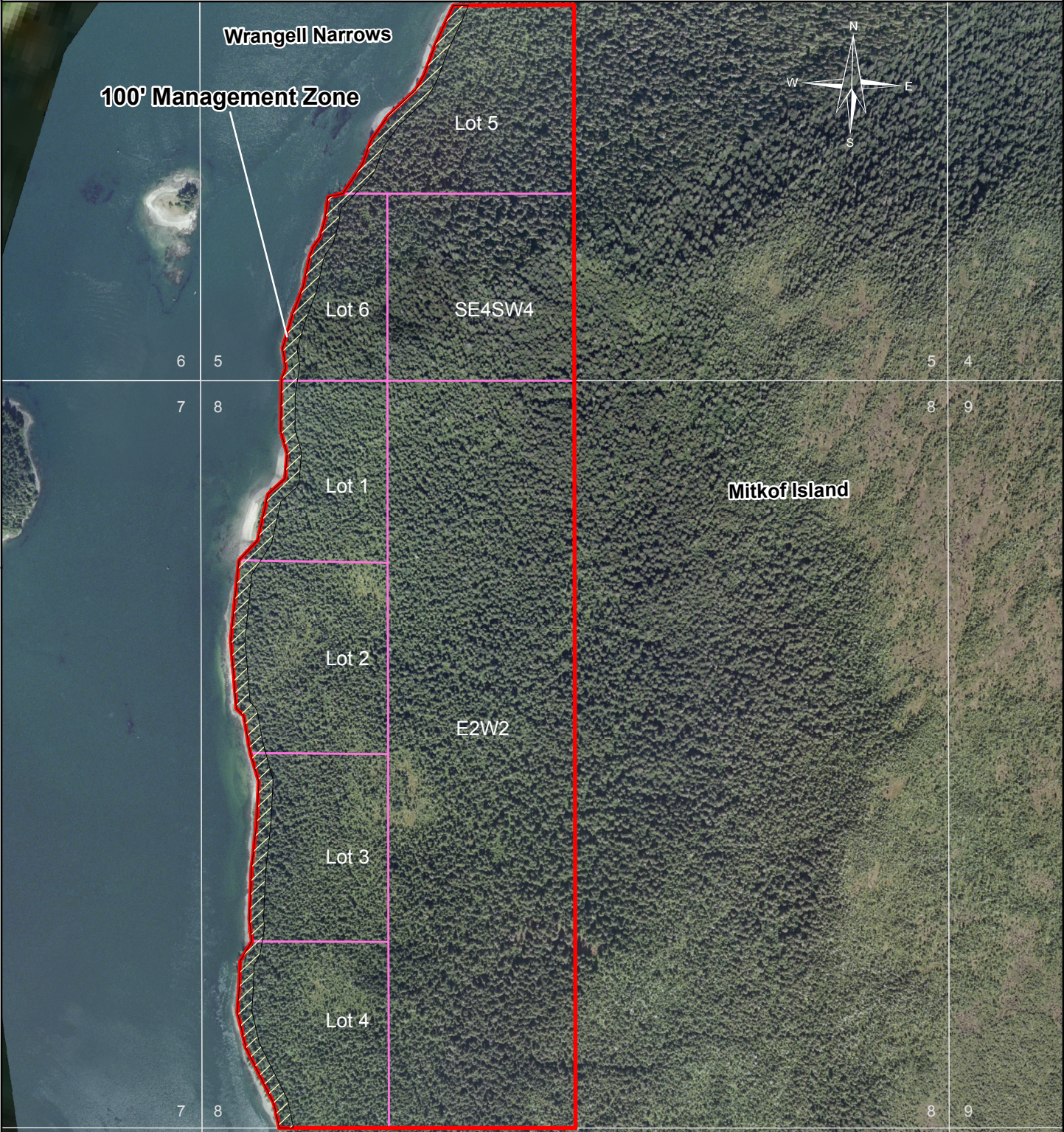
LEGAL DESCRIPTION AND PARCEL NUMBER

<u>PARCEL #</u>	<u>AREA</u>	<u>LEGAL</u>	<u>ACRES</u>
PE.WN.XXXX	Petersburg Wrangell Narrows East	<u>T61S, R80E:</u> SECTION 5: LOTS 5 & 6, AND SE4SW4 <u>T61S, R80E:</u> SECTION 8: LOTS 1, 2, 3 & 4, AND E2W2	±368

Wrangell Narrows East

Exhibit A

PE.WN.XXXX
368.65 Acres



UNIVERSITY
of ALASKA
Many Traditions One Alaska

1,000

Feet

**UA FACILITIES and
LAND MANAGEMENT
December 2013**

Photo Source : UAF-GINA
Photo Date : May-Sept. 2006

Meridian Township Range
C 61S 80E

Petersburg C-3 (USGS)



Total Project Cost	\$ 3,850,000
Approval Level:	FLMC

FORMAL PROJECT APPROVAL REQUEST

TO: Pat Gamble
President

TO/THROUGH: Kit Duke
AVP Facilities and Land Management

THROUGH: Tom Case
Chancellor

EB Bohm, SA for T. CASE

THROUGH: Elisha Bear Baker
Provost

EB Bohm, SA

THROUGH: Bill Spindle

Vice Chancellor, Administrative Services

Bill Spindle

THROUGH: Chris Turletes

Associate Vice Chancellor, Facilities and Campus Services

[Signature] 16 Jan 14

THROUGH: John Faunce

Director, Facilities Planning and Construction

John Faunce 1/16/14

FROM: Summer Sauve
Project Manager

DATE: 1/15/14

SUBJECT: Project Type: R&R
Project Name: UAA 1901 Bragaw Tenant Improvements
Project No.: 13-0149

Cc:



Project Program Resource Planning Process Status Report

UAA 1901 Bragaw Tenant Improvements

Formal Project Approval Requested

This project will repair some of the building systems and renovate the interior spaces to accommodate the existing programs that are being relocated from the Diplomacy Building.

Milestone #0

Mission Area Analysis: (included in purchase justification) Date: 6/6/13
Statement of Need: (included in purchase justification) Date: 6/6/13

Milestone #1

Statewide Academic Council (SAC) Review: Date: N/A
(no changes to academic programs, replacement of existing facilities)

Milestone #2

Preliminary Administrative Approval: Date: 12/19/13

Milestone #3

Statement of Requirements: (Being prepared during Design) Date: _____

Milestone#4

Business and Financing Plan: (prepared in conjunction with purchase request) Date: 6/6/13
Operating Budget Request: (Replaces existing Facilities) Date: N/A
Capital Budget Request: Date: N/A
Legislative Funding Received: N/A
Board acceptance of funding: Date: N/A

Milestone #5

Formal Project Approval: Date: 2/20/14
Schematic Design Approval: Date: _____

Milestone #6

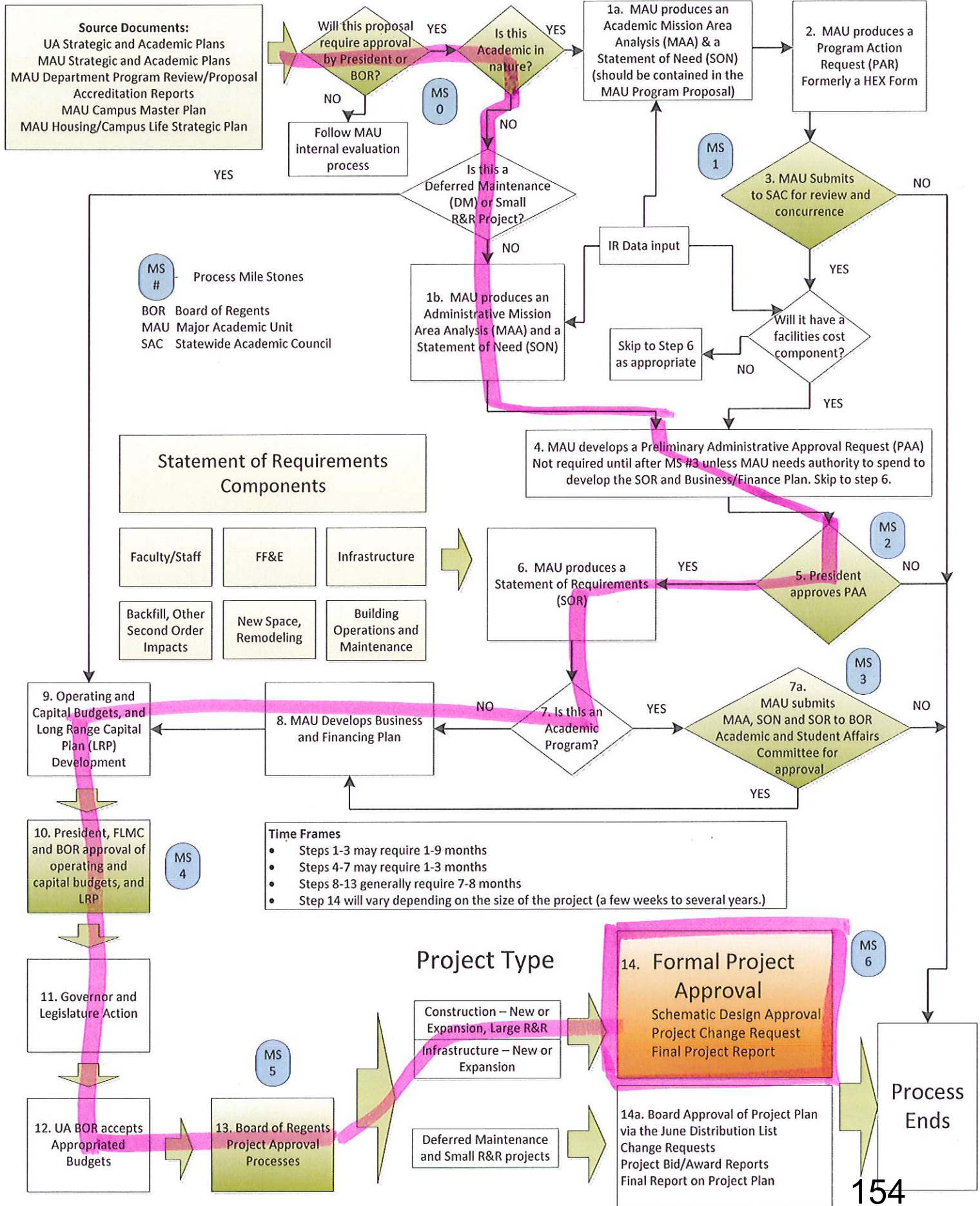
Construction Started: Date: _____
Construction Completed: Date: _____
Beneficial Occupancy: Date: _____
Final Project Report: Date: _____

Project Completed

University of Alaska Program Resource Planning

Academic, Budget and Project Planning Process

Rev. 9-8-11





FORMAL PROJECT 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: January 14, 2014

Total Project Cost:	\$3,850,000	
Approval Required:	Full Board	
Prior Approvals:	Preliminary Administrative Approval	12/19/13

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 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.

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 property 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 improvements 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.

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 following 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. If residual space is available after accommodating Diplomacy Building occupants, other UAA organizations who currently reside in commercial leased space will be accommodated as space allows.

Variances

We are investigating the new State of Alaska Space standards to determine applicability to this project and expect to incorporate them to the extent practical within available funding. However, the current estimates are based on taking maximum advantage of the existing interior configuration of the building.

Special Considerations

Statewide will provide design and construction for a new condensing unit, site drainage and mold remediation.

Total Project Cost and Funding Sources

<u>Funding Title</u>	<u>Fund Account</u>	<u>Amount</u>
FY14 FP&C General Recharge	174004-17059	\$450,000
Proceeds from sale of Diplomacy Bldg	TBD	\$1,700,000
FY14/FY15 DM/R&R	TBD	\$1,700,000
Total Project Cost		\$3,850,000

Annual Program and Facility Cost Projections

Although a budget request was not made for O&M costs for the larger 1901 Bragaw Building, the anticipated additional costs are as follows:

<u>Facilities Costs:</u>	<u>Amount</u>
Maintenance & Repair (<i>1.5% of Total Project Cost-Represents increased size of building</i>)	\$57,750
Operations (<i>based on 9000 sqft of increased building size for admin, grounds & landscaping, utilities, custodial</i>)	\$49,500
Annual O&M Cost	\$107,250

Project Delivery Method

Design-Bid-Build

Affirmation

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

Supporting Documents

Project Agreement
One-page Project Budget

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: 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 Agreement: January 10, 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

The Diplomacy Building on 4500 Diplomacy Drive, Anchorage, AK has been sold and the four facilities comprising the Bragaw Office Complex on the 1800-1900 block of Bragaw Street, Anchorage, AK purchased by UAF. In exchange for UAA's ownership interest in the Diplomacy Building, the building at 1901 Bragaw Street will become the property 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 improvements 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.

On June 25th, 2013, UAF 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, UAF Statewide Facilities and Land Management purchased the Bragaw Office Complex including the following 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. If residual space is available after accommodating Diplomacy Building occupants, other UAA organizations who currently reside in commercial leased space will be accommodated as space allows.

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, UA Statewide, and the UA Foundation resulting in the sale of one property and purchase of the other necessitate the move of occupants from one location to the other.

Mission Area Analysis/Statement of Need

As noted in the previous paragraph, there will be no change to the basic mission of the occupants and their need for adequate facilities to perform their mission.

Statement of Requirements

UAA will plan, design, construct, and relocate various UAA tenants from the 5-story 55,500 GSF Diplomacy Building to the 3-story 64,500 sf building at 1901 Bragaw Street. Actions required for this project to include programming, space planning, tenant improvement drawings, mechanical and electrical engineering, cost estimating, and bidding/construction administration services. Basic sequence of events for project execution includes:

- Conduct interviews with Diplomacy Building occupants to determine current space use, adjacencies, and identify any special requirements. Conduct interviews with additional UAA prospective tenants to the 1901 Bragaw Building as space allows.
- Develop the optimal space allocation plan, to include detailed space assignments and floor plan designs for the 1901 Bragaw Building based on Diplomacy Building tenant requirements.
- Complete inventory of FF&E that will be relocated from Diplomacy Building and coordinate reuse within the 1901 Bragaw Street property.
- Evaluate the adequacy of existing electrical, mechanical, fire protection, telecommunication, and building control systems for intended use and provide designs for required modifications.
- Develop a proposed Relocation Schedule to start tenant improvements or modifications on the 1901 Bragaw Building in January 2014 and move Diplomacy Building occupants incrementally, to be complete no later than 30 June 2015.
 - To save lease costs in the Diplomacy Building, the goal is to the extent feasible, vacate a complete floor at a time allowing for 3rd party leasing and incremental rent reduction until complete.
- Design and complete tenant improvements based on the Space Allocation and Relocation Plans to include:
 - fresh paint and carpet replacement throughout,
 - infrastructure modifications (new/changed partition walls, lighting and HVAC adjustments), and
 - any immediate repairs identified.
 - Goal is to use existing floor plan and room designs to greatest extent to reduce costs; however, some flexibility will be considered to best accommodate the occupants.
- Actions to be coordinated and synchronized with the execution of tenant improvements are:
 - IT/telecommunications infrastructure and workstation upgrade and setup
 - Procurement and installation of additional or special furniture or equipment
 - Relocation or moving of property, goods, and materials from the Diplomacy Building or other UAA locations into the 1901 Bragaw Street facility.
 - A detailed cost estimate for each of those areas based on occupant needs and consultant-developed plans requires further assessment and resourcing by UAA.
- Upon complete vacation of the Diplomacy Building, coordinate reparations, key /lock core exchange, and any other actions required to complete the Renter Exit Inspection with ANTHC.

- Provide as-built drawings and space assignment and utilization diagrams based on finished relocation.

Strategic Importance

See above.

Impact Analysis

See above.

Program Enhancements

None.

Needs Assessment

See above.

Project Impact

See above.

Project Site Considerations

The current site has drainage problems, extensive mold in the basement, condensing unit needs replacement.

Incremental Costs

Statewide will provide design and construction for a new condensing unit, site drainage and mold remediation.

Proposed Funding Plan

See Total project cost and Funding Sources

Annual Program and Facility Cost Projections

Although a budget request was not made for O&M costs for the larger 1901 Bragaw Building, the anticipated additional costs are as follows:

<u>Facilities Costs:</u>	<u>Amount</u>
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Annual O&M Cost	\$107,250

Total Project Cost and Funding Sources

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Total Project Cost		\$3,850,000

Project Schedule

DESIGN

Conceptual Design	January 2014
Formal Project Approval	January 2014

Schematic Design	February 2014
Schematic Design Approval	April 3, 2014
Construction Documents	June 2014
BID & AWARD	
Advertise and Bid	June 2014
Construction Contract Award	July 2014
CONSTRUCTION – Phase 1	
Start of Construction	August 2014
Construction Complete	May 2015
Date of Beneficial Occupancy	June 2015
Warranty Period	1 year
CONSTRUCTION – Phase 2	
Start of Construction	August 2015
Construction Complete	May 2015
Date of Beneficial Occupancy	June 2015
Warranty Period	1 year

Supporting Documents

None

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.

Tom Sternberg, Director of Facilities Maintenance and Operations

John Faunce, Director of Facilities Planning and Construction

Chris Turletes, Associate Vice Chancellor, Facilities and Campus Services

Bill Spindle, Vice Chancellor, Administrative Services

Elisha “Bear” Baker, Provost

Tom Case, Chancellor

Kit Duke, AVP F&LM

UNIVERSITY OF ALASKA	
Project Name: UAA 1901 Bragaw Tenant Improvements	
MAU: Renovation & Repurposing	
Building: UAA, Off Campus, Bragaw Office Complex, #3, AO111, Anchorage	
Campus: Anchorage	Prepared by: S. Sauve
Project #: 13-0149	Acct #: TBD
Total GSF Affected by Project:	\$ 64,500
PROJECT BUDGET	FPA Budget
A. Professional Services	
Advance Planning, Program Development	\$ 30,000
Consultant: Design Services	\$ 180,000
Consultant: Construction Phase Services	\$ 60,000
Consul: Extra Services (List: _____)	
Site Survey	
Soils Testing & Engineering	
Special Inspections	
Plan Review Fees / Permits	\$ 12,000
Professional Services Subtotal	\$ 282,000
B. Construction	
General Construction Contract(s)	\$ 2,800,000
Other Contractors (List: _____)	
Construction Contingency	\$ 224,000
Construction Subtotal	\$ 3,024,000
<i>Construction Cost per GSF</i>	<i>\$ 47</i>
C. Building Completion Activity	
Equipment	\$ 40,000
Fixtures	
Furnishings	\$ 40,000
Move-Out Costs	\$ 5,000
Move-In Costs	\$ 5,000
Art	\$ -
OIT Support	\$ 20,000
Maintenance Operation Support	
Building Completion Activity Subtotal	\$ 110,000
D. Owner Activities & Administrative Costs	
Project Plng, Staff Support	\$ 85,920
Project Management	\$ 60,000
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$ 18,080
Owner Activities & Administrative Costs Subtotal	\$ 164,000
E. Total Project Cost	\$ 3,580,000
<i>Total Project Cost per GSF</i>	<i>\$ 56</i>
F. Total Appropriation(s)	\$ 3,580,000

State Authorization Reciprocity Agreement (SARA) Report to the UA Board of Regents, February 2014

Background

For purposes of consumer protection, states have long held the authority to regulate institutions that offer higher education to their residents. In fall of 2010, the U.S. Department of Education (USDOE) released new regulations that brought state oversight of **distance education** into the spotlight. This federal regulation was later vacated for procedural reasons. However, a statement released by USDOE in July 2012 reminded postsecondary institutions that they “continue to be responsible for complying with all State laws as they relate to distance education.”

Summary of the Problem

Federal regulations require states to approve institutions that operate in their state according to their own regulations (if any), but definition of the word “operate” is left to the discretion of each state. These definitions vary widely.

What triggers the requirement for a postsecondary institution to apply for authorization to offer distance education in a given state? In some states, universities that advertise within the state must apply for authorization to offer distance education. In other states, universities that require local exam proctors or conduct an internship must apply. In some states, virtually no higher-education institutions need to apply for authorization to offer distance education. Not only are the triggers for who must apply inconsistent from state to state, the process for application and the required fees also vary dramatically. State regulations are so diverse that many universities have hired full-time staff to track the requirements and application process for each state.

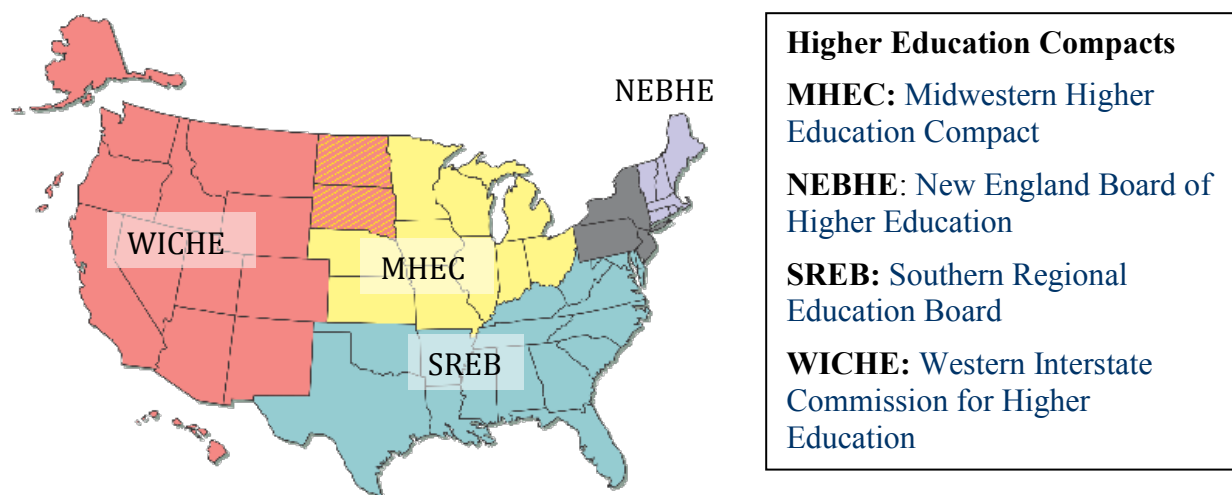
“Higher education needs a new way for states to oversee the delivery of postsecondary distance education. The current process is too varied among the states to assure consistent consumer protection, too cumbersome and expensive for institutions that seek to provide education across state borders, and too fragmented to support our country’s architecture for quality assurance in higher education — the quality assurance “triad” of accrediting agencies, the federal government, and the states.” —<http://www.wiche.edu/sara>

Proposed Solution: State Authorization Reciprocity Agreement (SARA)

In 2013, a national council was formed, creating a voluntary method for states and postsecondary institutions to address the oversight of distance education through reciprocal agreements. The State Authorization Reciprocity Agreement (SARA) is administered by the four regional higher-education compacts (WICHE, MHEC, NEBHE, and SREB).

This agreement is patterned after the system for U.S. drivers’ licenses. Each state holds authority for regulating the license to drive within their state, but states work cooperatively to honor licensure from other states. A person who holds a valid Alaska driver’s license is authorized to drive in Oregon, without obtaining specific permission from the Oregon Department of Motor

Vehicles. Likewise, under the SARA system, a higher-education institution that is authorized under their home state will be permitted to offer distance education in other states that have voluntarily opted to join SARA.



Current Status

The national effort is moving forward at a good pace. Beginning January 2014, one portal agency from each state in the Western Interstate Commission for Higher Education (WICHE) may apply to SARA through the regional compact. Note that states apply for SARA membership, not universities. Colleges and universities participate in SARA by seeking authorization through their state agency.

The Alaska Commission on Postsecondary Education (ACPE) is situated to act as the portal agency in Alaska. Both ACPE and the University of Alaska (UA) sent representatives to the WICHE-SARA (W-SARA) Regional Forum in December 2013. Three important points were clarified at this meeting:

- 1) Alaska will not need to pass new legislation, because ACPE already has authority to enter into reciprocal agreements with other states.
- 2) The University of Alaska (UA) cannot join as a system; each university (UAA, UAF, UAS) must join individually.
- 3) ACPE can serve as the portal organization, but can pass complaint resolution through to the Board of Regents (BOR) without exercising direct control of the process.

Next Steps

ACPE will need to write and pass new regulations, including a process for complaint resolution, before they can apply for W-SARA membership. At the ACPE meeting earlier this month, the Commission approved the intent to draft the regulation and make the proposed language available for public comment.

UA Legal Counsel has confirmed that nothing in Regents' Policy or University Regulation prohibits ACPE acting as portal agency and passing complaints through to the Board of Regents. UAF may still want to add language to clarify that the consumer protection mechanism enacted by SARA does not include grade appeals or student conduct.

Once ACPE is approved as a SARA member, each university (UAA, UAF, UAS) will be able to seek authorization through ACPE. Annual fees for each institution will range from \$2K to \$6K, depending on student FTEs (full-time enrollment).

The State Authorization Reciprocity Agreements: SARA

Higher Education needs a new way for states to oversee the delivery of postsecondary distance education.

The current process is too varied among the states to assure consistent consumer protection, too cumbersome and expensive for institutions that seek to provide education across state borders, and too fragmented to support our country's architecture for quality assurance in higher education — the quality assurance “triad” of accrediting agencies, the federal government, and the states.

A new, voluntary process of state oversight of distance education has been created to redress these problems. The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.



Problems

- States and territories regulate higher education within their borders, with varying requirements for out-of-state institutions that want to do business in the state.
- Cross-state online education offered by colleges and universities is expanding dramatically.
- At present there is no alternative to each institution separately pursuing any needed approvals (state authorization) in each state and territory where it enrolls students.
- Consequently, thousands of institutions are required to contact and work through as many as 54 states and territories, and, sometimes, with multiple regulatory agencies in those states.
- That process is inefficient, costly, and not effective in supporting access to high quality distance education throughout the country.

Solution

The State Authorization Reciprocity Agreement (SARA) establishes a state-level reciprocity process that will support the nation in its efforts to increase the educational attainment of its people by making state authorization:

- more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that could span states;
- more effective in dealing with quality and integrity issues that have arisen in some online/distance education offerings; and
- less costly for states and institutions and, thereby, the students they serve.

Key Points

- SARA is voluntary for states and institutions.
- Administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, and the Western Interstate Commission for Higher Education), which will begin accepting applications from states in their regions by early 2014. Once states are approved, they can begin to enroll eligible institutions.
- Membership is open to degree-granting postsecondary institutions from all sectors (public colleges and universities; independent institutions, both non-profit and for-profit) accredited by an agency recognized by the U.S. Secretary of Education.

Benefits to States

- Expands educational offerings to state residents.
- Allows SARA states to focus on their home-state institutions, rather than on institutions from many other states.
- Maintains state regulation of on-the-ground instruction offered by out-of-state institutions.
- Other SARA states will help resolve complaints. (SARA states commit to resolving complaints from distance ed. offered by their institutions.)
- Reduces costs for institutions, lessening this particular need to raise fees and thereby supporting affordability.
- No cost to states.

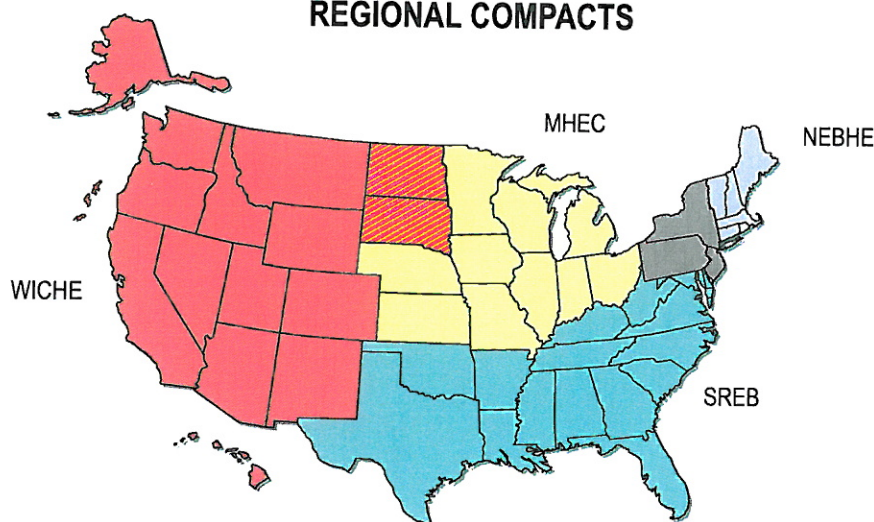
Benefits to Institutions

- Enables more efficient provision of distance education to a broader market.
- Reduces number of other-state regulations to continually monitor and track.
- Reduces number of applications and individual state requirements.
- Reduces costs.
 - » Applications, surety bonds, agent licenses, etc.
 - » Staff (payroll and time).
 - » Reduced costs = potentially lower fees for students.

Benefits to Students

- Expands access to educational offerings.
- Should lead to better resolution of complaints from students in SARA states.
- Reduces a rapidly growing institutional cost that is passed along to students.
- Should enhance overall quality of distance education.

REGIONAL COMPACTS



MHEC

Midwestern Higher Education Compact

NEBHE

New England Board of Higher Education

SREB

Southern Regional Education Board

WICHE

Western Interstate Commission for Higher Education

For more information, contact:

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Authorization Reciprocity Agreements
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303.541.0277 | repper@wiche.edu
www.wiche.edu/sara



Western Interstate Commission
for Higher Education
State Authorization
Reciprocity Agreement

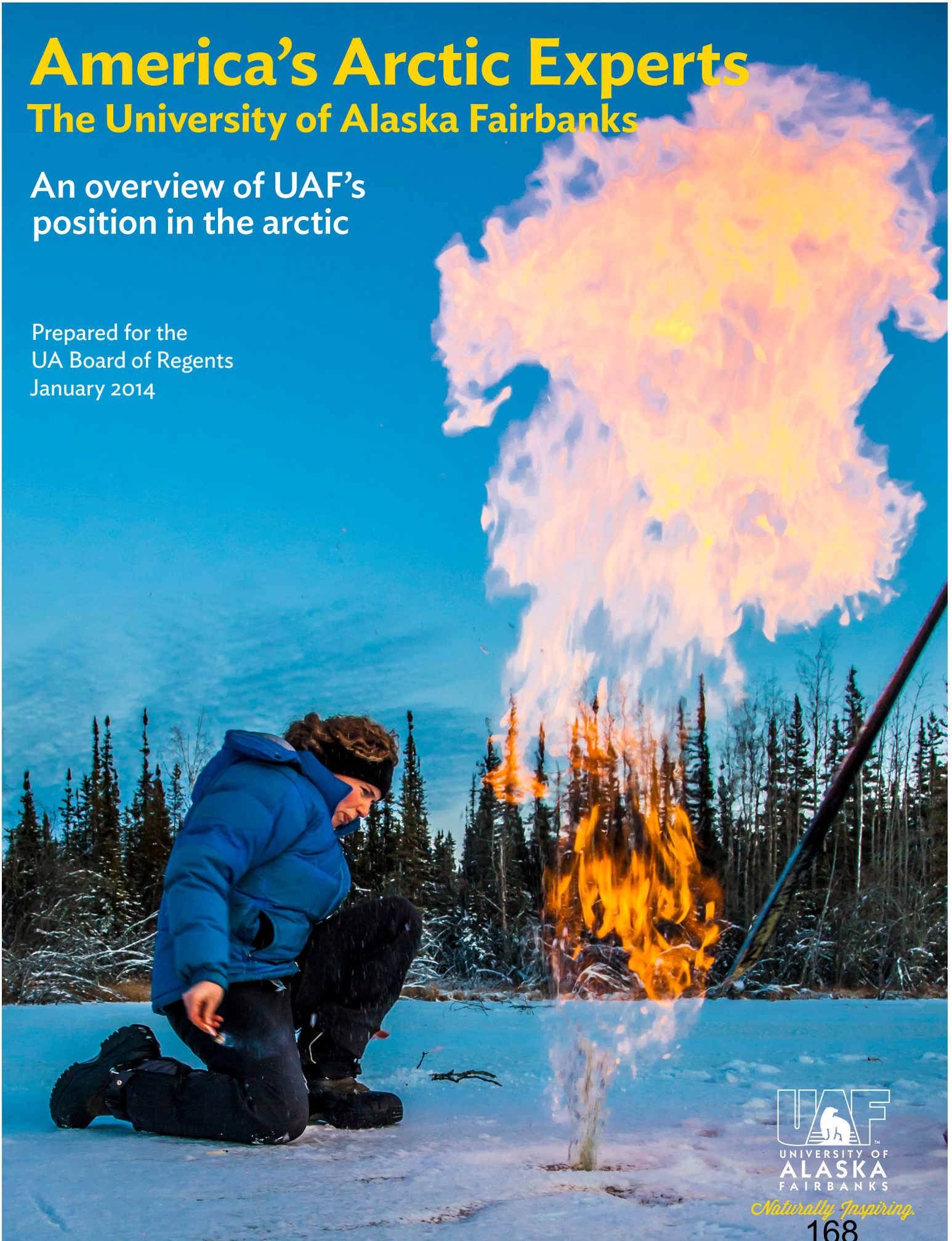
*A voluntary, regional approach
to state oversight of distance education*

America's Arctic Experts

The University of Alaska Fairbanks

An overview of UAF's
position in the arctic

Prepared for the
UA Board of Regents
January 2014



Naturally Inspiring.



Letter from Chancellor Brian Rogers

The University of Alaska Fairbanks is proud to be America's arctic university. Our institution has been immersed in arctic education, research and policy discussions for decades, and we have breadth and depth of expertise in this area. With rapid climate changes taking place, heightened interest in arctic issues is occurring on national and international levels. There are tremendous opportunities as well as tremendous challenges facing the North. This short report gives an overview of UAF's strengths in this area and some examples of how our expertise might be leveraged by others. We look forward to continuing to work with many others during these changing times in the Arctic.



Why the Arctic matters

Historically, outside interest in the Arctic was largely driven by the curious and adventurous. Some hoped to learn more about the geography and to discover a shorter trade route between Europe and Asia. Today's market moguls see the Arctic as the destination, not a distraction. The rich resources of the high-northern latitudes have been discovered, and northern Alaska, Canada, and Siberia have been developed to extract valuable oil and gas, gold, diamonds, zinc and other minerals. Resource extraction, especially of oil and gas but also minerals, is a mainstay for Alaska.

The USGS reports that 25 percent of undiscovered hydrocarbon resources lie in the Arctic. With the recent environmental changes, commercial national and global interest in the region has intensified dramatically. Concerns about jurisdiction and national security are emerging, and as the climate changes and our research-driven technologies improve, the Arctic's resources will only increase in economic and geopolitical importance.

The Arctic supports a narrow range of important ecosystems, with limited but critical biodiversity. Culturally and economically important species are relied on by arctic communities and valued by global societies. Alaska's commercial fishery harvest makes up about 60 percent of the U.S. total. Important fisheries, forestry and other biological resources sustain our state and our nation.

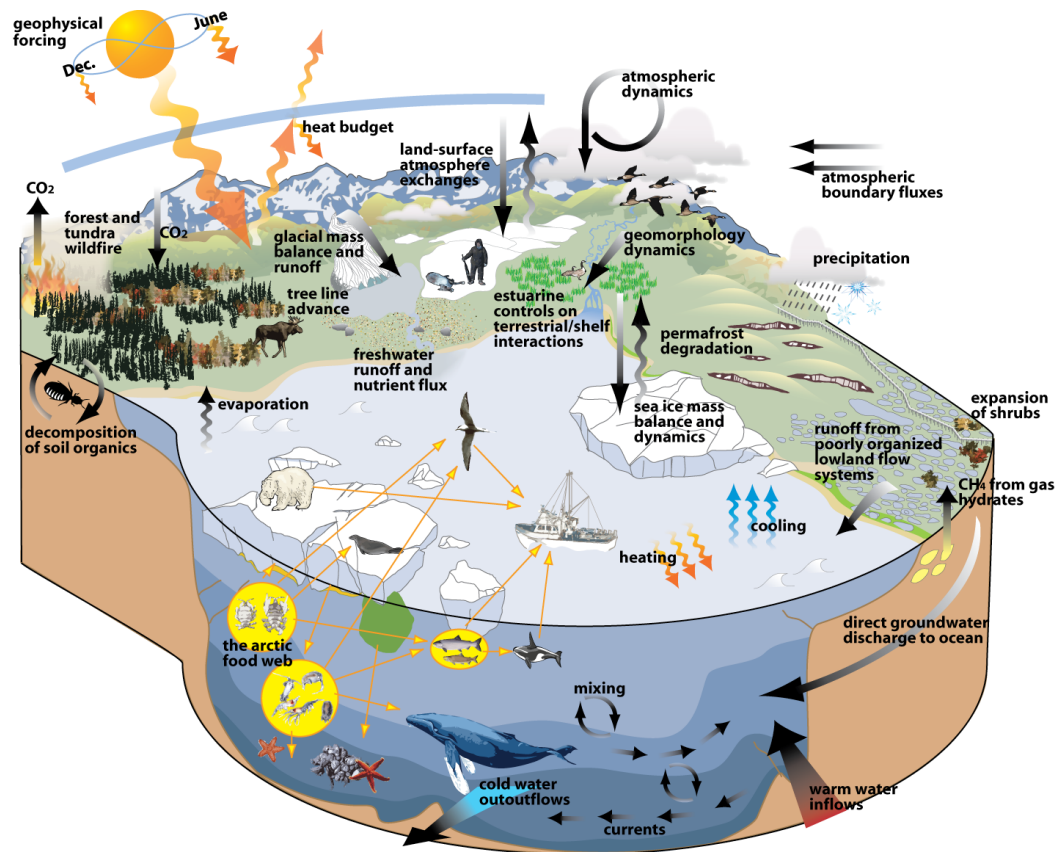
The Arctic helps regulate climate. We must learn more about atmospheric, oceanic and terrestrial processes and their interaction to help us understand and deal with global climate change. Especially in the Arctic, many of these links have feedback effects, greatly magnifying their total impact upon the climate system.

The consequences of climatic warming in high latitudes include longer snow- and ice-free periods, triggering further impacts on climate and weather patterns of the mid-latitudes. There are numerous other arctic processes with potential global consequences. The tremendous reservoirs of methane and other greenhouse gas releases from the Arctic (land and subsea), for example, could exceed the total amount of greenhouse gases in the atmosphere now. In addition, about one-half of global sea level rise in recent years was due to melting glaciers, especially those in the Arctic.

As the North warms, marine shipping, ecotourism and fiber-optic communications cable are increasing access to the Arctic. With them come the challenges of oil spills, contaminants and other consequences of globalization. Further, geopolitics has elevated the Arctic from the historical position of a pantry to a concerned stakeholder, in terms of security and of access to and ownership of resources. Policy decisions for maintaining smooth international relations must be based upon the best available science and research.

Equally importantly, the Arctic has served as a human home and crossroads for 10,000 years. Arctic communities have both adapted over millennia and grown recently as a result of resource development.

Resource extraction, environmental change, geopolitics and cultural heritage are all interwoven into the complex arctic system. Research conducted at the University of Alaska Fairbanks and other institutions has revealed critically important processes and properties that are shaping the evolution of the Arctic and its growing links with the rest of the world.



Why universities matter

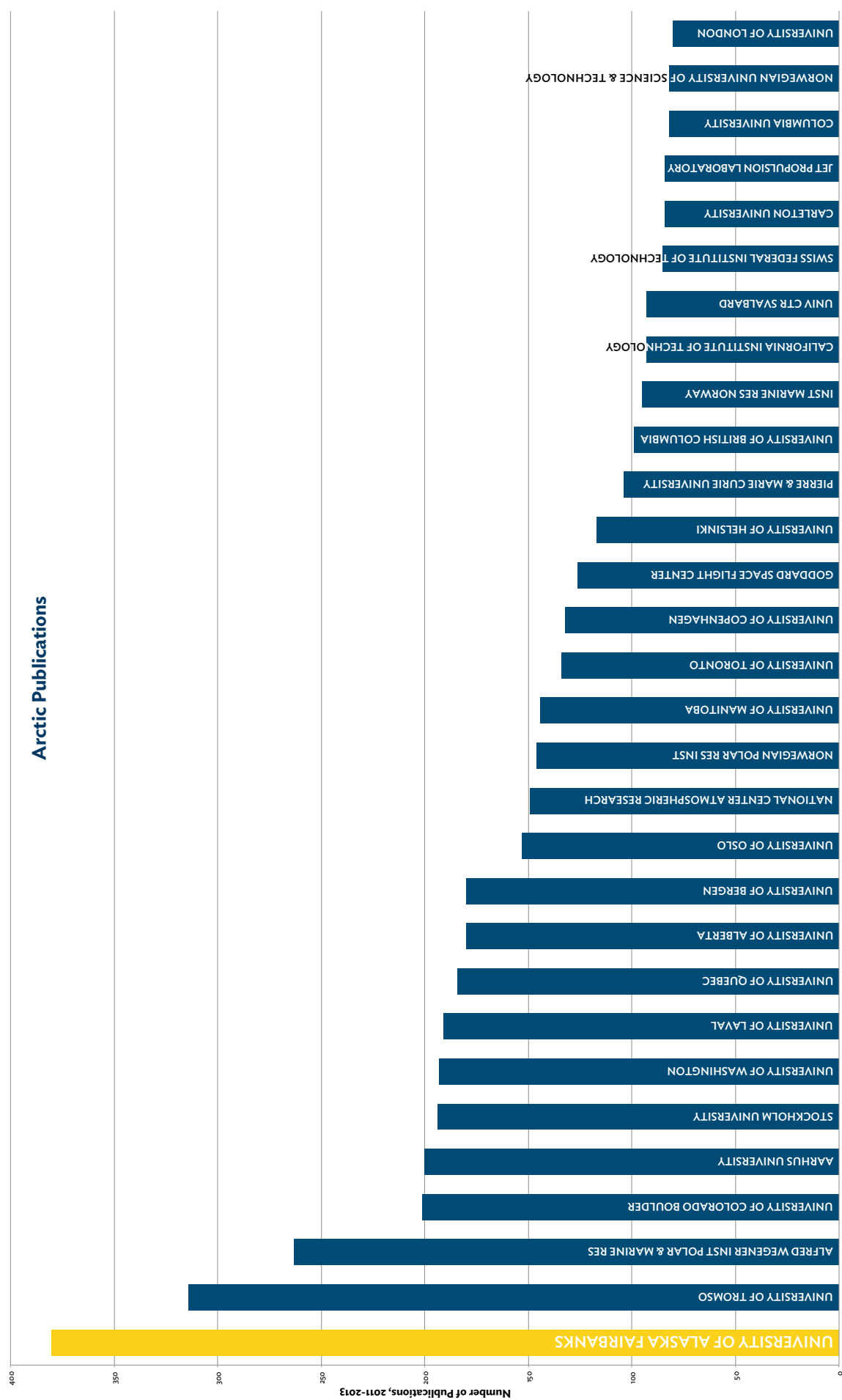
Like the Arctic, universities sit at a crossroads, one where experts, students and the public meet to understand the past, study the present and prepare for the future.

- Research — for policy makers, industries, government
- Education — preparing students to work and lead
- Conferences and public outreach — for researchers, policy makers, economic development groups and civic organizations, and the general public

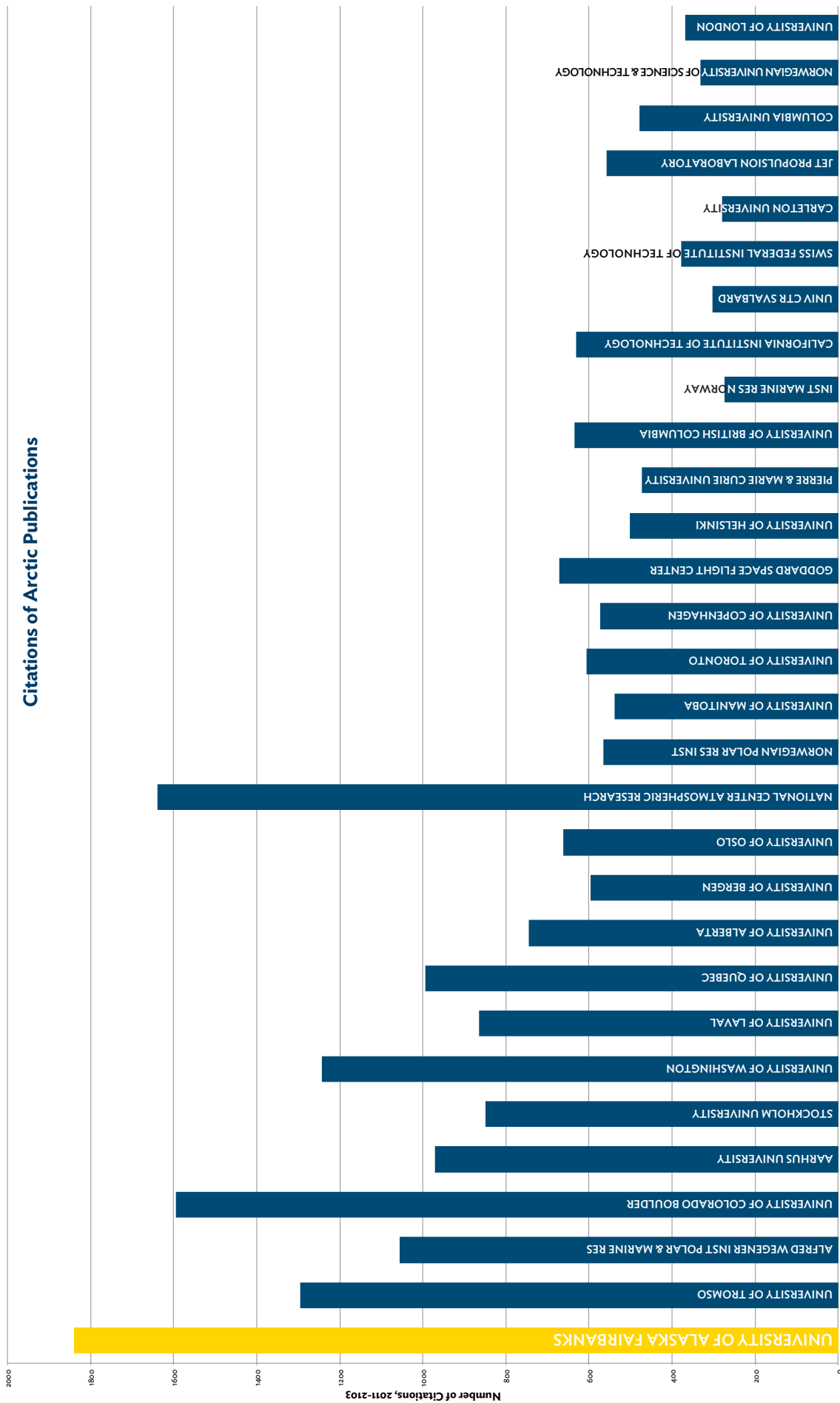
UAF: The leading university in arctic research

UAF is the world leader in arctic research, in terms of publications and citations of those publications. Publications are a commonly used indicator of research productivity, as well as being the primary means of communicating research findings to the scientific community.

As the two following charts show, UAF led all other single institutions (universities, research institutes and government laboratories) in the number of publications. UAF also leads all single institutions in citations to its 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.



Source: *Web of Science* (Thompson Reuters), search word “Arctic,” science and social sciences indexes, 2011–2013, all languages and publication types



Source: *Web of Science* (Thompson Reuters), search word "Arctic," science and social sciences indexes, 2011–2013, all languages and publication types

Leading the research

UAF is a world leader in research on, in and about the Arctic. UAF's scientists and students delve deeply into a vast array of issues and fields that directly affect the North and that indirectly but substantially affect the rest of the world. More than 40 research centers are involved in basic and applied research. What follows are overviews of just six of them.

International Arctic Research Center

The International Arctic Research Center fosters Arctic research to help the nation and the international community understand, prepare for and adapt to the pan-Arctic impacts of climate change. Prediction of Arctic change to enable sound planning necessitates system-scale understanding. Preparing society to be able to adapt to environmental changes in the Arctic requires sophisticated process studies, rigorous numerical analyses, and development and validation of reliable models. The IARC team works as collaborators and partners across disciplines and across borders toward an understanding of the Arctic as an integrated whole. In addition to its core research scientists, IARC has seven specialized research centers:

- **Scenarios Network for Alaska & Arctic Planning (SNAP)** explores possible futures based on the best scientific knowledge and data available to help people plan in a changing climate;
- **Geographic Information Network of Alaska (GINA)** organizes and shares its diverse Alaska geospatial data and its technological capabilities;
- **Cooperative Institute for Alaska Research (CIFAR)** conducts ecosystem and environmental research related to Alaska and its associated Arctic regions;
- **Center for Global Change and Arctic System Research (CGC)** develops, coordinates, and implements interdisciplinary research and education related to the role of the Arctic and sub-Arctic in the Earth system;
- **Alaska Climate Science Center (AK CSC)** works to provide scientific information, tools, and techniques that parties interested in land, water, wildlife and cultural resources can use to anticipate, monitor and adapt to climate change;
- **Alaska Fire Science Consortium (AFSC)** works to strengthen the link between fire science research and on-the-ground application;
- **Alaska Center for Climate Assessment & Policy (ACCAP)** works to inform realistic community plans and climate adaptation strategies using the most scientifically accurate, reliable and up-to-date information.



Participants of the IARC-led multinational Arctic expedition aboard the Russian icebreaker *Kapitan Dranitsyn*, including a science party and a summer school cohort of graduate students from all around the world. Photo courtesy of the NABOS project.

Geophysical Institute

The U.S. Congress established the Geophysical Institute just after the end of World War II for research in the subarctic. Over time, the GI expanded to cover multiple disciplines associated with natural hazards in the subarctic, developing seven research groups:

1. **Volcanology** — More than 50 active volcanos in Alaska, two of which are active at any time
2. **Seismology** — Alaska has about 35,000 earthquakes a year, including three of the 10 largest ever recorded.
3. **Snow, ice and permafrost** — Alaska has more permafrost than twice the landmass of Texas and has more than 100,000 glaciers.
4. **Tectonics and sedimentation** — Studies the Earth's structure and geological history. Graduates from this program are highly sought after by oil companies.
5. **Atmospheric science** — Extremely cold weather winter in the Interior creates complex weather situations, and polar vortex circulates in aerosols from great distances.
6. **Remote sensing** — Alaska's complexity, diversity and vast size requires observations using aircraft, unmanned aircraft and satellites.
7. **Space physics and aeronomy** — The subarctic is an excellent location to study the aurora.

Many government agencies jointly operate with GI on programs for monitoring hazards examining data.

1. **Alaska Volcano Observatory** — U.S. Geological Survey, Alaska Division of Geological and Geophysical Surveys
2. **Alaska Earthquake Center** — USGS, Alaska DGGS
3. **Alaska Satellite Facility** — 11 of 14 orbits from polar satellites pass over the GI; NASA has multiple satellite dishes to downlink, process and distribute data
4. **Poker Flat Research Range** — Largest sounding rocket range in the world, and the only one owned by a university. NASA and the Department of Defense launch rockets to study the aurora.
5. **Alaska Center for Unmanned Aircraft System Integration** — This new center recently won a Federal Aviation Administration award to create a test range for unmanned aircraft to help them establish policy and test applications for unmanned aircraft.



A faint glow of northern lights appears in the eastern sky beyond the newly installed 11-antenna, operated by UAF's Alaska Satellite Facility. The dish will gather data from spacecraft about land surface, biosphere, atmosphere, oceans and outer space. It's one of several strategically placed antennas that can capture data from polar-orbiting satellites several times per day.

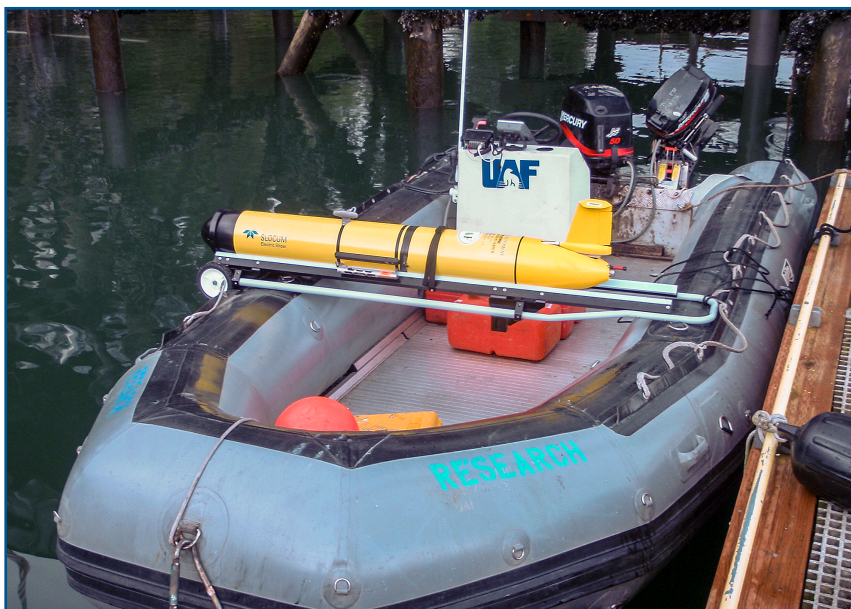
- 6. Wilson Infrasound Observatory** — Multiple DOD agencies sponsor the GI to build, deploy and operate infrasound sensors (below human range) for Nuclear Test Ban Treaty compliance.
- 7. Arctic Region Supercomputing Center** — Established by DOD but now owned and operated by UAF. Provides high-performance computation and data storage in the Arctic.

Throughout the years the combination of research and operations has allowed the GI to develop and transition models, sensors and algorithms into government and industry including models to track the clouds of ash from volcanoes, aerosols from Russia and China, air quality in the Interior and many more. The GI has developed and deployed a wide range of sensors to study volcanoes, earthquakes, infrasound, aurora and small sensors for unmanned aircraft and small satellites. The GI has multiple partnerships with industry wanting data from polar satellites and opportunities to fly unmanned aircraft.

School of Fisheries and Ocean Sciences

The School of Fisheries and Ocean Sciences has been engaged in cutting-edge arctic marine and freshwater science along the coastlines of Alaska since the 1960s. At any given time, SFOS is involved in or leading more than 300 externally funded research grants, most of those with ties to Alaska and the Arctic.

- a. Research leadership.** SFOS faculty are recognized nationally and internationally for their excellence in Arctic research. Over the last decade, SFOS faculty have served as U.S. delegates on Arctic Council committees and on the marine working group of the U.N.-sponsored, humanitarian Inter-Agency Standing Committee, coordinating arctic research on a pan-Arctic scale. SFOS faculty lead multi-institutional national research efforts such as the Bering Sea Ecosystem Studies, the Transboundary Fish Trade Study, the Russian-American Long-Term Census of the Arctic and the Arctic Ice Study.
- b. Marine resources.** SFOS researchers are assessing the Bering, Chukchi, Beaufort Seas and the Canadian Basin, crucial to developing plans for marine living resources as well as preparing for oil and gas in Alaska's arctic waters. SFOS studies the ecology of subsistence species such as salmon, arctic char, ice seals, walrus and bowhead whales, and develops new techniques to detect oil-related stress in endangered bird species like eiders. These studies are critical to develop scenarios in the context of climate change and ocean acidification. These efforts are entirely maintained through external financial support from many funding sources, including industry and the federal government.
- c. Operational oceanography.** SFOS helps gather real-time oceanographic data used by decision makers. Hourly surface current regimes for the Chukchi and Beaufort Sea are available through remotely powered high frequency radar stations, and underwater gliders can provide regional information on ocean physics and biological patterns from algae to whales. Such information is critical in case of oil spills or emergencies, and for planning and conducting research.



Autonomous underwater vehicle glider ready to be deployed. Photo courtesy of Peter Winsor, associate professor of marine science, SFOS.

- d. **Sikuliaq.** The new, ice-capable Research Vessel *Sikuliaq* will begin science missions in the latter part of 2014. It is operated by SFOS, funded by the National Science Foundation, and based in Seward, Alaska. It provides unprecedented research platform for scientists around the world for conducting science in ice-covered waters.
- e. **Educating the next generation of scientists and decision makers.** Undergraduate and graduate students can study a breadth of topics on arctic issues — from oceanography to marine mammals. School academic programs will play a strong role in the UArctic over the next five years.



R/V *Sikuliaq* breaking its first ice in Marinette, Wisc., December 2013. Photo courtesy of the Institute of Marine Science.

Alaska Native Language Center, Alaska Native Language Program and Applied Linguistics

The Alaska Native Language Center is internationally known as the major center in the U.S. for the study of Eskimo and northern Athabascan languages. The center strives to raise public awareness of the rapid loss of languages worldwide, particularly in the North. Of Alaska's twenty Native languages, only Central Yup'ik is still spoken by children as their first language, and only about half the Yup'ik population speaks the Native language.

ANLC researchers have developed an archival collection of more than 15,000 items, comprising virtually everything written in or about Alaska Native languages, with copies of most of the earliest linguistic documentation. Housed in UAF's Rasmuson Library, the archive is available to Alaskans and to language scholars worldwide. With much of the collection digitized and available online, public use is increasing.

ANLC publishes its research in story collections, dictionaries, grammars and research papers, and many primary reference and teaching materials are distributed by the center. UAF offers courses in Alaska Native languages, leading to certificates and degrees that help qualify individuals to teach the languages. Staff members provide materials for bilingual teachers as well as other language workers and language learners throughout the state, help social scientists and others whose work involves Native languages, and provide consulting and training services to teachers, school districts and state agencies involved in bilingual education. The UAF applied linguistics program is partnering with the Lower Kuskokwim and Lower Yukon School Districts to create



Athabascan elder Eliza Jones, from the village of Koyukuk (right), and her daughter Susan Paskvan, Native language coordinator for the Yukon-Koyukuk School District, teach an elementary school lesson in the Koyukon Athabascan language. They also co-teach for the UAF Alaska Native Language Program. Photo courtesy of the Alaska Native Heritage Center.

materials for Yup'ik-medium schools, provide training through degree programs for teachers and aides, implement lesson plans and evaluate their impact on student learning outcomes, and develop local leadership and control in language programming.

Researchers also strive to make language learning materials widely available to the public. For example, the Tanacross Learner's Dictionary is available as an app, and the CD *Inupiaq Phrases and Conversations* is also being developed as an app. The new edition of the *Indigenous Peoples and Languages of Alaska* map includes Native names for villages and major geographic features. The second edition of the Yup'ik Eskimo dictionary is a heavily used resource for that language, and the North Slope Inupiaq dictionary will soon be published by UA Press. Researchers, authors, news outlets, and members of the public frequently contact ANLC for information on Native languages and linguistics in general. Faculty make public presentations in a variety of venues, including schools, adult classes, and statewide, national and international conferences.

Institute of Arctic Biology

Institute of Arctic Biology scientists, students and staff — along with state, national and international collaborators — conduct research in wildlife, climate change, ecology and ecosystems, physiology, genetics, biomedicine, human health and evolutionary biology. IAB supports research facilities and programs including:

- **Toolik Field Station.** TFS is a world-renowned, year-round arctic climate change research station in the northern foothills of the Brooks Range. Much of what is known about arctic terrestrial and aquatic ecosystems has emerged from long-term TFS research projects. In 2012, TFS supported 394 scientists from 109 institutions. TFS partnerships and collaborations include the National Ecological Observatory Network; the Arctic Long-Term Ecological Research program; the International Tundra Experiment; the Scandinavian Information Retrieval Network; and the International Network for Terrestrial Research and Monitoring in the Arctic.



Toolik Field Station.

- **Center for Alaska Native Health Research.** CANHR scientists investigate weight, nutrition and health in Alaska Native peoples from genetic, dietary and cultural-behavioral perspectives in collaboration with tribal groups and health care agencies to frame research questions, develop methodologies and procedures, and to interpret and apply data to prevention and treatment.

- **Bonanza Creek Long-Term Ecological Research program.** Scientists document the major controls over forest dynamics, biogeochemistry and their interactions in the face of a changing climate and changing disturbance regimes to improve understanding of the long-term consequences for Alaska's boreal forest.
- **Alaska Cooperative Fish and Wildlife Research Unit.** Part of a nationwide cooperative program that includes the U.S. Geological Survey, Alaska Department of Fish and Game, U.S. Fish and Wildlife Service and the Wildlife Management Institute. USGS-salaried scientists hold regular faculty appointments, conduct applied research in natural resources, provide graduate student education and training, and offer technical assistance to cooperators.

Recent highlights by IAB scientists:

- IAB scientists created an ecosystem model showing how climate warming and increased fire make carbon storage in boreal forests in Interior Alaska particularly vulnerable.
- A traditional foods-based fisheries-to-schools program connects K–12 schools with independently or Native-owned and -operated fish businesses. The program aims to increase food security and improve dietary quality in Alaska communities while also strengthening local and regional fish markets.
- Results from a 10-year data analysis reveals declining arctic sea ice and warming temperatures are resulting in changes to vegetation in arctic coastal areas, with some areas greening, some browning.
- Genetic research showed that climate change threatens genetic diversity and the future of the world's caribou. Although Alaska's herds are currently faring better than Canada's, they face challenges.

Institute of Northern Engineering

Research at the Institute of Northern Engineering spans the engineering disciplines, offering expertise and practical solutions for energy production and hydrology as well as infrastructure, mining and petroleum development. INE has five formal centers:

- Alaska Center for Energy and Power
- Alaska University Transportation Center
- Mineral Industry Research Laboratory
- Petroleum Development Laboratory
- Water and Environmental Research Center

INE's applied research and development increases the competitiveness of Alaska's businesses and industries. Federal and state agencies and private businesses go to INE to meet their basic and applied engineering research needs for cold, remote or isolated environments; INE researchers are increasingly being drawn into global-scale projects such as mining and energy distribution.



Research Assistant Professor Anna Liljedahl sets up a weather station near Jarvis Glacier, about 35 miles south of Delta Junction.

Two examples of applied research conducted in INE include a project for improving flood forecasting methods for Alaska communities and the Pilgrim Hot Springs geothermal research and development project.

Hydrologic research is vital for designing and maintaining infrastructure in remote and often understudied regions. A Jarvis Creek project conducted by the Water and Environmental Research Center investigates the relationship between glaciers, frozen ground, groundwater and river hydrology, and how the area's water cycle affects infrastructure in surrounding communities. The goal of the study is to refine flooding forecasts for communities and road infrastructure located in flood-prone areas.

Pilgrim Hot Springs, near Nome, is the hottest water resource in the state not directly associated with a volcanic system. The Alaska Center for Energy and Power and its private and government partners have determined that this resource could sustain approximately 2 MW of power generation. The power could be used locally or delivered to Nome or a nearby mining operation via a transmission line. Additional research will determine if the springs are capable of producing 2–5 MW of additional power. The project could help turn a geothermal resource into a power-producing reality in a region where economic development is starved for power.



Researchers at the Pilgrim Hot Springs project near Nome. Photo courtesy of the Alaska Center for Energy and Power.

Arctic education

UAF is home to a tremendous range of arctic research and to more than 430 Arctic-related courses. It is also home to more than 10,000 students. Many of them become part of UAF's research endeavors, including fieldwork, lab investigations and data analysis. The Undergraduate Research and Scholarly Activity program helps students identify activities they can turn into formal research, creative or scholarly projects. Projects can be focused on a range of subjects, including art, math and remote sensing. Graduate students are also heavily involved in projects across the research spectrum. UArctic (formerly the University of the Arctic) offers opportunities to undergraduates and graduates with its thematic networks, each one of which focuses on a specific field, e.g., permafrost, northern food security, extractive industries, and coastal and marine issues.

“Not only is UAF the most northern university in America, it also has many programs and degrees that no other university offers. For example, UAF has degrees specific to arctic development and research that are second to none. Its backyard doubles as a research haven for most science degrees offered; within a short distance you can find arctic tundra, snow-capped mountains, rivers and interesting geological sites. There is no other university that has access to this kind of terrain, making UAF stand out in comparison to other schools. UAF is also one of the few universities in America that is a Land, Sea and Space Grant institution. There are no other institutions that can compete with the quality and diversity that UAF has to offer. In my opinion, UAF is the world's arctic university.”
— Brent Carey, UAF civil engineering major

Convening experts to inform and influence the future Arctic

Academic exploration and sharing knowledge are at the core of higher education. Universities throughout the world engage in rigorous debate, inviting discussion on existing paradigms, new ideas and emerging issues that affect the global community. UAF has emerged as a leader in the global discussion regarding the Arctic, exploring issues related to physical, economic, social and political change that pose both challenges and opportunities.

Combining internationally recognized expertise in the Arctic, leveraging existing international networks, and embracing the long-standing role of universities as an honest broker, UAF serves Alaska, the U.S., arctic communities, and the world by facilitating, coordinating and informing the ever increasing discussions about the changing Arctic. Two such examples of UAF's capacity to convene experts to address Arctic-related issues are:

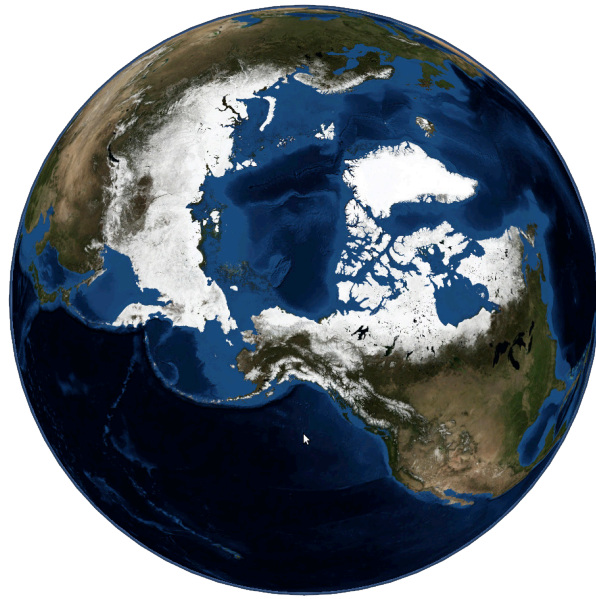
1. **UArctic** An important forum that UAF helps to drive is the UArctic, a network of over 150 universities and organizations that are invested and actively engaged in arctic research and academic programs and that brings significant capacity and shared expertise to arctic issues. UAF leaders fulfill important roles in this organization: chair of the governing board, vice president of finance, dean of the graduate program, co-director of the policy institute, and council member. UAF plays an active role in leading several UArctic institutes and thematic networks, a structure used to organize education and research collaborations. The UArctic's Institute for Applied Circumpolar Policy convenes experts from many fields of study, industry, NGO's, and diplomats to explore issues impacting Northern communities and interested nation-states and has published widely used reports on such timely issues as Arctic marine shipping, health and social welfare in the Arctic, US-European cooperation in the Arctic, and Arctic cooperation. In addition, UArctic provides important undergraduate and graduate student research opportunities through student exchanges and field school programs.
2. **Polar security and domain awareness**
 - A.) The Center for the Study of Security, Hazards, Response and Preparedness brings together academic instructors, scientific researchers and professional practitioners in an effort dedicated to serving first responders. The fusion of disciplines and approaches will provide responders, planners and policymakers with immediately practical innovations that build operational capabilities and domain awareness across Alaska and the region. C-SSHRP is working on a number of significant initiatives, including the development of the Arctic Domain Security Orientation for US NORTHCOM and JTF Alaska. The center will host the 2014 arctic collaborative workshop and tabletop exercise with the eight arctic nations.
 - B.) The University of Alaska is the arctic partner in the U.S. Department of Homeland Security-supported Center for Island, Maritime, and Extreme Environment Security. CIMES is dedicated to improving DHS operational capabilities to perform disaster response, environmental protection, search and rescue, and border security missions in the Arctic. The UAF contribution is devoted to applied research, which generates innovative technologies to better predict sea ice behavior, ocean currents and navigation hazards in the Arctic. The practical consequence of this research approach is to integrate the data from these new technologies to produce a simple, user-defined, common operating picture for first responders that is reliable, durable, accurate, rapid and cost-effective. By improving arctic capabilities, CIMES facilitates the development and stewardship of arctic resources, as well as the safety of arctic navigation, as sea ice recedes in response to global climate change.

UAF's research centers	Established
Advanced Instrument Laboratory (AIL)	2000
Agricultural and Forestry Experiment Station (AFES)	1931
Alaska Center for Climate Assessment & Policy	2006
Alaska Center for Energy and Power	2008
Alaska Climate Science Center (AK CSC)	2011
Alaska Earthquake Information Center	1986
Alaska Native Language Center	1972
Alaska EPSCoR	2000
Alaska Quaternary Center	1993
Alaska Satellite Facility	1991
Alaska Sea Grant	1970
Alaska University Transportation Center (AUTC)	2006
Alaska Volcano Observatory (AVO)	1988
Large Animal Research Station	1979
Arctic Region Super Computing Center	1993
Bonanza Creek Long Term Ecological Research	1987
Center for Alaska Native Health Research	2001
Center for Global Change	1990
Cooperative Institute for Alaska Research (CIFAR)	2008
National Center for Island, Maritime, and Extreme Environment Security - CIMES	2008
Geographic Information Network of Alaska (GINA)	2001
Geophysical Institute	1946
Georgeson Botanical Garden	1989
IDeA Network of Biomedical Research Excellence (INBRE)	1960
Institute of Arctic Biology	1963
Institute of Marine Science	1960
Institute of Northern Engineering	1981
International Arctic Research Center (IARC)	1999
Kasitsna Bay Laboratory	1957
Mineral Industry Research Laboratory (MIRL)	1963
Natural Resources and Agricultural Sciences	1935
Office of Intellectual Property and Commercialization (OIPC)	2011
Petroleum Development Laboratory	1984
Poker Flat Research Range	1968
Pollock Conservation Cooperative Research Center	2000
Scenarios Network for Alaska and Arctic Planning	2007
Alaska Climate Research Center	1992
Coastal Marine Institute (CMI)	1978
College of Natural Science & Mathematics Division of Research (CDR)	2001
Toolik Lake Field Station	1975
University of Alaska Museum of the North	1929
Water and Environmental Research Center (WERC)	1965

North to the future

Alaska is on the cusp of a new gold rush, but the riches aren't only gold, they aren't only in the ground and they aren't only in Alaska. The riches spill across borders, as do the risks of getting them. Arctic nations are already asserting claims of sovereignty, many of them contested. Even where national domains are established, access to resources, the effects of extracting or using them, and the results of human activity will invariably involve more than one nation, and sometimes several cultural and political groups.

When it purchased Alaska in 1867, the United States became an arctic nation. It is paramount the U.S. maintain an active role in promoting its interests in this rapidly changing region. The University of Alaska Fairbanks is the country's leading academic and research institution on arctic issues. It is uniquely positioned to help the U.S. develop the knowledge and applications necessary to protect and promote the economic, social and environmental well-being of Alaska and the North.



Front cover: Research associate professor Katey Walter Anthony ignites trapped methane from under the ice in a pond on the Fairbanks campus. Anthony is working with graduate students and other researchers to document the effects of large amounts of the greenhouse gas being released into the atmosphere each year. Back cover: Professor Andy Seitz, second from left, is joined by undergraduate and graduate students on a fisheries research project on the Yukon River near Eagle.

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities.

UAF is an affirmative action/equal opportunity employer and educational institution. All UAF photos by Todd Paris unless otherwise noted.

UNIVERSITY OF ALASKA FAIRBANKS

Naturally Inspiring.

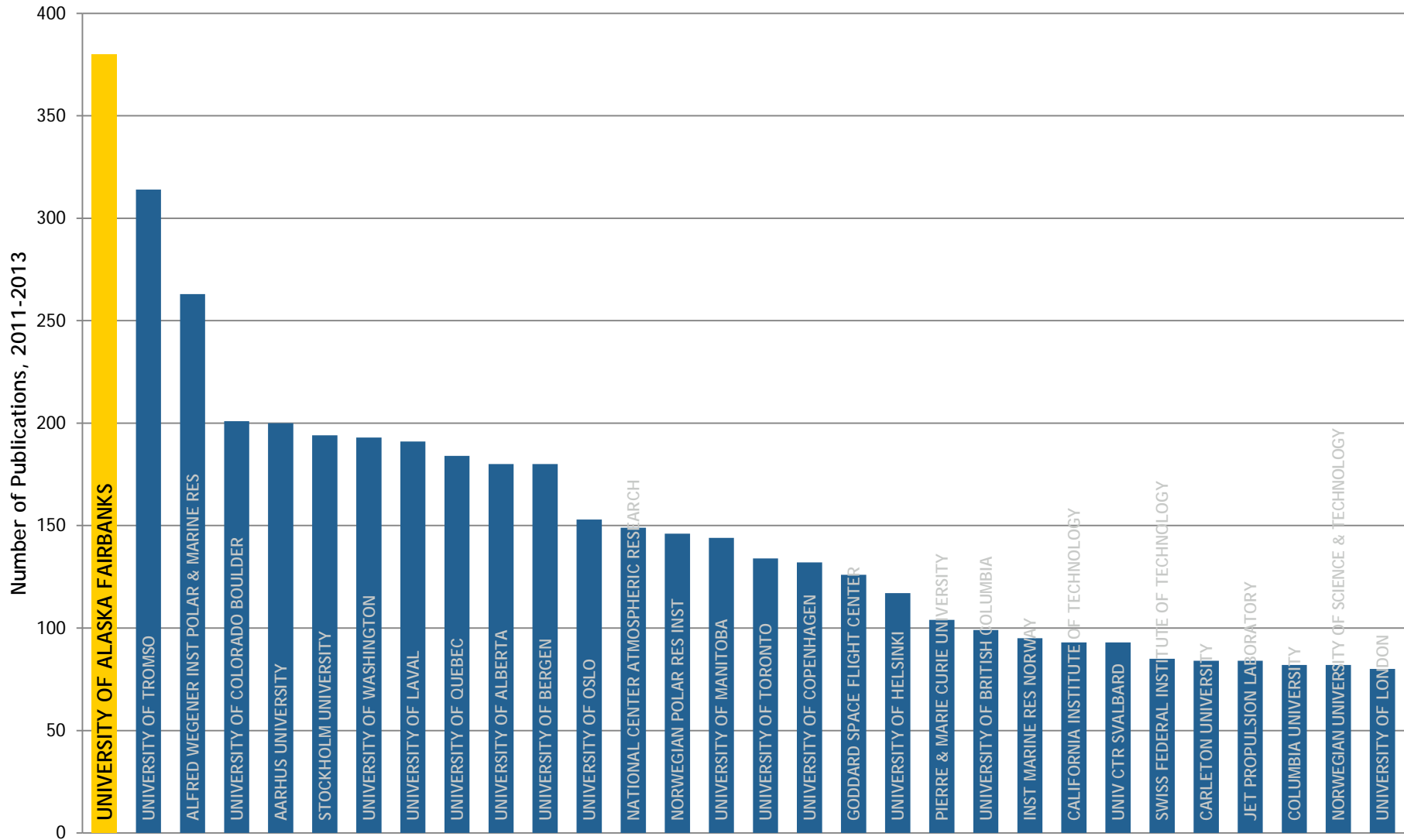




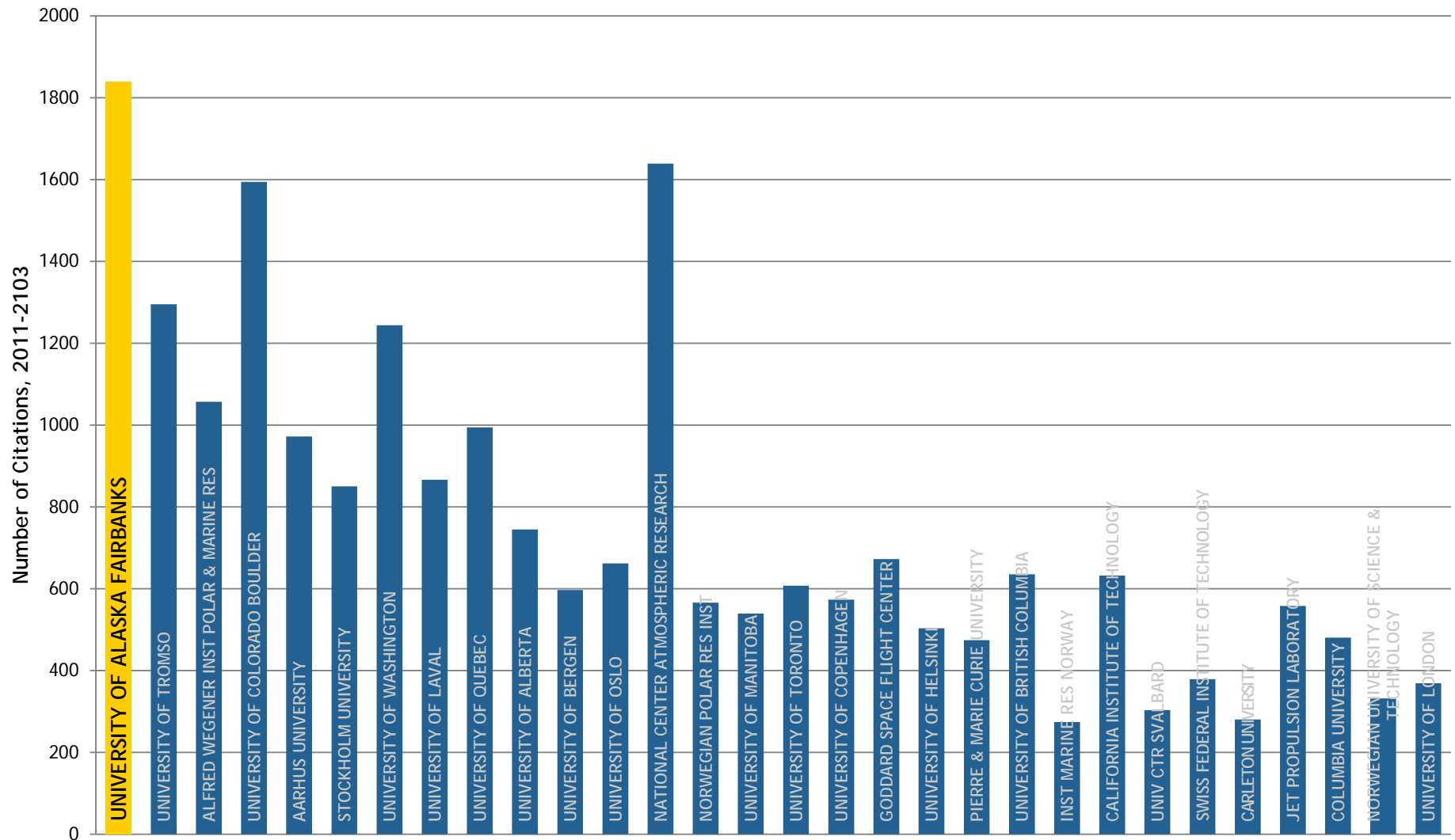
UAF Arctic Activities



Arctic Publications



Citations of Arctic Publications



UAF is active at many levels

- State
- Federal
- International



UAMN Arctic Research

Presented by
Aldona Jonaitis, Director
Patrick Druckenmiller, Curator of Earth Sciences,
Geology and Geophysics
UA Museum of the North











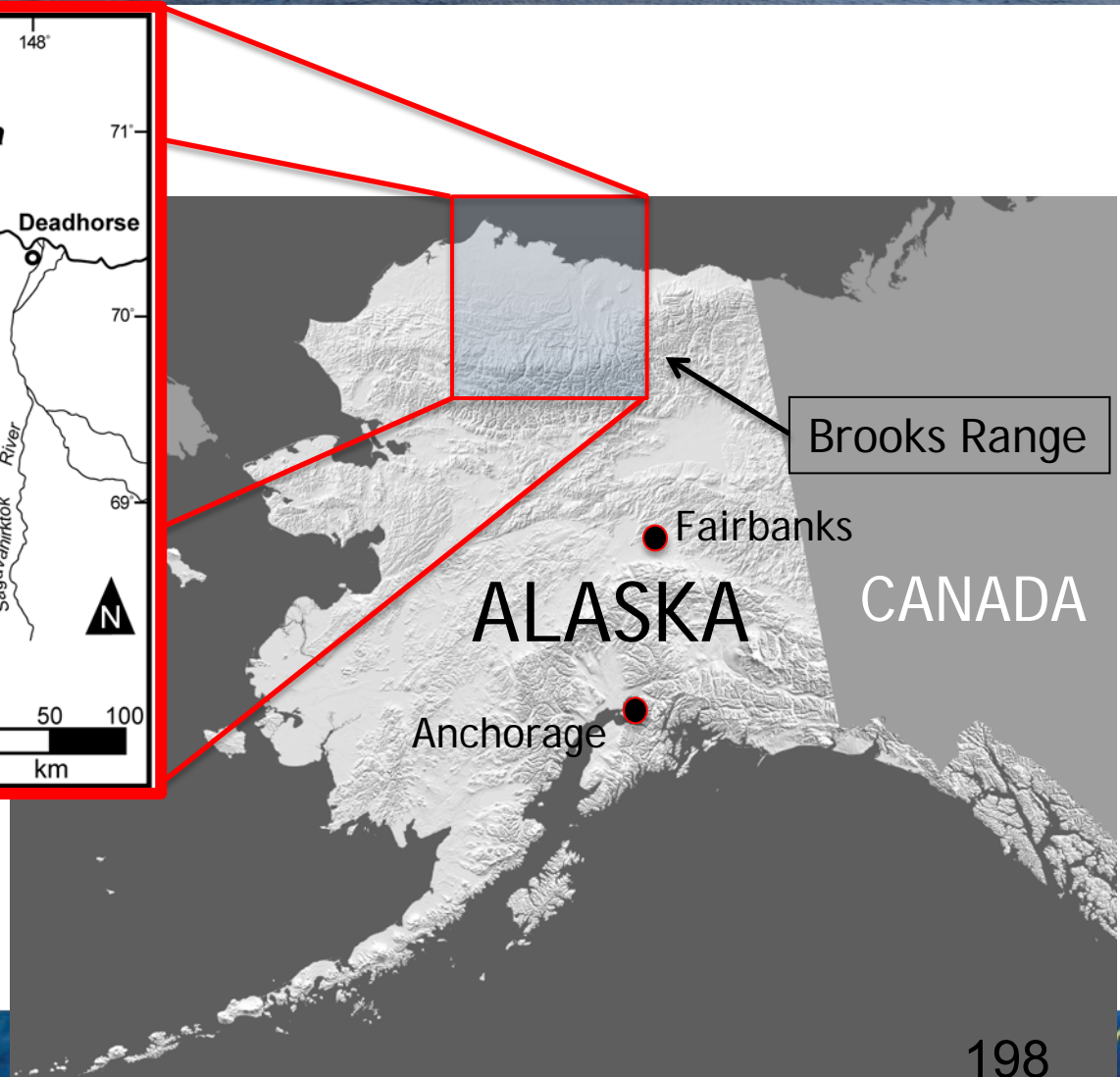
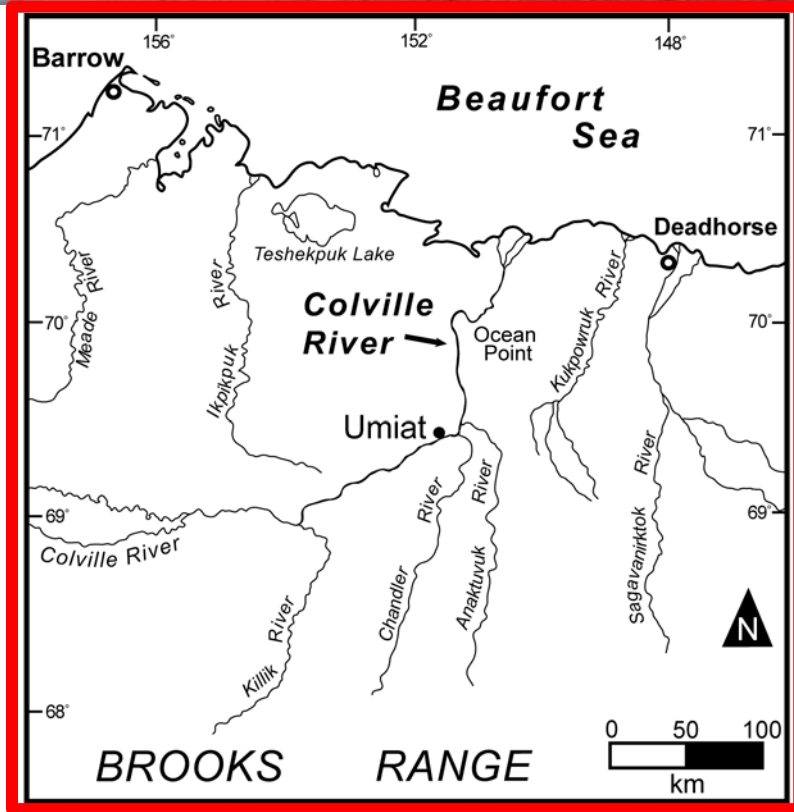
POLAR DINOSAURS FROM THE PRINCE CREEK FORMATION OF NORTHERN ALASKA

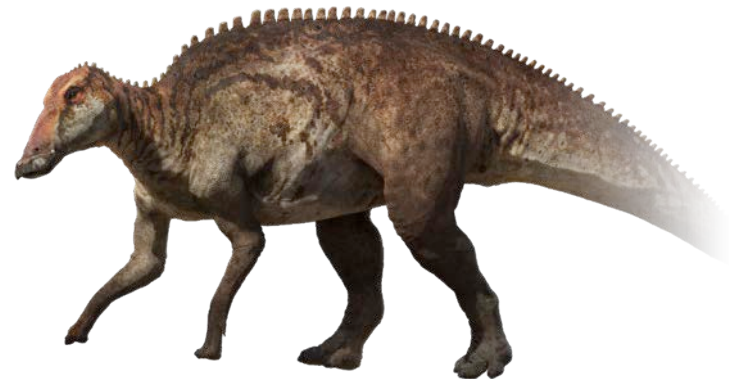
Patrick Druckenmiller

*University of Alaska Museum of the North
Department of Geology and Geophysics*



Study area: Colville River, North Slope, Alaska





Prince Creek Formation dinosaurs





North Slope, Alaska 70 million years ago

warm, polar forests...

...but extended
winter darkness





Research questions:

1. Are the Alaska polar species unique to the Arctic?
2. Did they migrate or stay put?
3. Did they have specialized physiology (warm-blooded)?

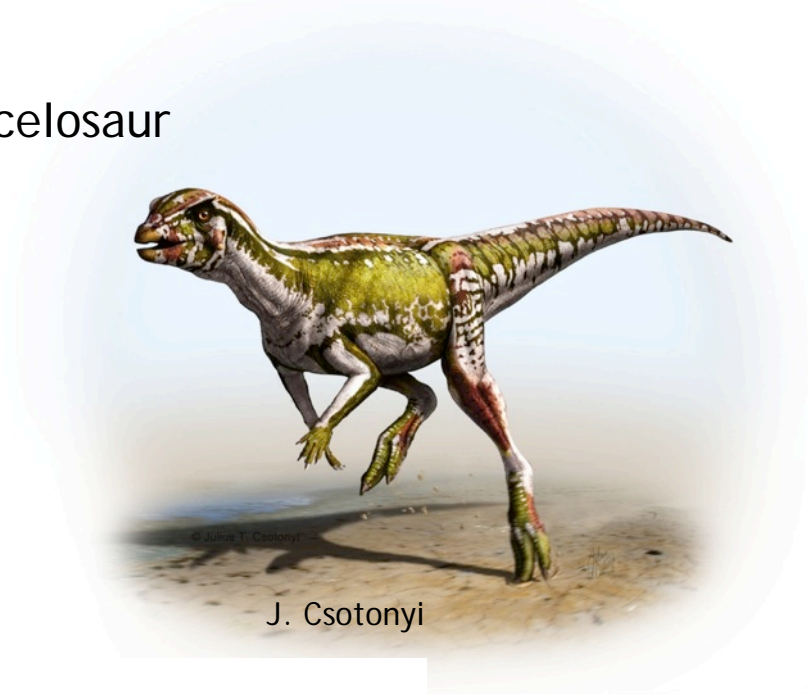
NP = North Pole

PCF = Prince Crk. Fm.



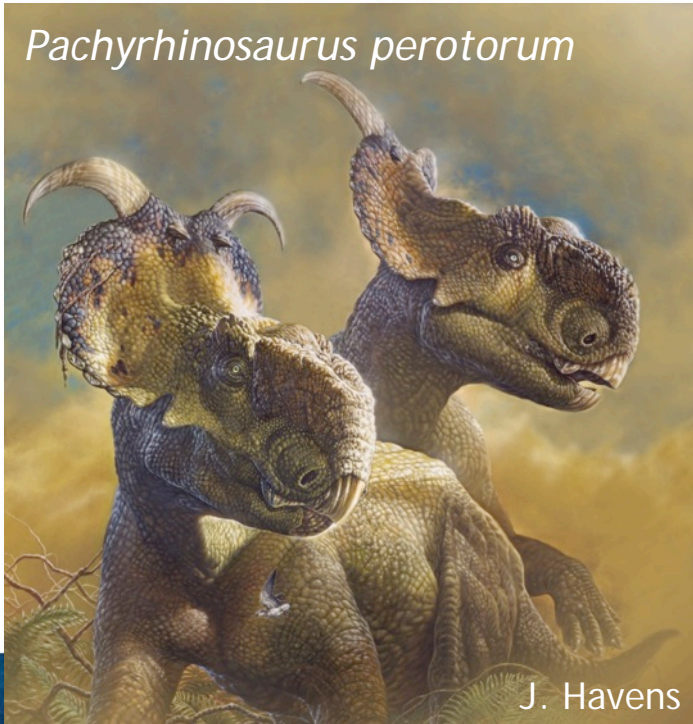
Edmontosaurus n. sp.

new thescelosaur



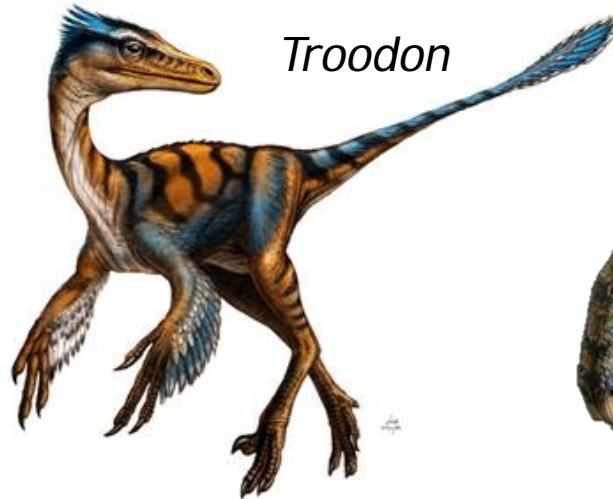
J. Csotonyi

Pachyrhinosaurus perotorum



J. Havens

Troodon

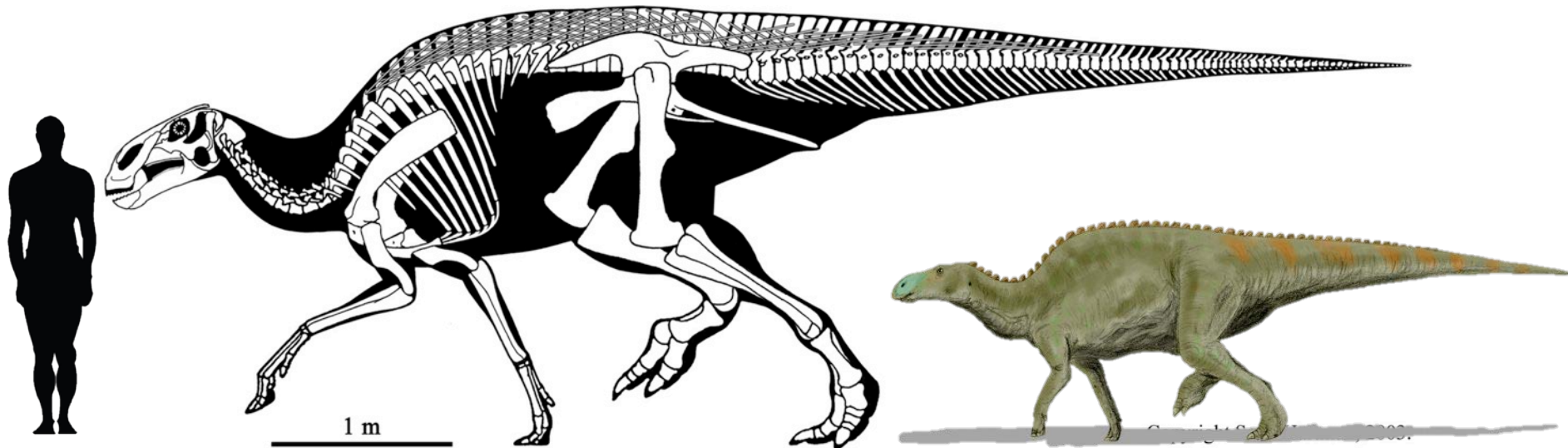


Alaskacephale gangloffii

2022 1917



a new Alaska dinosaur, *Edmontosaurus* n. sp.



¹Paanjaqtat Province

(Iñupiaq - “up North” or “North Slope”)



Outreach:

Collaboration with North Slope Borough School District





SNAP's Engagement in the Arctic

Presented by
Scott Rupp, Director,
Scenarios Network for Alaska and
Arctic Planning

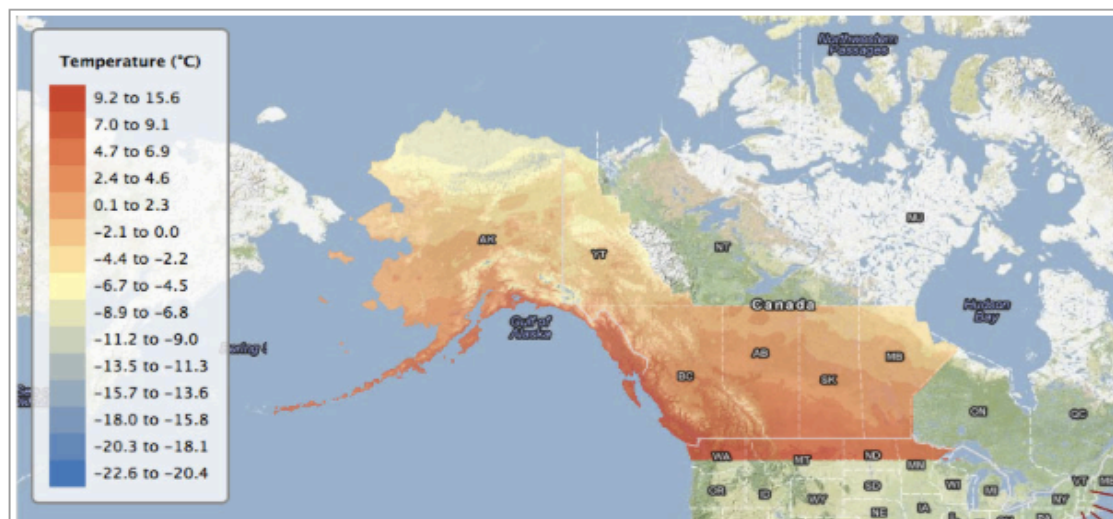


Climate Visualizations

SNAP is striving to implement useful climate data visualizations that make sense. The new map tool, with its interactive titles, forms the basis for future data and mapping enhancements.

[open the map >>](#)

1 2 3 4 5 6



SNAP

We develop plausible [scenarios](#) of future conditions through a diverse and varied [network](#) of people and organizations, which allow better [planning](#) for the uncertain future of Alaska and the Arctic.

What we do

SNAP is all [about](#) helping people plan in a changing climate. We work with a wide range of partners and [collaborators](#) on many [projects](#) to explore a range of possible futures based on the best scientific knowledge and [data](#) available. SNAP also strives to make our [resources](#) available and our [methods](#) known. SNAP has a strong partnership with [ACCAP](#) that allows us to leverage each other's strengths in order to inform a broad audience.

Community Charts: Fairbanks, Alaska

To load a chart, type your community's name:

Fairbanks, Alaska

Data Set

Temperature

Precipitation

Units

°F

°C

Emissions Scenario

Low (B1)

Medium (A1B)

High (A2)

?

Inter-Model Variability

Off

On

?



SNAP has created charts for communities in the area shown above.

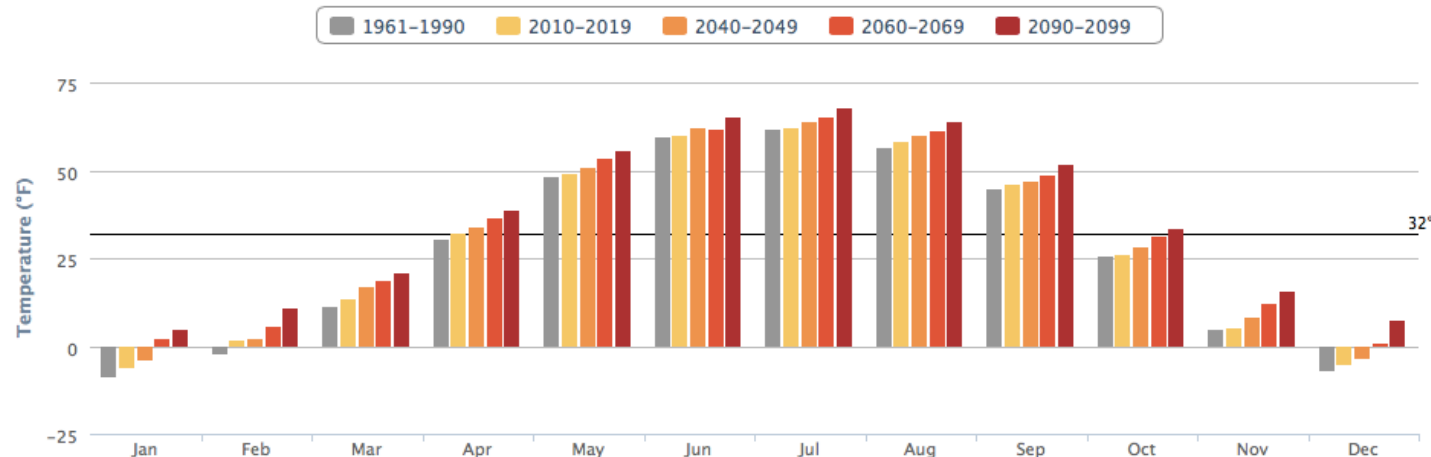
In cooperation with:



Export

Average Monthly Temperature for Fairbanks, Alaska

Historical PRISM and 5-Model Projected Average, Mid-Range Emissions (A1B)



Due to variability among climate models and among years in a natural climate system, these graphs are useful for examining trends over time, rather than for precisely predicting monthly or yearly values. For more information on derivation, reliability, and variability among these projections, please visit www.snap.uaf.edu.

Historical Sea Ice Atlas

Alaska sea ice, mid-1800s to the present

[Explore](#)

A joint project funded by the Alaska Ocean Observing System (AOOS), the Alaska Center for Climate Assessment and Policy (ACCAP), and the Scenarios Network for Alaska and Arctic Planning (SNAP)



Use this Atlas

History, planning, and uncertainty

[About](#)



Download data

Use these data for your own analyses

[Download](#)



Learn about sea ice

Common terms and phenomena explained

[Glossary](#)

Partners and funding. Funded by the National Ocean Service (NOS) at the National Oceanic and Atmospheric Administration (NOAA) through **AOOS** grant #NA11NOS0120020. Work was performed by University of Alaska Fairbanks (UAF) research institutes **ACCAP** (funded by the NOAA Office of Oceanic and Atmospheric Research) and **SNAP**, with assistance from the University of Illinois, Urbana-Champaign. **Legal and contact information.** See [Disclaimer](#), [Terms of Use](#) and [Credits](#). Please [contact us](#) if you are with a for-profit organization, and are interested in commercialization opportunities and/or collaborative research & development activities. **Copyright** © 2014 ACCAP and SNAP.

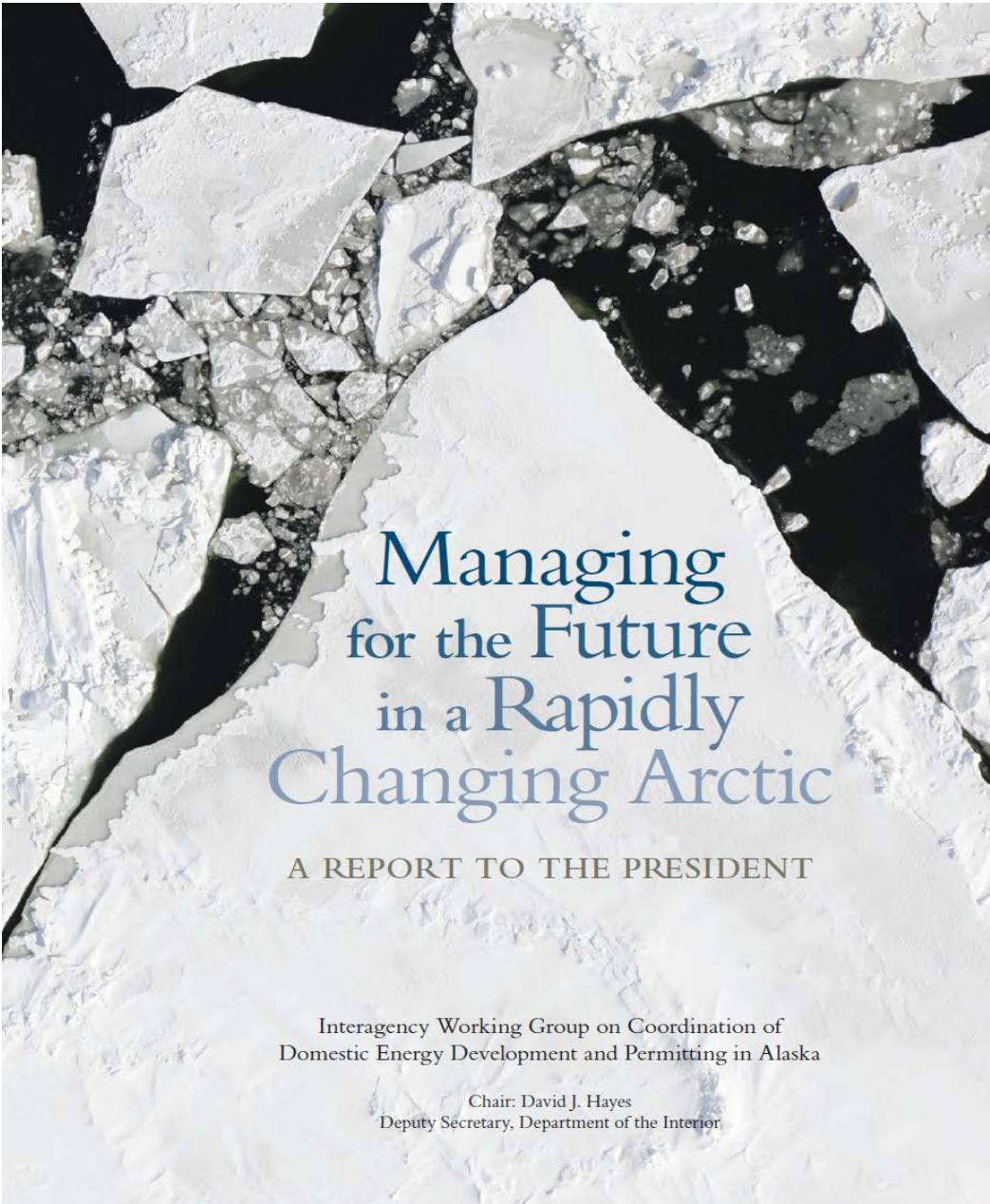
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Alaska's Climate Change Strategy: Addressing Impacts in Alaska



*Final Report
Submitted by the Adaptation
Advisory Group to the Alaska
Climate Change Sub-Cabinet*

January 2010



Managing for the Future in a Rapidly Changing Arctic

A REPORT TO THE PRESIDENT

Interagency Working Group on Coordination of
Domestic Energy Development and Permitting in Alaska

Chair: David J. Hayes
Deputy Secretary, Department of the Interior

The United States National Climate Assessment— Alaska Technical Regional Report

Circular 1379

U.S. Department of the Interior
U.S. Geological Survey

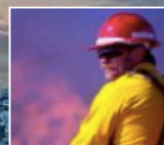
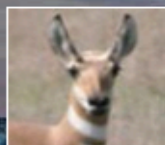


*Climate Change in Alaska's
National Park Areas*

State of Change

DRAFT - DO NOT DISTRIBUTE

1



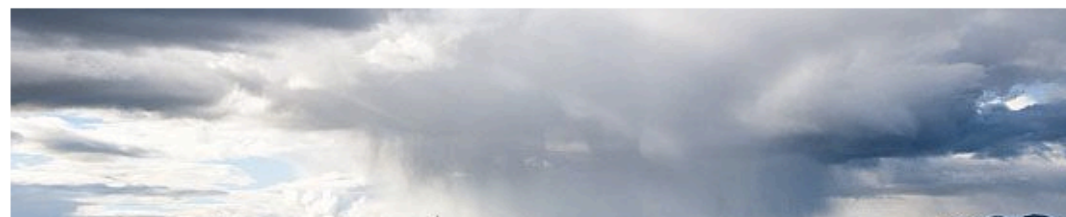
BLM > More BLM Programs > Landscape Approach > Rapid Ecoregional Assessments > Central Yukon

[Print Page](#)

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- + Contact Us



Locations of Rapid Ecoregional Assessments (REAs)

Legend

Ecoregion(s) in REAs*

* Locations of REAs (indicated by solid colors) are defined by one or more ecoregions. Ecoregions are based on Omernik Level III Ecoregions and Unified Ecoregions of Alaska. Hatched areas of ecoregions were not assessed.



BLM/Alaska Photo by Craig McCaa

Rainstorm in Brooks Range, Alaska

Assessment (REA)

Conservation Elements | Change

Work scheduled to begin in [redacted] and to be completed by mid-2014. [redacted] (workplan) will be completed by the [redacted] used to identify the scope of any [redacted] ports section for a list of scheduled [redacted] they become available.

Landscape Approach

- Rapid Ecoregional Assessments (REA)
- Ecoregional Direction
- Monitoring for Adaptive Management
- Public Involvement
- Related Documents
- Landscape Approach Q&A
- AIM Q&A
- AIM Documents

Rapid Ecoregional Assessments (REA)

- Central Basin and Range
- Central Yukon
- Chihuahuan Desert
- Colorado Plateau
- Madrean Archipelago
- Middle Rockies
- Mojave Basin and Range
- North Slope
- Northern Great Basin
- Northwestern Plains
- Seward Peninsula
- Sonoran Desert
- Southern Great Plains
- Wyoming Basin
- Yukon Kuskokwim
- REA Documents
- REA Data Portal
- REA Location Map
- REA Q&A
- REA Training Resources



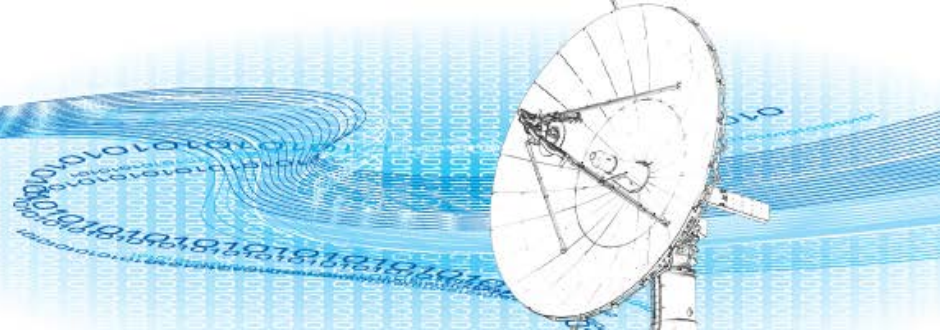
Arctic Domain Awareness at UAF

Presented by
Nettie La Belle-Hamer
AVCR and ASF Director

The Arctic Challenge

- Geology
- Physical geography
- Ecosystems and rate of ecosystem change
- Culture
- Infrastructure and access
- Climate and weather
- Data availability — depth, breadth and length of record

UAF has significant expertise and experience in the Arctic



Operated by the Geophysical Institute at the University of Alaska Fairbanks since 1991

- ASF SAR data center: one of 12 NASA data centers, ~\$8M/yr
- Satellite tracking station: NASA ground network, ~\$2M/yr
- ASF Enterprise: high-level remote-sensing applications
- GeoData Center: PI-generated data



ASF's growing capacity



AS1 (11m), AS2 (10m), AS3 (11 m)

Photo by Jeff Beiderbeck.



UAF1 (7.3m)

Photo by ViaSat.

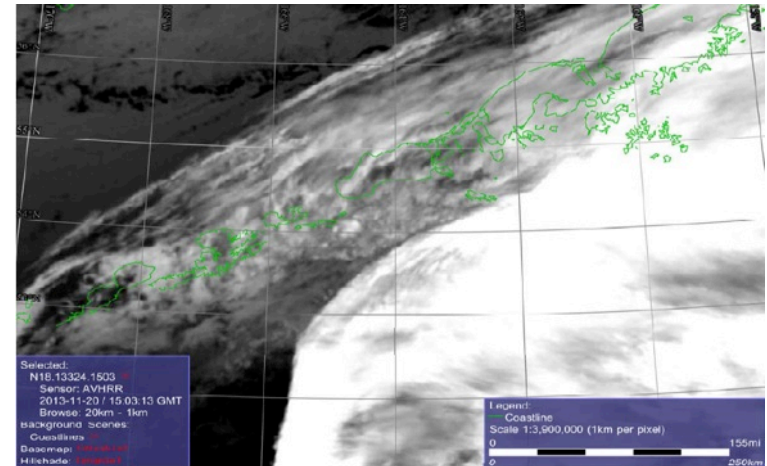


UAF2 (9.1m)

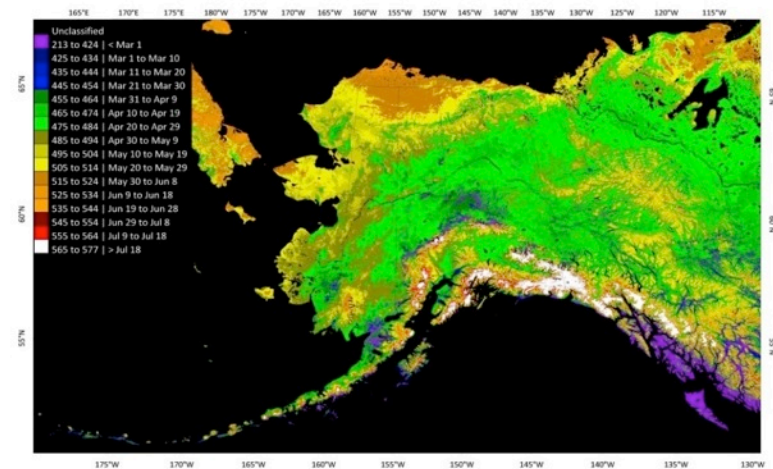
Photo by Jeff Beiderbeck.

GINA

- Federal agencies such as USGS, NOAA and NASA rely on GINA to provide them map data for Alaska.
- 29 million of GINA's map requests are from federal, local and tribal governments, the private sector and the general public.



Sample AVHRR image from GINA archive



Sample MODIS image from GINA archive



SFOS/UAF Autonomous Remote Technology lab

- Operates three Webb Slocum Autonomous Underwater Vehicles (AUV) gliders
- Nonpropelled, autonomous, quiet, low-power, long-endurance specific AUV → up to ~ 3 month missions using lithium batteries
- Two-way real-time Iridium satellite communication → mission change on the fly + relay data to scientists, numerical models and decision makers
- Unique, high-resolution (vertical and horizontal) surface-to-bottom data coverage

A New, Ice-Capable Asset For Arctic Studies

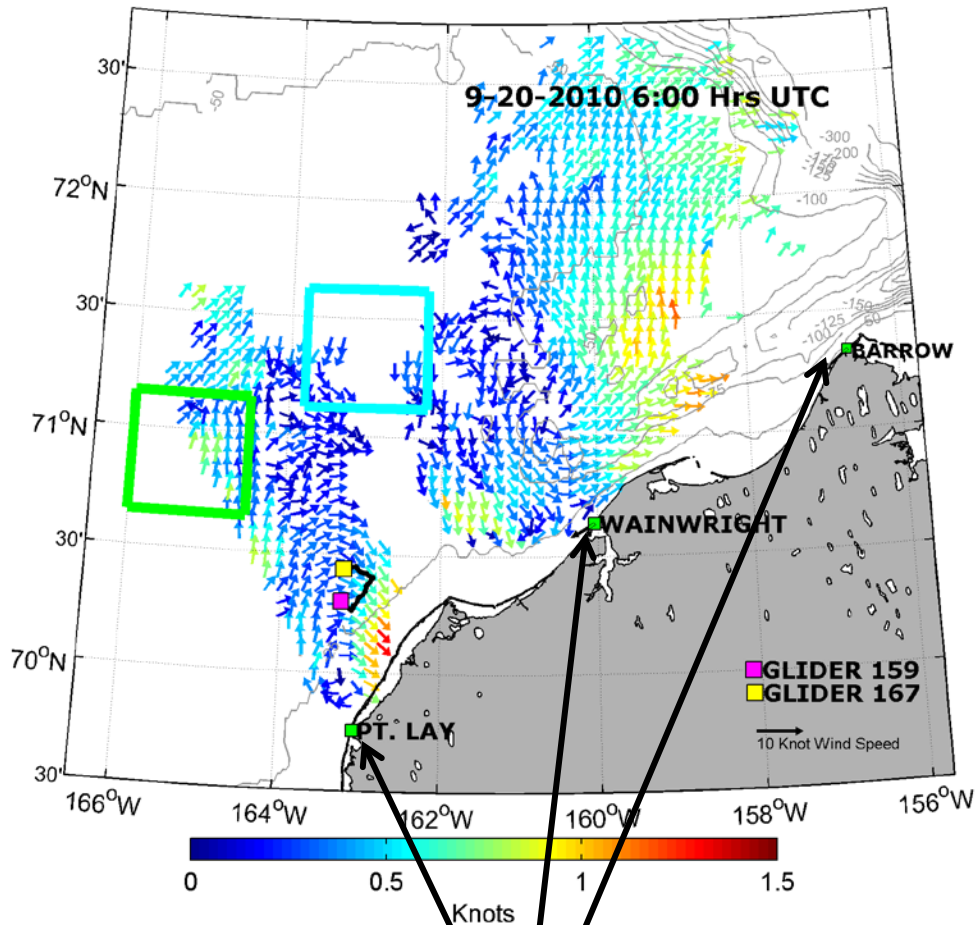


R/V *SIKULIAQ*

The *Sikuliaq* will allow researchers:

- To collect sediment samples directly from the seafloor
- Host remotely operated vehicles
- Use a flexible suite of winches to raise and lower scientific equipment
- Conduct surveys throughout the water column and sea bottom

Chukchi Sea, Alaska CODAR Measurement (depths in meters)



~4MHz

Shore-based power available

Coastal radar map surface
(upper 1 m) currents:

- hourly
- over broad areas (~175 km) at 6-km resolution
- real-time access via the web
- easily understandable
- cost-effective

To guide open-water response to marine spills (and other purposes).

Funded by:
BOEMRE, Shell, and ConocoPhillips

ACUASI



UAF Geophysical Institute: Poker Flat Research Range

Arctic Center for Oil Spill Research and Education

UAF's A-CORE seeks to bring together:

- Communities
- Educators
- Private investors
- NGOs
- Oil and shipping industry
- Government agencies

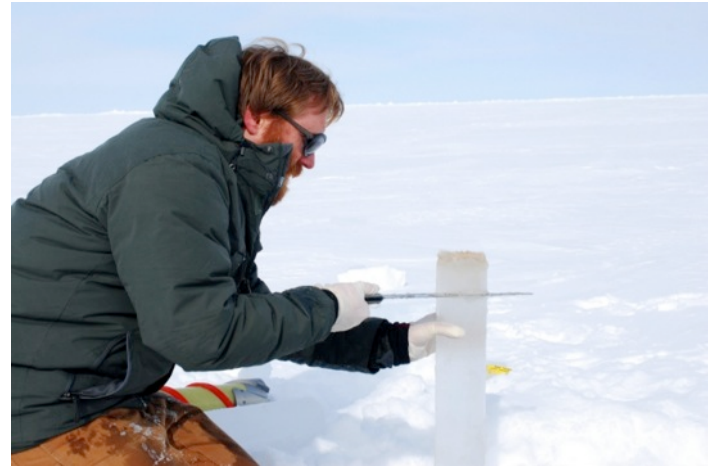
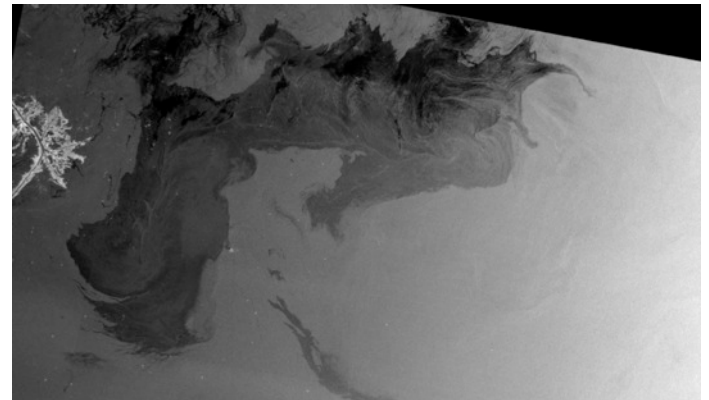


Photo courtesy of Eric Collins, SFOS



Deepwater Horizon oil spill as detected with SAR



C-SSHRP NorthCOM MOU

Presented by

Cam Carlson, Director

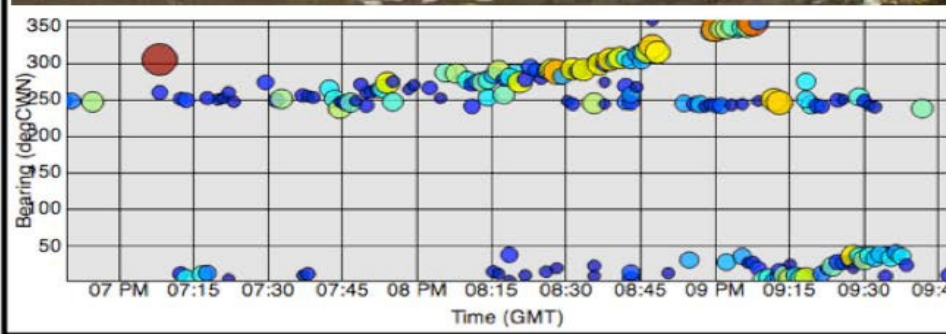
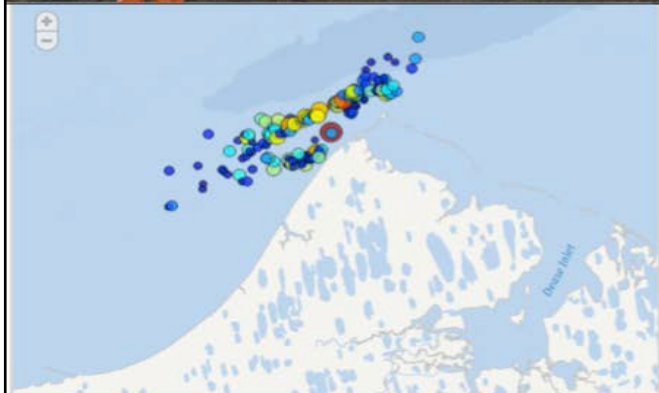
Center for the Study of Security, Hazards, Response and
Preparedness

Harry Bader, Director

Center for Island, Maritime and Extreme Environment Security



NATIONAL CENTER FOR ISLAND, MARITIME,
& EXTREME ENVIRONMENT SECURITY



Arctic Domain Security Orientation

University of Alaska Fairbanks

Center for the Study of Security, Hazards, Response and Preparedness (C-SSHRP)

Arctic Domain Security Orientation aka Arctic 101

Program development team:

Cameron Carlson — *Alaska PI and director, UAF HSEM Program*

Harry R. Bader — *Alaska PI CIMES*

Troy Bouffard — *UAF grad student*

Arctic instruction development highlights:

- Scalable curriculum and presentations
- Full-spectrum overviews (domain awareness)
 - The Arctic defined: science and political variations
 - Policies, strategies and security
 - Systemic, domestic and individual analysis
 - Arctic economic, social, military and political perspectives
- International relations and governance
- Comprehensive deliverables
- Direct access to leading experts and resources
- * Current focus is in supporting DoD (USNORTHCOM and JTF Alaska, Arctic Collaborative Workshop, UAF, April, 2014)



UAF Presence at AGU

Presented by
Bob McCoy, Director
Geophysical Institute

American Geophysical Union Fall Meeting 2013

- 2013 was largest UAF presence in 40+ years
- 52 talks and 116 posters





Live from D.C.

Presented by
Cathy Cahill
Professor of Chemistry/Biochemistry
Geophysical Institute

UAF Providing Scientific Support. Senate Energy & National Resource Committee

Live from Washington D.C.

Cathy Cahill
Congressional Fellow





Arctic Council

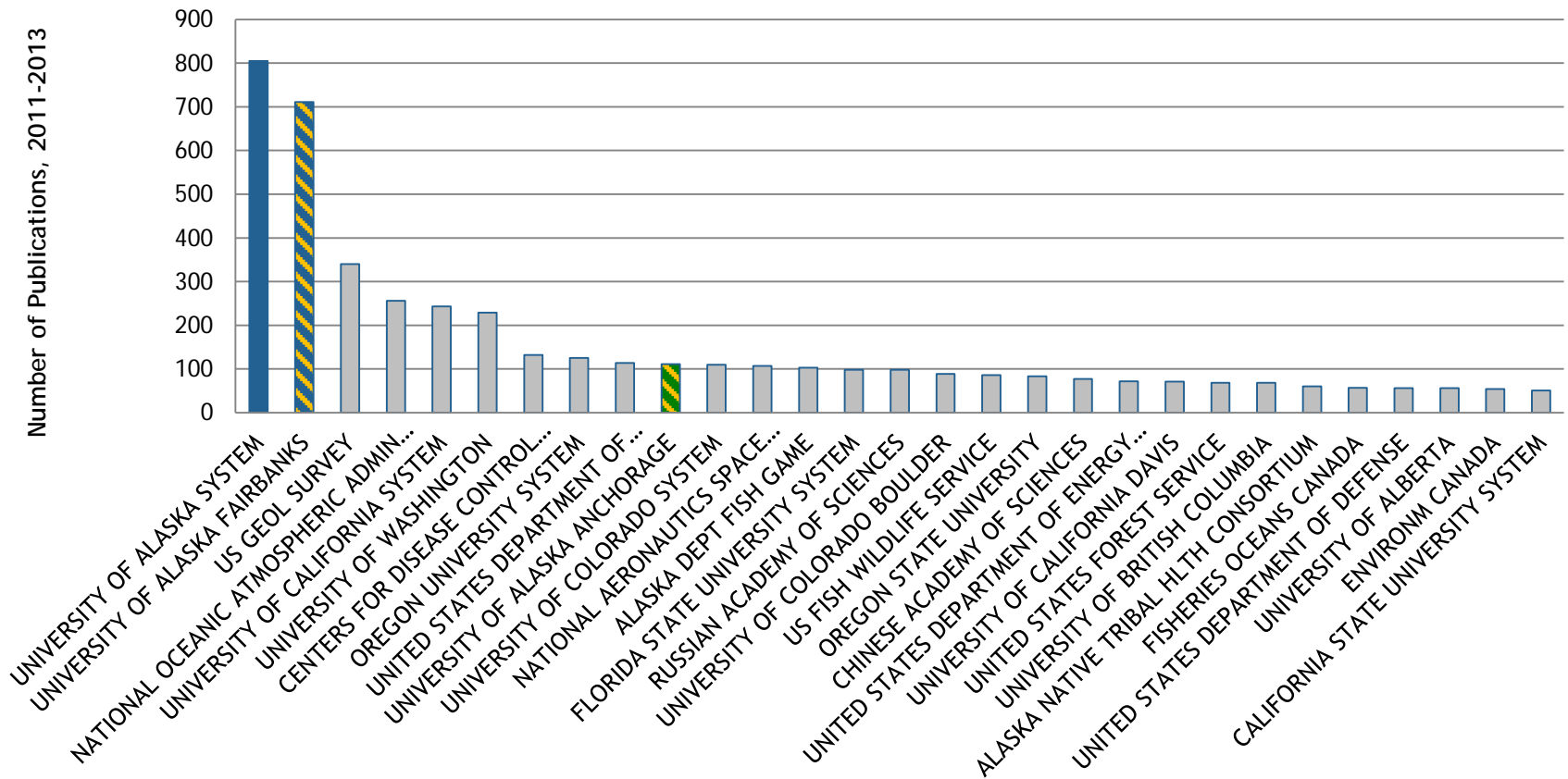
Presented by

Mark Myers

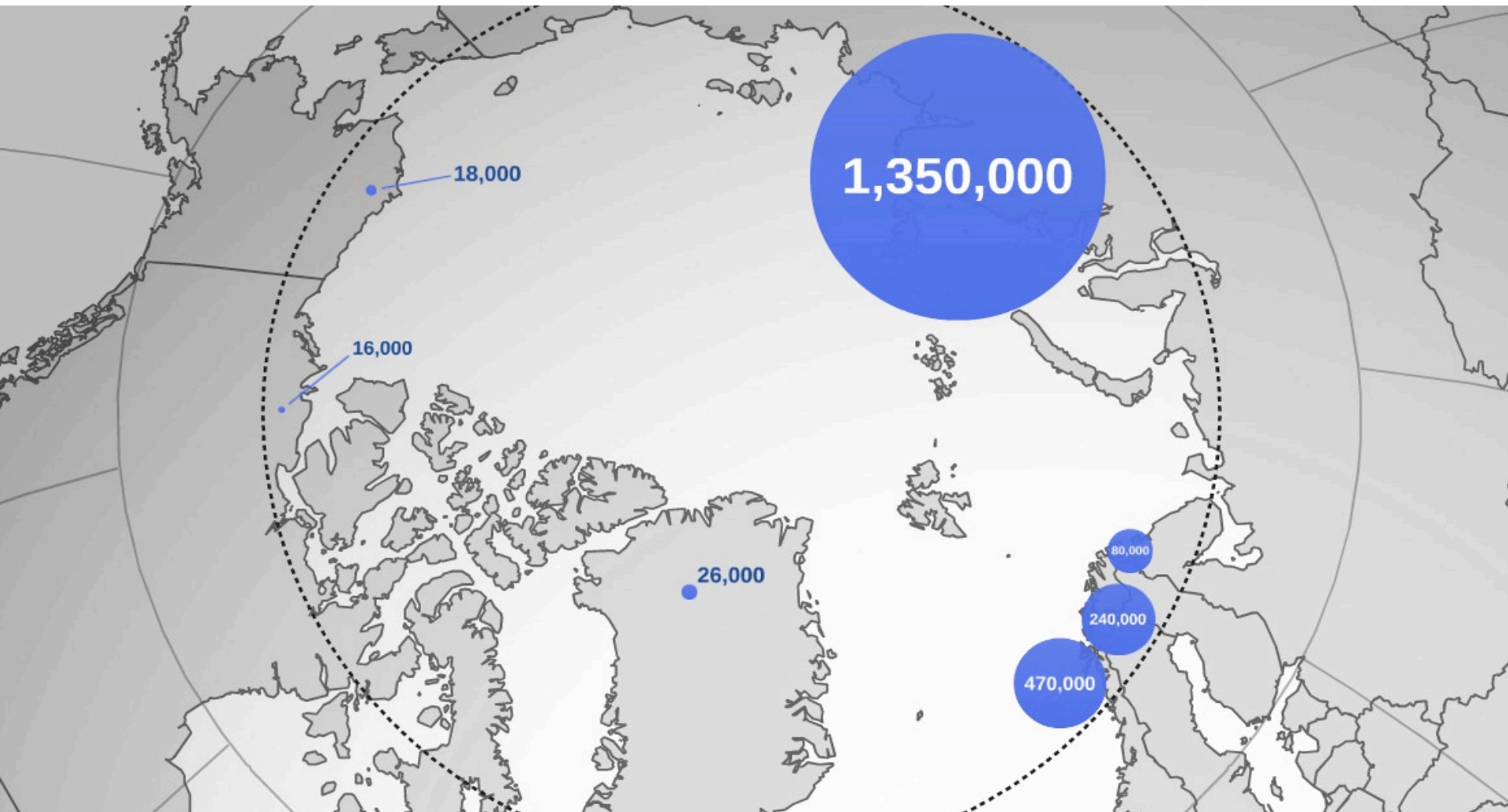
Vice Chancellor for Research

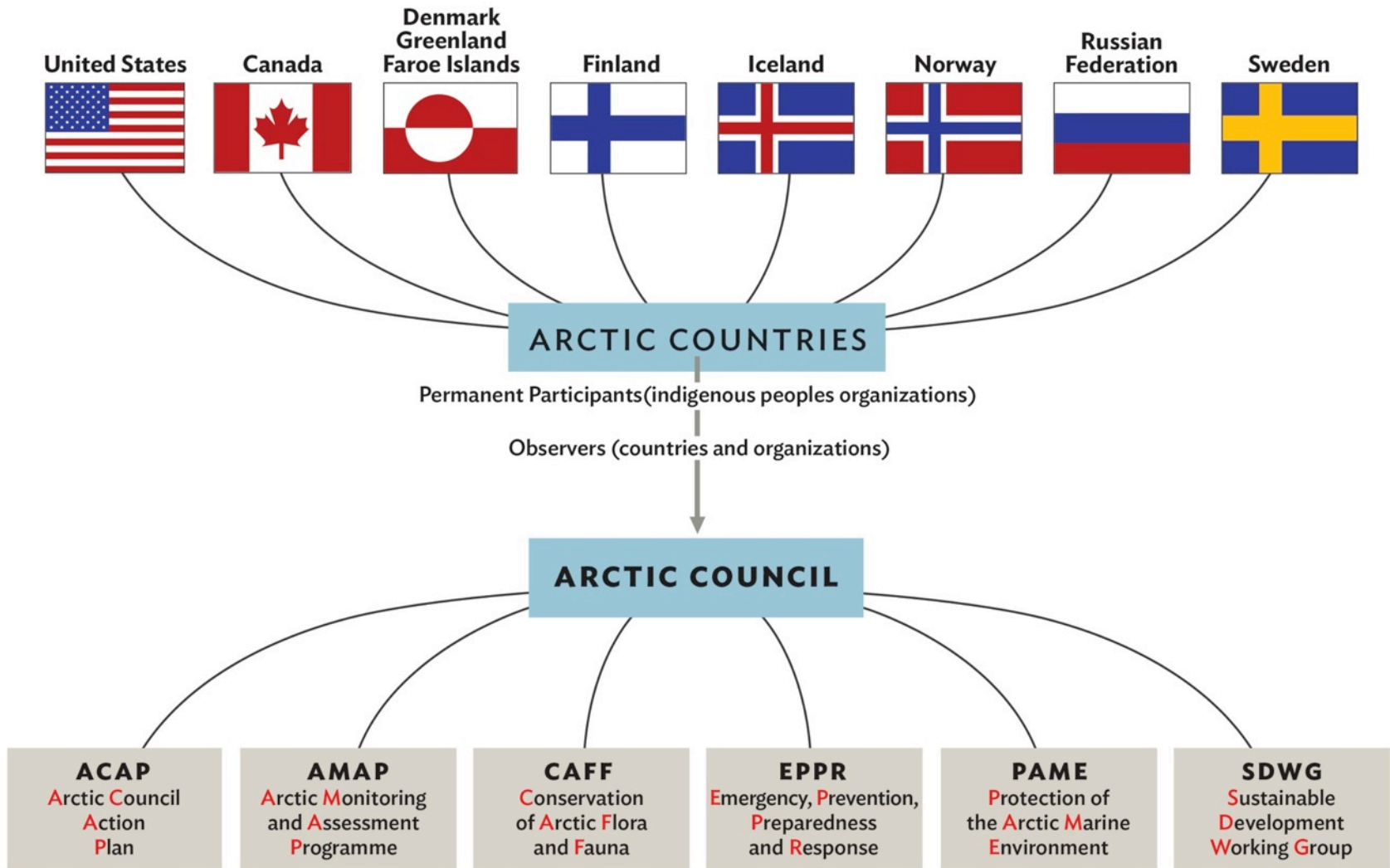
Alaska Publications 2011-2013

Alaska Publications



The population of people living above the Arctic Circle





UAF support of upcoming U.S. chairmanship of Arctic Council

- Providing technical advice on themes
- Working with State Department advanced team on locations for Arctic Council meetings in Alaska
- U.S. proposal Arctic Science Summit Week and Senior Arctic Official meeting for Fairbanks (March 2016)
- AK EPSCoR hosted SDWG Workshop in ANC February 10-12 (on behalf of Canadian chairmanship with support from U.S.)

Examples of UAF participation in Arctic Council activities

- University of the Arctic — Brian Rogers, Chair
- International Arctic Science Committee — Larry Hinzman, U.S. Representative
- ACCA — Mark Myers and Larry Hinzman
- Ecosystem Studies of Subarctic Seas — Franz Mueter, Vice Chair
- Circumpolar Reindeer Education Program — Greg Finstad
- Association of World Reindeer Hearers — Greg Finstad
- U.S. representatives on the Circumpolar Biodiversity Monitoring Program — Bodil Bluhm, Katrin Iken, Russ Hopcroft
- IASC marine working group — Rolf Gradinger, U.S. representative
- Arctic Council task force — Mark Myers, U.S. delegate



UArctic

Presented by
Brian Rogers

Chancellor, UAF, and Chair, UArctic
Board of Governors

University of the Arctic



- A cooperative **network** of 157 universities, colleges and other organizations committed to higher education and research in the North
- Created on the initiative of the Arctic Council

Arctic Council

8 arctic states Canada, Denmark/Greenland/Faroe I., Finland, Iceland, Norway, Russia, Sweden and U.S.

6 arctic indigenous peoples organizations

32 observers

12 nonarctic states: China, France, Germany, India, Italy, Japan, South Korea, Netherlands, Poland, Singapore, United Kingdom
20 nongovernmental organizations and intergovernmental organizations

3 specifically on Arctic Research and Higher Education

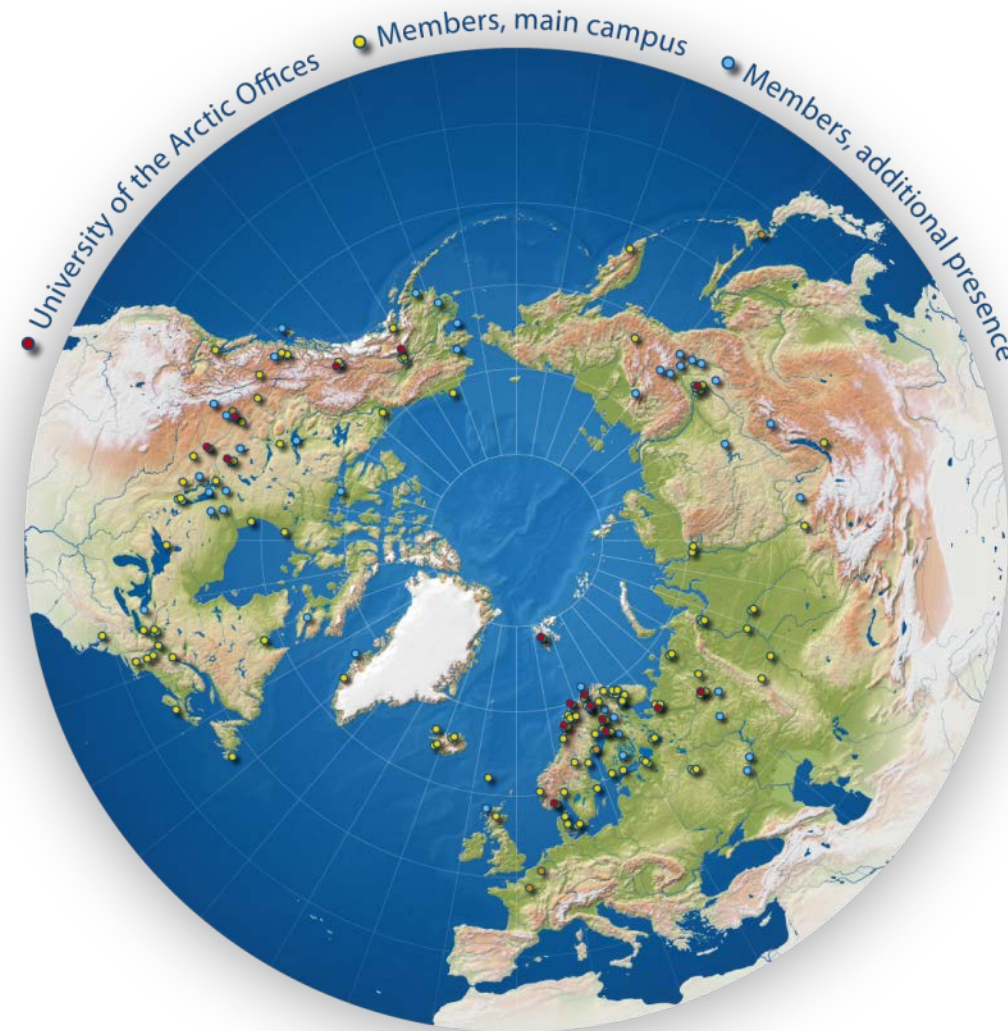
UArctic – a institution membership origination created by Arctic Council

International Arctic Science Committee – a national academy membership organization

International Arctic Social Sciences Association – a individual membership organization



UArctic membership at a glance



- 157 members
 - 111 higher education institutions
 - 46 research institutes and other organizations
- Eligible for full membership if in the arctic states
- Associate membership if outside the region

1,100,000

Students in member institutions (2012)

80,000

Teaching staff in member institutions (2012)

Governance

Board of Governors

- internationally representative board
- highest decision-making body
- responsible for strategic development, institutional priorities and finances

Council of UArctic

- consists of representatives from all UArctic members
- decides on membership of UArctic and nominates members of the board
- makes strategic decisions on UArctic's program development
- gives academic guidance for program implementation and delivery

Brian Rogers
Chair UArctic Board of Governors
Chancellor, UAF

George Iwama
Vice Chair UArctic Board of Governors
President, University of Northern British Columbia

Denis Mayrand
Associate Vice-President Research
Université Laval

Lindsay Whaley, Professor,
Vice-Provost and Associate Provost
Dartmouth College

Tove Søvndahl Pedersen
Director of Greenland Self-Government Office in Copenhagen

Jamie Reschyn (UNBC)
Student representative

Monika Margrét Stefánsdóttir
(Akureyri) Student representative elect

Mikhail J. Prisyajny
Vice Rector, North-Eastern Federal
University

Elena Kudryashova Rector,
Northern Arctic Federal University

Lauri Lajunen
Rector, University of Oulu

Kjell Åke Jonsson
Vice Chancellor, Umeå University

Lasse Lønnum
University Director
University of Tromsø



UArctic Board of Governors

Administration

Small, decentralized
administration based on
members across the region



UArctic Offices

President's Office
Arendal, Norway
International Secretariat
Rovaniemi, Finland
Vice-President Indigenous Office
Kautokeino, Norway
Thematic Networks Office
Oulu, Finland
Research Office
Arkhangelsk, Russia
Graduate Studies Office
Fairbanks, USA
Field School Program Office
Longyearbyen, Norway
Undergraduate Studies Office
Yakutsk, Russia
BCS Regional Office
Bodø, Norway
BCS Regional Office
Prince George, Canada
north2north Program Office
Alta, Norway
GoNorth Program Office
Tromsø, Norway
International Academic Office
La Ronge, Canada
Russian Information Center
Yakutsk, Russia
Finance Office
Fairbanks, USA

Rectors' Forum

Annually brings together university leaders around specific themes



Thematic Networks & Institutes

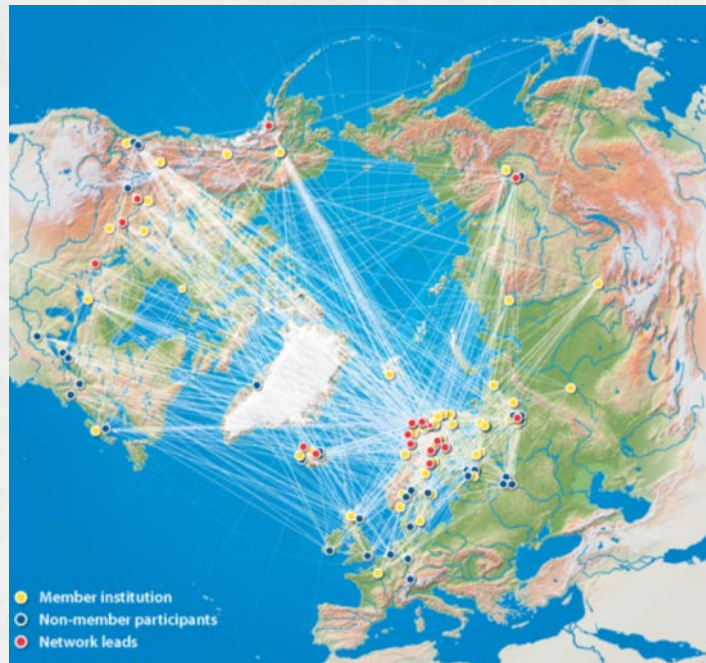
27 UArctic thematic
networks
3 UArctic institutes

Thematic Networks office
Oulu University



Thematic Networks & Institutes

27 UArctic thematic
networks
3 UArctic institutes



- Joint courses and (degree) programs
- Research
- Networking

- Arctic Coastal and Marine Issues
- Arctic Engineering and Science
- Arctic Extractive Industries
- Arctic Law
- Arctic Sustainable Arts and Design
- Business Management in the North
- Communicating Arctic Research
- Digital Media and Media Arts
- Distance Education and e-Learning
- Energy in New Time
- Environmental Impact Assessment of Industry Contaminated Areas
- Environmental Training and Education for Sustainable Development of the Arctic
- Geology of the Arctic
- Geopolitics and Security
- Global Change
- Health and Well-being in the Arctic
- Indigenous Arts and Crafts
- Local and Regional Development in the North
- Northern Food Security
- Northern Governance
- Northern Tourism
- Polar Ice, Climate and Land Dynamics
- Social Work
- The Verdde Program
- World Images of Indigenous Peoples of the North
- Permafrost
- Natural Hazards

UArctic Institutes

Northern Research Forum



North Meets North
Northern Veche
The Resilient North
The Borderless North
Seeking Balance in a Changing North
Our Ice Dependent World

Akureyri 2000
Novgorod 2002
Yellowknife 2004
Oulu/Luleå 2006
Anchorage 2008
Hveragerði 2011

Circumpolar Reindeer Husbandry



Sámi allaskuvla
Sámi University College



International Centre for Reindeer Husbandry
Международный Центр Оленеводства
Riikkaidgaskasaš Boazodoalloguoovddáš



Ассоциация «Оленеводы Мира»
Association of World Reindeer Herders

Applied Circumpolar Policy



north2north student mobility

A student exchange program that allows students at UArctic institutions to visit different northern regions and share experiences face to face, through study at other UArctic institutions

north2north student exchanges (in 2012)
167



UAF leadership in UArctic

- Brian Rogers — Chair, UArctic Board of Governors
- Pat Pitney — Vice President, Finance
- Mike Sfraga — Circumpolar Policy Institute
- Donna Anger — Council member
- John Eichelberger — UArctic Dean of Graduate Studies



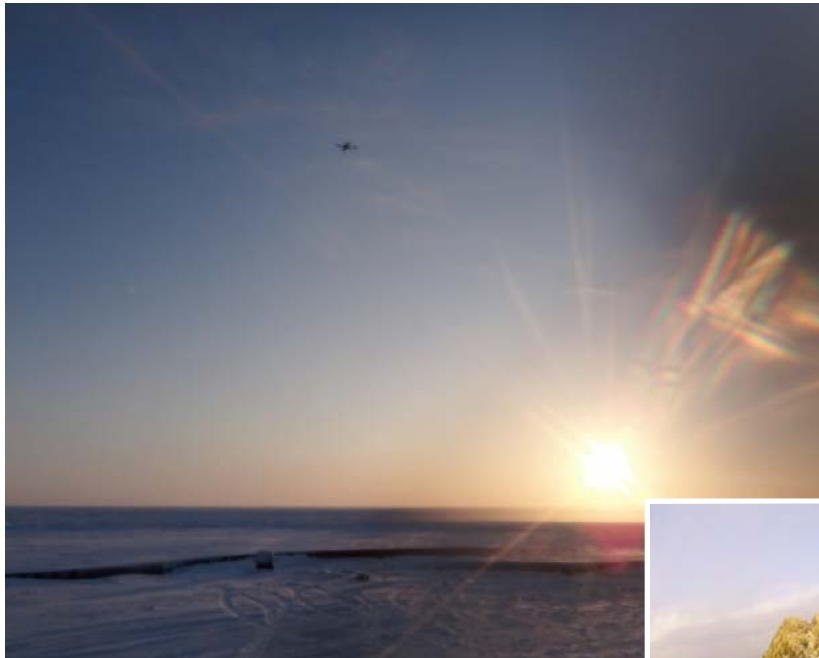
Thank you

Alaska Center for Unmanned Aircraft Systems Integration - RDT&E

An Eventful Year: Award of the FAA Test Site
Ro Bailey
Deputy Director, ACUASI &
Director, Pan Pacific UAS Test Range Complex



UNMANNED AIRCRAFT SYSTEMS FOR ALASKA



Exciting, busy **2013**
Sought out by Industry,
Researchers, Feds
Advanced technology, airspace
access, more

An Eventful Year

- ACUASI's first year - UAS program 13th year
- Significant increase in work & inquiries
- FAA SIR released 14 Feb 2013
 - Proposal submitted over 2.5 months
 - Team built with 58 partners
- Ground-breaking accomplishments
- FAA awards Test Site to Alaska-led Team

ACUASI's First Year

- Events
 - Established initial underpinnings to support test site proposal
 - Reorganized & started formalizing procedures
 - Moved into our own building (former OEM site)
 - Hired professor shared with College of Engineering
 - Many successful missions
 - Successfully worked with Alaska legislature on UAS resolution (HCR 6) & subsequent task force
 - Became US co-chair of UAS Expert Group under AMAP (Arctic Council)
- Changes
 - Greg Walker stepped down to become Chief Technology Officer
 - Marty Rogers named new ACUASI Director

ACUASI Priorities for Next Year

- Stand up the test site
- Refocus energy on high latitude activities
 - Of benefit to Alaskans
 - In support of research
 - To attract technology businesses to Alaska
- Sharpen our technology focus on improving and advancing the state-of-the-art of sensors



FAA Test Site

- Jan 2012: FAA Reauthorization Act directed FAA to select 6 Test Sites
- Feb 14 2013: Solicitation was released
- UAF led team for states of Alaska, Oregon, and Hawaii, plus 56 additional team members
 - Includes state agencies (DOT, DPS, Forestry of DNR, DHS&EM, National Guard
 - Universities, EDCs, corporations
 - Associations like Medallion, AUVSI
- And, 30 Dec 2013, we were announced as a selectee
- Media attention exploded—at least 35 interviews to date, over 1200 media mentions of UAF

Pan-Pacific UAS Test Range Complex

- University of Alaska is “the operator” per FAA
 - Establishing Board of Directors, management team, procedures, policies, & how to fund
- Funding is a challenge
 - No FAA funding provided or contemplated
 - Alaska legislature provided \$5M in 2012
 - Oregon legislature provided \$3M in 2013
 - Hawaii seeking funding now
 - Plan is to add FAA research tasks & data needs into ACUASI business plus fund through test-specific customers
 - Rumor has it FAA will request funding but not likely this year

What Alaska Offers

- Vast open airspace with little traffic
- Wild, extreme, unpopulated, diverse terrain
- Access to large military ranges with data gathering ability
- History of pioneering aviation technology
- Culture of innovative use of aviation
- Close relationship with regional FAA
- Perhaps most important, willingness to be thoughtful and methodical in potential policy decisions
- State government taking balanced approach
- Extensive experience pioneering UAS in new applications & gaining new levels of FAA approvals

What Hawaii Offers

- Restricted airspace with cooperative military
- Remote from 48 states - oceanic airspace system
- Destination/launch point for very high altitude/high speed testing overwater
- Tropical environmental conditions
- Accessible volcano activity radically different from Alaska volcanoes
- Benign maritime environment for domain awareness testing
- Strong COE in Disaster mgmt & climate change
- Strong research relationship with University of Alaska
- Long standing partnership between our two states

What Oregon Offers

- Strong, well-established UAS industry
- UAS industry support of test sites
- Good maritime access, including being the 3rd launch/recovery point for High Altitude/High Speed tests
- High desert environment
- Small uncontrolled low use airports (Tillamook) with UAS & COA experience
- Link with native citizens (Warm Springs Confederated Tribes)
- Good research partnership with OSU

Pan Pacific UAS Test Range Complex

- University ACUASI is lead
- Thirteen specific spots around the three states
 - Strong link with military JPARC ranges
 - Forging links with manned aviation safety specialists
- Key questions to answer:
 - Procedures to protect manned aviation
 - Policies to protect privacy
 - Technical testing to assure control, detect & avoid, lost link procedures, airworthiness, etc

What about Privacy?

- We're dedicated to protect privacy so beneficial uses can be obtained
- Current statutory/case law strongly protects privacy while defining legal airborne activities (manned)
 - Unmanned a new technology, but subject to same restrictions
 - FAA added initial guidelines to OTA which generally rely on existing law, require us to develop policy
 - AK legislative task force focusing on management & control of data rather than tool that collected it

PPUTRC Board of Directors
ACUASI Director
Senior State Representatives

Chief Executive Office

Alaska
COO

Hawaii
COO

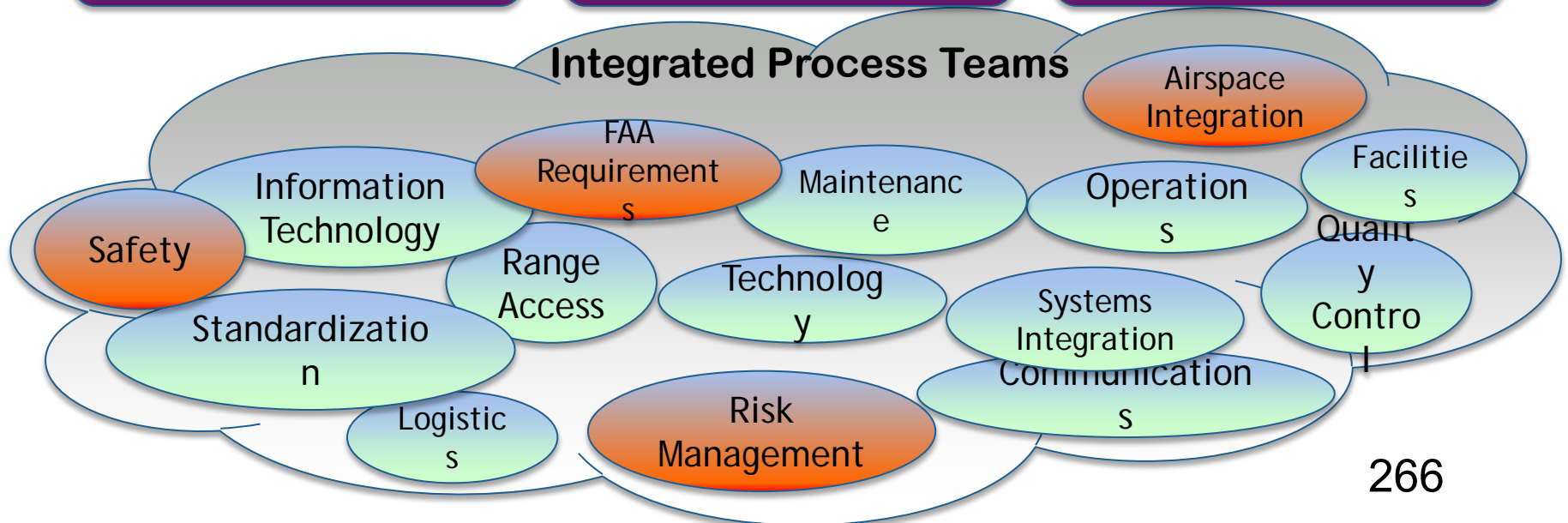
Oregon
COO

Alaska Range/Site
Management Team

Hawaii Range/Site
Management Team

Oregon Range/Site
Management Team

Integrated Process Teams



Alaska Center For UAS Integration - RDT&E

- Created by Board of Regents Dec 2012
- Three integrated focus areas
 - Engineering - develop technical capabilities to meet new requirements
 - Application Development - drive system capabilities to expand uses and users
 - Training & Education - develop humans to develop, maintain & operate systems
- Within GI & UAF, but named as overall for UA
- Situated to exploit FAA opportunities - Arctic airspace, FAA Test Site

How we've used the \$5M to date

- Moved into the former OEM building
 - But collected surplus furniture, printers, etc. from the warehouse to minimize costs
- Hired a professor to advance our educational outreach
 - But split the costs with College of Engineering so we have room to do more
 - Funded student research that resulted in a new & better rotorcraft
- Expended technology development funds for the MIZOPEX project
 - But now have a unique capability and upgraded aircraft to offer for future jobs
- Advancing our tools to state-of-the-art for Arctic use

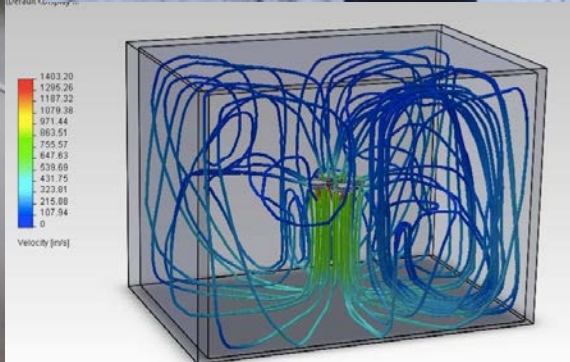
Striving to use money wisely

Recent Missions (2013)

- MIZOPEX
- Idaho Power
- ENI Petroleum (multiple)
- BP (multiple)
- Coast Guard aboard the Healy
- Pilgrim Hot Springs
- Ugak Island
- NEX7 Payload Evaluation in California
- Iceland mapping flights
- Bethel Aircraft Crash exercise
- Demo for DOT road mapping
- For FEMA, data upload demonstration
- Outreach to scouts, public, with demos

Oil Infrastructure Monitoring Research

- Flare Stacks
- Pipelines
- Processing Facilities
- Access Roads



BP North America Partnership

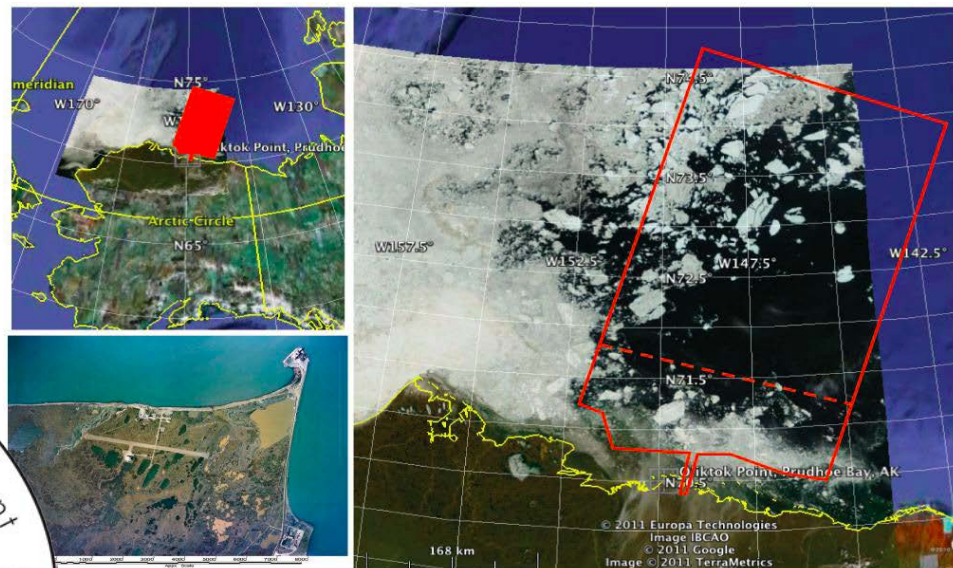
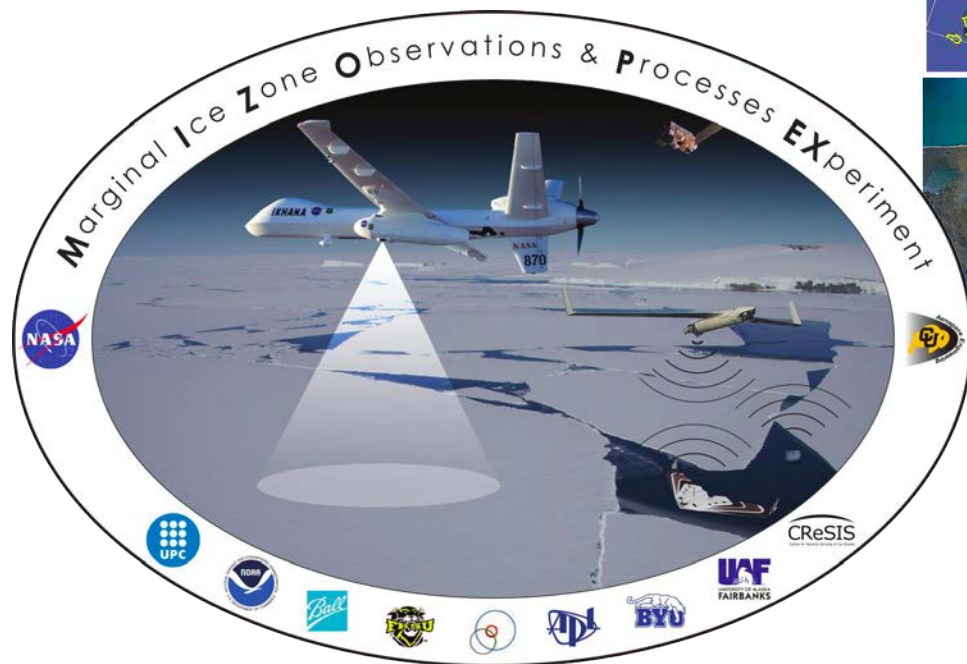
BP Exploration (Alaska) Inc. Partnership

Recent ACUASI Project

Marginal Ice Zone Ocean and Ice Observations and Processes EXperiment (MIZOPEX)

UAF deployments

NASA Exercise July 2013



Multiple aircraft simultaneously
Many new scientific payloads

Bear Bite - SAREX

Mass Casualty Exercise 7-10 February 2013

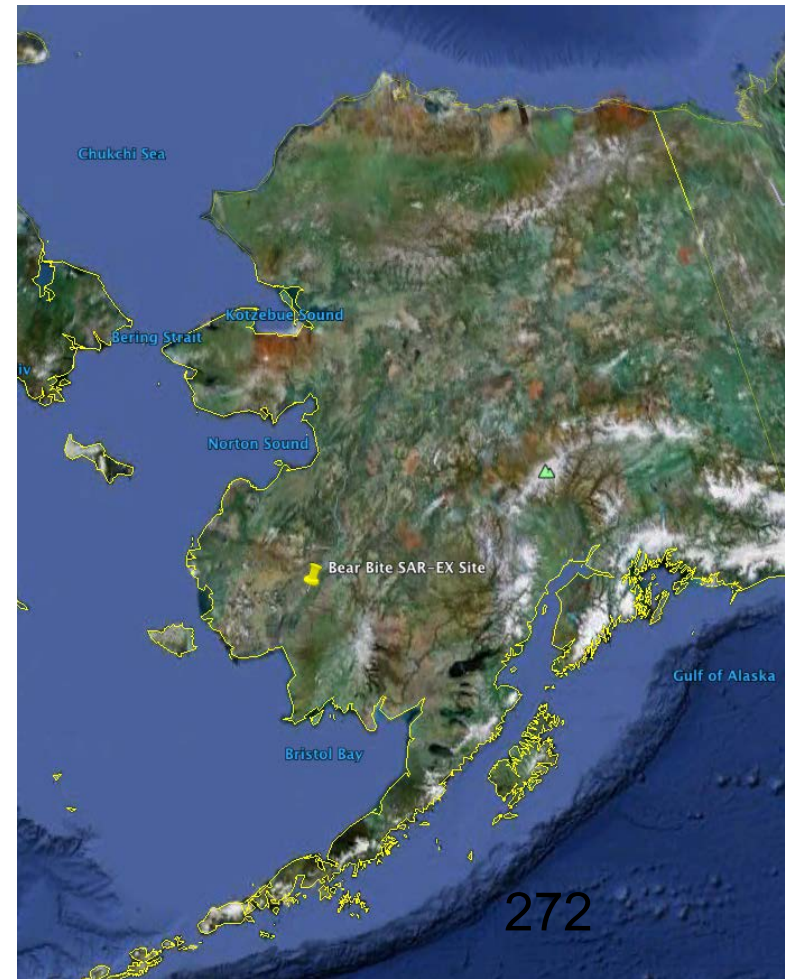
“An aircraft crashed in the tundra roughly 20 miles outside Bethel Alaska many died with some survivors”

Deployed two unmanned aircraft systems
with support team

Coordinated with manned aviation on the
scene

Mission:

- Map scene for event documentation
- Real-time SAR response



Sample of Projected Missions for 2014-15

- Southern Company
- Oil Companies (Conoco, BP (continued), ENI (expanded))
- Idaho Power
- Test missions for PPUTRC (multiple inquiries)
- Sikuliaq Ice Trials
- Oden methane sensor test
- North Slope Borough demonstrations
- Oklahoma power & energy opportunities
- Possibly on retainer for FEMA - response to wildfires, etc

Increasing Support

- State Legislature funding plus resolutions, current submitted bill and resolution
- Lt Gov led Aviation States Association study on privacy
- Fairbanks North Star Borough stepped up to offer assistance to relocating businesses, lead effort for booth at AUVSI, assist with marketing outreach
- AK Dept of Commerce is funding the booth
- AIDEA exploring means to invest in possible industry/technology park
- USARAK commander pledged Army support for University of Alaska UAS work
- Alaska Command Lt Gen Handy also pledged support
- Alaska delegation continues to support

In Short...

- ACUASI is growing, becoming ever better known, benefitting the University, the community, and Alaska
- To ensure success, we're also seeking constant improvement through a strategic planning session with Foraker,
 - Now doing organizing & rethinking to make best use of current resources & prioritize hiring & acquisition decisions as we grow
 - Reaching out to partners & team members to develop robust, flexible, safe processes, procedures, standards

Thank you for your support

Questions?

How you could help us

- Continue to support the program
- Lend us your experience & expertise—have you suggestions for us?
- Support a funding request next year for continued infrastructure growth
- When we have operations near you, we'd love to have you come see us work

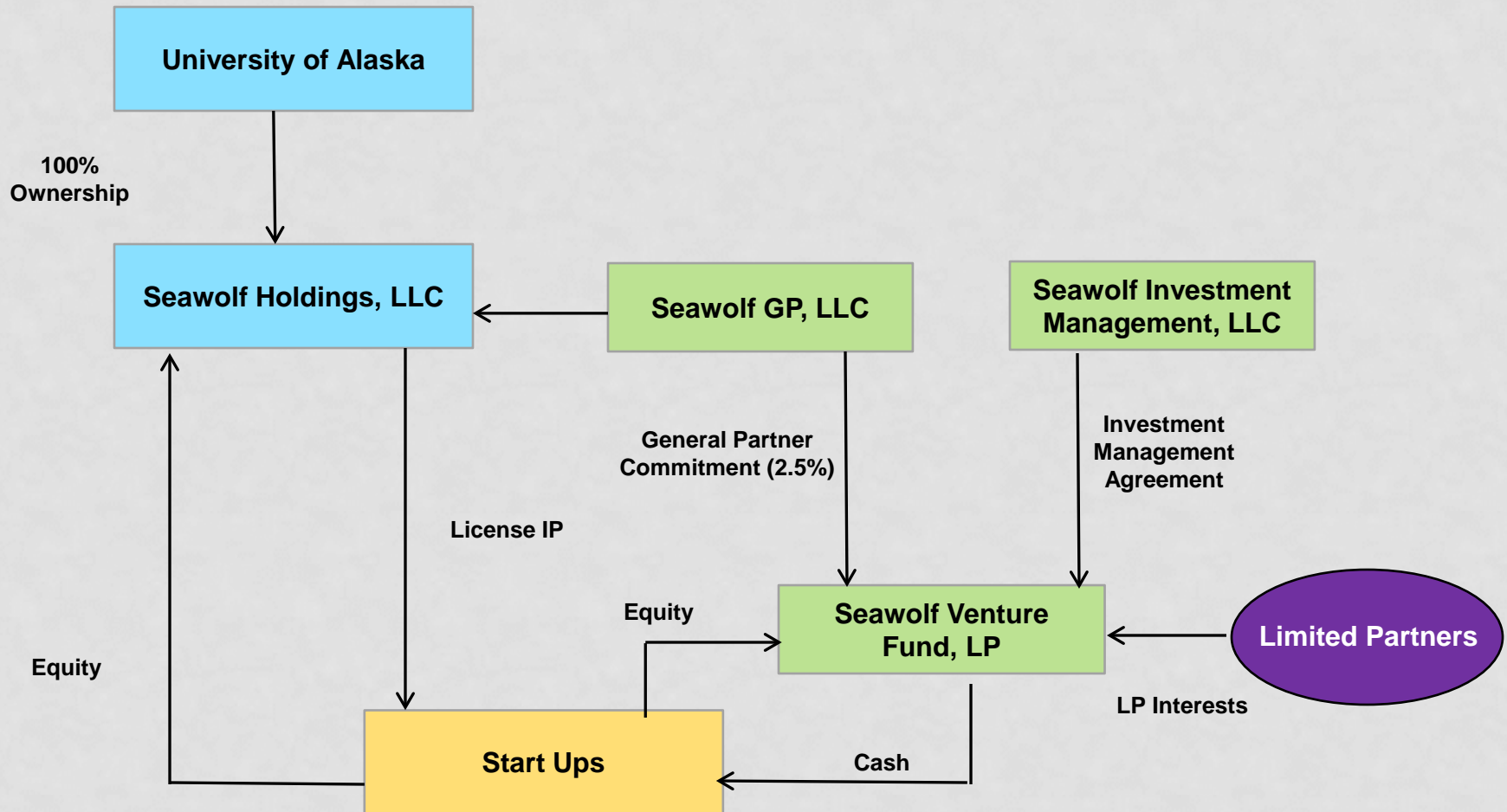
INNOVATION AND TECHNOLOGY COMMERCIALIZATION AT UAA



**February
21, 2014**

DR. HELENA S. WISNIEWSKI
Vice Provost for Research and Graduate Studies, UAA
President, Seawolf Holdings, LLC

UAA TECHNOLOGY COMMERCIALIZATION AND PRIVATE INVESTMENT STRUCTURE



SEAWOLF HOLDINGS, LLC

BOARD OF DIRECTORS

- **Dr. Helena S. Wisniewski, Vice Provost for Research, UAA; President Seawolf Holdings.**

Senior executive experience government, industry, academia. Launched & sold startups.



- **Mr. Thomas Hook, President and CEO, & Board Director of Greatbatch, Inc. (NYSE:GB).**

Implantable medical devices.



- **Mr. Stephen Socolof, Founder and Managing Partner, New Venture Partners**

A global VC firm over \$700 million under management.



- **Dr. John Bischoff, Managing Partner of Half Moon Ventures LLC**

Former Vice President of Finance & Operations, America Online, (AOL).



- **Dr. Elisha Baker, Vice Chancellor and Provost, UAA**

Former Dean, College of Business & Public Policy; senior corporate executive.



- **Dr. John Sibert, Founding Chairman, National Assoc. of Seed & Venture Funds**

Founding Director, Alaska Science & Technology Foundation.



- **Mr. John Wanamaker, Alaska Venture Partners –**

Angel investment practice investing in companies in & out of Alaska.



GENERAL PARTNER

FOR THE SEAWOLF VENTURE FUND, LP



- **Springwell Capital Partners, LLC** – located in Stamford, CT — a private commercial entity.
- **The partners are successful executive careers at:**
 - GE Capital, AT&T, Hughes Electronics, and Bain & Company.
- **Principals have \$100B in transactions under belt**
 - Successful investment, acquisitions, start-ups and restructuring.
- **Principals**



Mufit Cinali



Gardner L. Grant, Jr.



Kun Lee

PATENTS

SIGNIFICANT GROWTH IN INTELLECTUAL PROPERTY
ACTIVITIES SINCE FY11:

TEN-FOLD INCREASE IN INVENTION DISCLOSURES

32 UP FROM 3 IN FY11

TEN-FOLD INCREASE IN PATENTS PENDING

12 UP FROM 1 IN FY11

THE NUMBER OF PATENTS ISSUED HAS QUADRUPLED

4 UP FROM 1 IN FY11

FIRST 2 START-UP COMPANIES WERE FORMED IN 2013

CFT SOLUTIONS: PROVIDING A SNOW & ICE-FREE PATHWAY



CFT SOLUTIONS
Alaska Tested

CFT SOLUTIONS™ IS PART OF
THE SEAWOLF HOLDINGS, LLC
PORTFOLIO OF COMPANIES.



CFT SOLUTIONS, LLC

FORMED MAY 2013

- **Product:** innovative, cost-effective approach to snow removal and deicing using carbon fiber tapes embedded under the surface. **Patent Pending#61/699,372.**

Advantages

- **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

Installations & Potential Customers

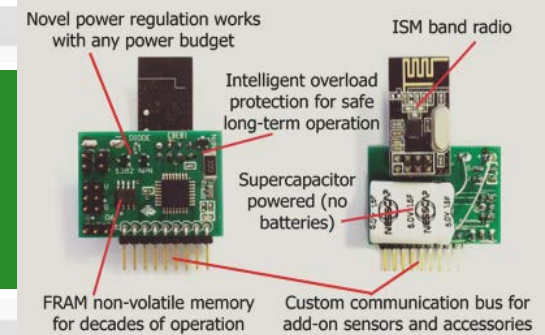
- **Currently a walkway at UAA**
- **UL Site Certified**
- **Commercial bid submitted.**
- **Other installations planned this spring.**





ZENSOR, LLC

FORMED APRIL 2013



- **Product:** a *new generation* of wireless sensors yielding significant improvement for use in remote monitoring, system management (SCADA), surveillance and security.
Patent Pending 13/891,894.

Market Trend

- **Global wireless sensor market** expected to increase at 43.1% annually to reach \$4.7 billion by 2016. Ref. research firms such as BCC.

Zensor™ meets market needs

- **Industrial installations:** early warning data for various infrastructures; SCADA systems (for pipelines & other structures).
- **Surveillance and security:** border activity sensors detect vibrations - movement of persons; submarine and surface vessels.
- **Climate Change and Ecology:** remote sites expanses of difficult-to-reach geographic areas. Environmental changes - ice flow/melt; data collection from animal herds.

Advantages

- **No batteries** required
- **Ultra long life**
- **Low Cost**—Less than \$40 per sensor
- **Distributed Wireless Networked** system- data receipt, transmission and storage
- **Each sensor stores information about every other sensor in network**
- **Multiple Capabilities - data on:** vibrations, tilt, humidity, light intensity, temperature, sound, thermal images. Additional criteria can be added.
- **Arctic Testing** - reliability under extremes.

Featured in Alaska Business Monthly – July 2013.

IN THE PIPELINE

LICENSING, STARTUPS, JOINT VENTURES

From UAA

- **Water remediation for challenging waters** – ceramic membrane with ultraviolet light. **Patent Pend # US 61/884,864.**
- **Traumatic Head Injury –Instrumented Mouthguard** with wireless capabilities measures acceleration of the skull upon impact and effects of such blows. **Patent pending # 61/747, 411.**
- **Contactless Multi-modal biometric authentication** - for online access. **US Patent 7,986,816.**
- **Eye Gazing/Tracking for Music Skill Assessment** - **patent in process.**
- **Therapeutic pharmaceuticals.** For example, Alaskan blueberry: in animal testing phase- received statistically significant results in aged rats and younger rats. **Patent pending #61/770,764.**

From Community and Lower 48

- **Medical device** – can pinpoint exact muscle generating back pain - joint with methodology inventor Dr. Marcus (NYC) – UAA building new device using his methodology - **patent in process.**
- **Cognitive radio** – Dynamic Spectrum, LLC – current LLC in NJ received SBIR funds, **patent pending.**
- **Traumatic head Injury:** Non-invasive invention for assessing extent of traumatic head injury due to brain swelling, **Chief Medical Officer – Alaska Native Medical Center.**
- **Medical device:** A new technology to help conduct telehealth – a video otoscope - in discussion **with ANTHC to jointly develop.**
- **CalIDr** – Alaskan startup – a business/tech collaboration – MOA.

About 50% of the invention disclosures have evolved into the following Patents pending.

PATENTS

UAA PATENTS ISSUED

Methods and Systems for Multiple Factor Authentication Using Gaze Tracking and Iris Scanning US 7,986,816 B1	Kenrick Mock Bogdan Hoanca
pH-Sensitive Immunoliposomes and Method of Gene Delivery to the Mammalian Central Nervous System US 5,786,214	Eric G. Holmberg
Data Hiding Based Messages and Advertisements US 8,555,052 B2	Helena S. Wisniewski Rajaratnam Chandramouli Koduvayur P. Subbalakshmi
Process for Demineralization of Bone Matrix with Preservation of Natural Growth Factors US 8,574,825 B2	Nancy J. Shelby Steven M. Scott Benjamin P. Luchsinger Gregory A. Juda Kelly R. Kirker Jesus Hernandez Darrel L. Holmes

UAA PATENTS PENDING

Light-Assisted Membrane Treatment and Cleaning	Aaron Dotson
*Long Lifespan Wireless Sensor and Sensor Networks	John Lund Todd Petersen
Compositions Comprising Citric Acid and Malic Acid and Methods and Uses Thereof	Colin McGill
*Vehicle Accessory Engagement Tracking	Tim Menard Jeffrey Miller John Lund
*Mineral Isotopes in Water, Methods and Uses Thereof	Lee Ann Munk Ryan Mathur
*Devices, Systems, and Methods of Determining Linear and Angular Accelerations of the Head	Anthony Paris Jens Munk
*Mouth Guard for Determining Physiological Conditions of a Subject and Systems and Methods for Using Same	Anthony Paris Jennifer Brock John Lund
*Surgical Rod Bender	Anthony Paris
Student Learning Progress Model	Gary Rice
Surgical Cutting Device and Methods of Using Same	Samuel Werner
*Fish Carcass Disposal System	Alexandra West
*Systems and Methods for Heating Concrete Structures	Joey Yang, et al.
*Utility Patent	

In process - 3 filings being prepared; additional invention disclosures being evaluated.

INCENTIVES FOR RESEARCH AND INNOVATION

❖ Innovate Awards

- **Purpose:** to inspire faculty research, entrepreneurship and creative works.
 - Funding \$200,000 in 2012, 2013; and \$160,000 - 2014.
 - Total of 113 proposals received and 41 funded.
- **Accomplishments**
 - A 3:1 ROI provided from external research awards for 2012.
 - Projected ROI of 10:1 for external research funding for 2013.
 - **Publications** in Peer Review journals.
 - **Invention** disclosures and patents pending.
 - **Presentations** at international conferences and scholar in residence.

❖ Patent wall of Fame

- **Provides recognition** for faculty who have patents issued.
- Faculty inducted at Innovate presentation ceremony.
- Resides in the Administration Building.

❖ *These awards and recognition, together with the commercialization infrastructure have helped to contribute to Innovation Successes.*



Intellectual Property Commercialization Structure

Daniel M. White
Director of UAF OIPC

UAF Structure for Commercializing Technology



Researchers innovate

OIPC protects IP

NIC licenses IP
Separate 501c3

NTV builds startups
Separate C-Corp

UAF Office of Intellectual Property & Commercialization (OIPC)



- OIPC is part of UAF and has 2 full-time and 1 part-time staff
- OIPC engages employees and students to identify inventions
- OIPC processes invention disclosures
- OIPC investigates prior art and performs due diligence

OIPC Maintains an Intellectual Property Advisory Committee (IPAC)

OIPC manages IPAC to determine which IP to protect/market (\$\$)

- IPAC is comprised of 8 faculty and staff with General Counsel serving as an ex-officio member pursuant to R10.07.050(B)(4) (Jan. 8, 2013)
- IPAC meets quarterly to review decisions and return IP we can't commercialize

OIPC Works Across Campus

OIPC works with other UAF offices such as the Office of Research Integrity and the Office of Grants and Contracts to ensure that laws regarding grant reporting and export control are followed.

OIPC By The Numbers

- Invention Disclosures
 - 73 in FY13
 - 26 in FY14 (to Jan 8, 2013)
- Patents Filed/Prosecutions
 - 7 in FY13
 - 7 in FY14 (to Jan 8, 2013)
- Inventions returned to inventors through IPAC
 - 20 in FY13,
 - 17 in FY14 (to Jan 8, 2013)
- Granted 2 patents by USPTO in FY14
- Assigned 42 Technologies to NIC in FY14



UAF Structure for Commercializing Technology



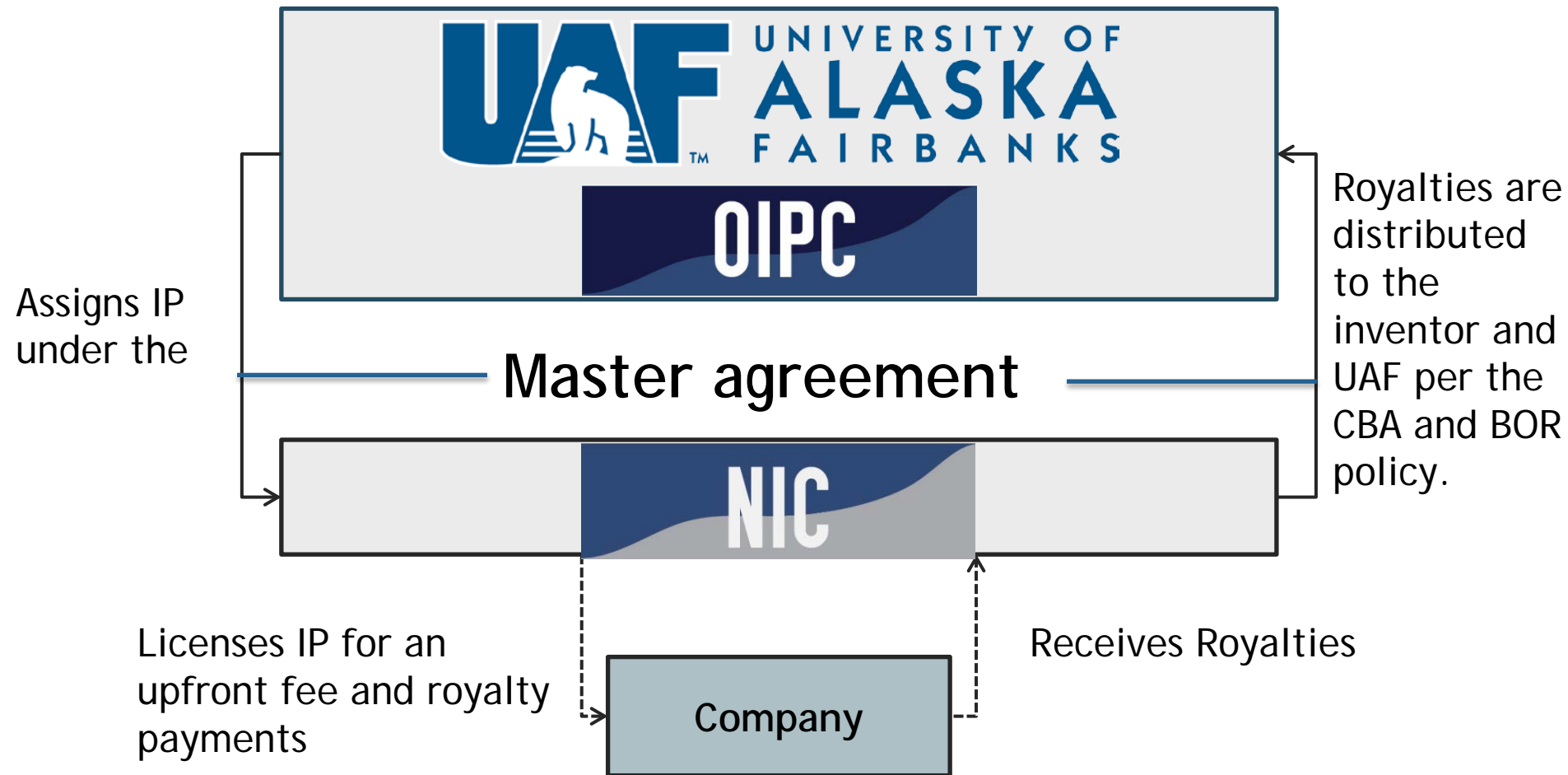
Researchers innovate

OIPC protects IP

NIC licenses IP
Separate 501c3

NTV builds startups
Separate C-Corp

The Nanook Innovation Corporation Licenses Intellectual Property



NIC Is An I.R.C. 501(c)(3) Non-profit Supporting Organization

NIC is organized to support UAF and ensure that all monies received are used for the benefit of UAF.

NIC is organized to limit liability to the University of Alaska.

- Separate Board of Directors
- Insurance Coverage: Professional, General, & Products Liability

NIC is organized to manage taxation issues and to protect the charitable status of the university.



NIC Works With UAF/OIPC Through A Master Agreement

The agreement ensures that NIC management of IP is consistent with BOR Policies & Regulations for revenue distribution.

The agreement ensures that all monies received into NIC must be used for the ultimate benefit of UAF and compensate inventors.

It allows OIPC to provide support to NIC.
It permits NIC to hold title to UAF IP.



Nanook Innovation Corporation Board Members



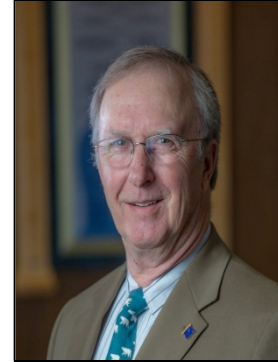
Dan White
President
UAF OIPC Director,
INE Director, and
Associate VCR



Lorna Shaw
Vice-President
External Affairs Manager
for Sumitomo Metal
Mining Pogo LLC



Mike Powers
Secretary
UA Board of Regents
Secretary,
CEO, Fairbanks
Memorial Hospital and
Denali Center



John Zarling
Treasurer
UAF Engineering Faculty,
Retired



John Burns
Board Member
Former Alaska Attorney
General,
Owner, Burns & Associates,
PC



UAF Structure for Commercializing Technology



Researchers innovate

OIPC protects IP



NIC licenses IP
Separate 501c3



NTV builds startups
Separate C-Corp

Why NIC Formed NTV

Start-up companies may not have cash on hand and would prefer to trade equity for royalties. NIC may see a start-up as the best chance to commercialize IP.

Without NTV, NIC (or UAF) could have the following challenges:

- Lack of insulation from liability (if University is 100% owner, corporate veil could be pierced by litigation)
- Lack of additional layers of insurance coverage and oversight
- Threat to University's non-profit tax status
 - UA must act exclusively for exempt purposes (e.g., charitable, educational, and scientific) for IRS to maintain non-profit status.
 - Substantial activities for a non-exempt purpose (e.g., to benefit for-profit business) could threaten exempt status.*

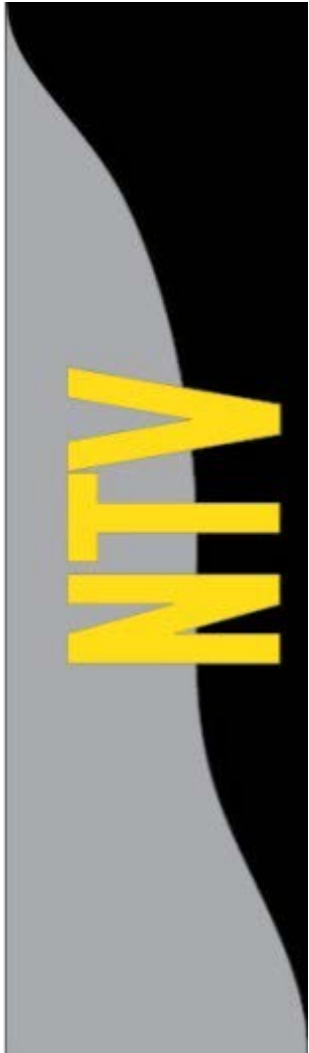
*Davis Wright Tremaine decision to UA General Counsel and OIPC dated August 23, 2012

Nanook Technology Ventures (NTV)

- Organized as a for-profit company.
- NTV licenses technology to startup companies in exchange for equity.
- NTV can provide services to the startups similar to an accelerator program.



Nanook Technology Ventures (NTV)

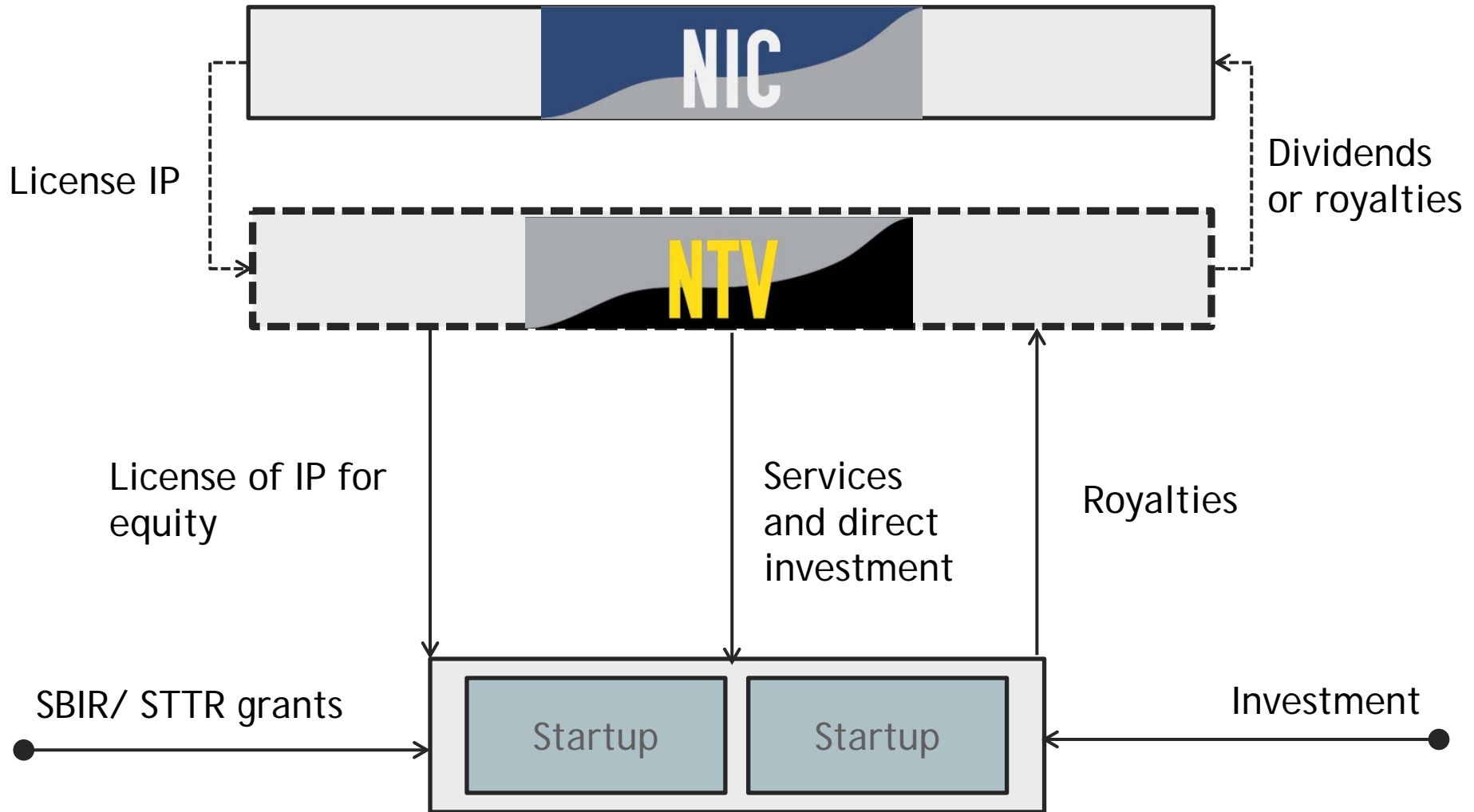


NTV is organized to limit liability to NIC and UAF.

- Separate Board of Directors
- Insurance Coverage: Professional, General, & Products Liability

Organized to manage taxation issues that occur due to equity.

NTV works with startups.



Nanook Tech Ventures Board Members



Scott Bell
President
UAF Director of
Facilities Services



Adam Krynicki
Vice-President
OIPC Business
Development
Director



Randy Weaver
Secretary
CFO Denali State Bank



Michelle Rizk
Treasurer
UA Associate VP of
Budget



Doug Johnson
Board Member
Executive VP of
Professional Growth
Systems



Bill S. Pierre
Board Member
Private Investor



Gloria O'Neill
Board Member
UA Board of Regents Member,
President & CEO of Cook Inlet
Tribal Council

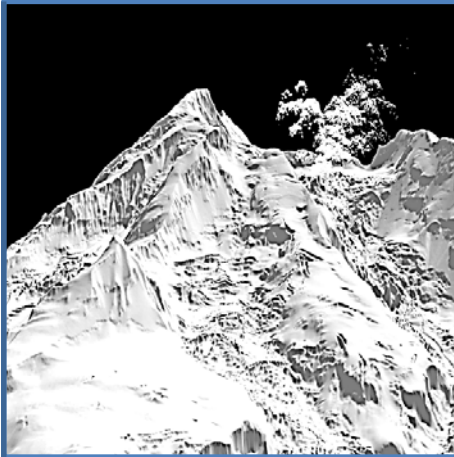
Benefits of OIPC/NIC/NTV Structure

- **Insulation from liability** - Separate NIC and NTV Boards and insurance coverage.
- **UA Non-Profit Tax Status Protected** - UAF's collaboration with NIC, an IRC non-profit organization, does not jeopardize UAF's charitable non-profit status.
- **Rewards Inventors** - Master Agreement (UAF-NIC) and NIC's majority shareholder interest in NTV ensure revenues from commercialization returned to inventors and UAF in accordance with BOR policy.
- **Complies with Board of Regents Policies** - Oversight by IPAC (within UAF) of technology protection/waiver ensures BOR compliance.

UAF Licensing Successes

- NIC presently holds title to seven UAF inventions being actively marketed.
- NIC licensed Pin Bone Machine patents and placed seven prototypes throughout Alaska.
- NIC, through NTV, licensed 33 pieces of IP to V-ADAPT, the first start-up company based on UAF IP, in exchange for equity ownership.

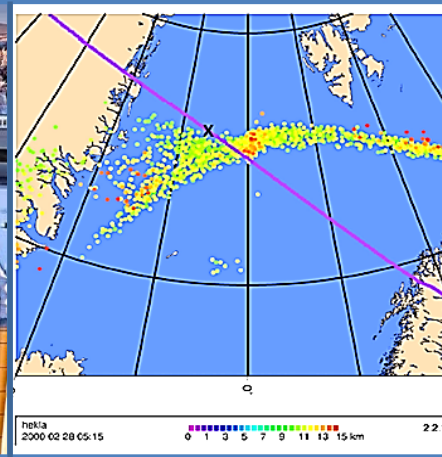
We are Alaska's Innovation Pipeline



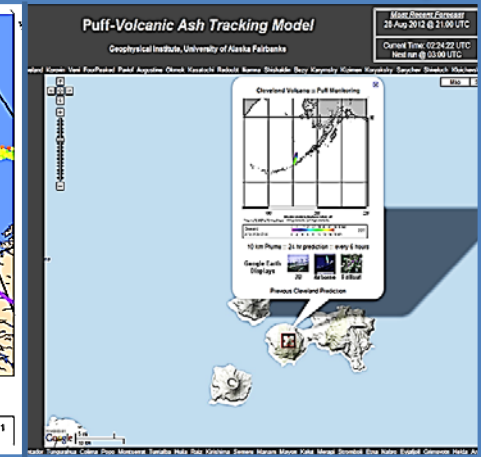
We solve
real
problems.



We protect
intellectual
property.



We license
technology.



We create
startups.



OIPC

NIC

NTV



Dear reader,

From the beginning of our history, Alaskans have relied on innovation. Surviving cold, dark, and distance requires constant creativity. Our extreme environment and unique challenges have made our people inventors, and our land has been a center of natural observation and a proving ground for new technologies. Everything we do in Alaska is knowledge-based: the prosperity of our culture, preservation of our environment, and economic growth depend upon sound science and inventive thinking. We understand that our resources include not just what's beneath our feet, but what's between our ears.

With this two-part report, Alaska's State Committee on Research (SCoR) aims to celebrate our innovative culture and to foster further invention and creativity by highlighting areas in Alaska that are ripe for further research, development, and technological advancement. It is the culmination of a long process that began with a 2003 state legislative request for a research and development plan, and re-emerged in 2011 as a SCoR priority.

First, SCoR has commissioned *Northern Innovators*, an exciting collection of stories about Alaska's inventors. From the first Alaskans who fashioned "sunglasses" to prevent snow blindness or built kayaks to withstand rough seas, to contemporary Alaskans' chemical engineering discoveries and pioneering inventions in wireless technology – Alaskans find a way. *Northern Innovators* tells a history of inventive Alaskans that will inspire future generations.

But the continued success of Alaskans' innovation, research and development depends upon strong cohesion between federal and state agencies, the University of Alaska system, primary and secondary educators, and private industry and business. It depends upon a robust STEM (science, technology, education, and mathematics) education initiative in our state. It depends on access – access to lands and seas for study, to resources for exploration, to infrastructure, transport and telecommunication, to labor, and to capital funding. These needs, and promising research areas in Alaska, are detailed in SCoR's science and technology plan, *To Build a Fire*.

This report is a call to action. The committee hopes it will inspire lawmakers, academics, business folks, and those Alaskans tinkering in their garages or on their computers – the state's young explorers and the seasoned adventurers – to recognize the importance of filling in the gaps of our knowledge, of working together to ensure a bright future for Alaska.

Our vision – and call to action – has six components:

1. A closer relationship between Alaskans, lawmakers, businesses and academia in using science and technology to improve Alaska's economy, health, safety, and environment. A cohesive bond among these sectors will help to capitalize on what each offers and to fill in gaps of knowledge. Our citizens offer innovation and creativity. Lawmakers can clear paths of opportunity to put those ideas into action. The business sector can put those ideas on the grand scale by providing capital. And the university is where it all begins, training a new generation of researchers, and supporting the work they do.

2. A solid foundation of basic research in Alaska. If we don't have a firm grasp on the facts about our world, we'll never dream about innovative ways to improve our economy, health, safety and, environment. Applied research (invention) requires basic research (knowledge).

3. A robust STEM education system in Alaska. Many efforts are already underway around the state and in our schools. We would like to see these efforts evaluated, supported, improved and expanded with defined metrics and goals, so we can have a home-grown STEM-educated workforce in the state.

4. An Alaska that maintains and builds upon its leadership roles in polar research, energy, geology, telecommunications oil spill prevention and response, transportation, and health. Addressing the cost and sustainability of energy in the Arctic may be the single largest contribution Alaskan researchers can make to the state and the world.

5. A 10- or 20-year plan to graduate from the National Science Foundation's EPSCoR program. NSF support of the Experimental Program to Stimulate Competitive Research has been vital to growing the University of Alaska's capacity for research and development, but the time is coming when we should stand on our own.

6. An Alaskan Innovators Hall of Fame. SCoR envisions a venue that honors Alaskans and their inventions, and encourages the creation of new technologies and applications.

This is no small task list. But it's one we believe can be achieved in the next decade. The beginning of that road map is in the pages that follow. It is up to Alaskans to take up the momentum, to embrace the challenges, and to reap the rewards of a strong, sustainable economy and environment.

Sincerely,

Mead Treadwell

Lieutenant Governor, State of Alaska

To Build a Fire

The Alaska Science and Technology Plan

The Alaska State Committee on Research

1/31/2014

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Executive Summary

Alaska's economy is based on knowledge. Research – the expansion of knowledge – can improve the state's resilience and competitiveness and contribute to human progress. While Alaska's vast size, extreme climate, and scattered population present challenges for science and technology development, the state also offers many advantages: a rich resource base, a unique Arctic location, an educated population and increasingly well-regarded university system, and a landscape ideally suited for the study of human and natural systems undergoing climatic and social change.

This report presents a road map for the future of Alaskan science and technology (S&T) development. Improving Alaskan S&T requires a collaborative effort between the state, the University of Alaska (UA), federal agencies, communities, and the private sector. The state's role is to help provide infrastructure and basic research; education and training; incentives for industrial development; cost matching and focused funding; and research oversight and coordination. By adopting in-state innovations, the state can also leverage and validate Alaskan research.

To offer an analogy, the state seeks to build a fire under research. The “spark” is education and incentives for innovation. The “tinder” is infrastructure and capacity. The “fuel” is match funding and other support, and the “bellows” represents long-term planning and coordination by the State Committee on Research (SCoR) and other bodies.

Alaska's unique characteristics lend themselves to seven specific S&T research arenas, as detailed in this report. These arenas take advantage of Alaska's natural and human assets and address research questions crucial to the state's economy, ecology and society:

1. *Community Resilience and Sustainability*. The capacity of communities to adapt to change; arts and culture; and preservation and revitalization of Alaska Native culture and knowledge.
2. *Resource Extraction*. Technology and processes for safe and efficient extraction, transportation and use of oil, gas, coal and minerals, including rare earths.
3. *Energy Solutions*. Alternative energy sources for northern communities, and cold climate housing and technology.
4. *Renewable Resources*. Innovations and strategies to effectively harness the state's renewables, including fisheries, aquaculture, timber, and agriculture.
5. *Environmental Monitoring and Management*. Monitoring and mitigation of environmental change, mapping and remote sensing, unmanned aerial vehicles, and geophysical research.
6. *Human Health*. Delivering effective physical and behavioral health care in the Arctic and subarctic.
7. *Transport, Communications and Information*. Land transport, shipping, aviation, aerospace, telecommunications and information technology in northern environments.

An additional section of this report addresses K-12 and university *Education*, with a focus on science, technology, engineering and math (STEM) instruction. It concludes with a discussion of the ways state entities can assist private industry, and a list of *Policy Proposals* for state leaders.

Introduction

Developing Alaska's science and technology capabilities is critical to the state. Research is widely recognized as the most significant engine of economic growth, and also constitutes an economically significant "industry" in its own right: the University of Alaska, for example, conducted \$159 million worth of sponsored research in 2011-12, including \$128 million at the Fairbanks campus, \$16 million in Anchorage, and about \$1 million in Juneau. This research activity generates over 2,000 jobs, attracts talent from around the nation and the world, and improves our ability to "grow our own" and to keep our best and brightest in Alaska.

The other reason S&T is important in Alaska is the state's unparalleled richness of human and natural resources. A common saying is, "If we can solve it in Alaska, we can solve it anywhere." Our goal is S&T that enables us to affordably and sustainably meet socioeconomic needs while preserving the health of our environment and improving our quality of life. These results are exportable as well: better solutions for basic needs such as clean water, green energy and remote health care are needed around the world.

Challenges. Alaska offers unique S&T challenges. The state's vast size, scattered population, extreme climate and limited transport infrastructure complicate logistics and increase costs. Another hurdle stems from land ownership: Research questions don't respect the jurisdictional boundaries of the various federal, state, and Native organizations which own 99% of land in Alaska, complicating the process of obtaining permits and approvals. A further consideration is the significant research conducted on Alaska Native-owned lands, or involving Native communities or populations, which requires special attention to ethics and to intellectual property issues concerning the use of traditional local knowledge.

Opportunities. At the same time, the Great Land has abundant potential for S&T development. The state's wilderness and coastline, Arctic location, and its position at the forefront of climate change, all make it a natural laboratory for innovation in environmental monitoring and management. Its isolated rural communities are ideal sites for social and economic research addressing cultural preservation, migration, and community sustainability, and for testing alternative energy technologies.

Perhaps most of all, Alaska offers motivation: nowhere else in the U.S. presents a more pressing need for innovation in areas like energy production and adaptation. And never before has there been such intense interest in the North, as factors such as climate change, resource potential, and new shipping lanes focus attention on the eight Arctic nations. As America's only Arctic state, Alaska offers strong opportunities for national and international research, stakeholder collaboration, energy development, and governance initiatives.

The Role of the State. Alaska's unique economic structure and research needs foster a climate dominated by state and federal agencies and the University of Alaska: in 2010, only 19% of Alaskan R&D came from industry, versus a national average of 72%. The function of the state is thus to

conduct appropriate research through the UA and state agencies; to bolster research taking place at the federal and local levels, and to identify ways to facilitate increased research by private industry.

There are five roles the State of Alaska can play in the development of science and technology:

1. ***Education and training.*** Through the Department of Education and the UA, the state takes a lead role in educating tomorrow's innovators. In addition to state efforts, tax credits and other support mechanisms can promote private education programs.
2. ***Incentives for commercial S&T development.*** Alaska seeks to expand private-sector participation in S&T to spur economic growth. Tax incentives, direct financial support, and purchasing and early adoption of innovations contribute to this goal. Industry and government can also share the costs of research and exploration that identifies opportunities and improves feasibility. (This topic is discussed in more detail on page 21.)
3. ***Infrastructure and basic research.*** Adequate laboratory space at the University of Alaska is critical to science and technology development, as are cyberinfrastructure, faculty retention and recruitment, and independent research by state entities. The state can also support and conduct the basic research that undergirds all applied science efforts, but that is unlikely to attract private funds.
4. ***Cost matching.*** Many federal programs require a cost match; to the degree that the state seeks to attract such funds, it must provide the needed resources. Similarly, the state bears the burden of building capacity and maintaining excellence in areas where it wishes to attract federal support and private investment.
5. ***Oversight and coordination.*** It is incumbent upon the state to pull together various elements of S&T by developing a thorough understanding of what is already occurring and the mechanisms by which it occurs, including economic factors. The state can then suggest priorities, encourage partnerships, provide incentives, and improve the S&T climate.

To Build a Fire. “Building a fire” under research is critical if the state is to diversify and grow its economy. Education and incentives are the “spark.” Infrastructure, basic research and capacity-building provide “tinder.” The “fuel” is cost-matching, as well as other financial support and guidance to help new technology to leave the laboratory. And the “bellows” represents coordination and long-term planning by the State Committee on Research and other state bodies to foster continued development. Once the state has lit a fire under S&T, it will take the continued development and application of sound policy to keep the blaze going.

Research Arena 1: Community Resilience and Sustainability

Introduction. While about two-thirds of Alaska's 731,000 residents live in or near the principal cities of Anchorage, Fairbanks and Juneau, many of the remainder occupy remote "mixed-subsistence" villages, in which residents obtain food from the land but also participate in the cash economy. In recent years there has been a slow migration of village residents toward population centers, driven by jobs, schooling, health facilities, and increasing reliance upon modern technology. The continued viability of these isolated communities is dependent on numerous local and global variables, from wildlife migration patterns to the price of gasoline. Understanding these variables and ways to respond to them is thus critical to preserving the rural Alaskan way of life.

Research Initiatives. Adaptive Capacity. A primary focus of Alaskan research is the study of *adaptive capacity*: the ability of communities to effectively respond to environmental and social changes. Alaska NSF EPSCoR (Experimental Program to Stimulate Competitive Research) is implementing a National Science Foundation award to create and refine an adaptive capacity index, which pinpoints the specific elements of communities that enable them to weather change. One goal of the project is to refine principles of community-based participatory research (CBPR) across a range of communities, enabling researchers to better interact with local residents in a mutually beneficial manner. The ultimate goal of the Alaska NSF EPSCoR project is a permanent center to study adaptation in northern social-ecological systems.

Another initiative for adaptation research is the Resilience and Adaptation Program (RAP), an interdisciplinary graduate-level sustainability science program at UAF. RAP students engage in coursework, internships and other training in resilience and vulnerability to prepare them for leadership positions in academia, government, organizations, and education. At UAA, the Resilience and Adaptive Management (RAM) Group studies linked changes in Alaskan environmental and social systems and local sustainability issues. UAF is also home of the Center for Global Change and Arctic System Research, a network for interdisciplinary research and education.

Social Research. Many of the challenges facing rural Alaska are rooted in economics. The Institute of Social and Economic Research (ISER) at UAA conducts research into subsistence, rural-urban migration, sustainable communities, and other aspects of social, economic and cultural change. The UA Justice Center also conducts basic and applied research into pressing issues of crime, justice and law that impact community resilience.

Arts and Culture. There is a growing global awareness of the importance of traditional local knowledge, especially in regards to a changing climate – but as Alaskan elders age, important knowledge is in danger of being lost to history. Culture and the arts in general are also important facets of resilience and identity, and also contribute to the economy through tourism.

Strategies. The State Committee on Research was actively involved in crafting the Alaska NSF EPSCoR proposal, and provides oversight and coordination to the program's various elements. The state also provides an award match. Alaska NSF EPSCoR is eligible for other NSF funding, and with SCoR oversight regularly submits funding proposals for other activities that address community

sustainability. A significant portion of the NSF EPSCoR award goes toward infrastructure, faculty hires, and education and workforce development, including support for the RAP and RAM programs. Substantial direct state funding was also appropriated in 2012 to support RAP, which had been funded by an expiring NSF IGERT grant. This funding has been picked up by the state as an annual expenditure.

The state increased its role in language preservation and revitalization in 2012 by establishing the Alaska Native Language Preservation and Advisory Council, which will advise the governor and legislators on language projects and policy. The council's first report is due in 2014. Another ongoing contribution to historic preservation is a new \$127 million facility to house the state museum, library and archives, which is slated to be completed in 2016. This follows a major expansion of the UA Museum of the North in Fairbanks.

The Alaska State Council on the Arts is the state's primary organization providing assistance and services to artists, art organizations and arts supporters across the state. Since its inception, the council has provided over 4,000 grants totaling more than \$42 million, including direct support for artists and a variety of programs to bring artists and art curricula to schools. The council is operating under a 2012-16 strategic plan, which calls for the organization to cultivate awareness of arts and culture; to promote equitable, accessible high-quality arts education; to expand Alaska's artistic vitality; to build vibrant communities through the arts; and to strengthen the council's governance and administrative capacity. The nonprofit Rasmuson Foundation also provides major funding and support to Alaskan artists.

Research Arena 2: Resource Extraction

Introduction. Oil has been the linchpin of Alaska's economy for four decades, but Alaskan production is down by over two-thirds from its 1988 peak. It is estimated that more than 5 billion barrels of accessible oil remain in Alaska's North Slope and billions more are present in Cook Inlet and beneath the Chukchi and Beaufort seas. The North Slope also contains significant heavy oil reserves and shale oil deposits. The state contains an estimated 35 trillion (and potentially upwards of 240 trillion) cubic feet of proven recoverable natural gas, which is largely stranded far from major markets. Alaska is also home to vast coal and mineral deposits, which have as yet seen minimal development.

Research Initiatives. Oil and Gas. One state research goal is to use technology and improved data to refine oil permitting to be more efficient and scientifically sound. This includes improving understanding of the impacts of development on wildlife and of climate change on infrastructure, vegetation and wildlife. Alaska also facilitates oil development by gathering geologic and engineering information for potential oil and gas basins. ISER can offer insights into economies of oil production, including appropriate levels of public versus private investment.

The state also seeks to collaborate with oil and gas multinationals to help develop and implement advanced exploration and production technology, such as directional drilling techniques, 3-D seismic surveys, and reinjection techniques to improve recovery. It is incumbent on the state and industry to identify and "design out" potential environmental problems before development takes place. One key area is production techniques for heavy oil - which constitutes a huge (an estimated 20 billion barrels), largely untapped reserve - and for oil shale. Increased Arctic Ocean exploration and drilling means the state must develop and implement better methods for offshore oil spill prevention and response, including research into skimmers and treatment technology.

Alaska can also facilitate natural gas research. High priorities include arctic engineering; cold-climate propane transportation and delivery; resource and reservoir identification studies focused on coal bed methane, natural gas hydrates, and conventional natural gas; gas-to-liquids engineering; and public policy issues. New technologies hold the potential to unlock vast reserves of coalbed methane and hydrates in particular.

Minerals. Alaska has deposits of gold, silver, lead and zinc mined at an industrial scale and potentially commercial quantities of more than a dozen strategic minerals. This includes abundant rare earths, which have been found in more than 70 different deposits across the state. A major goal of the state is to make informed mineral permitting decisions that minimize harmful effects on the environment. Other goals are to assess public lands for mineral potential, to construct ore deposit models, to develop new techniques to explore for ore through environmental samples, and to conduct research into mine ventilation, remediation, tailings handling, systems engineering and technologies with special emphasis on cold climates. Alaska has the potential to further profit from its mineral resources through in-state processing and use.

Coal. It is estimated Alaska contains half of total U.S. coal reserves, but little is currently economically recoverable; exceptions are the Usibelli Coal Mine and the proposed Chuitna Coal Project. Although most known deposits are not of the scale to merit development for export, many regions could be developed for local use. For example, natural gas generated from coal in Tertiary basins as well as coal suitable for surface mining have been identified in regions which rely primarily on imported diesel for heat and electricity. Clean coal, coal gasification, tight reservoir gas production and other emerging technologies could be developed for application in these regions. Further delineation of deposits, in combination with development of technologies for extraction and generation, is needed in these areas.

Disruptive Innovation. It is incumbent on the state to position itself to develop, to serve as a proving ground for, and to take advantage of disruptive technologies, which displace earlier technology and create entirely new markets. Advanced oil and gas exploration and recovery techniques, clean energy solutions (especially storage systems), carbon sequestration, and automated mining systems are all areas with high potential for disruptive developments in the near future.

Strategies. The Institute of Northern Engineering at UAF hosts a Petroleum Development Lab and a Mineral Industry Research Lab. The state's greatest recent contribution to improving resources research is the partial funding of a pair of \$100-million-plus engineering buildings at UAA and UAF, concurrent with a highly successful push to increase UA engineering student numbers.

In 2012 and 2013 the state funded a number of resource initiatives. One project provides ongoing geologic assessments in unexplored oil and gas basins. Another provides new geologic and environmental data on the potential for shale oil, and a third supplies geologic data for deposits of strategic minerals, such as rare earths. In 2012 Alaska adopted a comprehensive five-part plan to develop rare earths, including mineral assessments, industry incentives, permitting changes, coordination with stakeholders, and an information campaign. The state is also funding a new state Geologic Materials Center facility to archive Alaska's legacy collection of geologic samples and data.

The UA is preparing a proposal for a science and technology center to conduct research into Arctic oil spill prevention and preparedness and numerous other oil spill-related topics. This would supplement work being done by the Oil Spill Recovery Institute, a federally-funded research facility in Cordova. The state has also provided support for state-federal-UA surveys of the marine life and habitats in the Bering and Chukchi seas in advance of potential offshore oil drilling.

Research Arena 3: Energy Solutions

Introduction. Energy prices in parts of Alaska, especially rural Alaska, are astronomical; more cost-effective methods of energy production and distribution are crucial to ensuring the future of rural Alaska. In addition to conventional energy resources (see Arena 2), the state's landscape holds significant potential for alternative energy; the challenge lies in making its use affordable, efficient, and dependable in extreme weather. Alaskan research into cold climate technology also aids in energy conservation.

Research Initiatives. Renewable Energy. Alaska contains abundant energy alternatives, including more than 50% of the nation's wave energy resources and over 90% of its river current and tidal energy resources. Renewable energy possibilities for Alaska include the use of shrubs and trees or waste to power small biomass generators (see Arena 4); wind turbines; seasonal solar power; geothermal power generation (including low-temperature geothermal); and hydropower from dams and from river, wave and tidal generators.

Many options for renewable generation in Alaska have been identified and mapped, but further identification of resources and optimal sites for power generation is needed. Even more important will be continued research into power transmission, in order to bridge the long distances between resources and communities. Improvements in energy storage are needed to increase the feasibility of renewables and to lower their cost. One innovation being studied in Alaska is the use of ammonia as an energy storage medium. Hydrogen and nanocellular carbon are other energy storage media of interest in Alaska.

Another major challenge for renewables lies in Alaska's climate, which can devastate equipment built for milder weather. Alaskan scientists are continuing research into materials and their performance under arctic conditions, including wind power systems backed up by diesel generators. Research is also needed into the potential for using abundant clean energy resources as a carrot to attract energy-intensive industries to the state. On a much larger scale, Alaska continues to study the feasibility and cost of a hydroelectric dam on the Susitna River, which could supply almost half of the power needs of the Fairbanks-Anchorage rail belt.

Economics. A significant dimension of alternative energy is its affordability and its acceptance by the public. State research into developing and implementing alternative energy must take into account the socioeconomic factors involved in developing and delivering renewable energy sources.

Cold Climate Housing and Technology. The other side to the Alaskan energy challenge is conservation. The state leader in energy-efficiency research is the Cold Climate Housing Research Center (CCHRC), a university-industry partnership which develops facility designs, materials, and construction techniques for the subarctic and Arctic. One aspect of housing technology being explored in Alaska is the use of nanofluids to enhance convective heat transfer and thus improve home heating.

Strategies. Lawmakers have set goals of reducing Alaskan per capita electricity use by 15%, retrofitting 25% of public buildings for efficiency by 2020, and producing half of the state's energy from renewables by 2025. In 2010 the Alaska Energy Authority - a state organization charged with coordinating state energy priorities - produced Energy Pathway, a master document for use in planning and developing local and regional energy projects. In recent years, various state funds have been used for biomass, geothermal, wind, hydropower, waste heat recovery and energy efficiency projects. Additionally, the state Department of Labor has established the Alaska State Energy Sector Partnership, which funds job skills training aimed at renewables, specifically focused on remote communities where energy projects will be located.

The focal point of Alaskan energy S&T is the UA. CCHRC was founded in 2006 and has completed dozens of research projects to improve energy efficiency and to incorporate alternative energy into home designs. CCHRC has worked closely with other agencies like the Alaska Housing Finance Corporation (AHFC), including jointly producing a 2008 review of state energy efficiency policies and programs which led to a number of new initiatives and which was updated in 2012. The CCHRC has also created a student-occupied "sustainable village" of experimental housing at UAF that is slated for expansion. CCHRC researchers recently partnered with AHFC to study the potential of geopolymers, durable building materials made in part from waste coal ash.

The Alaska Center for Energy and Power (ACEP) was founded in 2008 to conduct energy research, and operates under an innovative private sector business model within the UA system. ACEP researches alternative energy sources as well as more efficient use of nonrenewables. ACEP facilities include a power systems integration lab, a wind-diesel generator testbed, and a river generator test site. ACEP recently concluded a \$3 million Department of Energy (DOE) EPSCoR grant to develop and test wind-diesel technology in remote villages, and is using remote sensing techniques to assess a large geothermal resource on the Seward Peninsula which could be used to power the town of Nome. In 2013 the state invested \$2.5 million to continue ACEP work. ISER regularly analyzes energy issues, including contributing socioeconomic research to ACEP.

Research Arena 4: Renewable Resources

Introduction. Alaska's fisheries are among the most productive in the country, and fishing employs more people in Alaskan than any other industry. Monitoring and managing the state's waters and fisheries is crucial, as climate change and increased human use influence ocean circulation and ecosystem dynamics, impacting biological productivity, marine mammals and fish stocks. Timber and agriculture are other areas where S&T can help increase renewable resource use.

Research Initiatives. Fisheries and Marine Life. Alaska contains commercial, subsistence, and sport fisheries. Precise regulation of commercial fisheries is necessary to assure sustainable harvests, and it is imperative that the state collaborate with industry to develop better science-based management of fish and shellfish stocks. There is great potential within the seafood industry for product use and processing to increase the share of seafood processed locally and in-state.

Research priorities include species-specific assessment and modeling for salmon, sablefish, pollock, halibut and other species. Challenges include in situ data collection, data management, spatial data collection and habitat mapping. One key research area is the decline of Bering Sea pollock fisheries, which have been linked to higher water temperatures, and of Chinook salmon populations, which have been declining statewide. Ocean acidification is another major cause for concern in Alaska; habitat studies (see Arena 5) are key to charting the effects of acidification and climate change on fisheries and marine mammals.

New technology could have major application in fisheries. Areas of interest include advances in processing, refrigeration, dehydration, genetics and acoustics, spatial information software, and value-added processes, as well as ways to minimize or mitigate bycatch and to use fish waste.

Another key area for research is the potential for increased mariculture and aquaculture, including the production of oysters, mussels, clams and kelp, and salmon ranching. The state Legislature has passed several acts designed to help the industry, and research could help pinpoint other ways to encourage growth. This includes ways to reduce shellfish maturation times and up-front investments, improved sources of oyster seed, ways to decrease otter predation of mussels, and methods for commercializing abalone and other underutilized species.

Timber and Forestry. Alaska's timber industry is constrained by changing market conditions and by the small amount of commercial-quality old-growth hardwoods available for harvest. The state can contribute to the industry through innovations: for example, the Ketchikan Wood Technology Center, a government-industry collaboration, developed new strength values for Alaska softwoods, earning them recognition for their aesthetic and structural properties. Market research can also help in the development of value-added products. The state also works to facilitate wood energy, including the use of low-grade timber, wood waste and wood pellets for biomass projects. Field trials of alternative systems, including bailers, forwarders, and in-field chipping systems, could help reduce biomass harvest and transportation costs.

Agriculture. Alaska's short but highly productive growing season has strong potential for large-scale agriculture, but less than 1 million acres statewide are used for farming. There are also economic opportunities in certain high-value agricultural products for which Alaska's high latitude is an advantage, such as reindeer antlers, peonies, and golden root. Alaska's isolation and climate make it extremely "food-insecure;" it is estimated that less than five percent of food eaten in Alaska is produced in the state. Research into bolstering local food production and improving food security is thus critical to the state as a whole.

Strategies. In 2014, the UA School of Fisheries and Ocean Sciences (SFOS) takes delivery of the R/V *Sikuliaq*, a global-class ice-capable research vessel that will enable up to 26 scientists and students per cruise to conduct multi-disciplinary ocean research. A new Juneau NOAA lab and SFOS facility were recently completed. The UA established an Ocean Acidification Research Center in 2010, and in 2012, the state appropriated \$2.7 million to expand oceanic sensor networks in order to track acidification and its effects on fisheries.

A new UA Fisheries Seafood Maritime Initiative (FSMI) collaborates with industry to research sustainable fisheries and to develop a skilled workforce. In 2013 the state committed \$7.5 million to an FSMI project to research statewide declines in Chinook salmon, and also supported salmon research in the Susitna River drainage. The statewide project includes adult, juvenile and harvest assessments, as well as genetics, biometrics and local and traditional knowledge. A state-UA-federal study is also mapping the ecosystem of the Bering and Chukchi seas. The UAF/NOAA Alaska Sea Grant Marine Advisory Program conducts fisheries and aquaculture research, with current projects studying whale-fisheries interactions, effects of climate change and melting glaciers on fisheries, and many other subjects. ISER has been a center for research on the economic impact and future of fisheries and other natural resources, including allocation impacts.

Through initiatives such as an Alaska Wood Energy Development Task Group, the state is supporting new timber and resource roads and working to coordinate timber sales with biomass power projects. In the town of Tok, a state program is enabling the use of conventional feller-bunchers to harvest small-diameter black spruce trees for the school district's boiler.

UAF runs experimental farms in Fairbanks and Palmer, and the UA Cooperative Extension Service has taken the lead at the university level in researching and advocating local food production. A state organization, the Alaska Food Policy Council, has crafted a 2012-15 strategic plan for improving Alaska's food systems, including expanding school-based programs to provide healthy, local foods; strengthening enforcement of a statute requiring state agencies and school districts to purchase Alaskan food products; advocating for emergency food plans; and supporting local food security initiatives. In 2013 state legislators recommended establishing a separate working group specifically tasked with increasing local food production.

Research Arena 5: Environmental Monitoring and Management

Introduction. Alaska's 586,412 square miles encompass a wide array of terrestrial and marine ecosystems, which house a rich diversity of wildlife and provide abundant commercial, recreational, and subsistence resources. The Alaskan environment, to a large extent, defines the people of Alaska, and ensuring the health and sustainability of this environment is crucial to the state as a whole.

Research Initiatives. Monitoring Environmental Change. High-quality climate observations over extended periods are the only way for researchers to tease out impacts of natural versus human-induced change, a necessary element of understanding and predicting climate patterns. The state seeks to facilitate this effort by coordinating an environmental land and ocean monitoring network consisting of linked in situ and remote sensing nodes with a common data portal, building on and coordinating existing monitoring by state and federal agencies. The system will track terrestrial conditions as well as water quality, quantity and availability, glacier and ice extent, and ocean water quality and productivity. This improved information stream would enable enhanced environmental models and forecasts for use in adaptive resource management and refined decision-support tools, such as those being developed by Alaska NSF EPSCoR (see Arena 1).

Habitat and Wildlife. The state manages wildlife to support diverse populations and to enable hunting, fishing and wildlife viewing. Research into basic biology and ecology, population monitoring, and modeling is important to track wildlife information and to understand the ways climate change affects fauna. Another goal is to identify appropriate means to incorporate local and traditional knowledge into fish and wildlife management. The state must also take a lead role in preventing and, when practicable, eradicating invasive species. Long-term monitoring, process studies, and numerical models of fish and their habitats are a priority, as are research into marine ecosystem structure and processes; endangered and stressed species; contaminants; effects of water system changes on aquatic communities; and marine mammal management.

Mapping, Sensing and UAV's. Alaska is the least mapped state: only a few areas have been charted to the high resolutions of 1-5 meters needed for land use planning and many resource applications. A new Statewide Digital Mapping Initiative brings together the UA, state agencies and numerous stakeholders in an effort to acquire new and better maps for the state. A major focus of UA research is in remote sensing; agencies like the Alaska Satellite Facility are ideally located to process, archive and distribute agency sensing data, and many of the engineering challenges presented by remote sensing open the door for new Alaska industries in sensor development and space-based engineering.

One key innovation under continued development at the UA is unmanned aerial vehicles (UAVs), including helicopters, planes and gliders, which are especially useful for observations in Alaska's harsh conditions. UAF is an international leader in UAV research, and has adopted unmanned aircraft for a number of uses, from fire observations to tracking sea ice to search-and-rescues. UAV's and sensing are areas where Alaska must track and incorporate disruptive innovations, including advanced approaches to in situ environmental monitoring, resource assessment, autonomous underwater vehicles and small satellites.

Earth Science. Studies of the atmosphere, hydrosphere, oceans, biosphere and earth are critical in Alaska, which is exposed to earthquakes, volcanoes, fires, storm surges, tsunamis, floods and solar storms. Increased earth science research can grow knowledge about these phenomena and enable more accurate predictions of changing environmental conditions such as permafrost thaw, flooding, wildfires, and coastal erosion, which will enhance monitoring and response to emergency situations. One area of focus is improving projections of ice cover and its direct effects on evaporation and albedo, which will lead to improved projections of storm events.

Strategies. The state can collaborate on environmental sensing with existing initiatives like the National Ecological Observatory Network, the Arctic Observing Network, and the Alaska Ocean Observing System. The Barrow-based interagency North Slope Science Initiative (NSSI) collects and disseminates Arctic ecosystem information, and the federal Alaska Climate Science Center and Landscape Conservation Cooperatives collaborate in climate efforts. The UAF Cooperative Extension Service has organized a statewide Invasive Species Working Group to tackle invasives.

Alaska NSF EPSCoR has installed or reactivated several integrated sensors and sponsored new LiDAR and aerial photography. EPSCoR data portals implemented by the Geographic Information Network of Alaska (GINA) provide access to sensor and mapping information and facilitate model development. EPSCoR-funded improvements at the Arctic Region Supercomputing Center (ARSC) at UAF have improved its capacity to store and process data. UA organizations engaged in scenario development include the Scenarios Network for Alaska and Arctic Planning (SNAP) and the RAM Group. A substantial 2012 state and federal appropriation enabled the Statewide Digital Mapping Initiative to develop a statewide digital elevation model.

The UAF Geophysical Institute (GI) is Alaska's center for the study of earth science phenomena, including space physics and aeronomy, atmospheric sciences, snow, ice, and permafrost, seismology, volcanology, and tectonics and sedimentation. The State Division of Geological and Geophysical Surveys partners with the GI, the USGS and NOAA in earthquake, tsunami and volcano research and monitoring, and works to maintain, expand and upgrade those networks.

Space research is organized and sponsored by the Alaska Space Grant Program and by Alaska NASA EPSCoR. UAF recently created the Alaska Center for Unmanned Aircraft Systems Integration (ACUASI) to coordinate and oversee UAV efforts. A recent \$5 million state grant supports joint development of UAVs by UAF's Poker Flat Research Range and the U.S. Air Force. In 2013 state legislators established a task force to craft a state policy on UAV use.

Research Arena 6: Human Health

Introduction. Alaska presents health care challenges as well as opportunities for research and innovation. Environmental contaminants and infectious diseases are health issues, as are chronic maladies like heart disease, cancer, and diabetes, and preventable conditions like obesity and substance abuse. Other health issues include behavioral and mental health problems (such as suicide, fetal alcohol syndrome, and violence) and the challenge of providing services to a dispersed population. Further, there are glaring health disparities between Alaska Natives and other Alaskans.

Research Initiatives. Basic, Translational, and Clinical Research. UA has growing expertise in biomedical and population health fields, including cell biology, neuroscience, physiology, immunology, genetics and computational bioinformatics.

Environmental Health. Disease, parasite and virus vectors are major issues in Alaska. Hepatitis and other STDs, tuberculosis, pneumonia, and *Helicobacter pylori* bacteria are public health concerns. Unusual epizootic diseases erupt in rural villages where people are exposed to feral animals. Severe and catastrophic weather events can render animals and people susceptible to opportunistic infections. Climate change causes new animal migration patterns and human-animal interactions that may increase the incidence of zoonotic diseases such as West Nile virus. Bioterrorism threats present unique challenges in Alaska because of the distances and isolation. Melting and receding glaciers could unleash new types of pathogens.

Other important environmental health-related topics in Alaska include the impact of contaminants on food safety and security; improved infrastructure for water supplies, sewage and waste disposal; air quality; maternal and child health; and occupational health and safety. Also important are ecosystem and human health ties including toxicology, zoonotic diseases and other infectious agents, and methods for monitoring food and water safety.

Rural Health Delivery. Places where S&T research can make significant contributions to rural health care include epidemiology in sparse populations and in harsh winter conditions; emergency treatment in the wilderness; seasonal syndromes and cold-induced injuries; health and social care delivery to remote regions; and advances in telemedicine, including telepsychology.

Behavioral Health. Alaska has staggering rates of suicide, child abuse, alcoholism, substance abuse, sexual assault and violence. Yet some communities in Alaska are virtually free of these problems. Alaska researchers must parse out what makes these communities resilient compared to their neighbors, and identify effective methods blending cultural values and traditional western concepts. Since many significant disparities among segments of Alaska's population are in the areas of behavioral health, the intersection of indigenous and Western beliefs and practices are important issues. The Alaska Native health community continues to make essential contributions to these issues, and the people themselves must partner with researchers in their efforts.

Alaska Native Health. Alaska Natives, who make up 17% of the state population, have a unique set of health needs. In addition to behavioral health challenges, Natives are subject to heightened levels of chronic disease due to rapid environmental, social, and economic change. Rural-

urban migration, in particular, can have profound health ramifications for Natives. Alaska's unique tribal health system, with its university and community partners, serves as a laboratory for testing innovative solutions to these health challenges, and is well-suited for collaborative, translational health research projects. UA also focuses on public health and social services, including studies on rural-urban health disparities.

Veterans. Alaska has a large veteran population, and must further research veterans' needs, including both physical and psychological therapy for traumas and stresses associated with military service. This includes the development and refinement of prosthetic devices for veterans. These research goals may be best met through university partnerships with military agencies.

Strategies. Biomedical research and capacity-building in Alaska is spearheaded by the statewide NIH INBRE program, focused on the impacts of climate change on contaminant transport and movements of infectious pathogens at high latitudes. UAF's NIH-funded Bioinformatics Core provides computational services to UA life science researchers, including programming, data management support and optimization of applications.

UAA is a focal point for health education and research. Nursing enrollment at the school has skyrocketed, and in 2011 UAA expanded the College of Health and dedicated a 66,000-foot health sciences building, the first phase of a new health complex. Beginning in 2013, an additional year of medical instruction takes place in the UAA WWAMI School of Medical Education, allowing half of a physician's training to take place within Alaska. The expanded program will build capacity for further health initiatives in the state, such as a full medical school, a pharmacy school and a graduate program in biomedical research.

Major players in Native and rural health are the Alaska Center for Rural Health at UAA (see below) and the Center for Alaska Native Health Research (CANHR) at UAF. CANHR recently received a \$5.3 million, 5-year NIH grant to continue its research into Native nutrition and obesity, genetics, environmental contaminants, behavioral issues, and other topics. The UAA Justice Center engages in research on violence and substance abuse; on the state level, the Alaska Network on Domestic Violence and Sexual Assault evaluates and tests innovative practices, and suicide prevention efforts are stewarded by the Alaska Suicide Prevention Council, a state panel operating under a 2012-17 strategic plan. A state virology lab constructed in 2009 at UAF greatly increased the state's capabilities to track viruses and disease vectors, while UAF is developing a joint program in veterinary medicine with Colorado State University, which includes links between zoonotic disease and human health. A joint UAA-UAF Ph.D. program in Clinical-Community Psychology was recently accredited by the American Psychological Association. A major initiative partners UAF with several North Pacific universities to study childhood obesity.

Research Arena 7: Transport, Communications and Information

Introduction. Alaska has less transport and communication infrastructure than any other state. The state has potential for pioneering approaches to land and sea transport, aviation, aerospace, and information technology (IT). In addition, improved telecommunications through the Arctic would place Alaska at the crossroads of global telecommunications, data, and financial networks and position the state for economic growth and new technology industries.

The effective and efficient coordination of this infrastructure is key to the economic and social development throughout the State. While the five research initiatives described below detail specific functional issues, it is also recommended that an overarching program on statewide logistics and systems analysis be developed.

Research Initiatives. Shipping. Alaska will be heavily involved in addressing safety, environmental and security concerns engendered by increased Arctic shipping. One research thrust is feasibility studies of expanded shipping and related construction of ports and infrastructure. Other shipping S&T includes engineering studies to improve port design and operations and integration of marine transportation into intermodal systems. Research is also needed into global supply chain logistics to decrease the amount of perishables spoiled or damaged en route to Alaskan communities.

Land Transport. Areas for development include inter-modal operations; maintenance methods, construction techniques, engines and fuels for extreme weather; improvement of road traction in snow and ice; and engineering practices to reduce road maintenance and improve longevity.

Aviation. Alaska's remote areas with minimal surface infrastructure, varied terrain, severe weather, mix of aircraft, low density of air traffic, contained airspace, and areas of minimal flight restrictions make the state ideal for both civilian and military aviation S&T development. Research will support Alaska's domestic aviation needs by providing safer and more efficient technology, and can also identify ways to better export goods and services to global customers. An increasing amount of research is also being conducted into the feasibility of using next-generation airships for cargo transport in Alaska. Alaska is also a center for UAV research (see Arena 5.)

Aerospace. Aerospace S&T initiatives in Alaska include the launch of sounding rockets for auroral and atmospheric research, a low earth-orbit launch complex at Kodiak, and study of the physical and electrical properties of the ionosphere. Alaska's sophisticated radars and other ground- and satellite-support instrumentation, the research capabilities of UAF's Geophysical Institute, and the state's geographic advantage for accessing polar satellites affords it considerable potential for expanded aerospace S&T research.

Telecommunications and Information Technology. One state telecommunications priority is increasing wide-bandwidth connectivity to support data and computer operations of NASA, the Department of Defense, NOAA, and the university, as well as other state and federal agencies. Another need is to improve the state's ability to serve rural communities through remote delivery of healthcare, education, and governmental services, as well as to enable universal personal internet use

in rural areas to combat the “digital divide.” Another need arises from the establishment of integrated long-term monitoring networks across the state (see Arena 5); each group that currently takes remote observations is on its own for communications, resulting in inefficiency, high costs, and considerable interference. Scalable wireless networks taking advantage of satellite connectivity and technologies offer opportunities for coordinated statewide monitoring.

Also key are upgrades to low-earth orbiting satellite services such as Iridium to enable realistic data service speeds in unpopulated areas. Incremental improvements to remote satellite communications would benefit multiple user groups, from fire crews to field researchers. The state must also improve techniques for laying fiber-optic cable in hostile Alaskan environments, such as river crossings and permafrost soil. Also important is improving microwave technology so that the backbone network used in rural Alaska can provide needed high-speed service.

Alaska is also cultivating the potential for IT research. The Arctic Region Supercomputing Center at UAF has recently upgraded its core system, and Alaska NSF EPSCoR support has improved connectivity on both the UAA and UAF campuses, as well as improved the capacity of the Planetarium and Visualization Theatre at UAA to deliver high-resolution interactive visualizations.

Strategies. In 2012, state legislators established the Alaska Arctic Policy Commission, a 20-member panel charged with writing a comprehensive plan by 2015 to address future Arctic developments. Alaska is also funding Arctic vessel tracking system upgrades, digital mapping, and an Arctic deep-water port study.

The Alaska University Transportation Center at UAF hosts about \$7 million in funded research annually. Anchorage-based Peak Civil Technologies is pioneering a new soil stabilizer that could vastly improve foundations for transport infrastructure, and the CCHRC is studying geopolymer concrete (see Arena 3.) The UA was central to developing the revolutionary NextGen air traffic control system and is one of four founding universities of the FAA Center of Excellence for General Aviation; this center can play a significantly enhanced role in coordinating and conducting aviation S&T. Alaska has reached agreement with NASA to serve as an airship testing ground.

The state recently committed \$25 million toward a new launch pad at the Kodiak complex in anticipation of \$100 million in support by Lockheed-Martin. The upgrades will make Kodiak the West Coast home of Lockheed-Martin’s new Athena III spacecraft starting in 2014. Sounding rocket and UAV testing takes place at UAF’s Poker Flat Research Range, while the High Frequency Active Auroral Research Program studies the ionosphere.

Connectivity efforts are led by the Alaska Broadband Task Force, a government-industry panel charged with increasing broadband penetration in both urban and rural Alaska. The Task Force (with ISER support) released its draft report on the future of Alaskan broadband in 2013. In early 2012 a new broadband network was extended to 9,000 homes and 750 businesses in Southwest Alaska, with current plans to expand north into Kotzebue in 2014. The Arctic Slope Regional Corporation has received initial funding for a terrestrial fiber-optic link to Barrow and the Tlingit & Haida Central Council has developed a broadband strategic plan for Southeast Alaska. Alaska may

benefit substantially from a pair of planned London-Tokyo fiber-optic cables, which may be routed through the Northwest Passage and include links to Arctic communities.

Education

Introduction. The most significant way for the state of Alaska to contribute to S&T innovation is through ensuring quality K-12 and university educations, especially in science, technology, engineering and math (STEM) fields. The contributions that engineers, scientists, and other STEM workers make to the state are multifaceted, as they solve problems and bolster the economy.

Initiatives. K-12 Education. Alaska's biggest educational challenge is K-12 teacher retention, especially in rural areas. At issue is not just retention in general, but the need for teachers with expertise in given areas, such as math, science and special education. A closely related issue is professional certification for teacher aides, and methods to transition these aides – who are often the most stable element in their schools - into teaching.

Distance Delivery. Distance delivery of education is essential in Alaska, both because of its size and dispersed population, and because of the need for students to accommodate other activities – such as subsistence activities and jobs - while learning. Challenges for distance delivery include communications systems, teaching methods, faculty proficiency, integration of distance and traditional programs, and cultural relevance and acceptability.

STEM. Guiding students into STEM careers begins at the K-12 level. Many different state, university and private programs work to increase STEM awareness in Alaska through a variety of methodologies, including incorporating STEM research into instruction. One key program is the Alaska Engineering Academies Initiative, a partnership between the UA, state agencies and the Alaska Process Industry Careers Consortium to provide engineering courses and activities to K-12 students. The program has established engineering curricula at schools across Alaska with plans to establish 25 academies across the state in the next five years.

University of Alaska. About 75 percent of STEM workers need a bachelor's or graduate degree for their positions, compared to only 20 percent of non-STEM workers. The UA, with almost 35,000 students statewide, is crucially important to the state as a STEM teaching institution. The UA in recent years has concentrated on training Alaskans for high-demand jobs, which strongly correlate to STEM fields: engineering, health, biomedicine, teaching and workforce development. The university has recently focused resources on engineering and health disciplines, with strong results: enrollment in the UAF College of Engineering and Mines, for example, has increased by 70% since 2006.

One important goal for the state is to gauge the success of specific programs at the UA, such as the Alaska Native Science and Engineering Program, the Alaska Summer Research Academy, the Rural Alaska Honors Institute, the Della Keats Health Sciences Summer Program, and the federally-supported TRIO programs, and work to optimize their impact on STEM students and others.

Strategies. In 2010, the state formed an Alaska Advisory Task Force on Higher Education and Career Readiness to better prepare K-12 students for college or careers. The Legislature has taken steps to implement their recommendations, which include creating or expanding a number of

training and education programs; enhancing academic advising and teacher mentoring; improving testing; and providing predictable and sustainable education funding. Other recent innovations by the state include a major program of Alaska Performance Scholarships for high-performing students to attend in-state college or training, and rigorous and comprehensive new K-12 academic standards adopted in 2012 after a two-year public process. The Legislature is also providing funding to implement the 2010 Alaska Career and Technical Education Plan, which targets vocational education.

Improving teacher retention is the main goal of the Alaska Statewide Mentor Project, which provides mentors to instructors in 70 percent of Alaska's public schools, as well as to administrators. The UA has recently adopted several programs to improve and streamline teacher training, including a new UAF bachelor's degree in Secondary Education that qualifies students for teaching jobs without post-degree training, a UAF graduate certificate in science teaching and outreach, and a UAS master's program in science education. UAS also offers two new teacher endorsement programs via distance delivery.

Alaska has introduced several new programs for distance delivery. Founded in 2011, Alaska's Learning Network offers a number of remote core courses in 60 percent of the state's districts; this included a recent high school/college introductory course in mining supported by mining companies. A proposed \$5 million "Alaska Digital Teaching Initiative" pilot program would greatly expand distance offerings in STEM fields. UAF's new eLearning and Distance Education Office works to streamline and improve distance offerings at the university level. The 2012 state budget included more than \$500,000 for preparing UA students for the state's key industry sectors, all of which relate to critical areas of S&T development: health; oil, gas and mining; engineering; education; and fishing, seafood processing and maritime fields. The state has invested heavily in UA science infrastructure in recent years, including engineering buildings at UAA and UAF, health sciences and integrated sciences buildings at UAA, the Museum of the North and Murie Life Sciences Facility at UAF, and a NOAA-UAF fisheries facility in Juneau.

UA is currently engaged in a public input process called "Shaping Alaska's Future 2017," which is centered on improving student achievement and attainment, fostering research and development for economic growth, providing accountability to the state, and partnering with Alaska's schools, agencies and industries. The UA also pursues infrastructure improvements through collaborating with federal programs: the Alaska NSF EPSCoR award includes several STEM education programs as well as funding for eight new faculty hires, and the current NIH INBRE award includes seven hires. In 2012 the UAA Center for Alaska Education Policy Research was established within ISER to identify and address the most important educational policy issues facing Alaska.

A Note on Direct Business Engagement

Improving Alaska's S&T landscape requires cooperation between leaders in government, academia, research groups, business, and NGOs. Perhaps the most important way state and local agencies can foster increased S&T development is to provide entrepreneurs with the support they need to cross the "valley of death," the challenging step between developing a product and actually producing and marketing it. This support can take the form of instruction and business connections, or the more direct form of venture capital. Several programs already exist in Alaska that provide financial support and other services to inventors hoping to establish a market for their innovations.

At UAA, the Alaska Technology Research and Development Center (TREND) provides workshops, one-on-one counseling, and grant assistance to small businesses attempting to garner federal Small Business Innovation Research and Small Business Technology Transfer grants, which can be used to bring technology to market. The UAA Office of Research and Graduate Studies (ORGS) recently formed a commercialization infrastructure that includes the Seawolf Venture Fund, LP, a for-profit private equity fund which provides early-stage funding for start-up companies based on research from UAA and the community. UAA also established Seawolf Holdings to oversee the fund and to provide a corporate interface between the university and its enterprise companies.

The UAF Office of Intellectual Property and Commercialization (OIPC) works with UAF faculty, staff and student inventors to guide them through the process of intellectual property licensing and protection. It also works with industry partners interested in sponsoring research, licensing technology, or forming startups around UAF innovations. Among the office's products are handbooks for inventors and a guide for businesses interested in UAF partnerships.

The Municipality of Anchorage's 49th State Angel Fund was started in 2012 with \$13.2 million from the U.S. Treasury's State Small Business Credit Initiative. The fund's goal is to provide capital to Anchorage entrepreneurs to spur economic development.

The Alaska Forward Initiative is a project by a consortium of economic development entities, the Alaska Partnership for Economic Development, to identify and bolster industry clusters in the state. The group engaged over 200 industry representatives in facilitated working groups and identified a number of "seed clusters" within the four focus areas of mining, logistics, clean energy, and tourism. Many of the findings of the Initiative are reflected in the body of this report.

The Alaska Marketplace is an annual competition sponsored by the Alaska Federation of Natives to identify innovations with the potential to create jobs and stimulate the state and local economies. Winners receive substantial grant funding as well as entrepreneurial training to refine their concepts. The UAF School of Management hosts an annual Arctic Innovation Competition with similar aims.

Also worth noting is the Alaska Higher Education Income Tax Credit, which encourages private industry to support university research and education by tying donations to tax credits. The program was expanded in 2011 to encourage corporate giving to a broader range of educational programs.

Policy Proposals

SCoR will work with the below entities to implement these policies over the next half-decade:

A. Government

1. Create a state entity to stimulate S&T by identifying gaps in seed funding, providing capital and/or tax incentives, and supporting next steps such as patenting Alaskan products, streamlining regulations, or changing procurement policies to build markets.
2. Appoint a science advisor in the executive branch to coordinate and represent Alaska leadership on boards and committees, such as the North Pacific Research Board (NPRB) and the U.S. Arctic Research Commission.
3. Create a joint Science and Technology committee in the state Legislature.
4. Establish a “scientific SWAT team,” a state brain trust that could quickly formulate scientifically appropriate responses to emergent problems.
5. Encourage the dissemination of traditional knowledge through state support for groups such as the Alaska Native Science Commission.
6. Pioneer methods of supporting K-12 STEM education, including adding STEM elements to Alaska Performance Scholarships.
7. Partner with the UAF and UAA offices of Intellectual Property and Commercialization to identify innovations based on university research, and modify state procurement policies to encourage early adoption of new software and other innovations developed in-state.

B. Academia and Research Groups

8. Use research directors from the three UA campuses as “scouts” to seek out funding opportunities such as those offered by the NSSI and the NPRB.
9. Systematically inventory state needs for research space and cyberinfrastructure (especially improved broadband access) and adjust the long-term development agenda accordingly.
10. Coordinate and sustain established environmental monitoring networks, such as the Arctic Observing Networks and Global Earth Observation System of Systems.
11. Explore ways to provide support and incentives for UA faculty to partner with the private sector on research projects.

C. Business

12. Continue economic development efforts such as the Alaska Forward Initiative.
13. Maintain and encourage use of higher education tax credits.

D. Non-Governmental Organizations

14. Recognize communities, individuals, and centers of excellence in research, innovation and educations, including establishing and publicizing an Alaska Innovators Hall of Fame.

Appendix 1: Drafting Process and SCoR Membership

Drafting Process. “To Build a Fire” is based on “Alaska Research and Development,” a statewide R&D plan written in 2003. In 2011 the State Committee on Research authorized a redraft of the plan. An initial outline was prepared in early 2012 by then-SCoR co-chairs Mark Myers and Mead Treadwell. The plan was then written and laid out by Alaska NSF EPSCoR staff. First and second drafts of that plan were presented to the full SCoR, which recommended changes which were implemented and approved by the full committee in November 2012.

The November draft was presented at public meetings held in Fairbanks, Anchorage and Juneau in March and April 2013. Comments from these meetings were incorporated by EPSCoR staff into a new draft presented to SCoR in October 2013. Recommendations from this meeting were incorporated into a further draft and presented at a SCoR meeting in January 2014.

The State Committee on Research would like to acknowledge the many individuals, agency administrators, state and local leaders, university representatives, business owners, and economic development group leaders who attended the public meetings and contributed to this report.

SCoR Membership

1. Mead Treadwell, Committee Co-Chair
Lieutenant Governor, State of Alaska
2. Dana Thomas, Committee Co-Chair
UAF Vice-Provost for Academic Affairs
3. Lilian Alessa
University of Idaho Research Faculty,
Landscape Architecture
4. Elisha “Bear” Baker
UAA Provost and Vice-Chancellor for
Academic Affairs
5. Sarah Barton
Senior Vice-President, Rise Alaska LLC
6. Susan Bell
Commissioner, Alaska Department of
Commerce, Community and Economic
Development
7. Rick Caulfield
UAS Provost
8. Jim Hemsath
Deputy Director, Alaska Industrial
Development and Export Authority
9. Susan Henrichs
UAF Provost and Executive Vice-Chancellor
for Academic Affairs
10. Alex Hills
Distinguished Service Professor, Carnegie
Mellon University
11. Jim Johnsen
Senior Vice-President, Alaska
Communications Systems
12. Karl Kowalski
UA Chief Information Technology Officer
13. Mark Myers, Acting Committee Co-Chair
UAF Vice-Chancellor for Research
14. Robert F. Swenson
Deputy Commissioner, Alaska Department of
Natural Resources
15. Dan White
Director, UAF Institute of Northern
Engineering
16. Helena Wisniewski
UAA Vice-Provost for Research and
Graduate Studies
17. Fran Ulmer (ex officio member)
Chair, U.S. Arctic Research Commission

Appendix 2: Acronyms

ACEP: Alaska Center for Energy and Power
AFN: Alaska Federation of Natives
AHFC: Alaska Housing Finance Corporation
ANSEP: Alaska Native Science and Engineering Program
AOOS: Alaska Ocean Observing System
ARSC: Arctic Region Supercomputing Center
ASET: Applied Science, Engineering, and Technology
CANHR: Center for Alaska Native Health Research
CBPR: Community-Based Participatory Research
CCHRC: Cold Climate Housing Research Center
DOE: Department of Energy
EPSCoR: Experimental Program to Stimulate Competitive Research
FAA: Federal Aviation Administration
GI: Geophysical Institute
IGERT: Integrative Graduate Education and Research Traineeship
IPY GLOBE: International Polar Year Global Learning and Observations to Benefit the Environment
ISER: Institute for Social and Economic Research
NASA: National Aeronautics and Space Administration
NGO: Non-Governmental Organization
NIH INBRE: National Institutes of Health IDeA Network of Biomedical Research Excellence
NOAA: National Oceanic and Atmospheric Administration
NPRB: North Pacific Research Board
NSSI: North Slope Science Initiative
ORGS: Office of Research and Graduate Studies
RAM: Resilience and Adaptive Management
RAP: Resilience and Adaptation Program
S&T: Science and Technology
SCoR: Alaska State Committee on Research
SFOS: School of Fisheries and Ocean Sciences
SNAP: Scenarios Network for Alaska and Arctic Planning
STEM: Science, Technology, Engineering and Math
TREND: Technology Research and Development Center
UAA: University of Alaska Anchorage
UAF: University of Alaska Fairbanks
UAS: University of Alaska Southeast
UAV: Unmanned Aerial Vehicle
USGS: United States Geological Survey
WWAMI: Washington, Wyoming, Alaska, Montana and Idaho

Student Recruitment at the University of Alaska

**Presented by the Student Services Council to the
Academic and Student Affairs Committee of the UA Board of Regents
Fairbanks, Alaska**

February 2014

The Student Services Council (SSC):

Dr. Bruce Schultz, Vice Chancellor for Student Affairs, UAA

Dr. Michael Sfraga, Vice Chancellor for University and Student Advancement, UAF

Joe Nelson, Vice Chancellor for Student Services and Enrollment Management, UAS

Saichi Oba, Associate Vice President for Student and Enrollment Services, UA

Introduction

Perhaps only the topic of tuition garners more interest in the student and enrollment domain than does student recruitment. How we attract, recruit and admit students to the University of Alaska are subjects that capture the interest of Regents, executives, legislators and the public at large. How each of the universities carries out these specialized activities is the subject of the following narrative and accompanying presentations by the Student Services Council (SSC) comprised of the Vice Chancellors for Student Services from each of the Universities.

The presentation during ASA of the February BOR meeting will follow this outline:

- A brief overview and current environment for recruitment by AVP Oba.
- Presentations from each Vice Chancellor in the following order:

UAA, Dr. Bruce Schultz, Vice Chancellor for Student Affairs

UAF, Dr. Michael Sfraga, Vice Chancellor for University and Student Advancement

UAS, Joe Nelson, Vice Chancellor for Student Services and Enrollment Management

- Closing with a question and answer session

The Presentations

The presentations will cover in state, out-of-state, and international recruitment activities and depending on the university, may include items such as how many school visits occur, national, regional or local college fairs attended, what efforts are conducted in rural Alaska versus urban Alaska, and what is done to recruit at community colleges both inside and outside the state.

The Vice Chancellors will include metrics - what they track and why. Such data in turn informs many of the activities and strategies the campus employs.

Finally, listen for the philosophy behind a recruitment strategy. How does recruitment fit into the overall mosaic of student success at a campus? The Vice Chancellors will share examples of unique initiatives or aspects specific to the campus.

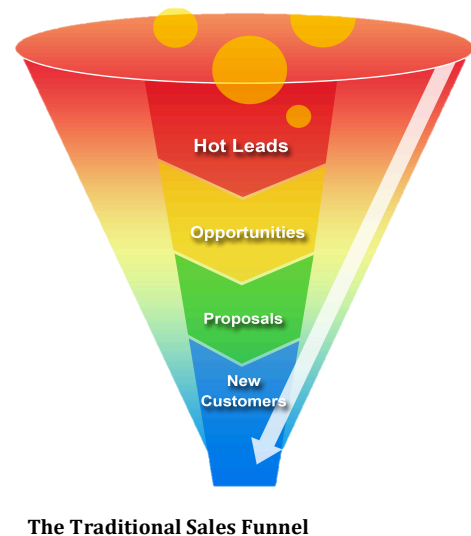
Overview - *the Nation*

The recruitment of new students is a competitive business. The rise of a wholly new industry, ***enrollment management***, is the result of the decline of high school graduates in the late 70's and 80's and the intense competition that was derived from private schools who no longer could simply roll out their welcome mats. Instead, now these schools had to out-recruit each other for the dwindling number of eligible students.

The public sector remained relatively immune to this pressure - the lower costs, the greater capacity and the substantial state support allowed most public universities to continue operating in a manner that has often been described as the “Field of Dreams” mode: *build it and they will come*.

The landscape changed irrevocably for public universities by the late 1980's when a weak economy eroded the state support they had previously enjoyed. With less state support public schools now had to play the game like the private schools: *compete for each student - and the tuition dollars that follow them*.

Enrollment management borrowed heavily from the corporate world and introduced into the recruitment of students the language of marketing (market research, branding, positioning) and the sales funnel metaphor (see graphic below).



Recruitment, like other aspects of the university, is constantly re-shaped by technology. Today more students engage through the Internet and through social media than just a few years ago. Prospective students enter and exit the funnel as if it were a river - climbing in and out - sometimes staying in contact with a campus through email or information requests. Other times potential students observe anonymously on-line - taking in the information they seek, but providing nothing to the campuses (no name, no email) for follow-up. These same students often appear as 'stealth applicants'. Those that may eschew the traditional enrollment funnel then first appear on the enrollment manager's radar when they apply for admissions. Such applicants increase in number each year.

Overview II - *in Alaska*

By the mid 1990's Alaska and the University of Alaska were losing ground with regard to our college going population. There are several reasons for this. Number one was Alaska's low college going rate; in 1994, only 37.4% of Alaska high school seniors entered college upon high school graduation - the lowest in the nation for that year. Alaskans also attended college outside. The new phenomenon was competing schools now regularly arriving in Alaska. Competitors found Alaskan students eager to attend school outside; the Alaska Student Loan was portable and the state's budget woes were played out publicly - reinforcing the perspective that UA was losing state support.

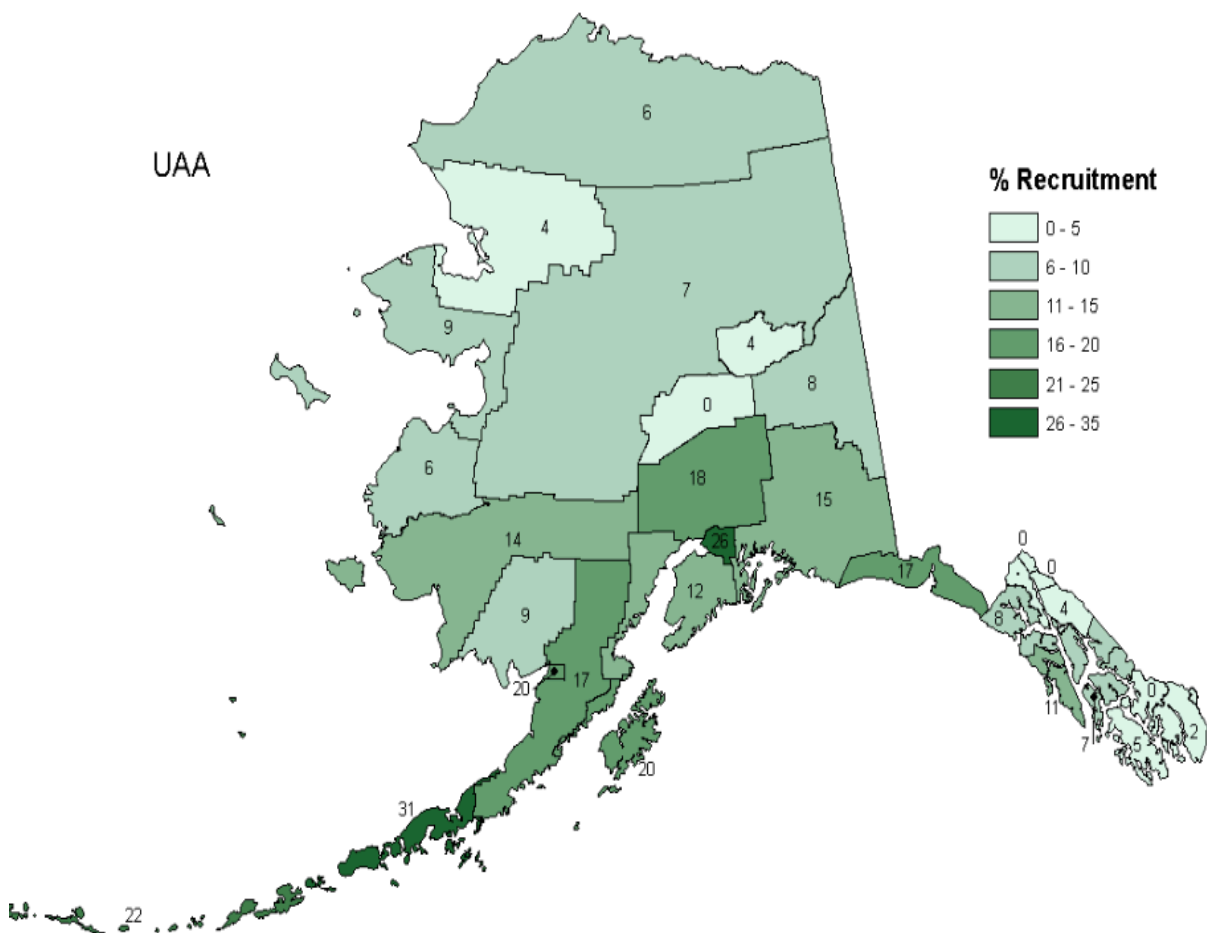
With the new millennium this outmigration of students was stemmed, but not stopped. For the first time starting in the year 2002, over 50% of college bound Alaskan's now remained in state and attended UA. However, the constant pressure from schools outside and the advent of on-line education that continues to attract Alaskans is a reminder of the competitive nature of recruitment and reinforces the importance of working to attract as many Alaskans as we can each year.

In many ways the enrollment of state residents is fairly predictable at the University of Alaska. If a student is from the southeastern part of the state and they plan to attend the university they tend to enroll at one of the UAS campuses. If the student is from south

central they enroll at one of the many campuses aligned with UAA. And finally, if they are from the interior (or points north) more than likely they will enroll in a UAF campus. This ‘*balkanization*’ of enrollment as UAF’s Director of Planning and Institutional Research, Ian Olson, coined a few years ago is all the more evident in the following data and corresponding maps.

Borough/Census Area	Number of Schools*	Total Public HS Graduates	UA Attenders	UAA Attenders	UAF Attenders	UAS Attenders	Percent UA	Percent UAA	Percent UAF	Percent UAS
Anchorage Municipality	23	3059	889	806	82	1	29%	26%	3%	0%
Fairbanks North Star Borough	12	1135	336	44	285	7	30%	4%	25%	1%
Juneau City and Borough	5	337	95	13	14	68	28%	4%	4%	20%

(The full table and statewide and University maps can be found in Appendix A. Compiled by Laura Delisle, UAF Planning, Analysis, and Institutional Research, January 2014.)



To further illustrate this point an analysis of where students apply for admission indicates that, by and large, students have an affinity for one campus over the other with fewer than 5% applying to more than one university and far fewer applying to all three in any given term.

Headcount of First-Time and External Transfer Applicants									
Fall Semesters 2009 – 2013									
Fall Semester	UAA Only	UAF Only	UAS Only	UAA & UAF	UAA & UAS	UAF & UAS	UAA & UAF & UAS	Total Applicants	% Applying to 2 or More
2009	5,104	2,524	820	245	41	31	19	8,784	3.8
2010	5,461	2,532	890	235	71	51	18	9,258	4.1
2011	5,269	2,562	779	272	33	29	18	8,962	3.9
2012	5,044	2,643	693	226	59	36	16	8,717	3.9
2013	4,893	2,554	607	279	36	26	11	8,406	4.2

Headcount of First-Time and External Transfer Applicants									
Spring Semesters 2009 - 2013									
Spring Semester	UAA Only	UAF Only	UAS Only	UAA & UAF	UAA & UAS	UAF & UAS	UAA & UAF & UAS	Total Applicants	% Applying to 2 or More
2009	1,646	792	279	19	7	1	-	2,744	1.0
2010	2,083	982	347	21	9	3	1	3,446	1.0
2011	2,185	919	326	22	6	4	-	3,462	0.9
2012	2,290	861	297	16	4	3	-	3,471	0.7
2013	1,977	942	307	18	2	2	1	3,249	0.7

Summary

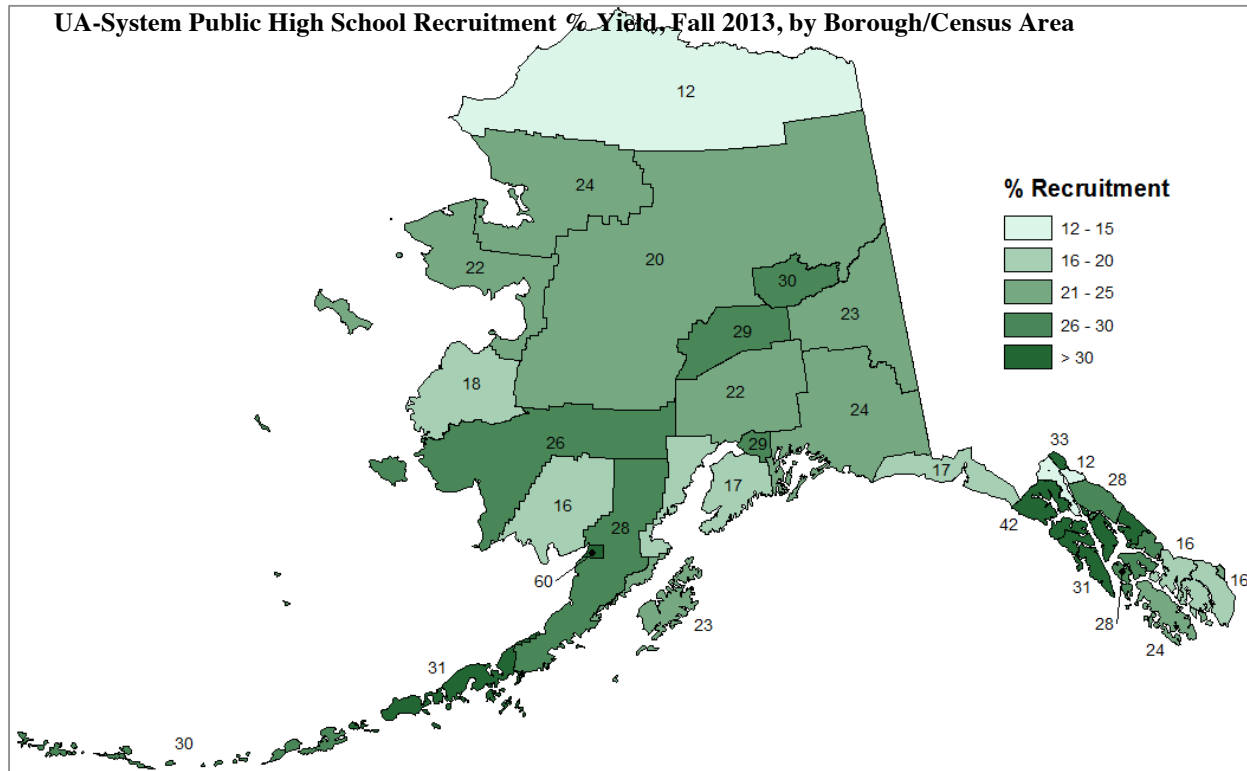
- College recruitment is a competitive endeavor, which shows no sign of abating.
In Alaska this competition is more pronounced - not necessarily between

campuses instate - but rather with schools outside, on-line and perhaps our greatest adversary: our low college going rate.

- Technology continues to shape how students interact with the university - not only in recruitment, but also in how they choose to engage and study with us.

Finally, this report covers only one component of the overall enrollment picture at the University of Alaska: the recruitment of new students. Keep in mind the recruitment of new students - first time freshman from high school, transfer and new adult students - while important, comprises only perhaps a 1/5 of the overall enrollment at UA. The retention of current students is in many ways far more crucial to the university's overall enrollment health. Attracting new students is important; however retaining students who we have already recruited all the way through to completion of their programs is critical if we are to increase our attainment and graduation rates - as called for under Shaping Alaska's Future.

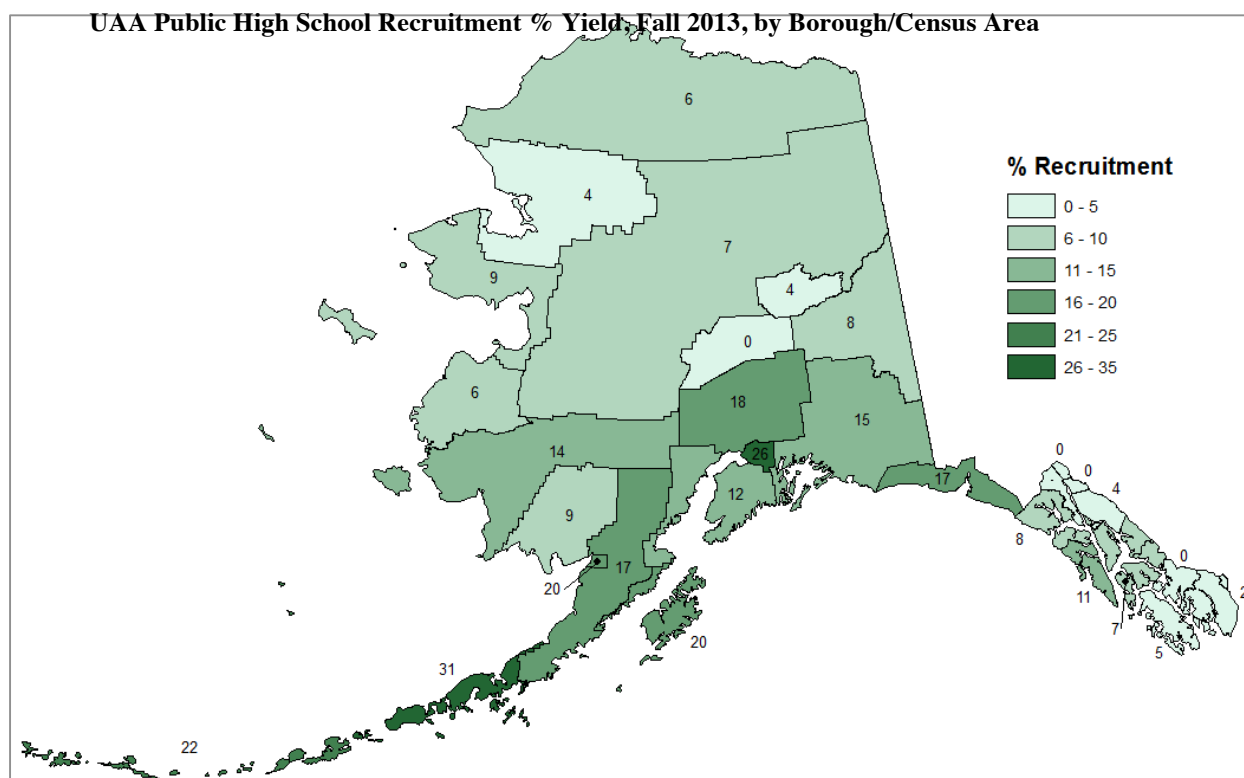
Appendix A



Percent of FY 2013 public high school graduates attending the University of Alaska as first-time freshmen in fall 2013, by Alaska Borough/Census Area. Sources: UA Information Systems, Banner SI, fall 2013 closing extracts; public high school graduate counts from State of Alaska Department of Education and Early Development: <http://education.alaska.gov/Stats/HSGraduates/2013hsgrad.pdf>, accessed 1/24/2014. Percent values are rounded.

Borough/Census Area	Total HS Grads	UA System Enrolled	% UA Enrolled	Borough/Census Area	Total HS Grads	UA System Enrolled	% UA Enrolled
Aleutians East	16	5	31%	Matanuska-Susitna	1080	240	22%
Aleutians West	37	11	30%	Nome	115	25	22%
Anchorage	3059	889	29%	North Slope	81	10	12%
Bethel	145	37	26%	Northwest Arctic	82	20	24%
Bristol Bay	15	9	60%	Petersburg	46	13	28%
Denali	17	5	29%	Prince of Wales-Hyder	63	15	24%
Dillingham	43	7	16%	Sitka	138	43	31%
Fairbanks North Star	1135	336	30%	Skagway	6	2	33%
Haines	26	3	12%	Southeast Fairbanks	62	14	23%
Hoonah-Angoon	12	5	42%	Valdez-Cordova	100	24	24%
Juneau	337	95	28%	Wade Hampton	102	18	18%
Kenai Peninsula	602	102	17%	Wrangell	31	5	16%
Ketchikan Gateway	150	24	16%	Yakutat	6	1	17%
Kodiak Island	163	37	23%	Yukon-Koyukuk	163	33	20%
Lake and Peninsula	29	8	28%				

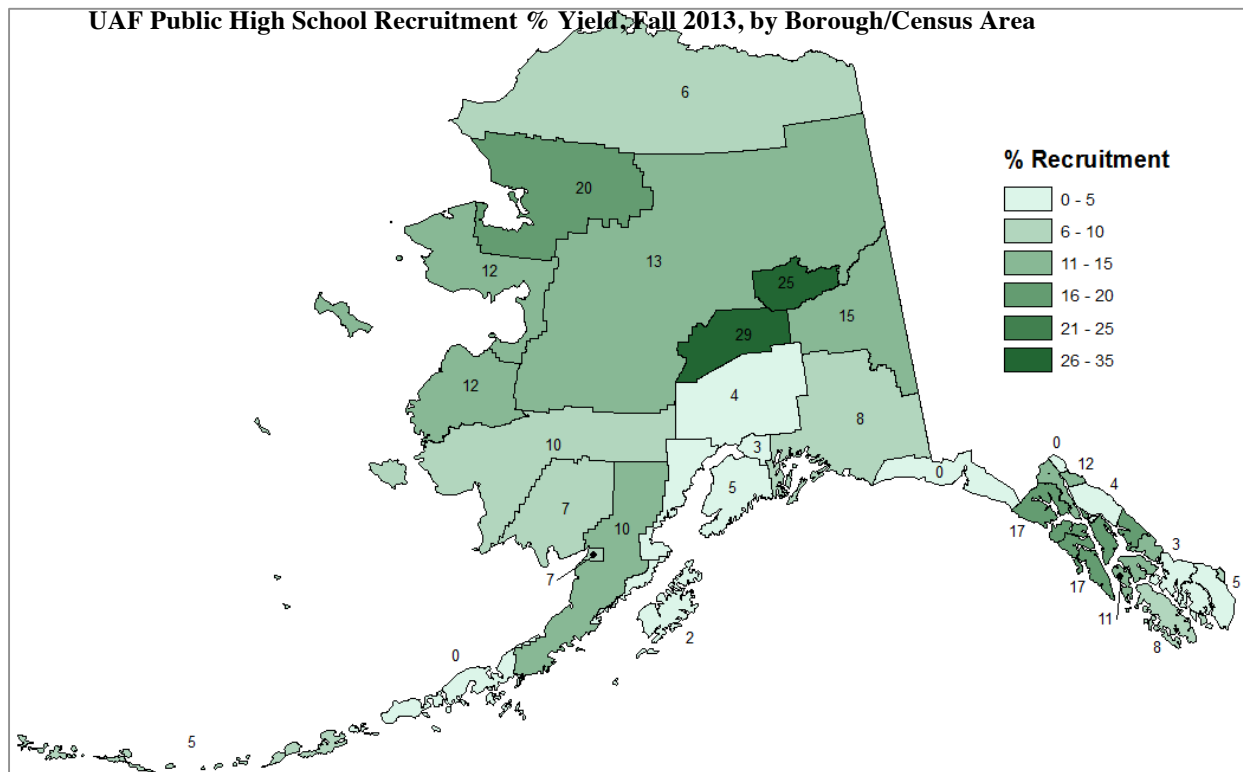
Appendix A (continued)



Percent of FY 2013 public high school graduates attending the University of Alaska Anchorage as first-time freshmen in fall 2013, by Alaska Borough/Census Area. Sources: UA Information Systems, Banner SI, fall 2013 closing extracts; public high school graduate counts from State of Alaska Department of Education and Early Development: <http://education.alaska.gov/Stats/HSGraduates/2013hsgrad.pdf>, accessed 1/24/2014. Percent values are rounded.

Borough/Census Area	Total HS Grads	UAA Enrolled	% UAA Enrolled	Borough/Census Area	Total HS Grads	UAA Enrolled	% UAA Enrolled
Aleutians East	16	5	31%	Matanuska-Susitna	1080	193	18%
Aleutians West	37	8	22%	Nome	115	10	9%
Anchorage	3059	806	26%	North Slope	81	5	6%
Bethel	145	21	14%	Northwest Arctic	82	3	4%
Bristol Bay	15	3	20%	Petersburg	46	3	7%
Denali	17	0	0%	Prince of Wales-Hyder	63	3	5%
Dillingham	43	4	9%	Sitka	138	15	11%
Fairbanks North Star	1135	44	4%	Skagway	6	0	0%
Haines	26	0	0%	Southeast Fairbanks	62	5	8%
Hoonah-Angoon	12	1	8%	Valdez-Cordova	100	15	15%
Juneau	337	13	4%	Wade Hampton	102	6	6%
Kenai	602	71	12%	Wrangell	31	0	0%
Ketchikan Gateway	150	3	2%	Yakutat	6	1	17%
Kodiak Island	163	32	20%	Yukon-Koyukuk	163	12	7%
Lake and Peninsula	29	5	17%				

Appendix A (continued)

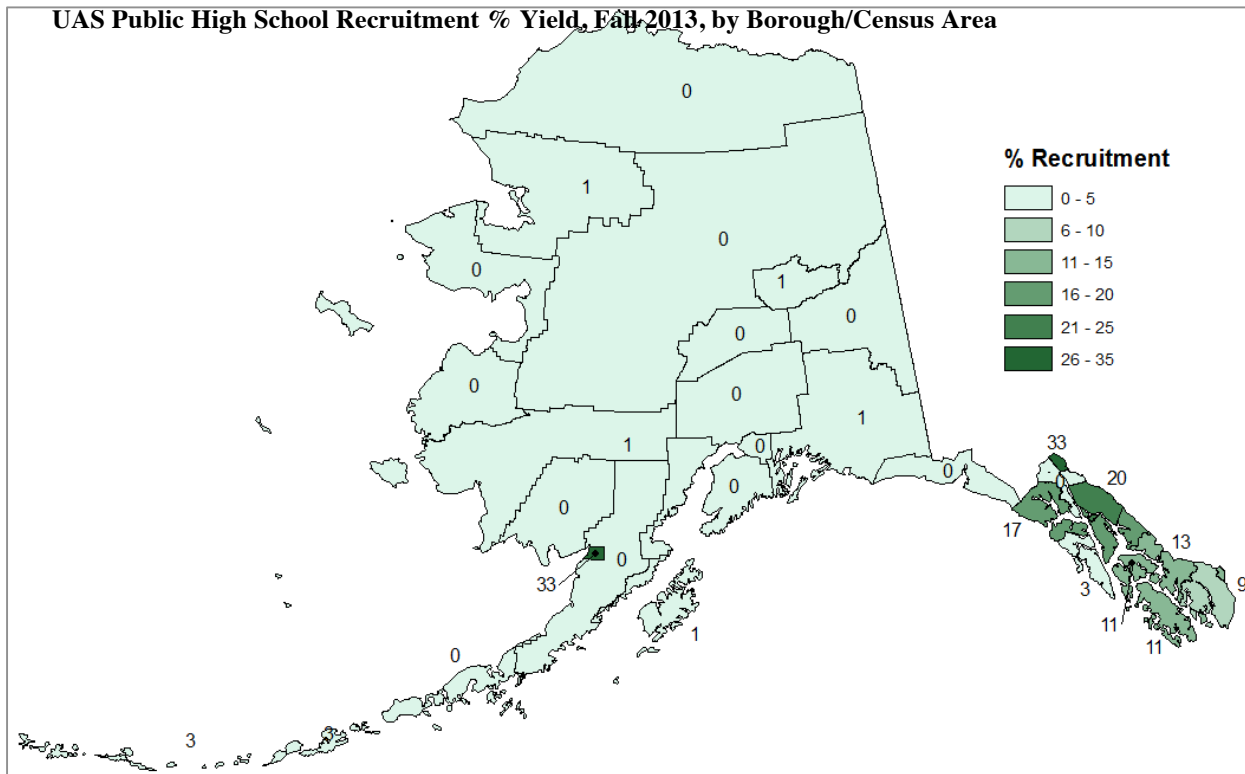


Percent of FY 2013 public high school graduates attending the University of Alaska Fairbanks as first-time freshmen in fall 2013, by Alaska Borough/Census Area. Sources: UA Information Systems, Banner SI, fall 2013 closing extracts; public high school graduate counts from State of Alaska Department of Education and Early Development: <http://education.alaska.gov/Stats/HSGraduates/2013hsgrad.pdf>, accessed 1/24/2014. Percent values are rounded.

Borough/Census Area	Total HS Grads	UAF Enrolled	% UAF Enrolled	Borough/Census Area	Total HS Grads	UAF Enrolled	% UAF Enrolled
Aleutians East	16	0	0%	Matanuska-Susitna	1080	43	4%
Aleutians West	37	2	5%	Nome	115	14	12%
Anchorage	3059	82	3%	North Slope	81	5	6%
Bethel	145	14	10%	Northwest Arctic	82	16	20%
Bristol Bay	15	1	7%	Petersburg	46	5	11%
Denali	17	5	29%	Prince of Wales-Hyder	63	5	8%
Dillingham	43	3	7%	Sitka	138	23	17%
Fairbanks North Star	1135	285	25%	Skagway	6	0	0%
Haines	26	3	12%	Southeast Fairbanks	62	9	15%
Hoonah-Angoon	12	2	17%	Valdez-Cordova	100	8	8%
Juneau	337	14	4%	Wade Hampton	102	12	12%
Kenai	602	28	5%	Wrangell	31	1	3%
Ketchikan Gateway	150	7	5%	Yakutat	6	0	0%
Kodiak Island	163	4	2%	Yukon-Koyukuk	163	21	13%
Lake and Peninsula	29	3	10%				

Appendix A (continued)

UAS Public High School Recruitment % Yield, Fall 2013, by Borough/Census Area

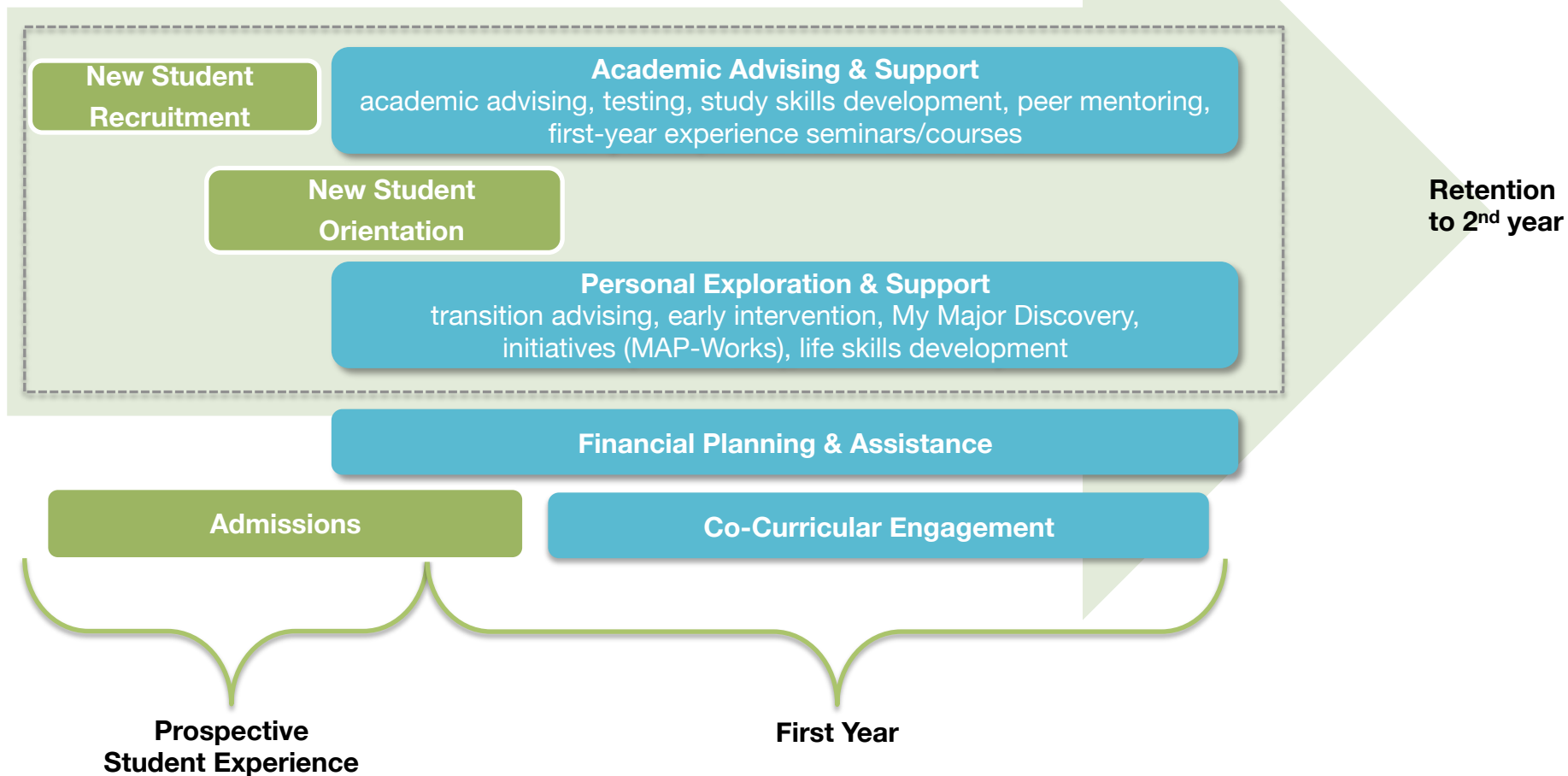


Percent of FY 2013 public high school graduates attending the University of Alaska Southeast as first-time freshmen in fall 2013, by Alaska Borough/Census Area. Sources: UA Information Systems, Banner SI, fall 2013 closing extracts; public high school graduate counts from State of Alaska Department of Education and Early Development: <http://education.alaska.gov/Stats/HSGraduates/2013hsgrad.pdf>, accessed 1/24/2014. Percent values are rounded.

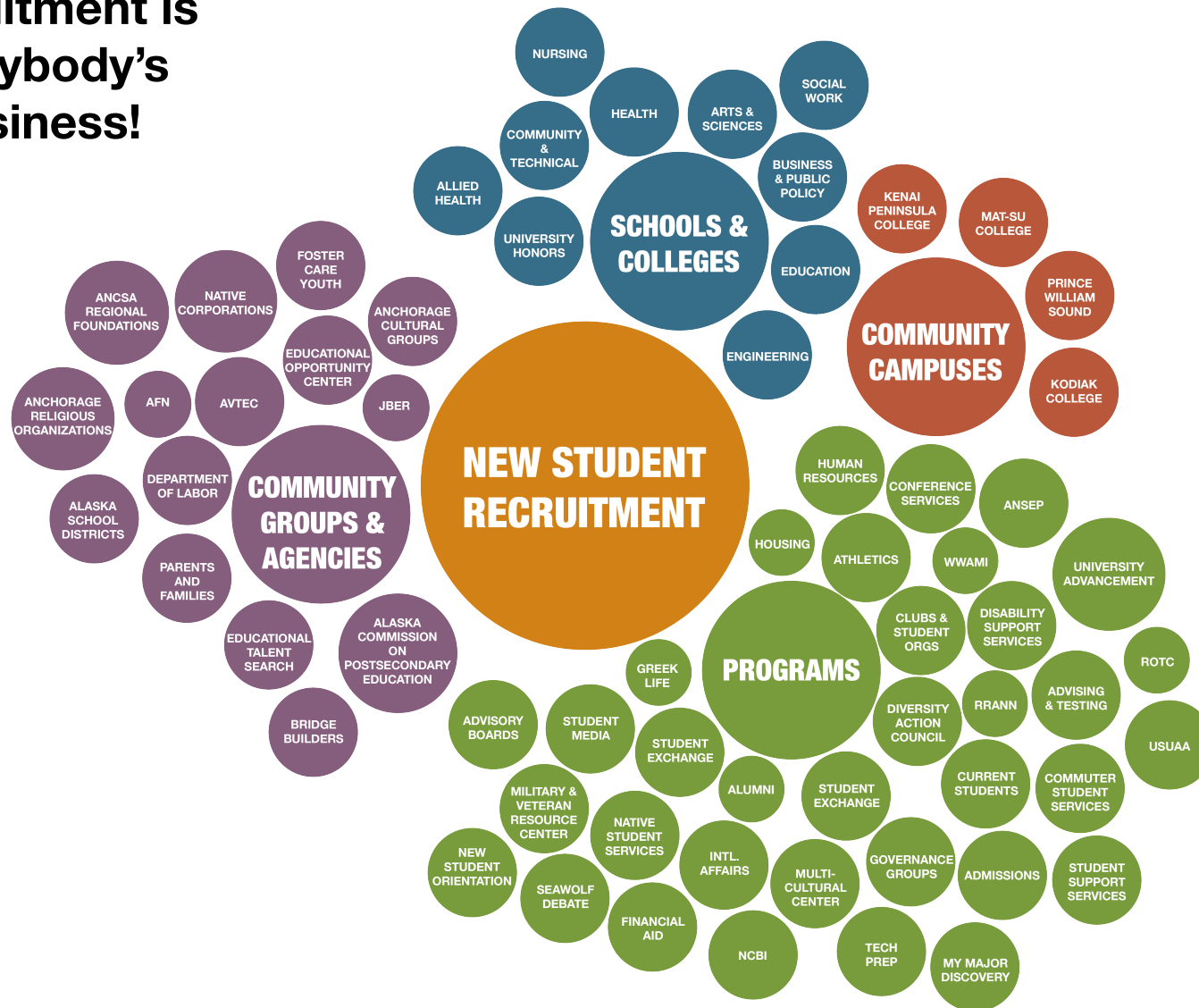
Borough/Census Area	Total HS Grads	UAS Enrolled	% UAS Enrolled	Borough/Census Area	Total HS Grads	UAS Enrolled	% UAS Enrolled
Aleutians East	16	0	0%	Matanuska-Susitna	1080	4	0%
Aleutians West	37	1	3%	Nome	115	0	0%
Anchorage	3059	1	0%	North Slope	81	0	0%
Bethel	145	2	1%	Northwest Arctic	82	1	1%
Bristol Bay	15	5	33%	Petersburg	46	5	11%
Denali	17	0	0%	Prince of Wales-Hyder	63	7	11%
Dillingham	43	0	0%	Sitka	138	4	3%
Fairbanks North Star	1135	7	1%	Skagway	6	2	33%
Haines	26	0	0%	Southeast Fairbanks	62	0	0%
Hoonah-Angoon	12	2	17%	Valdez-Cordova	100	1	1%
Juneau	337	68	20%	Wade Hampton	102	0	0%
Kenai	602	2	0%	Wrangell	31	4	13%
Ketchikan Gateway	150	14	9%	Yakutat	6	0	0%
Kodiak Island	163	1	1%	Yukon-Koyukuk	163	0	0%
Lake and Peninsula	29	0	0%				



Division of Student Access, Advising & Transition



Recruitment is Everybody's Business!



UAA UNIVERSITY of ALASKA ANCHORAGE
AMAZING STORIES
BEING RECRUITED EVERY DAY.

Recruitment Principles

1

**RECRUITMENT IS
EVERYBODY'S
BUSINESS**



2

RELATIONSHIPS



**& TIMELY COMMUNICATIONS
PRODUCE ENROLLMENTS**

3

COLLEGE ACCESS FIRST



4

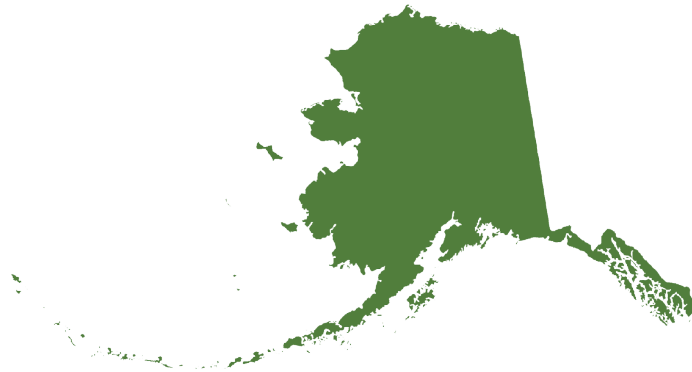
**SUCCESSFUL TRANSITION
BEGINS WITH**

QUALITY RECRUITMENT



UAA UNIVERSITY of ALASKA ANCHORAGE
AMAZING STORIES
BEING RECRUITED EVERY DAY.

Recruiting the 2014 – 2015 Academic Year Class



IN STATE

OUT OF STATE

115

←..... HIGH SCHOOL VISITS→

16

9

←..... COLLEGE FAIRS→

26

UAA UNIVERSITY of ALASKA ANCHORAGE
AMAZING STORIES
BEING RECRUITED EVERY DAY.

Recruiting the 2014 – 2015 Academic Year Class



1,492
prospects attend
Preview Days

361
campus tours



256 new
fall 2013

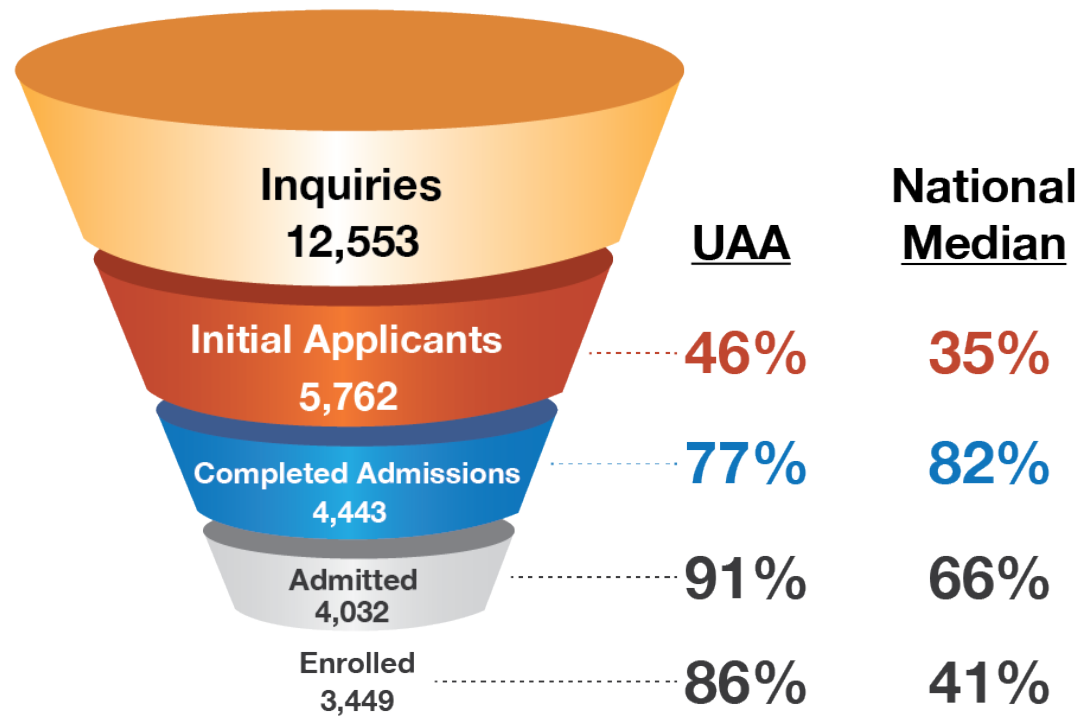


UAA Scholars
@ UAA



492
new
Alaska
Performance
Scholars in
fall 2013

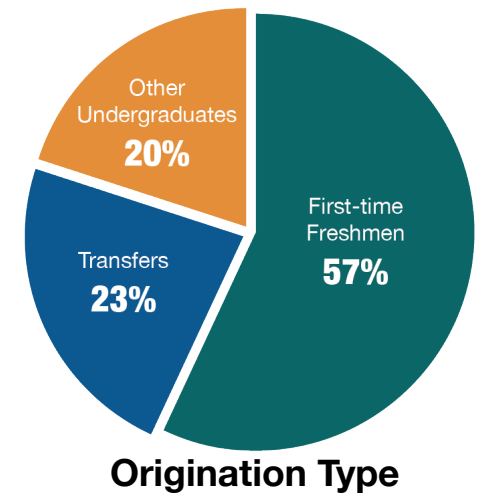
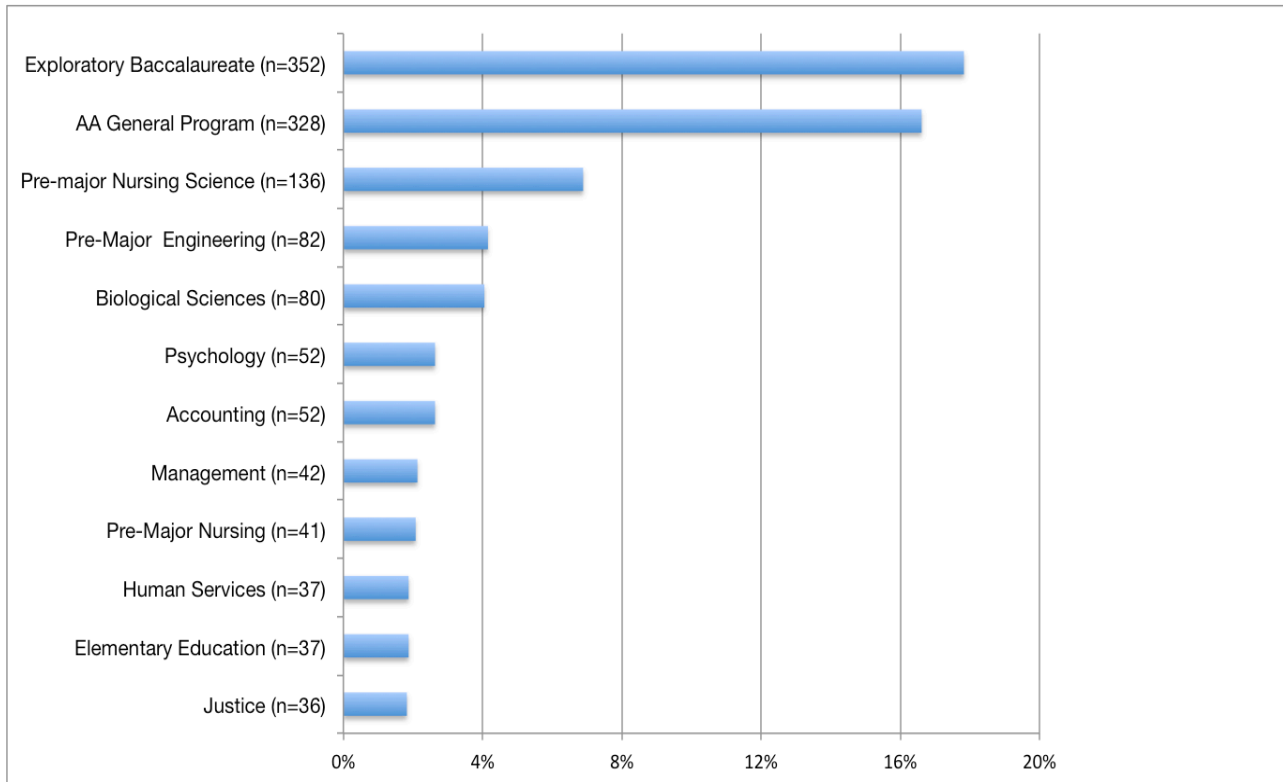
UAA UNIVERSITY of ALASKA ANCHORAGE
AMAZING STORIES
BEING RECRUITED EVERY DAY.



Fall 2013
Enrollment Funnel
27.4% of Inquiries Enrolled

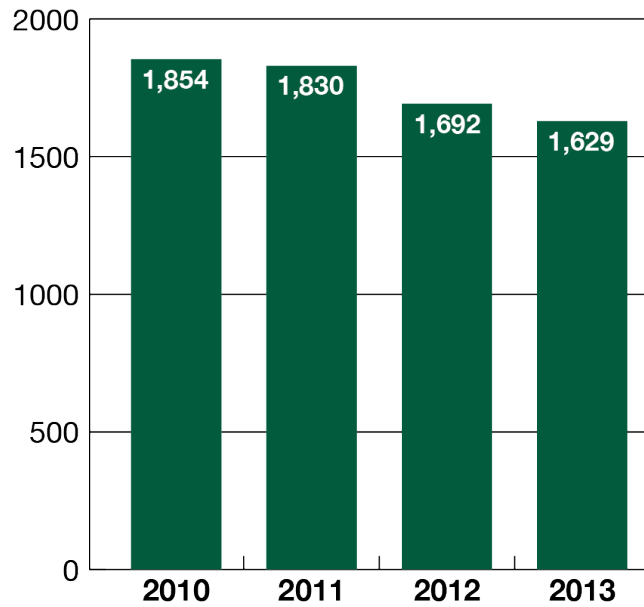
First-time Students

Program at Entry (n=1975)

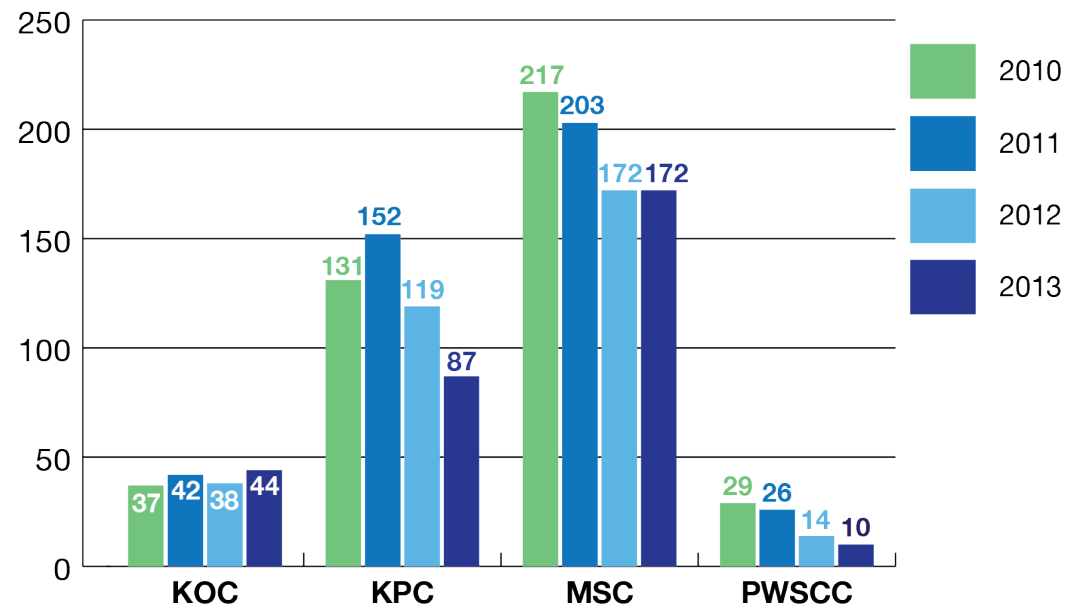


First-time Enrollment Trends by Campus

ANCHORAGE



COMMUNITY CAMPUSES



Next Steps

1. Align recruitment with specific Strategic Enrollment Management plans of the colleges.
2. Extend Rural Student Transition Specialist into additional rural communities.
3. Hire a Transfer Student Recruiter and implement a transfer student recruitment plan.
4. Forge new relationships with Anchorage School District to overcome the loss of the Career Resource Advisors.



UAF
UNIVERSITY OF
ALASKA
FAIRBANKS
NATURALLY INSPIRING
since 1917



Naturally Inspiring

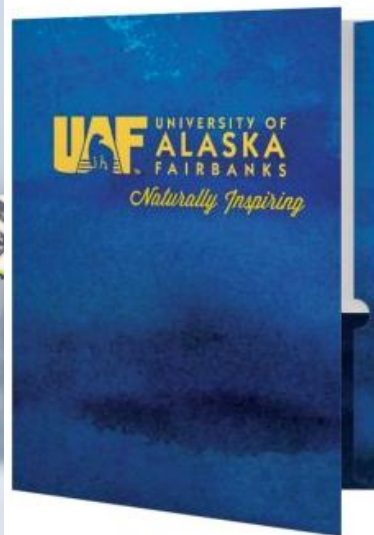
- Our Brand Is Who We Are
- Reflects and Projects the Institution
- Reflects Depth and Breadth of Academic Offerings
- Enhancing the Student Experience



To learn about current student experiences, visit the
UAF Student Ambassador blog

CLICK HERE >>

Michelle
Student Ambassador



UAF UNIVERSITY OF
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NANOOK NATION

INSIDE OUT

DISCOVER
UAF

inside out

University of Alaska Fairbanks™

Oct. 11, 2013
March 14, 2014

www.uaf.edu/admissions/insideout/

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- 2014 >>**
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The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities. UAF is an affirmative action/equal opportunity employer and educational institution. 12/2013

TRAIL GUIDE 2013 - 2014
Your path to becoming a Nanook



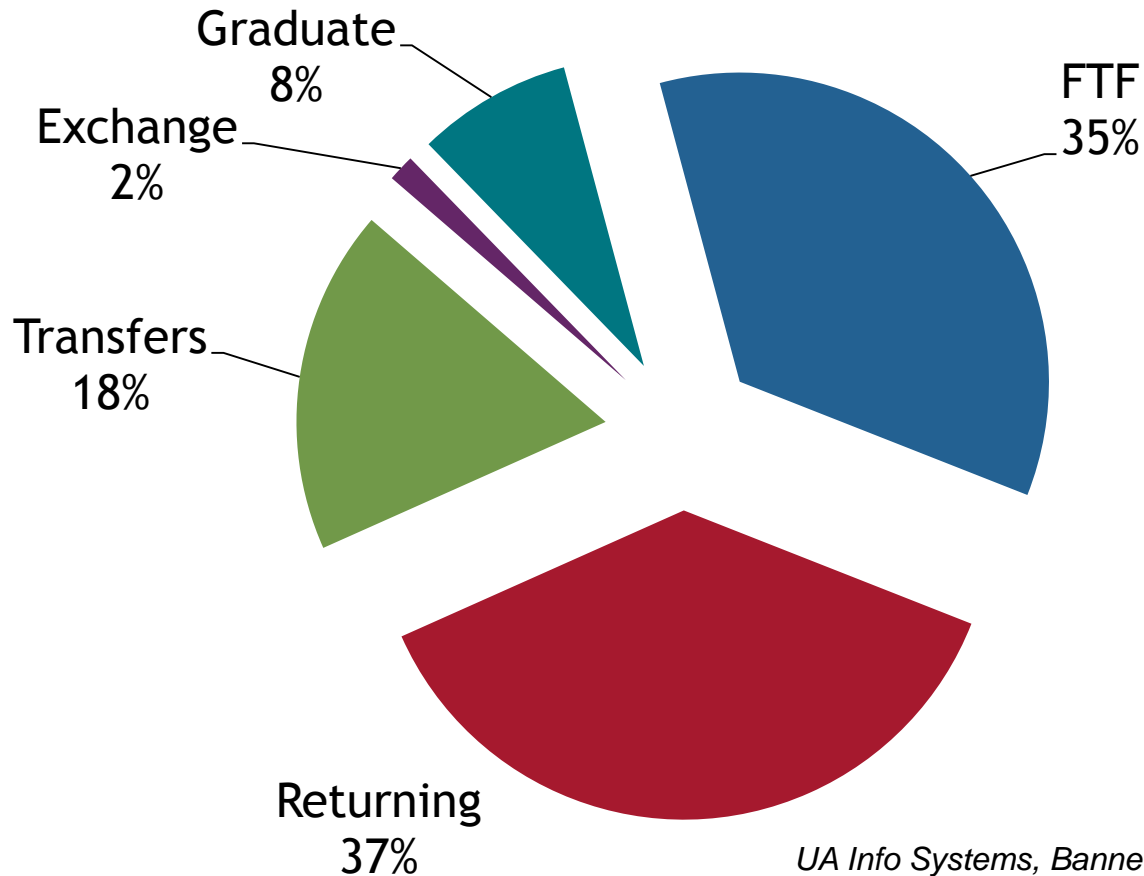
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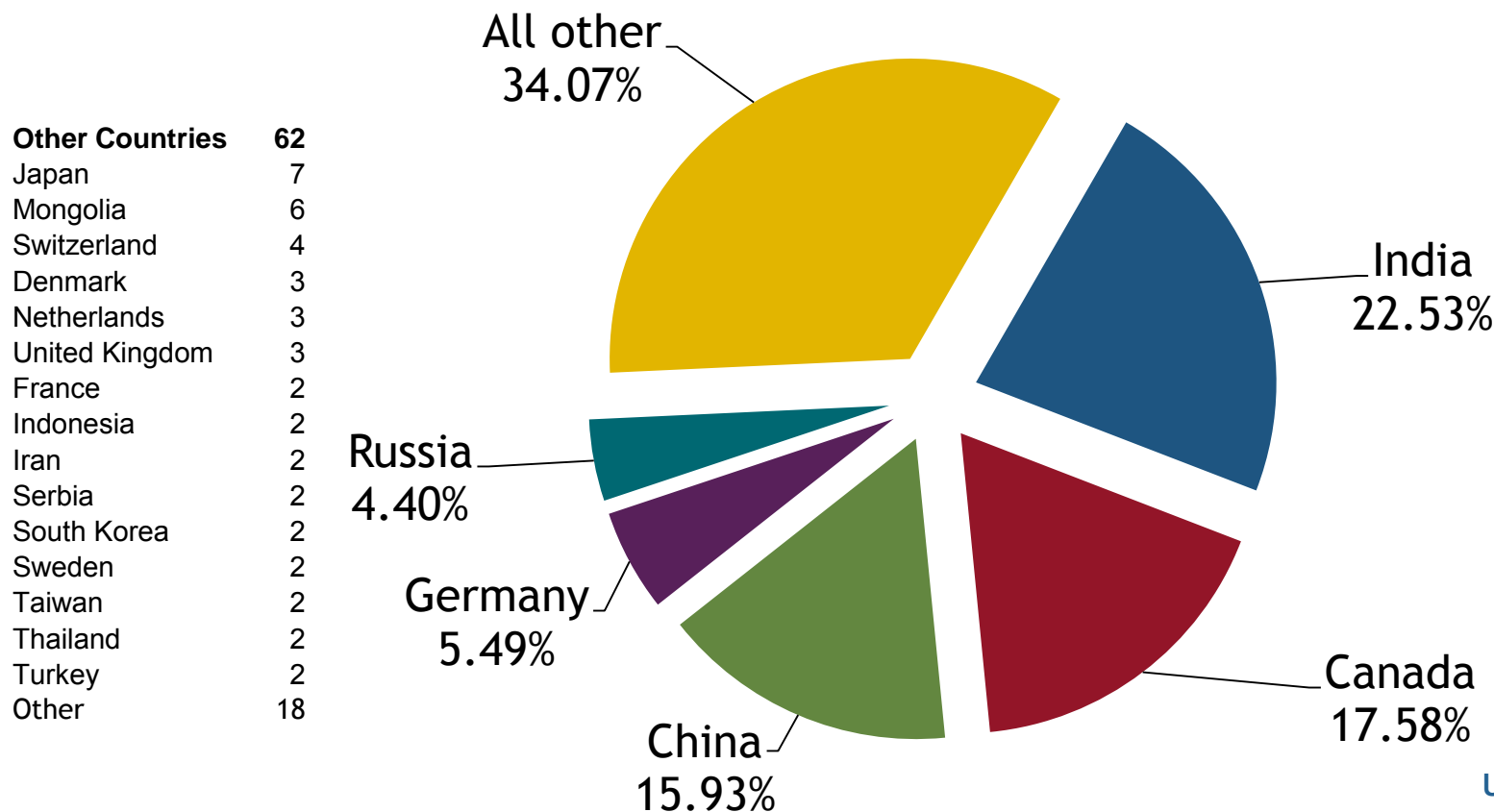
Profile: Incoming Class Fall 2013



UA Info Systems, Banner SI Closing extracts, 2014

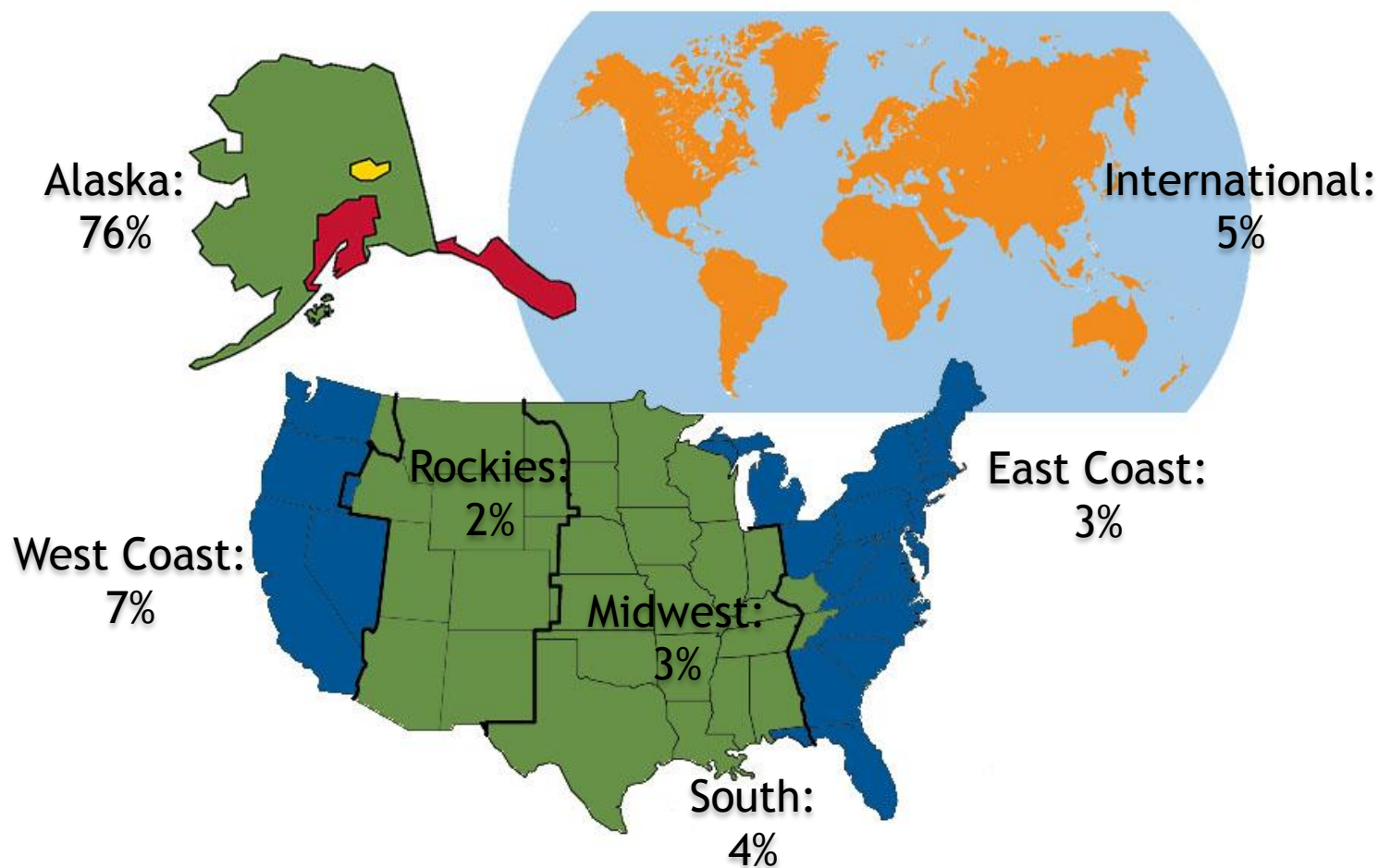
Profile: Incoming Class Fall 2013

International Students at UAF by Source Country



UAF OIPI Data

Profile: Incoming Class Fall 2013



UA Info Systems, Banner SI Closing extracts, 2014

Top Transfer Schools

Overall

- University of Alaska Anchorage
- University of Alaska Southeast
- Prince William Sound Community College
- Community College of the Air Force
- Central Texas College

Outside Alaska, Online & Military

- Northern Arizona University
- Portland Community College
- University of Montana
- Western Washington University
- Olympic College

Top 10 Lower 48 States

2012-2013 academic year

- 1) Washington (46)
- 2) California (41)
- 3) Texas (21)
- 4) Oregon (18)
- 5) Colorado (18)
- 6) Georgia (14)
- 7) Massachusetts (12)
- 8) Florida (10)
- 9) Maine (10)
- 10) Minnesota (10)



Recruitment Goals

Increase enrollment in these target markets:

- First Time, Full Time Freshman (FTFTF)
- Alaska Resident Students
- U.S. Non-Resident Students
- International Students
- Transfer Students
- UA Scholars



The UAF Recruitment Organization

- UAF has integrated Recruitment with Admissions Transactions
 - Admissions Counselors
 - Admissions Processing
- Territory Management



Territory Management

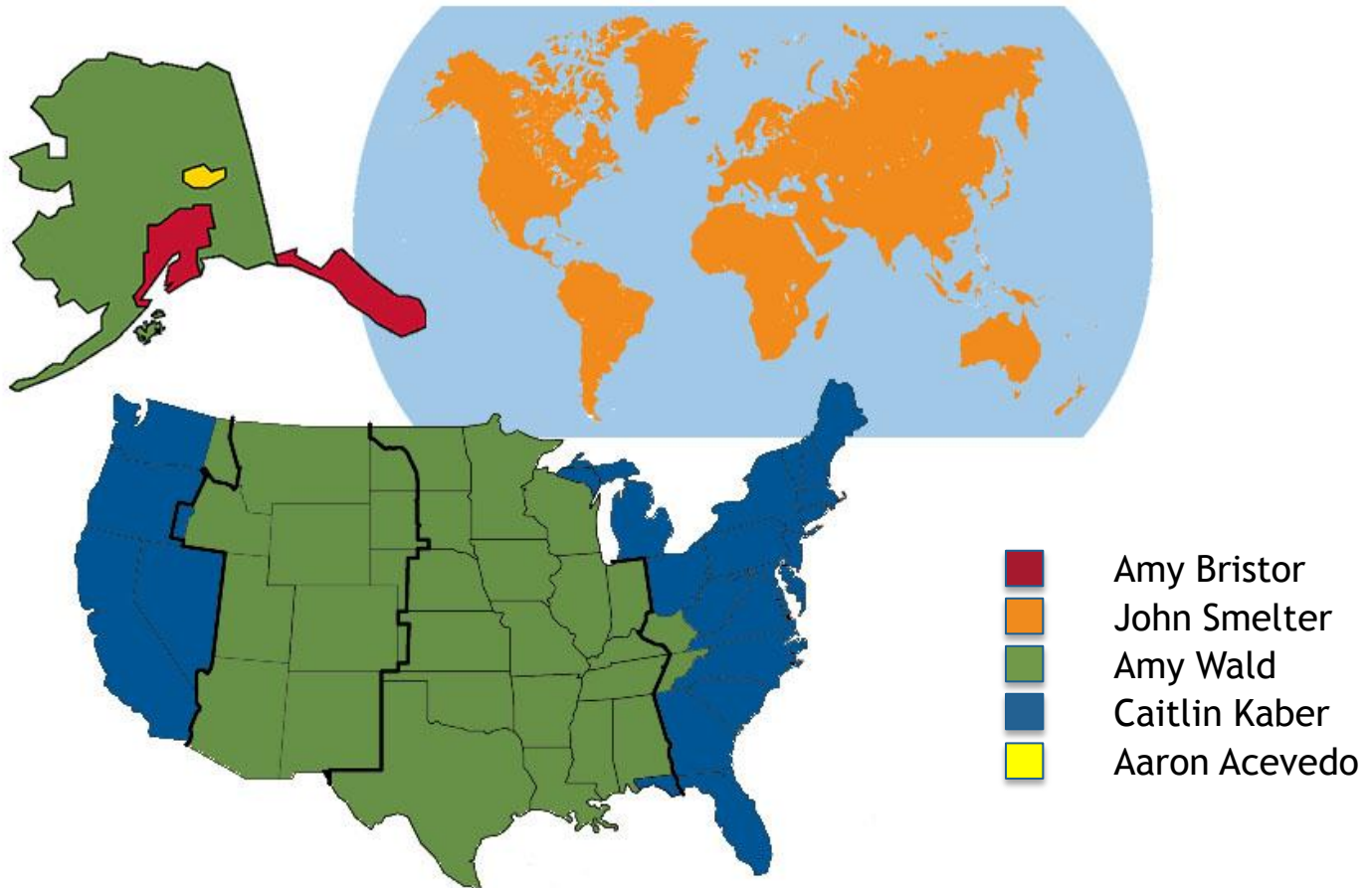
Relationship Matters: UAF counselors are assigned to “territories” project or cohort specialties.



In 2012-13, UAF counselors participated in over 119 College Fairs or High School visits.

--met with more than 4,000 prospective students

Territory Management



Counselor Activities

- Assist prospective students through the admissions process.
- Travel to college fairs and visit high schools/community colleges.
- Present virtually within Alaska, the Lower 48 and internationally.
- Live chat with prospective students on Admissions website.
- Respond to email and telephone inquiries.
- Plan and execute individual and group campus visits.
- Oversee daily campus tours.
- Plan and execute campus preview events.
- Maintain detailed knowledge of all aspects of UAF.

Counselor Activities

- Manage territory and plan outreach/recruitment activities.
- Coordinate Student Ambassador program.
- Approve/deny resident tuition.
- Coordinate with other UAF departments.
- Act as point of contact for high school counselors and community college advisors.
- Input and export data into CRM.
- Conduct telecounseling.
- Assist walk-in students.
- Collaborate on merit-based scholarship selection.

UAF Social Media Presence

Average monthly statistics

- Facebook - 14,493 followers, 146.6 posts, 35.20 engagements **per post**
- Tumblr - 661 followers, 86.6 posts, 5.12 engagements
- Instagram - 376 followers, 29 posts, 12.4 engagements
- Twitter - 2,584 followers - 401 posts, .26 engagements
- Pinterest - 216 followers - 2,566 pins on 64 boards
- Google Plus - 777 followers
- Soundcloud - 27 followers
- YouTube - 436 followers

UAF Recruitment Strategy 2013-2015

Prospective Student Sources

- Inquiries
 - online
 - fairs
 - campus visits
 - high school visits
- Name Buys
- Alaska HS Lists
- Test Score Submissions (ACT, SAT)
- FAFSA Submissions

FTFTF

UAF Recruitment Strategy 2013-2015

FT FTF

- Targeted Communication Plans
- UAF Info Packets - AK HS Counselors and ACPE
- School Visits and College Fairs
- “Discover UAF” - Open House Model (Inside Out & Saturday Events)
- Individual and group campus visits
- Hosts Annual Counselor Visits to UAF
- Telecounseling: Near-peer model
- Student Ambassador program
- Merit Based Scholarships

UAF Recruitment Strategy 2013-2015 Outside Alaska

FT FTF

- Host UAF Campus Visits and campus preview events (Student/Parent)
- Targeted Communication Plan
- College Fairs and HS Visits
- Online and Social Media Tools
- UAF CollegeWeekLive.com Program

UAF Recruitment Strategy 2013-2015

UA Scholars

- ½ FTE Dedicated to UA Scholars
- Waived Application Fee
- Scholar Events/Programs Throughout AK
- Scholar-Specific Communication Plan
- Merit Scholarship To Highest GPAs/Test Scores
- New Student Orientation Welcome Event

UAF Recruitment Strategy 2013-2015

Transfer

- ½ FTE Dedicated to Transfer Students
- Community College Fairs and Visits
- Core waiver for AA/AS
- Strategic 2+2 agreements: Seattle Community College District
- Targeted Communication Plan
- Outreach to Phi Theta Kappa
- Host Counselor visit, Spring 2014

UAF Recruitment Strategy 2013-2015

International

- ½ FTE dedicated to International Students
- Expand From Faculty-Driven Model
- World Education Services (WES) Report - Market Analysis and Strategic Focus
- 2+2 Agreements and MOUs-International and Domestic



OUR VISION

... to be recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska.

Recruitment Presentation
January 29, 2014

Overview

- Recruitment Goals
- Baccalaureate Admission Standards
- Programs students are interested in
- Programs students are admitted to
- Enrollment Funnel
- UA Scholars
- In-State
- Out-of-State
- Refining the Effort
- Sitka, Ketchikan, SOM, SOE
- The Team

Fall 2014 Recruitment Goals

- 500 new students
 - 24% increase over fall 2013; 5% increase over last 4 year average
- Fill the new 120 bed residence hall
 - 42% larger than current residence hall
- Increase new out-of-state students by 20%
- Continue focus on increasing baccalaureate admission standards

Baccalaureate Admission Standards: Yes, we have raised the bar

Fall Term	2011	2012	2013	2014	2015	2016
HS GPA	2.0	2.5	2.5	2.75	2.75	3.0
SAT/ACT	Not Required	Required	Required	Required	Required	Required
APS Core Curriculum	Not Required	Not Required	Not Required	Not Required	Required	Required

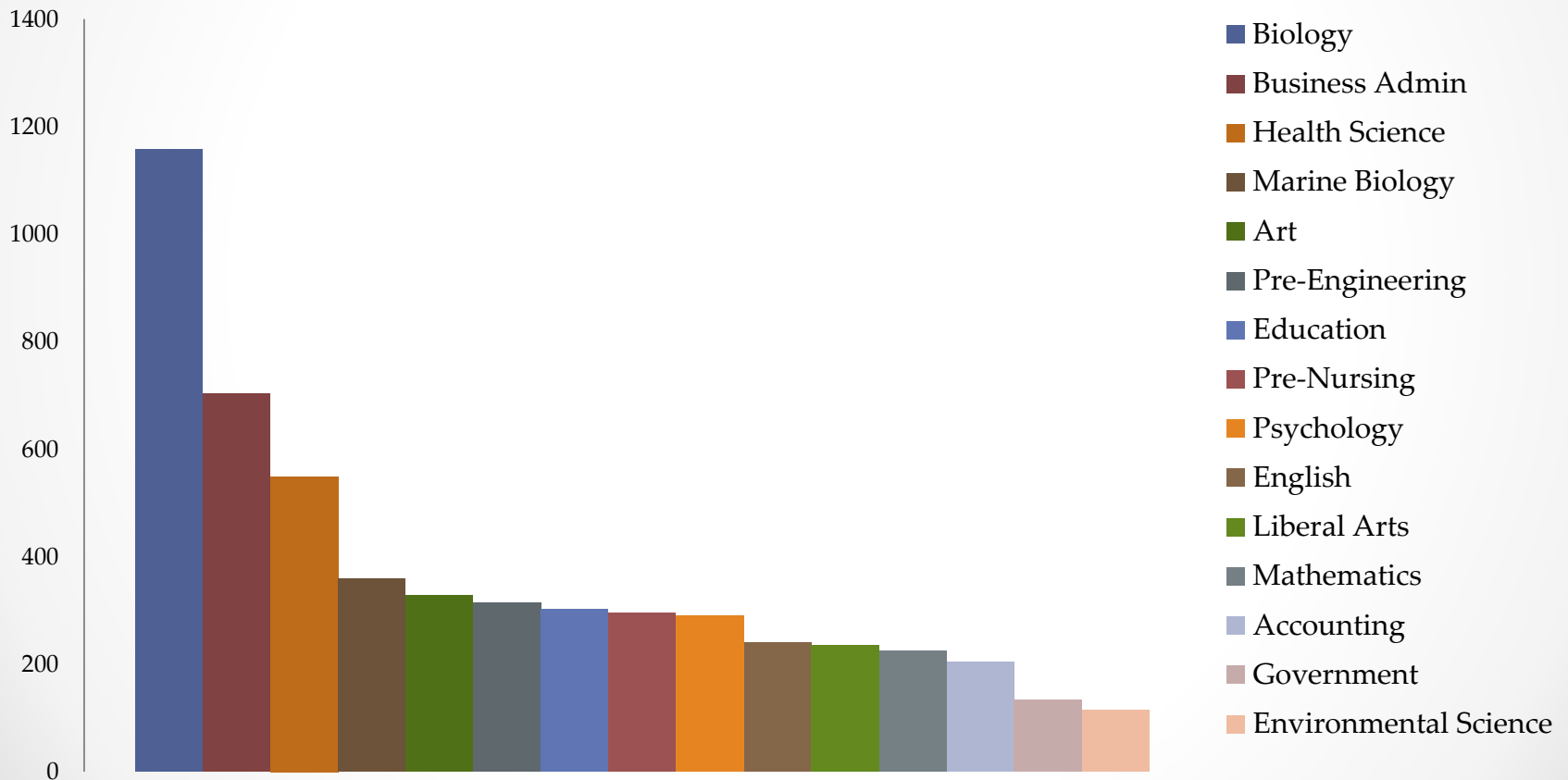
Key Messages

Get on Track

Do the Math

Programs students are interested in (fall 2013)

Top Areas of Interest



Programs students are admitted to (fall 2013)

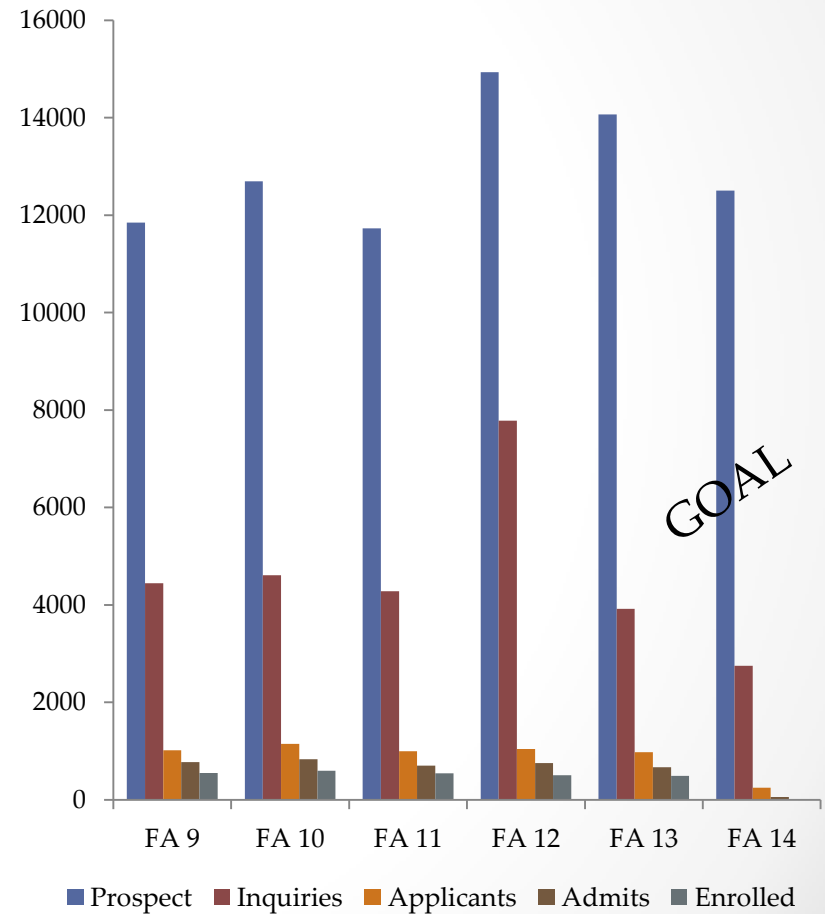
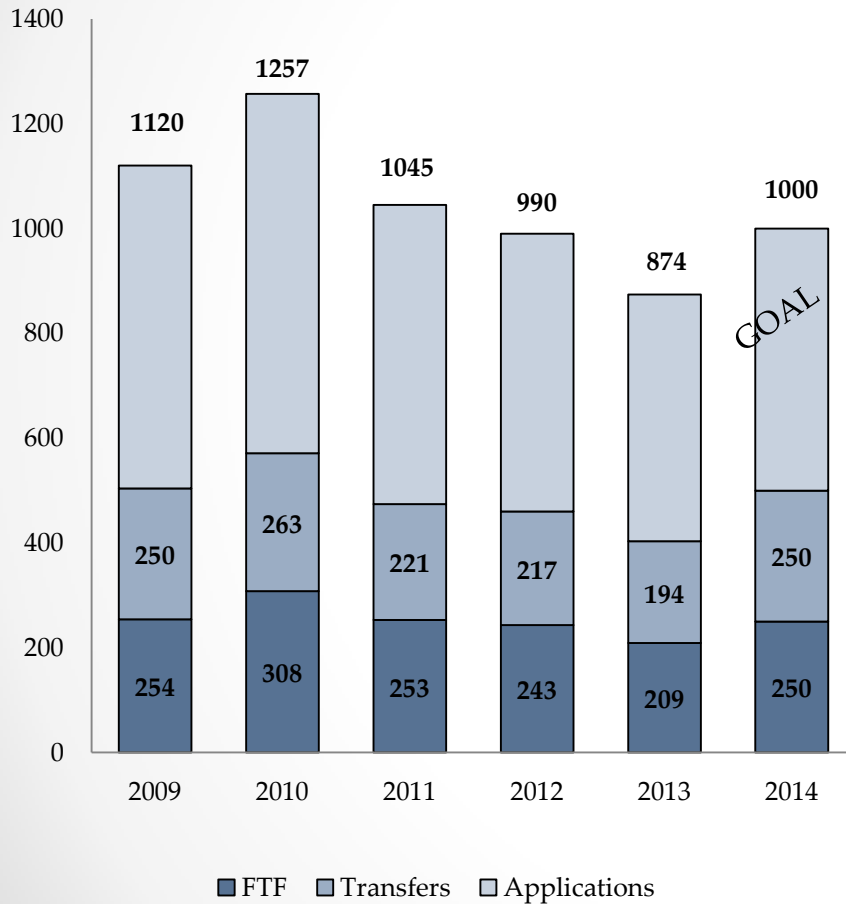
Freshman (n=209)

- AA General (66)
- BA Undeclared (18)
- Pre-Major BS Bio/Marine Bio (16)
- CT Pre-Nursing (12)
- AAS Business (9)
- AAS Health Science (8)
- OEC Law Enforcement (7)
- BA Elementary Ed (7)
- AAS Power Tech – Mine Mechanic (5)
- AAS Health Info Mgmt (4)
-

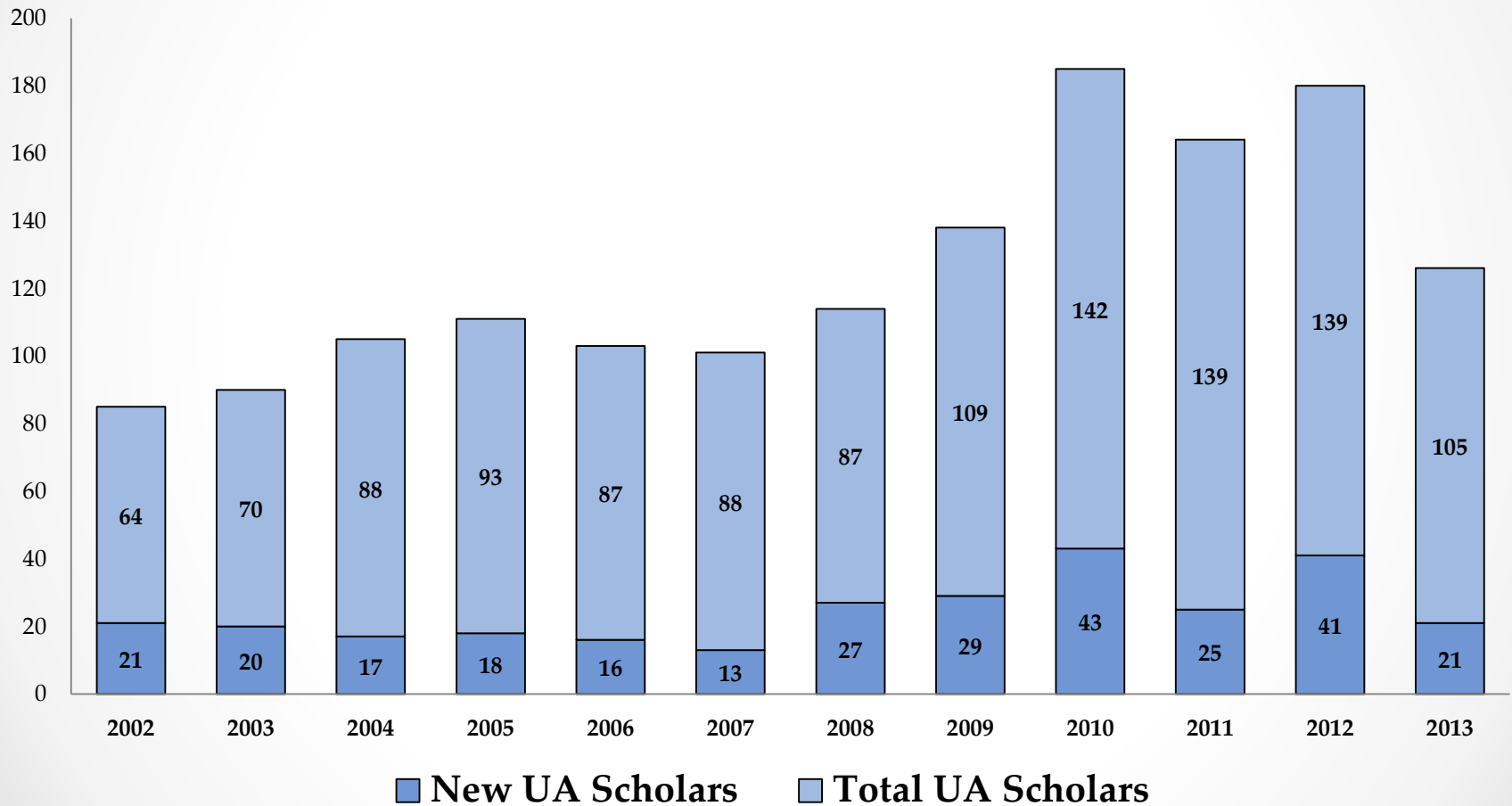
Transfer (n=194)

- OEC Law Enforcement (17)
- BBA Accounting (15)
- AA General (13)
- BBA Management (11)
- BS Bio/Marine Bio (11)
- BA Elementary Ed (10)
- BA Undeclared (9)
- CT Pre-Nursing (8)
- AAS Business Admin (7)
- BBA – Human Resources (5)

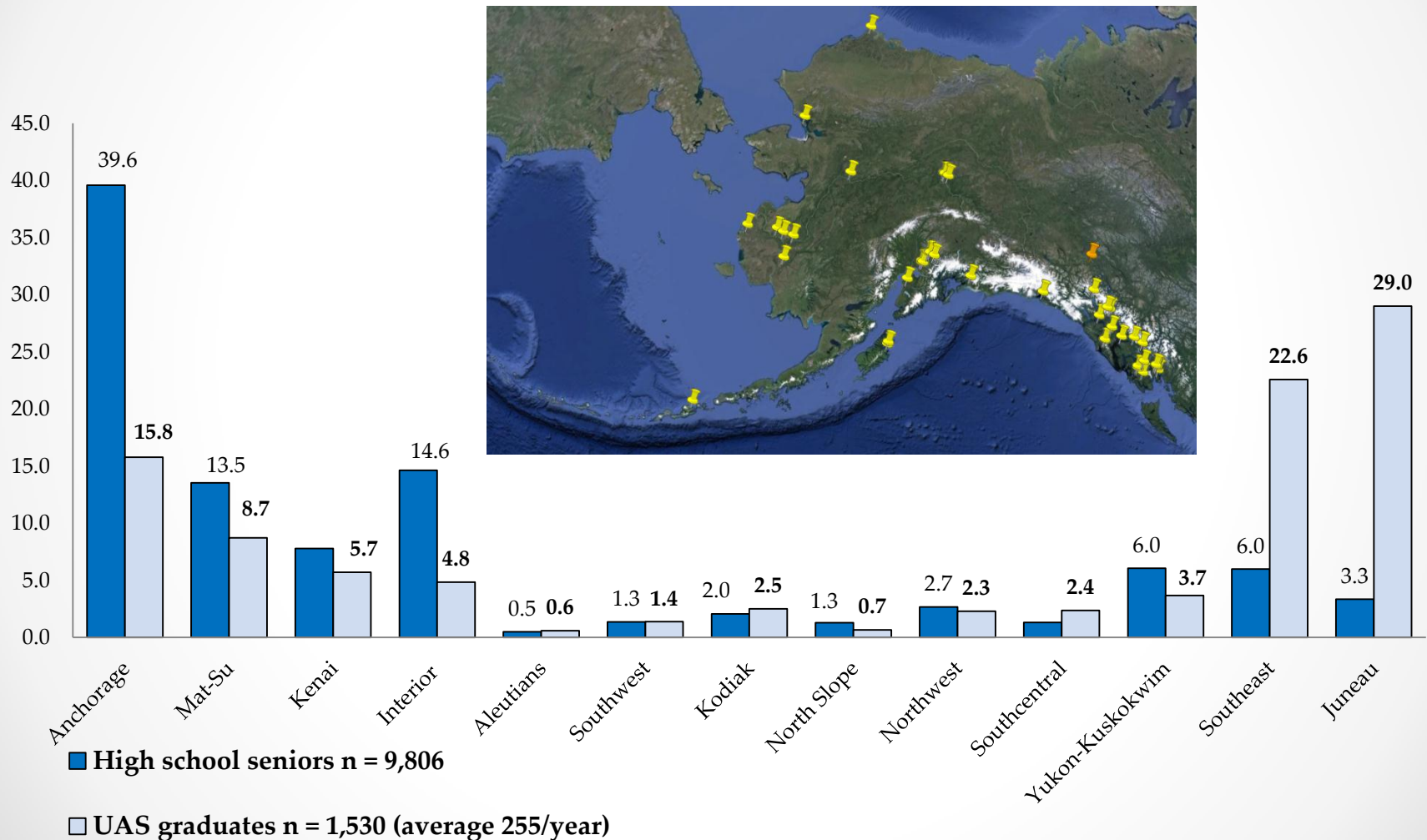
Enrollment Funnel (2009-2014)



UA Scholars: A Conscious Effort



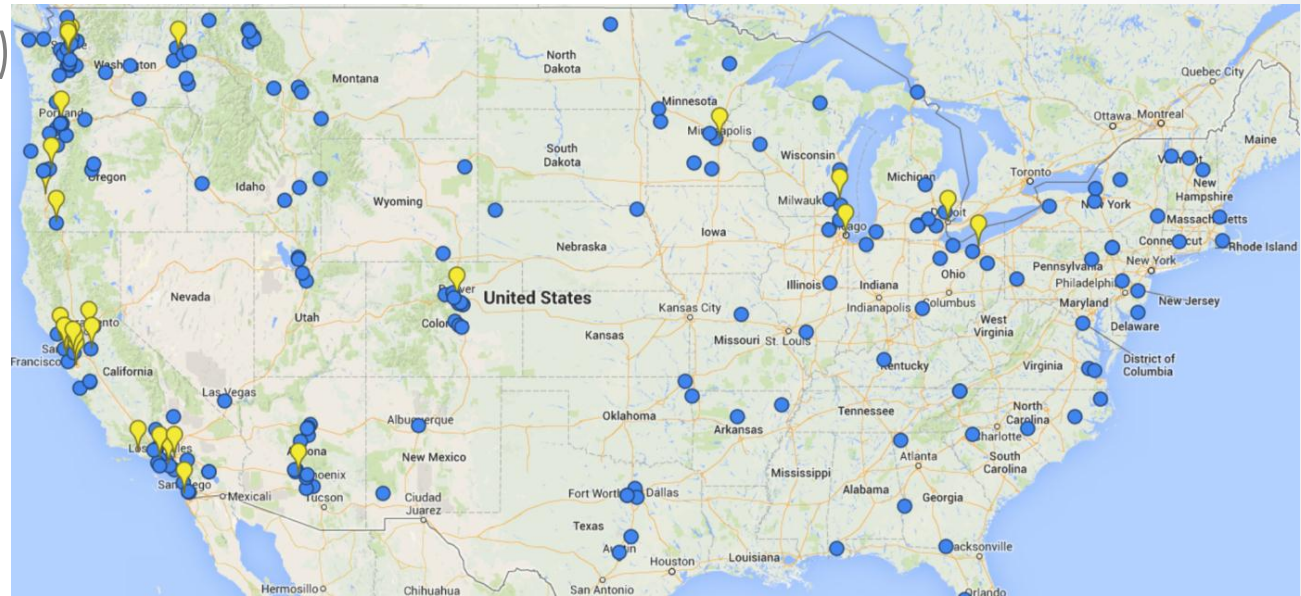
In-State: Most UAS graduates are from Southeast; However, we serve the entire state, especially rural Alaska



Out-of-State: We have students from nearly all 50 states, many from California, Washington, Oregon and Colorado

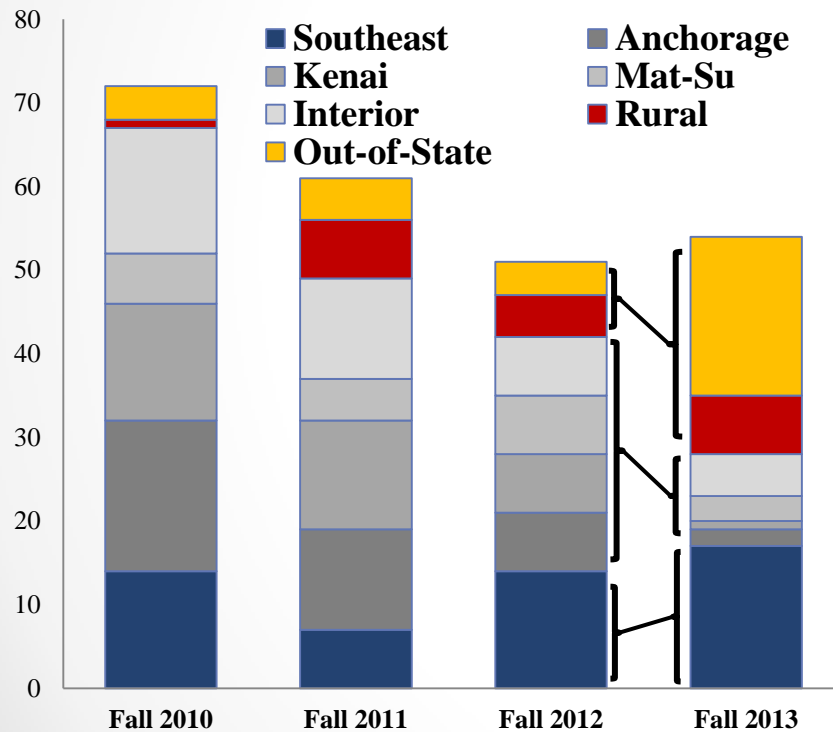
Top 12 States (2010-13)

- California (48)
- Washington (46)
- Oregon (22)
- Colorado (20)
- Arizona (12)
- Michigan (12)
- Montana (12)
- Texas (10)
- Florida (9)
- Idaho (8)
- Minnesota (8)
- New York (7)
- Ohio (7)

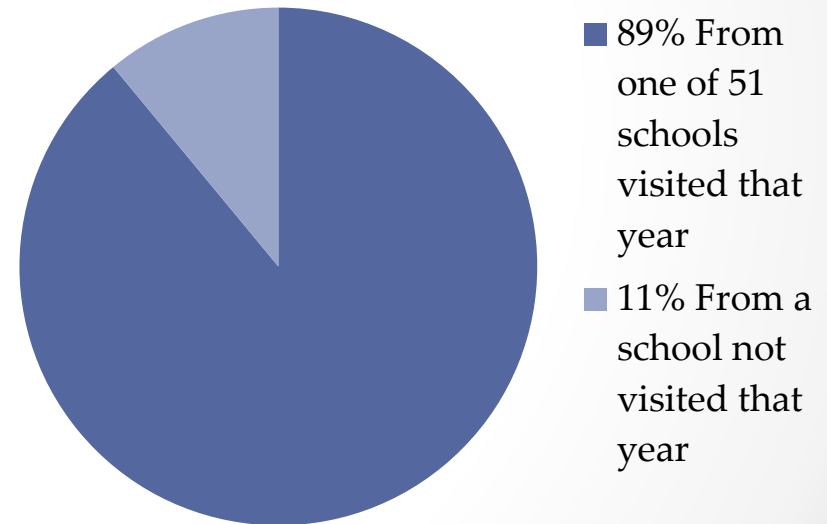


Refining the Effort: Increase focus on southeast, rural Alaska, and out-of-state

Recruiting Activity



Fall 2013 Freshman From In-State



Sitka, Ketchikan, School of Management, School of Education

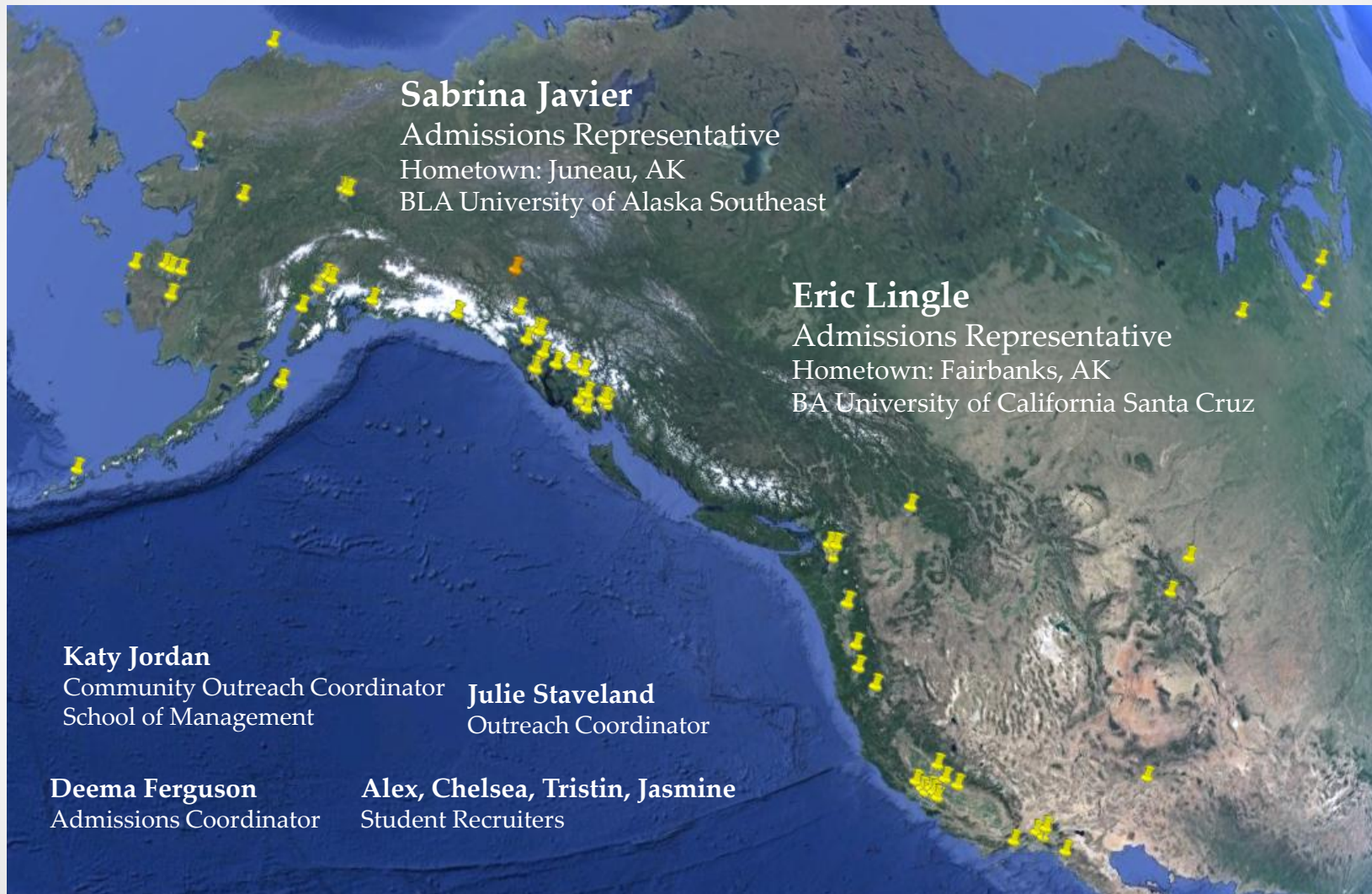
Sitka Campus and Ketchikan Campus

- Campuses recruit locally
- Juneau-based recruiters coordinate w/ local campuses
- Significant eLearning programs delivered from the community campuses

School of Management and School of Education

- Each has one staff member whose duties include recruitment
 - eLearning and graduate programs
- Efforts are coordinated with the Admissions Office

The Team: Two great recruiters and a supportive team, on a mission



The Interstate Passport Initiative

A New Interstate Transfer Framework:
Streamlining Pathways to Graduation

University of Alaska System
February 19 – 20, 2014

Bob Turner, Passport State Coordinator
bturner@wiche.edu
www.wiche.edu/passport

INTERSTATE

PASSPORT

A WICHE States' Initiative

About the Passport Initiative

- A grass-roots originated effort by **academic leaders** in the WICHE states to advance friction-free transfer for students in the region with a **new framework based on learning outcomes**
- Envisioned as **a series of related projects** over an approximate five-year span
- **Participation is voluntary** in all projects



WICHE Passport Project: Context



On average ...

- 27 percent of all transfer students cross state lines **(over 300,000 in WICHE region annually)** (National Student Clearinghouse Signature Report, 2012)
- Transfer students who earn a B.A. **take 1.2 years longer** to do it (U.S. Dept. of Education, 2010)
- The extra time costs a student **over \$9,000** for tuition and fees alone (WICHE, 2010)
- **Unnecessary repetition of academic work** costs time and money for students, institutions, states, the federal government, and taxpayers

Can there not be a common currency to facilitate student transfer between states.... a Passport based on a common currency of Learning Outcomes?



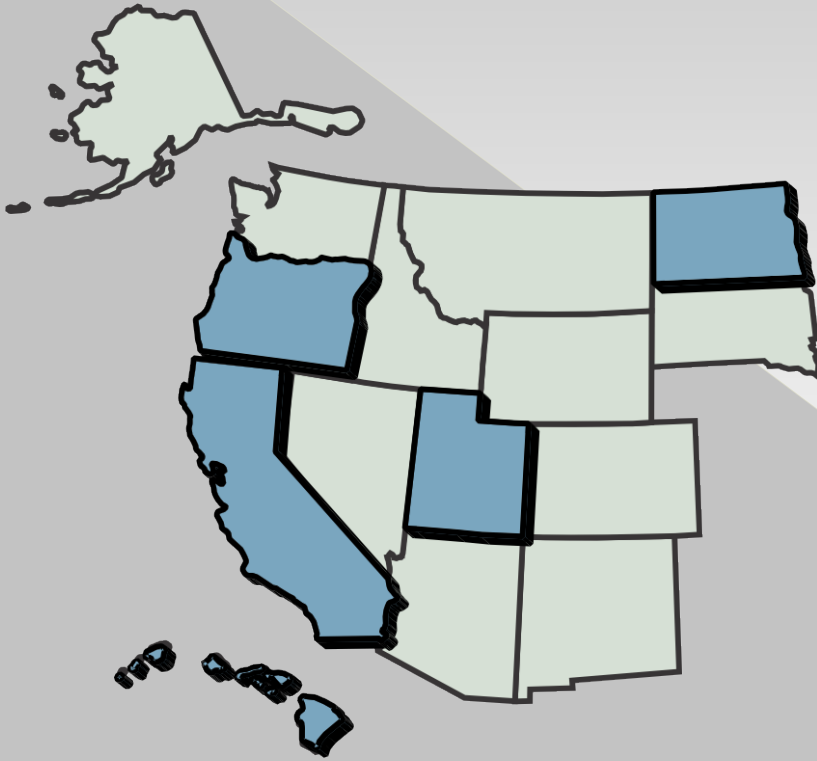
The Alliance asked WICHE to help create a zone of transfer where academic work completed at institutions in one state is accepted without repetition at institutions in a number of states

Vision



New agreements and policies will allow transfer students to carry with them an **Interstate Passport, *signaling completion of a lower-division general education core,*** based on ***LEAP Essential Learning Outcomes,*** that will minimize duplication of academic work and so help streamline their pathway to graduation.

Participating Pilot States



CA, HI, ND, OR & UT

23 two- and four-yr institutions

Facilitators



Dr. Debra David Project Director,
"Give Students a Compass"
CSU Office of the Chancellor



Dr. Dick Dubanoski
Dean, College of Social Sciences
University of Hawaii at Manoa



Lisa Johnson
Director of Articulation and Transfer
North Dakota University System

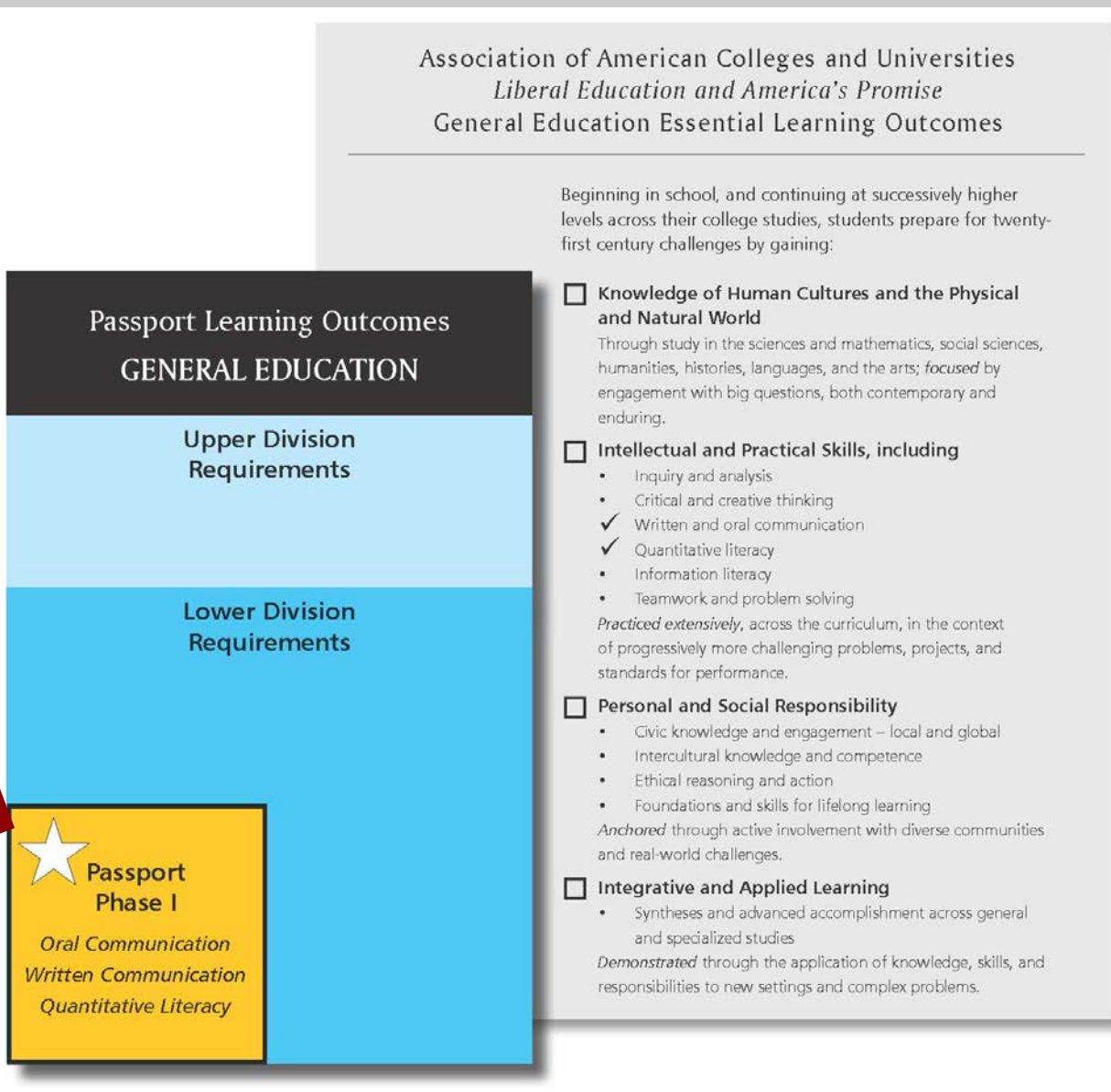


Dr. Phyllis "Teddi" Safman, Assistant
Commissioner for Academic Affairs
Utah Board of Regents

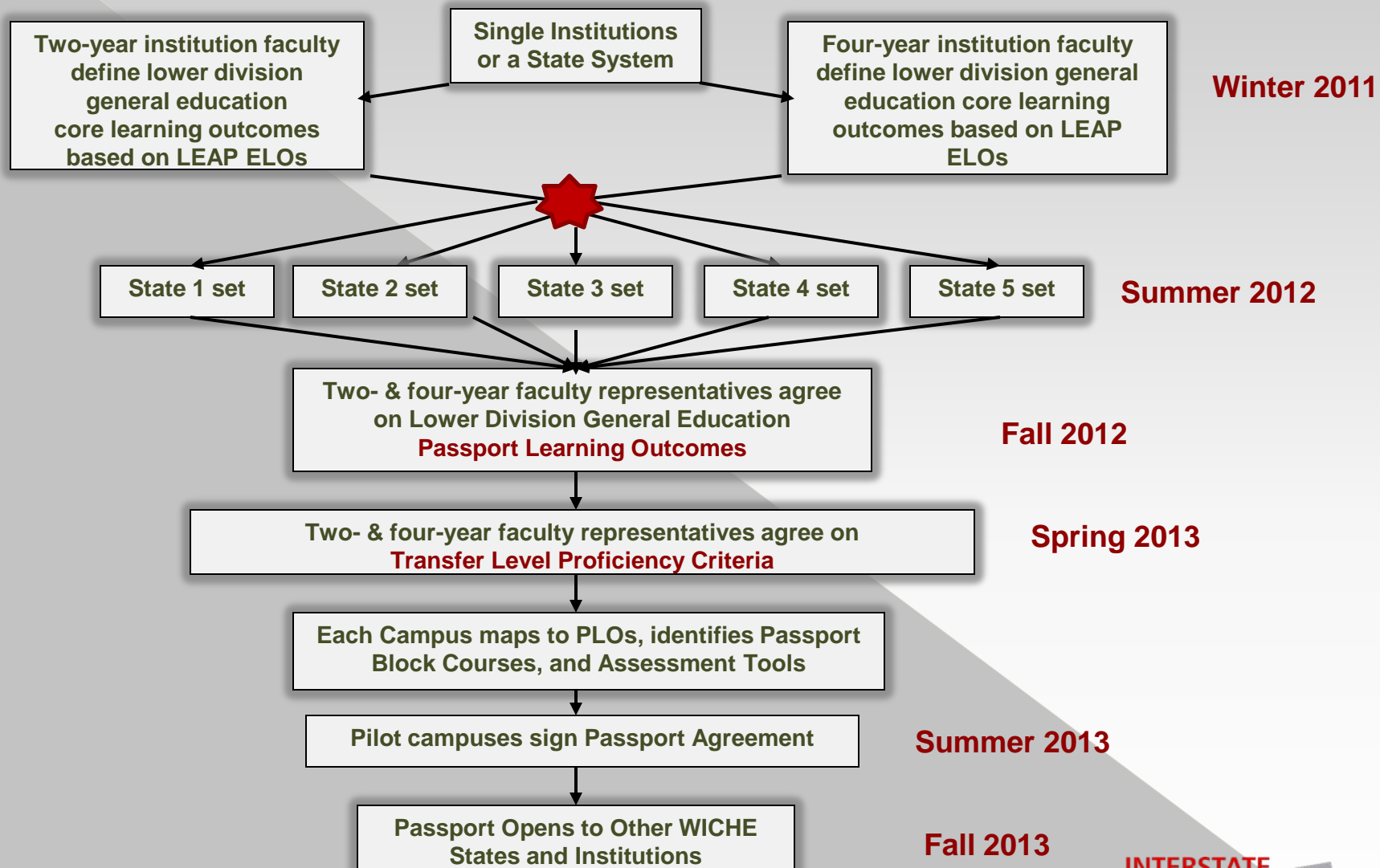


Dr. Kent Neely, Liaison for Statewide
Academic Initiatives
Oregon University System

Pilot Scope



Passport Process



Passport Learning Outcomes Negotiation

Oral Communication

ORAL COMMUNICATION					
NORTH DAKOTA	UTAH	OREGON	HAWAI'I	CALIFORNIA	NEGOTIATED PASSPORT OUTCOMES DRAFT
<ol style="list-style-type: none"> 1. Demonstrate written, oral, and visual communication skills, information literacy, and technological skills. 2. Think, speak, and write effectively. 3. Speak effectively in a variety of contexts and modes, using a variety of communication skills. 4. Speak in civic, academic, and professional settings with a sense of purpose and audience. 5. Communicate skillfully involving learning the conventions associated with...speaking and learning. 	<ol style="list-style-type: none"> 1. Demonstrate critical and analytical thinking in an oral presentation. 2. Analyze a target audience and occasion and apply that analysis to his/her presentation. 3. Effectively marshal evidence providing support and insight as part of the oral communication. 	<ol style="list-style-type: none"> 1. Engage in ethical communication processes that accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Skill Area (Content): <ul style="list-style-type: none"> • Determine purpose • Organize content • Supporting materials • Listening 4. Skill Area (Delivery): <ul style="list-style-type: none"> • Careful choice of words appropriate to topic and audience • Appropriate nonverbal behavior that supports verbal messages • Listening 	<p><i>Gather information appropriately and communicate clearly both orally and in writing.</i></p> <ol style="list-style-type: none"> 1. Identify & analyze the audience and purpose of any intended communication. 2. Gather, evaluate, select, and organize information for the communication. 3. Use language, techniques, & strategies appropriate to the audience & occasion. 4. Speak clearly & confidently, using the voice, volume, tone, & articulation appropriate to audience & occasion. 5. Summarize, analyze, & evaluate oral communications & ask coherent questions as needed. 6. Use competent oral expressions to initiate and sustain discussions. 	<p>Note: Outcomes for oral and written communication are identical.)</p> <ol style="list-style-type: none"> 1. Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. 2. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. 3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. 	<ol style="list-style-type: none"> 1. Develop a central message and supporting details by applying critical thinking and information literacy skills. 2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose. 3. Monitor and adjust for audience feedback. 4. Listen and critically evaluate the speaker's central message and use of supporting materials.

Passport Learning Outcomes

Acceptable to Every Passport Institution



One example: Oral Communication

- **Preparation for Performance:** Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.
- **Delivery:** Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.
- **Monitor and Adjust:** Monitor and adjust for audience feedback.
- **Critical Receiver:** Listen and critically evaluate the speaker's central message and use of supporting materials.

Transfer Level Proficiency Criteria

Acceptable to Every Passport Institution

One example: Oral Communication

ORAL COMMUNICATION		
Passport Learning Outcome Features	Passport Learning Outcomes (What the student has learned)	Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) <u>No single student is expected to demonstrate ALL of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria</u> Student speakers will be able to:
Preparation for Performance	Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.	<ul style="list-style-type: none"> - Select topics that are relevant to and important for a public audience and occasion. - Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness. - Select and critically evaluate appropriate support materials. - Represent sources accurately and ethically. - Become fully informed about the subject matter. - Defend motive of the presentation. - Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.

*Also developed
for
written
communication
and
quantitative
literacy*

TRUST: Passport Course Block

Uniquely Defined by Each Passport Institution

EXAMPLE: North Dakota State University

- **ORAL COMMUNICATION**

- COMM 110 Fundamentals of Public Speaking

- **WRITTEN COMMUNICATION**

- Two courses from the following:
 - Engl 110 College Composition I OR
 - Engl 111 Honors Composition I AND Engl 120 College Composition II OR
 - Engl 121 Honors Composition II OR
 - Engl 125 Intro to Professional Writing

- **QUANTITATIVE LITERACY**

- Math 103 College Algebra OR
 - Math 104 Finite Mathematics OR
 - Math 146 Applied Calculus I OR
 - Math 165 Calculus I OR
 - Math 330 Introductory Statistics



TRUST: Assessments of Student Learning

Uniquely Defined by Each Passport Institution



Example: North Dakota State University

ORAL COMMUNICATION:

- Pre-course and post-course Communication Apprehension Test.

WRITTEN COMMUNICATION:

- The English Department reads and scores a sample (about 10%) of the student portfolios for both classes.

QUANTITATIVE LITERACY:

- Individual Computer Science instructors use a variety of classroom assessment techniques from Angelo and Cross for formative assessment. They use an objective-based evaluation of an exercise or examination for summative assessment of student learning.
- Individual Mathematics instructors use a variety of formative assessment tools to assess student learning.

TRACKING: Passport Verification

Chosen by Each Passport Institution



Institutions indicate that a student has achieved the Passport by choosing to use one or more of the following options as preferred by the registrar:

- Adding a **comment** on the transcript using a standard format.
- Posting a **pseudo course** on the transcript.
- Creating an **additional record** to accompany a transcript.

TRACKING: Academic Progress

Consistent across all Passport Institutions

Data Each Receiving Institution Will Send to the CDR

First Term After Transferring (3 quarters – never summer term)

Academic Year	Academic term of This Report	Academic Term of Entering Receiving Institution	Term Type	Receiving Institution	Sending Institution	State of Sending Institution	Student Category: TYPP=transfer w/PSPT; TNPP=Transfer w/o PSPT		# of Students	#As	#Bs	#Cs	#Ds	#Did Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
2014-5	Spring 2015	Fall 2014	Sem	ND1	All TYPP	All	Passport	TYPP	119	70	97	131	97	29	30	2.19	16.1
					All TNPP	All	No	TNPP	10	5	9	12	9	4	2	2.16	15
					HI 1	HI	Passport	TYPP	12	6	10	15	10	3	3	2.14	18
					HI 2	HI	No	TNPP	46	6	10	13	10	5	2	2.2	15.3
					OR 1	OR	Passport	TYPP	36	20	30	45	30	10	10	2.15	16.3
					UT 1	UT			19	9	12	16	12	6	3	2.23	17.5
					UT 2	UT			51	35	45	55	45	10	14	2.22	14
					UT 3	UT	Passport	TYPP	1								

Since UT3 has fewer than five Passport students, no grades will be reported.

Second Term After Transferring

Academic Year	Academic term of This Report	Academic Term of Entering Receiving Institution	Term Type	Receiving Institution	Sending Institution	State of Sending	Student Category: TYPP=transfer w/PSPT; TNPP=Transfer w/o PSPT		# of Students	#As	#Bs	#Cs	#Ds	#Did Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
2015-6	Fall 2015	Fall 2014	Sem	ND1	All TYPP	All	Passport	TYPP	122	70	97	131	97	29	30	2.19	16.1
					All TNPP	All	No	TNPP	10	5	9	12	9	4	2	2.16	15
					HI 1	HI	Passport	TYPP	12	6	10	15	10	3	3	2.14	18
					HI 2	HI	No	TNPP	18	11	15	20	15	6	5	2.18	15.3
					OR 1	OR	Passport	TYPP	36	20	30	45	30	10	10	2.15	16.3
					UT 1	UT			19	9	12	16	12	6	3	2.23	17.5
					UT 2	UT			51	35	45	55	45	10	14	2.22	14
					UT 3	UT	Passport	TYPP	4								

Since UT3 has fewer than five Passport students, no grades will be reported

TRACKING: Academic Progress

Consistent across all Passport Institutions

Template for CDR to use for its annual report
to each sending institution

Annual Report from CDR to Each to Sending Institution

First Term After Transferring

Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term Type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	# Did Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
Fall 2014	Spring 2014	Sem	HI2	OR	OR 1	TYPP	9	20	30	45	30	10	10	2.9	16.1
						TNPP	2	3	7	10	7	2	1	2.07	15.0
				ND	ND1	TYPP	4	11	15	20	15	6	5	2.15	18.0
						TNPP	3	6	10	13	10	5	2	2.05	15.3
					ND2	TYPP	12	30	40	55	40	15	15	2.17	16.3
						TNPP	2	4	8	11	8	3	1	2.06	17.5

Second Term After Transferring

Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	# Did Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
Fall 2014	Spring 2014	Sem	HI2	OR	OR 1	TYPP	9	30	40	40	20	0	0	3.4	14.4
						TNPP	2	4	17	11	0	0	0	2.78	16.0
				ND	ND1	TYPP	4	14	16	25	10	5	2	2.34	18.0
						TNPP	3	7	12	16	7	3	1	2.29	15.3
					ND2	TYPP	12	50	44	60	20	11	10	2.55	16.3
						TNPP	2	5	10	15	4	2	0	2.33	18.0

Learning Outcomes as the Currency



The Passport Agreement

■ Signatories agree to...

- A block transfer of oral communication, written communication, quantitative literacy
- Notate student records
- Track and share data on academic progress
- Term of five years

■ 16 pilot institutions in four states have signed

HI: Leeward Community College

University of Hawaii, West Oahu

ND: Lake Region State College

North Dakota State College

ND College of Science

OR: Eastern Oregon University

Blue Mountain Community College

UT: Dixie State College

Salt Lake Community College

Snow College

Valley City State University

Southern Utah University

University of Utah

Utah State University

Utah Valley University

Weber State University

Join Us!



- Open invitation to all WICHE states/institutions to participate in **Phase I Block** (oral communication, written communication, quantitative literacy)
- How-to Instructions and Applications available on Passport website
 - **How-To:** <http://www.wiche.edu/info/passport/howToBecomePassportInstitution.pdf>
 - **Institution:** www.wiche.edu/info/passport/institutionApplication.pdf
 - **State:** www.wiche.edu/info/passport/stateApplication.pdf



Osher Lifelong Learning Institute

University of Alaska Fairbanks

University Park Building • P.O. Box 758100 • Fairbanks, Alaska 99775-8100

UAF-OLLI at a Glance

What is UAF-OLLI?

The Osher Lifelong Learning Institute at University of Alaska Fairbanks (UAF-OLLI, or just OLLI for short) is a non-credit educational program of UAF's department of Summer Sessions and Lifelong Learning. Membership in OLLI is open to adults age 50 and up. OLLI is "**A Health Club for your Mind**": OLLI offers short courses fall and spring semesters on a wide range of topics, including science, literature, history, philosophy, computer applications, art and exercise. OLLI sponsors a winter lecture series, free and open to the general public, on topics related to Alaska. OLLI also organizes educational group travel opportunities within Alaska. In recent years, OLLI groups have traveled to Haines, Petersburg, Katmai, Kennicott, Denali National Park, Lake Minchumina, and Prudhoe Bay. See our course catalog for specifics on classes and excursions for 2014.

How did we get the "Osher" name?

The "Osher" name in OLLI honors the generosity of the Bernard Osher Foundation. UAF-OLLI is one of 117 Osher Lifelong Learning Institutes (OLLIs) spread across all 50 states, all connected to an institution of higher learning. UAF, Dartmouth College, Tufts University, and UC Berkeley all share the honor of hosting an OLLI. OLLIs vary because all are operated independently, but all share a focus on high-quality educational programs for older adults and all are partially supported by the Bernard Osher Foundation.

UAF-OLLI began as Alaska Lifelong Learning (ALL) in the winter of 2000-2001, thanks to the vision and effort of founding director Barbara Lando, Emeritus Professor of Mathematics and Computer Science at UAF. In October of 2005, the Bernard Osher Foundation awarded ALL the first of three annual \$100,000 grants to strengthen and increase the program, with the goal of reaching 500 paid members. After reaching that goal, UAF's lifelong learning program, now proudly renamed OLLI, received a one million dollar permanent endowment from the Bernard Osher Foundation in December of 2008. As a condition of accepting the endowment from the Osher Foundation, UAF agreed to provide appropriate office space and classroom space as needed for the UAF-OLLI program.

How is OLLI funded?

Earnings from the Osher endowment provided a little less than half of our operating expenses in 2013. Participants pay an annual membership fee (\$35 for 2014) and additional fees to register for classes (\$15 per class, or \$150 for unlimited classes for 2014). In 2013, private donors contributed \$10,170 for current-year operating expenses and another \$13,116 to bolster the endowment fund. The University of Alaska provides in-kind support, but is not responsible for any direct monetary contributions to UAF-OLLI.

UAF-OLLI at a Glance

What does OLLI do for UAF?

OLLI helps UAF reach out to the local community and enhance the lives of older Fairbanksans. Having this positive connection to UAF strengthens community support for the university in the age 50+ demographic. This translates into financial support for other UAF programs in addition to donations targeted to OLLI. It also builds political support for UA's needs.

OLLI members will tell you that OLLI is the best reason to retire in Fairbanks! Many current UAF faculty members donate their time to teach a short course for OLLI, as do many emeritus faculty members. These instructors love the intense interest, deep questions, and rich life experiences OLLI students bring to class. Teaching for OLLI fulfills faculty members' community service responsibilities in a way that invigorates their research and teaching. OLLI courses have also stimulated interdisciplinary connections between current UAF faculty.

What does UAF do for OLLI?

UAF provides OLLI with an office, access to classrooms, tech support for computers in our office and in the partial-smart classrooms we use, and administrative support (e.g. HR, Procurement, Parking Services). The UA Foundation manages OLLI's endowment. The vast majority of OLLI classes are held in three general-use classrooms in the University Park (UPark) Building, where our office is located. UPark is a fantastic building for us! UPark is close enough to UAF's main campus to make it easy for faculty to come down the hill to teach an OLLI class, but separate enough that members feel they have their own familiar space apart from the hubbub of the main campus. Having most classes meet in one location is convenient for our members and also enhances the social aspect of OLLI.

The availability of ample parking in a flat lot close to the building should not be underestimated as an element in OLLI's success. Our parking situation could not be duplicated anywhere on the main campus or the Downtown Center.

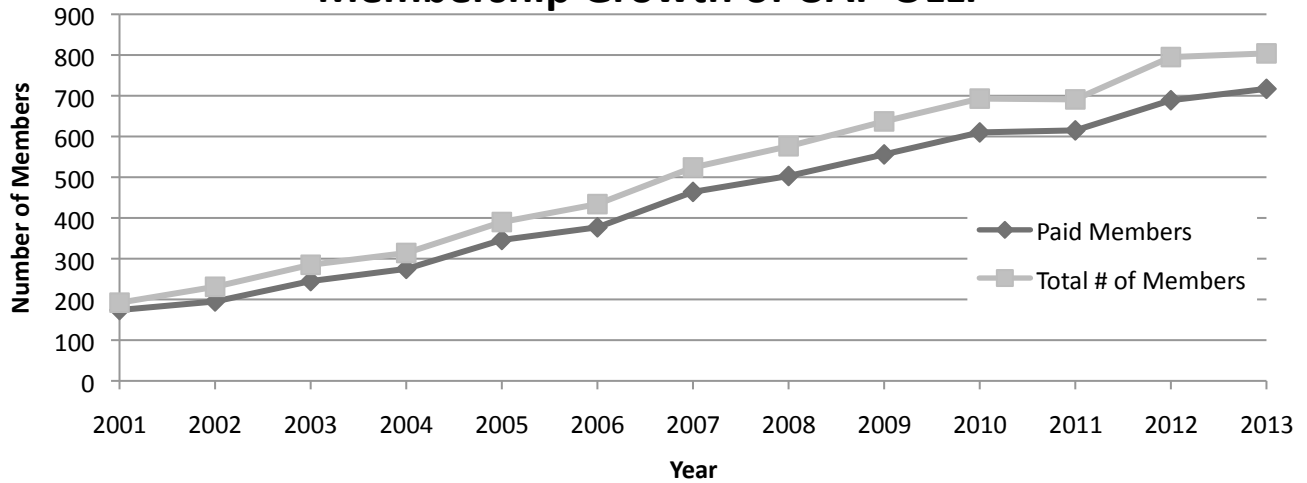
Challenges

In the near term, OLLI's major challenge is retaining classroom space in UPark for our thriving, growing program. We have a strong cooperative relationship with CTC's emergency services programs (the other major user of the UPark building) and their programs are growing too. Together we maximize use of UPark classroom space, to the point where OIT has a hard time servicing the general-use "partial-smart classroom" computers because the rooms are in nearly constant use. Any reduction in classroom space from what is currently available to us would require us to cut the number of courses we can offer.

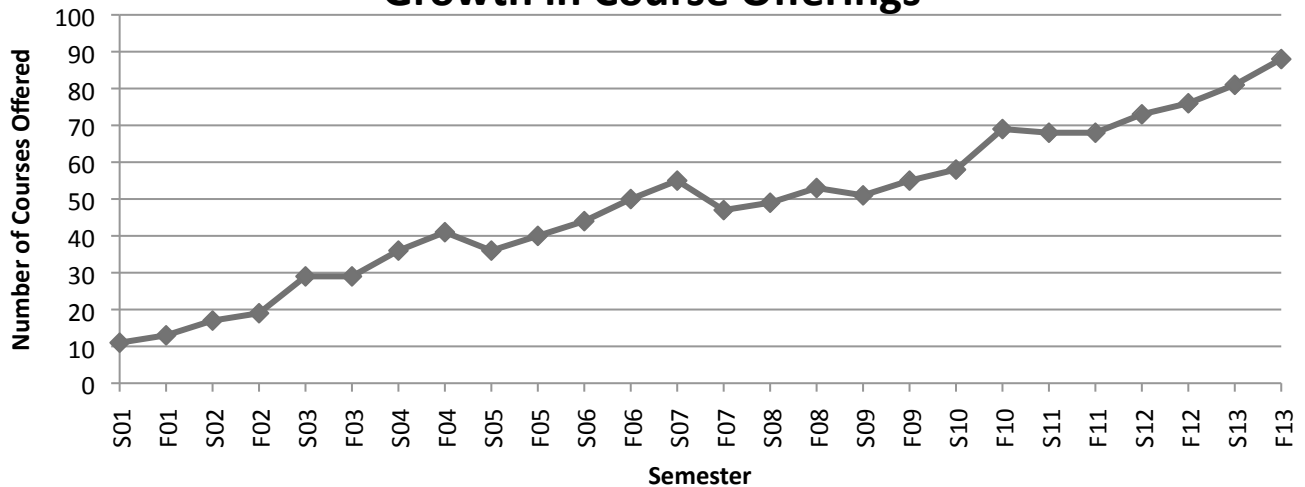
In the long term, we are concerned about the UPark building. Half of the building was converted to cold storage a few years ago. We hope that the remaining part of the building can be kept in use as long as possible, as it is such a perfect facility for OLLI. In the event that the UPark building is permanently closed some day, we ask that OLLI be remembered and our needs for classroom and office space met, in accordance with the agreement signed by UAF on acceptance of the endowment funds from the Bernard Osher Foundation.

UAF-OLLI at a Glance

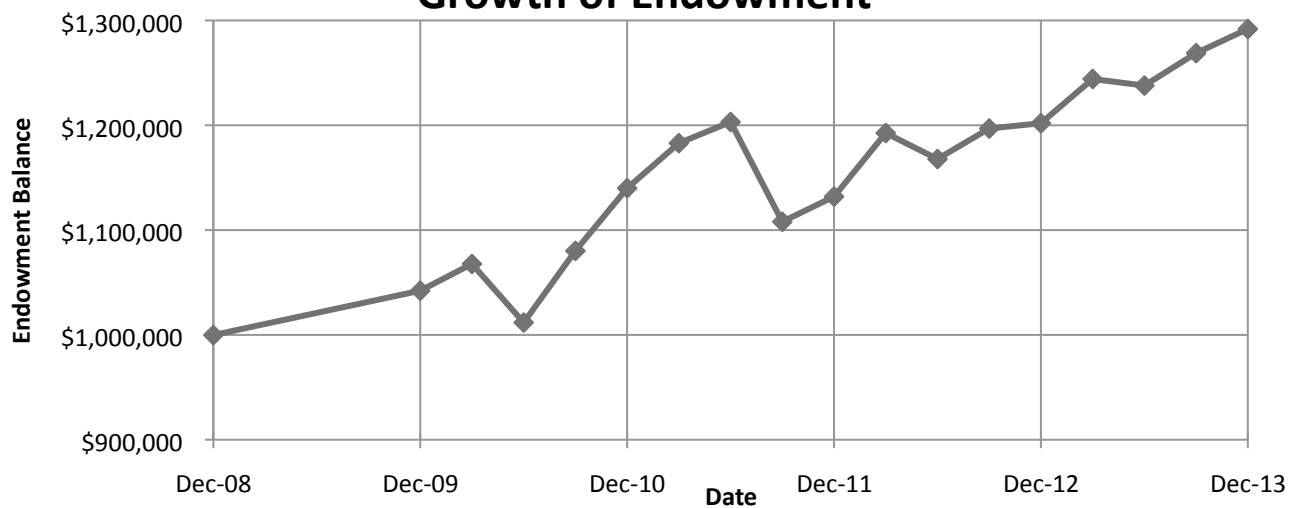
Membership Growth of UAF-OLLI



Growth in Course Offerings



Growth of Endowment



2001 - 2010

A HEALTH CLUB FOR YOUR MIND!

Osher Lifelong Learning Institute
at the University of Alaska Fairbanks



10th Anniversary 2001-2010



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June 1, 2010

Dear OLLI Members,

Congratulations on your tenth year as a program of learning for older adults! The Osher Lifelong Learning Institute at UAF is a model program which has grown into a wonderful educational, social, and intellectual resource for citizens of our community. By offering courses and excursions which expand the minds and hearts of our seniors, you have produced a self-support institute which is a great asset to the community and the university. It is obvious that there was a need for this, as your membership has continued to grow.

The University of Alaska Fairbanks is pleased to be a sponsor of OLLI, and we wish you continued success in the years ahead.

Sincerely,


Brian Rogers
Chancellor

Alaska's First University - America's Arctic University
UAF is an AAACU member and educational institution



May 3, 2010

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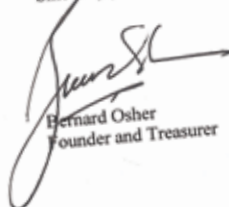
Dear Friends,

On behalf of everyone at the Foundation, we congratulate you on ten years of outstanding service to the greater Fairbanks community. The growth and development of your program since the Foundation made its first grant in June 2005 has been exceptional. We are delighted with the progress the program has made and hope that each of you takes great pride in your many accomplishments.

With the Osher Lifelong Learning Institute at the University of Alaska, Fairbanks now providing a rich and diverse array of educational programs to more than 600 seasoned adults each year, it stands as a shining example of success—success built on the remarkable cooperation of dedicated volunteers, exceptional staff, and university leadership committed to serving an ever larger demographic in the State.

On this 10th anniversary, we applaud all that you have accomplished and extend our best wishes for continued success in the years ahead.

Sincerely yours,


Bernard Osher
Founder and Treasurer


Mary Biterman
President



2001-2010

Ten successful years of OLLI at UAF

The Osher Lifelong Learning Institute at the University of Alaska Fairbanks is a membership organization providing learning opportunities for midlife adults (50+) in the Fairbanks area. Classes, lectures, educational travel, and socials are planned and operated by the members. OLLI is a program of Summer Sessions and Lifelong Learning at UAF, and has received financial support from the Osher Foundation.



SALUTE TO OUR PROGRAM DIRECTOR

BARBARA LANDO



In retrospect, Barbara Lando sees her past educational and career paths as preparing her for her present job. Barbara is the founder and current program director of Osher Lifelong Learning at the University of Alaska Fairbanks (UAF).. She came to Alaska to stay a year or two, as do many Alaskans. She and her husband Clif graduated with their doctorates in mathematics almost 45 years ago from Rutgers University. They were fortunate that both were able to find positions with the University of Alaska Fairbanks at that time, and they have made this their home.

While at UAF she not only taught mathematics but helped to start the computer science program. After 21 years, Barbara retired as a faculty member, and then for eight years she directed Elderhostel programs around Alaska.

University personnel she knew were people enthused about the idea of a lifelong learning program. They volunteered to help establish a program, serve on committees and teach.

So in 2000, wanting something to do to further serve the Fairbanks community, Barbara approached Provost Paul Reichardt at the University of Alaska Fairbanks with a plan for a lifelong learning program. She asked for no compensation for herself. With his approval, Barbara moved forward. Without the usual surveys or formalized plan or proposal, she gathered her professional friends and acquaintances and “just did it!” It was an instant success! Today the program is known as the Osher Lifelong Learning Institute.

“I felt like previous jobs fit into this. I worked at the University of Alaska Fairbanks and still had connections. I knew the administrative structure and the steps that need to be taken to get things done.” Barbara modeled this program on others already in place. “We didn’t invent the concept. Already there were 300-400 models in existence and two national networks.”

For ten years, Barbara has instituted, led and directed our lifelong learning program; over these last ten years, hundreds of participants have been inspired, informed and delighted!

Barbara sees the future of the Osher Lifelong Learning program “as continually changing to meet changing needs.” With her insight, she has already moved the administration of the program in new directions. She has hired staff to help in the office with responsibilities for registration, and much of the work for publications and accounting has been outsourced. Special lectures were added to the program “to fill a gap and to just try different things.” Beginning this fall, classes will be offered five days a week for 10 weeks per semester. She hopes that when she eventually leaves her position, the continuity of the program will be sustained by procedures and guidelines that are in place.

But don’t expect to see Barbara just sitting at her administrative desk, not today or in the future. Clif and Barbara enjoy traveling, and Barbara is an active participant in life. She has biked in Europe, and this past May biked with 6 other women from Teklanika to Sable Pass in Denali National Park, where they cautiously had to guard themselves from a grizzly bear. She is part of the running and tennis communities of Fairbanks, running during the summer, as well as in the cold, dark months of our below-zero winter weather. These days she also looks forward to winter trips to warmer and more southern places.

For your vision, for your inspiration and for your leadership, the members of Osher Lifelong Learning offer a special, ***“Thank you, Barbara!”***

What is OLLI?

OLLI – the Osher Lifelong Learning Institute – is an educational program of the University of Alaska Fairbanks (UAF), led and supported by its membership, determining its own curriculum, policies, procedures, and fees. It offers a rich array of classes and learning opportunities for adults 50 or older. Academic and general interest classes are offered in an intellectually challenging atmosphere without the stress of tests and grades. A college background is not a prerequisite for membership – members are self-motivated learners who share the common bonds of intellectual curiosity and the experience of their generation.

There are over 100 other “Osher Lifelong Learning Institutes” around the country, but each program is completely independent with many different formats, fees, and ways of operating. What Osher Institutes have in common are high quality, association with a university, and financial support from the Osher Foundation. They recognize the generosity of benefactor Bernard Osher by using the Osher name.

Why and how did an OLLI start in Fairbanks?

Although at the start of the new millennium a wide variety of educational, cultural and recreational opportunities existed in Fairbanks, only a few were specifically directed to the schedules, life styles, and interests of older adults – those over 50. Many people choose to remain in Fairbanks after retirement – people who are still quite active in the community.

OLLI was the brainchild of University of Alaska Emeritus Mathematics Professor Barbara Lando. During her service as state director for Elderhostel she had learned about hundreds of lifelong learning institutes across the country specifically directed toward the wishes and needs of older adults. In November 2000 Barbara brought together an organizing committee of local people from differing walks of life. After four meetings they decided to “just do it” without further study and see what interest there was. They decided to call the program Adventures in Lifelong Learning, developed a constitution and bylaws, found instructors for eight courses, made and Xeroxed copies of a small brochure, mailed it to folks they thought might be interested, and scheduled a “kick-off social” for February 2001 with courses to start in March. When 100 people turned up at the social they knew the program had a future.

The first advisory Board of Directors was elected March 2001 from the general membership, volunteer committees were formed from the membership to help with administration, the first semi-annual newsletter was published April 2002, and the program has been thriving ever since

A Health Club for Your Mind!

Organizing Committee

Michelle Bartlett
 Peter Biesiot
 Mary Ann Borchert
 Neal Brown
 Denise Daniello
 Harriette Klann
 Cliff Lando
 Judy Orvik
 Irene Peyton
 Wynola Possenti
 Suzanne Summerville
 Karen Wood and
 Acting Program Director
 Barbara Lando



OLLI consists of:

- Classes
- Lectures
- Local excursions
- Alaska trips
- Socials
- *PEOPLE!*

– growing from 192 members that first year to 637 by 2009.

Space was made available in the University Park building, a former elementary school which now houses many university offices and classrooms. This ideal location had room for a program office as well as large and small classrooms, and there was plenty of parking.

The program began in the UAF College of Liberal Arts and was briefly with Tanana Valley Campus. In 2003 a better fit was determined to be with Summer Sessions. The name of our program was changed at this time to Alaska Lifelong Learning (ALL). Summer Sessions (now Summer Sessions and Lifelong Learning) Director, Michelle Bartlett, has contributed greatly to our success over the years with her advocacy and ongoing support.

Growing Pains – Birth of Osher Lifelong Learning Institute



By 2004, over 300 members were taking 70 courses. Because Director Barbara Lando's past experiences had given her academic connections, computer expertise, and a travel background, she had been able to serve as a staff of one. But, without her, where would the program find someone to design the curriculum, recruit faculty, create brochures, set up registration and other databases, design the website, arrange excursions and answer the phone - on donated time or a part-time salary?

As the board pondered this, Barbara received an email from the Osher Foundation asking to talk with her about Alaska Lifelong Learning. Bernard Osher believed that lifelong learning programs were valuable for keeping older adults informed and engaged in their communities and his foundation had donated to various

lifelong learning programs. He was now expanding his foundation's support of such programs from his original home state of Maine to all states. His staff was looking for established, successful programs in need of a financial boost. They found ALL through our website, and they were interested in giving us funding. The Osher Foundation asked for a short proposal, and, in October 2005, granted ALL \$100,000. They said that if we continued our progress, they would provide grants for an additional two years, and if we achieved an enrollment of 500, they would give us funds for an endowment of \$1,000,000. This would be a "permanent fund," to be invested by the University of Alaska Foundation to provide future income for the program."

***"The variety, passion,
and expertise of each
instructor was great!"***

—Anon

All of this has happened – the endowment was received in December 2008. In return for support from his foundation, Bernard Osher asked that recipients change the name of their organization to Osher Lifelong Learning Institute, or OLLI, which we did in 2006.

The various OLLIs nationwide are completely independent of each other and operate in many different ways. In order to assist the various developing Osher institutes grow, Mr. Osher held national conventions at which participants from over 100 invited

lifelong learning programs shared what worked and what didn't. Barbara and various board members have attended four such meetings and came away not only with good ideas for the future, but also a smug feeling that the Fairbanks program was on firm footing and operating well.

Believing that each organization is the best judge of how it should operate, Bernard Osher made no contingencies on our accepting the endowment other than that the University must provide space for the program. This stipulation has ensured continued success for the Fairbanks OLLI within UAF.

How does OLLI operate? VOLUNTEERS!

Although we have a wonderful program director and staff, the success of OLLI benefits from the support of many volunteers. Program planning draws on the experiences and talents of older people in the Fairbanks area to offer new opportunities for continued learning. Anyone age 50+ who pays a membership fee may become a member. The members help plan and administer both courses and activities. Members contribute to the operation not only as study group leaders or instructors, but also as participants on the elected board and appointed committees. There are always more people running for board membership than there are open seats. Many additional members serve on the standing committees or undertake specific supporting tasks while classes are in session. The organization could not function without the many people who step up on an ad hoc basis to run the office when needed, assist with registration, make coffee, make snacks for classes, plan and serve food at the Ice Cream Social and Annual Meeting, as well as serve as cookie carriers, attendance takers, and go-fers for class instructors.

Board of Directors

The board of directors is elected by the membership at the Annual Meeting each Spring for a two-year term. The board is an advisory one which sets policies and procedures outside those determined by the university, sets goals and priorities, reviews programs, and oversees the expenditure of membership fees. It also appoints committees each year, from both the board and general membership. The initial board members were elected at the first social and Annual Meeting in February 2001.

Curriculum and Instructors

OLLI members are the primary impetus for curriculum development – the curriculum thus reflects members' needs and interests. The curriculum committee, composed of board members and other volunteers, meets with the director well ahead of each semester to offer



Initial Board 2001:

Michelle Bartlett, Peter Biesiot, Louis Carufel, Harriette Klann, Mike Downing, Clif Lando, Wynola Possenti, Montie Slusher, Judith Strohmaier, Suzanne Summerville, Karen Wood

Other Board Members Over the Years:

Andrea Backlund, Jane Behlke, Carl Benson, Joan Bush, Don Cook, Sandra Giddings, Nina Megyesi, Barbara Rondine, Dorothy Thompson, Pat Turner

Current Board 2010:

Ruth Benson, Mary Ann Borchert, Marcia Boyette, Donna Dinsmore, Ron Inouye, Hal Levey, 'Nanne Myers, Paul McCarthy, Mary Ann Nickles, Lynn Slusher, Dorothy Stella

Initial faculty, first session:

Walter Benesch, Connie Bradbury, Marjorie Cole, Mike Downing, Suzanne Summerville, Teri Viereck



recommendations for courses and faculty. The director then puts together the program. Because of her previous long connection with the academic community Barbara has been able to draw upon many instructional resources from within UAF. Community members of the committee also enrich the diversity of courses through their own connections.

Classes are scheduled to reflect the lifestyles of the many retired people who travel widely to visit far-flung family and other interesting places. Classes are scheduled primarily in two four-week sessions each spring (March and April) and fall (September and October), since members tend to travel in the winter and summer. Most classes are 75 minutes long, with 30 minutes between classes to give people a chance to mingle and get to know each other. At the start in 2001, four courses a day were provided on Fridays on this schedule. With the growth in membership and the number and variety of classes,

by 2006 Wednesday classes and a few on Tuesday and Thursday were added to allow for longer class periods – used particularly by such classes as photography, computer skills, art and other crafts, Shakespeare, and film classes. Saturday classes were added in Spring 2008 but this has proved not to be a popular time. By the fall of 2009, to accommodate all the offerings, a few classes were given on Monday. Some of the scheduling is affected by the size of classroom needed. With the move to smaller quarters in Fall 2010 classes will be more evenly spread throughout the week.

Members participate in classes or study groups covering a wide variety of subjects. Topics might be in the fields of art, computers, current events, health, history, literature, music, philosophy, social science, as well as exercise, gardening, birding, and genealogy. The format may be class or discussion groups, with no tests or grades.

Regular courses during the months of September, October, March, and April are usually four classes long. During the rest of the year, a Friday Lecture Series features talks by distinguished UAF faculty and community members. Typically, six to seven such lectures are given each year. In 2010 a winter intersession was started with three short courses being well attended. Additionally, OLLI sponsors interest groups

“...OLLI students...are, for me, the students that I as an instructor most like to interact with. They are motivated to learn.”

—Neal Brown

“...none of my previous teaching has come up to the pleasure of teaching my OLLI classes.”

—Frank Soos

Classes offered, by type

	2001	2009	Total 2001-spr 2010
Art & Handwork	2	9	70
Exercise, Recreation, Life Style	2	10	98
Health, Nutrition, Aging Issues	0	18	85
Literature & Language	1	11	75
Media & Film	0	7	27
Music & Dance	2	3	43
Philosophy & Religion	1	5	32
Science & Mathematics	3	13	78
Social Studies	8	13	101
Technology, Photography, Computers	15	15	87
TOTAL	24	104	696

Fun and learning with OLLI!





Photo: Paul McCarthy





***And all this fun
wears us out!***

– the oldest being a monthly Book Club at Noel Wien Library scheduled on a regular basis in the fall and spring. Other interest groups have included hiking, synchronized swimming, skiing (called “skeezers!”), chess, and tennis – these are led by an OLLI member and meet at times designated by those interested in joining.

Instructors have been drawn from knowledgeable members of the community (including OLLI membership) and from the UAF faculty. Most of the faculty return to teach more than one course, saying they really enjoy teaching students who WANT to be in the course and often, because of age and experience, bring fresh insight to the discussion. They are impressed that students may become so engrossed they don’t want to take breaks. Many of the students are retired university faculty and staff who are as interested in the classes as anyone.

Two instructors from different academic areas were asked to comment in depth on their experiences as OLLI instructors. Both have taught undergraduate and graduate students for decades at UAF.

According to Neal Brown, a retired space scientist at UAF: “I have found that OLLI students are truly interested in and curious about the science and technology of the world we live in. They are, for me, the students that I as an instructor most like to interact with. They are motivated to learn. They ask questions. They initiate discussion with me and each other during the class to the benefit of all. . . . I know as an instructor that locals will not show up if I am not successful in engaging them.”

Faculty and student enthusiasm, and enthusiasm for each other, is not limited to the sciences. Frank Soos, a retired UAF emeritus English faculty member who has taught several literature classes for OLLI: “. . . none of my previous teaching has come up to the pleasure of teaching my OLLI classes. . . . I have heard insights gleaned from each [Alice Munro] story I’ve never heard before. How to explain this? Rich and complex life experience? Thorough reading? A comfortable level of friendship and interaction that make people feel they can say what they think?”

Neal Brown again: “OLLI students are motivated, eager, and enjoy a bit of joint laughter and frivolity with their instructors and with each other.”

And a last word from Frank Soos that reflects what other instructors, young as well as retired, have also said: “I come to every class expecting a joyful time that passes much too quickly. . . . When we get together to talk about, to celebrate what we have read, we are rewarded with shared understanding. . . . My kind of fun.”

OLLI instructors receive no remuneration other than free membership in OLLI so that they can take unlimited courses during the year they teach. One can see why they find this sufficient reward and return to teach more courses.

The variety of class offerings has been a big draw for OLLI members. From learning about subjects we’ve never had a chance to study before, to brushing up on skills

Faculty Keep Coming Back

# Faculty	# Courses taught since 2001
2	20-23
11	10-19
19	5-9
37	3-4.5*
49	2-2.5
105	0.5-1.5

* some teach portions of a class (one or two lectures)

“The class was an incredibly inquisitive audience, open to discussion and very engaged. The students seemed to crave wanting to know about things. Learning for learning’s sake. Honestly, it was a joy teaching this group.”

—Kim Carlson



Administrative and Finance Committee works with the Program Director in developing the budget and determining the annual membership dues.

Curriculum Committee participates in the development and evaluation of classes.

Hospitality Committee develops policies and plans for social events, including the February lunch, August ice cream social, and weekly refreshments.

Membership/Publicity Committee develops plans for spreading the word about OLLI to the community.

Nominating Committee prepares a slate of potential candidates for board membership and officer positions.

Development Committee considers means to encourage donations to the operating budget and to the endowment fund.

Travel Committee helps develop ideas for our summer excursions, in Interior Alaska and around the state.



in languages, to learning new information useful to our status as 'seniors,' there has been a never-ending variety of curriculum choices for our members. Drawing from the rich experience of individuals in our community has provided us with many new and repeated classes each year. Since the first classes were offered in 2001, 222 people have volunteered to teach classes for OLLI, and more than half have come back again.

Committees, Office and Classroom Help, Special Interest Group Leaders, and Other Volunteers

Our OLLI members are an active bunch. Many volunteer to help make OLLI the success that it is. There are committees to work on curriculum development, finance and budget, membership and publicity, travel plans, and the socials. Volunteers help in the classrooms to take attendance (we've found that if people have to sign in they're more likely to attend all the classes) and help the instructor.

Volunteers lead special interest groups, organizing hikes, continuing classes for groups who decide four classes just weren't enough, and keeping members informed on various issues of interest.

Volunteers help keep the coffee pots filled - a very important task for this group! And volunteers plan, prepare, and serve food at the several socials each year. Volunteering gives our members a way to serve the organization, as well as to spend time with friends, get to know other members better, and to keep membership costs low. There are many opportunities for volunteers to be involved in all parts of our organization.



OLLI Members Out and About (or The Places They Go!)

Some 50 travel opportunities offered through OLLI have attracted over 770 participants since our first year – many being repeating OLLI member travelers. Trips are recommended by the Travel Committee and chosen by the Director for educational opportunities and ease of implementation. The educational component of each trip, with lectures and adventures which most travelers would not have access to on their own, has made these excursions very popular. The very first trip was to Dawson, Yukon Territory, in 2001, with a day in Eagle and a sternwheeler ride up



the Yukon. Learning about gold mining and local history from the people who live there, and the ride in a four-seater plane, were adventures and a wonderful start to the program.

International trips such as touring in New Zealand and exploring Mexico were provided until OLLI joined Summer Sessions, which was itself arranging international educational travel. OLLI now concentrates on providing numerous opportunities for members to see and experience our own state and our Canadian neighbors.

After carefully noting the level of physical activity required, members have chosen to hike the Chilkoot Trail, camp in the Brooks Range, raft the Forty Mile, Tetlin, Ivishak, and Copper Rivers, and explore the Wrangell-St. Elias Park on horseback. Towns and villages such as Sitka, Kennicott/McCarthy, Unalaska/Dutch Harbor, Nome, Kotzebue, and Barrow gave a special warm welcome to OLLI tourists, people who already understood Alaska. Wildlife lovers chose the Homer Shorebird Festival, polar bear viewing in Kaktovik, learning about the sea life around Kasitsna Bay, watching birds and sea lions on the Pribilof Islands, and camping in the Brooks Range hoping to see the caribou migrate. Others took in Shakespeare in Ashland (Oregon), theater and night life in New York and Valdez, opera in Anchorage, and the Sitka Music Festival.

Linda Distad, who has traveled extensively, including several OLLI trips, speaks for many in saying, "I have found that the OLLI trips offer something special in comparison to other organized tour groups. OLLI trips provide a companionship with Fairbanks travelers that eliminates the need to keep re-introducing yourself to strangers. There is a special camaraderie of sharing." She continues, "Having lived in Alaska for many years, there are places that I had never visited. Through the years I always thought that someday I would visit areas I had yet to see. . . - and with OLLI she can."



***"A great way to keep me
in touch with friends."***

—Anon

***OLLI stirs the laughter
and the smiles. It wakes
us up!***

—Suzanne Black



“OLLI is the single best reason to retire in Fairbanks. It has raised the quality of life for retired folks.”

—Kathy Vaupel

Who Joins OLLI and Why?

In 2006 the OLLI board conducted a survey of the membership. Of the 377 members at the time, 163 responded. Ages ranged from 50 – 89 with 63% between 60 – 74 years old. Over 72% had education beyond high school; 44% held advanced degrees. Most are computer literate – 87% used email. This allows OLLI to communicate regularly with members, and offer on-line registration and fee payment. In fact, computer and digital photography courses are quite popular.

Course areas favored by over 50% of the respondents were Alaskan topics, history/world affairs/political science, health/nutrition/medicine, crafts/hobbies, and exercise/recreation. At the time of the study 84% of the members were women – a greater proportion of men joined later after courses appealing to them were added as a result of their response to study area preference. The lecture format, with no homework and no tests, was preferred by 83%, but over 60% liked the workshop and discussion

format as well. OLLI members enjoy the opportunity for social activities, and for having time to chat with other members between classes, and many appreciate that we wear name tags.

Many respondents took multiple classes in a four-week session, with 46% taking 3-8 classes and 26% taking fewer. If they did not attend classes, over 66% cited personal travel as the reason they were not able to be here. The board used this information in revising the fee schedule by 2008

to favor both those taking a few and those taking many classes, and those who took classes in the fall or spring but not both.



Growth of OLLI

	2001	By 2009
Members	192	637
Faculty	16	74
Classes per year	22	over 100
	Friday only	T, W, F, S
Monthly lectures	0	6 - 7
Winter short courses	0	3
Summer Trips	1	6 - 8
Special interest groups	Book Club	Book Club, Hiking, Swimming, Skiing, Tennis, Chess
Staffing	Director	Director + 2 p/t assistants

And the Cost?

OLLI has been committed to making courses available to everyone. Indeed, among OLLIs nationwide, the Fairbanks program is likely to be the best bargain. The original membership fee in 2001 of \$60/calendar year allowed a member unlimited access to courses, monthly lectures, the semi-annual socials, and eligibility for summer excursions. Financial constraints in 2006 necessitated raising the membership fee to \$75/year for a maximum of 24 courses. This schedule was modified after an analysis showed 60% of members took courses only one semester a year, and 71% took four or fewer courses per year. In 2008 the membership fee was reduced to \$25/year plus \$10/course or \$75 for unlimited courses. This allows a member to take one or two classes at a very reasonable cost.

Undeniably, the generosity of the Osher Foundation has helped us keep tuition costs low. However, our income is now reduced from the direct grants of \$100,000/year which we received for three years, to the approximately \$45,000/year we can expect to receive as earnings from our Osher endowment. Recognizing that with the recession in 2008-09 our endowment might not produce income in its first years of operation, the Osher Foundation made one more grant of \$25,000 in 2009. This provided a cushion for us before the endowment earnings will contribute significantly to our budget.

OLLI is committed to avoiding any sudden large increases in membership fees and tuition. Because of the Osher grants, we have been able to save income during this transition from Osher yearly grants (2006-09) to income from the endowment, which could start in 2011. OLLI is using these savings to smooth any increases in tuition that may be necessary in the future. Also, in anticipation of needing more funding, OLLI began a development campaign in 2007 – and the membership responded generously with \$4,306 in 2008 and \$8,860 in 2009. This was especially important and appreciated with the economic downturn and lower earnings on endowment monies in 2009.

For the foreseeable future, OLLI will need donations in order to keep costs of membership and classes low. Indications are that the response to this request will be good.

“I may not remember everything, but I enjoy the moment and know I’ll be changed!”

—Shirley Gordon

“They are interesting classes taught by interesting people. We are so lucky, we pay so little!”

—Ann Swift

Member financial support

	Amount	# of Donors
Friend	\$25-99	43
Supporter	\$100-249	35
Donor	\$250-499	8
Patron	\$500-999	1
Benefactor	\$1,000+	1



The Future of OLLI

OLLI at UAF continues to grow and evolve. The excitement and interest of our members in all of the OLLI activities has been wonderful to see, and this is what keeps the volunteers and staff motivated. Knowing that the Fairbanks area, as in the rest of the country, has an ever-increasing population of mid-life and older adults (think Boomers), the future of OLLI looks bright indeed.

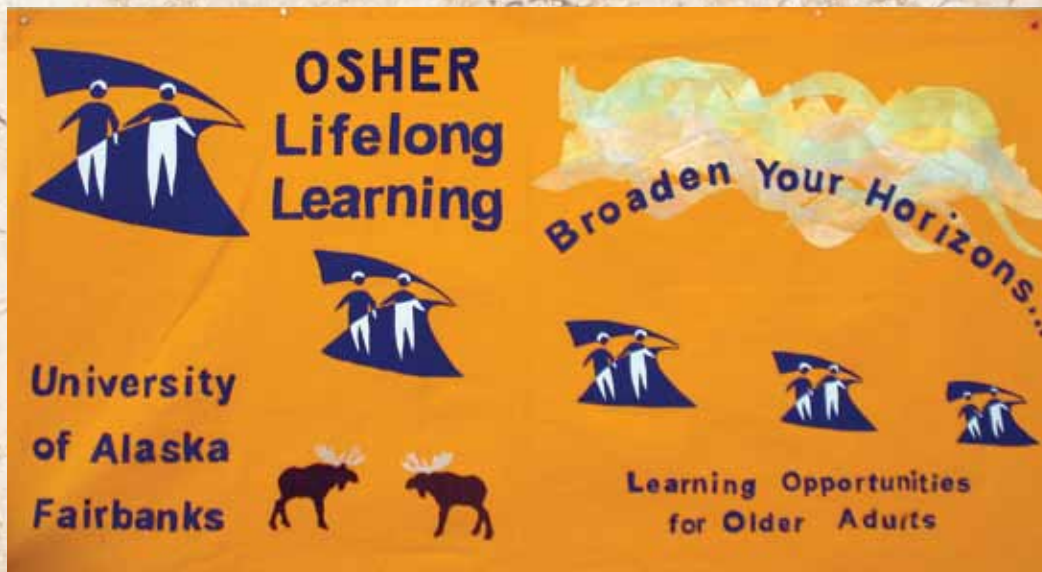
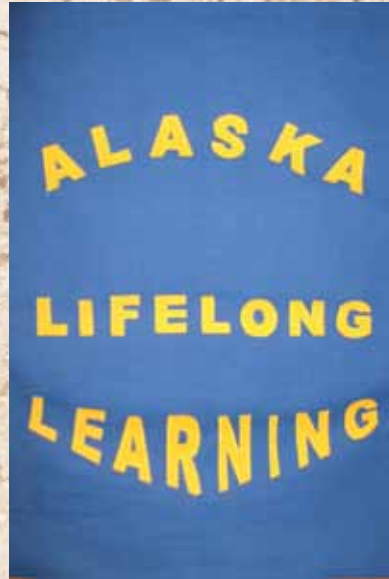
Program Director Barbara Lando has been the central figure in OLLI formation and the continuing development of quality offerings at OLLI. We thank her, especially, for all that she does and for what she means to this organization.

We all see a bright future for OLLI because of the wonderful people involved, our support from UAF, and the significant financial contributions from the Osher Foundation and their belief in us. A self-support organization which provides opportunities for learning and service - what could be better?

Publication Committee:

- Mary Ann Borchert
- Donna Dinsmore
- Marlys Henderson
- 'Nanne Myers
- Mary Ann Nickles







UNIVERSITY
of ALASKA

Many Traditions One Alaska

**Response to Findings of the
National Council on Teacher Quality (NCTQ)**

January 10, 2013

Executive Summary

UA schools and college of Education support the goal of closely evaluating teacher preparation programs with the goal of providing feedback to facilitate program improvement. Unfortunately, we can't support NCTQ's methodology or conclusions. NCTQ employed a flawed methodology that is increasingly questioned nationwide. Additionally, because the NCTQ team did not adequately check data with institutions ahead of time, they published badly flawed information with apparently little regard for the accuracy that should be the hallmark of any serious research.

The degree of inaccuracy in the report is alarming. Columbia was rated highly for the selectivity of an undergraduate program that does not exist. In Alaska, UAF received low scores for the reported absence of curriculum in elementary reading education when in fact, candidates must take three courses relevant to that standard. Even more alarming, in NCTQ's published report, the highest-achieving states on the National Assessment of Educational Progress — including Massachusetts, Vermont, New Hampshire, Maine, New Jersey, and Minnesota — all got grades of C or D, while low-achieving Alabama got the top rating from NCTQ. How can we trust ratings that are based on criteria showing no relationship to successful teaching and learning?

NCTQ's report mis-represents UA programs. Our schools and college of Education are CAEP accredited and focus on continuous improvement. We will continue to focus on improving teacher education programs that meet the distinctive needs of our state.

Introduction

The National Council on Teacher Quality (NCTQ) is a Washington, D.C.-based, privately funded organization founded in 2000 by the Thomas B. Fordham Foundation. Based on information from their website, the council was established to provide an alternative voice to existing teacher organizations and to build the case for a comprehensive reform agenda that would challenge the current structure and regulation of the profession. In late 2001, Secretary of Education Rod Paige gave NCTQ a grant of \$5 million to start a national teacher certification program called the American Board for Certification of Teacher Excellence (ABCTE). ABCTE has since become an online teacher preparation program. NCTQ is currently funded by a variety of foundations; its largest supporters are the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, Ewing Marion Kauffman Foundation, Laura and John Arnold Foundation, Searle Freedom Trust, Eli and Edythe Broad Foundation, Joyce Foundation, and Teaching Commission.

Drawing on information gathered from the Alaska Department of Education and Early Development (DEED) and sources from each of the three UA MAUs, NCTQ has consistently rated the State of Alaska as deficient in Teacher Education. However, according to other universities and education organizations, the NCTQ ratings are seriously flawed. For example, Linda Darling-Hammond, chair of the California Commission on Teacher Credentialing, stated that:

NCTQ's methodology is a paper review of published course requirements and course syllabi against a check list that does not consider the actual quality of instruction that the programs offer, evidence of what their students learn, or whether graduates can actually teach.¹

Moreover, the American Association of Colleges for Teacher Education observes that:

This [NCTQ] review is a public relations campaign. It does not seek to improve teacher preparation, nor is it a helpful or reliable guide for parents, prospective teacher candidates and the public. NCTQ promotes to the public that its goal is to help improve teacher preparation. Yet NCTQ outright refuses to make rubrics available publicly or individually to institutions to show where programs did and did not meet standards. It does, however, make recommendations to policy makers on how they should regulate preparation programs. If NCTQ's goal was to help improve teacher preparation, rubrics should be released so that programs could utilize that information.

All of the teacher preparation programs at UA hold specialized accreditation through CAEP (Council for the Accreditation of Educator Preparation, formerly known as NCATE, <http://caepnet.org/>), which is the accreditation required by DEED. CAEP-accredited institutions meet rigorous standards for *both* curriculum and student learning outcomes. CAEP is nationally regarded as the most rigorous accreditor of education programs. However, NCTQ does not consider CAEP standards to be sufficient.

The University of Alaska response to the 2013 National Council for Teacher Quality (NCTQ) reviews is divided into two sections. First we address the review of Alaska state policy and then we specifically address the review of University of Alaska teacher education programs. A summary of national comments on NCTQ and the NCTQ process was prepared by Diane Hirshberg at the Center for Alaska Education Policy Research and is included in the appendix.

¹ Strauss, Valerie. 2013 "Why the NCTQ teacher prep ratings are nonsense." *The Washington Post*, June 18, 2013. Reporting the comments of Linda Darling-Hammond, chair of the California Commission on Teacher Credentialing and the Charles E. Ducommun Professor of Education at Stanford University.

NCTQ State Policy Report: A Response from UA Educators

On January 23, 2013 The National Council on Teacher Quality (NCTQ) released its annual State Teacher Policy Yearbook 2012, which focuses on the state laws, rules and regulations that shape teacher preparation. This particular NCTQ review looks only at state regulation of teacher preparation, and does not consider the teacher preparation carried out by colleges and universities at all. The Yearbook purported to provide Alaska with a tailored analysis identifying the teacher preparation policy areas most in need of critical attention, as well as "low-hanging fruit," policies that could be addressed in what was characterized as "relatively short order".

The state received a grade of "F" for its teacher preparation policies in 2012, while it received a "D" in 2011. Alaska is one of just three states in the nation to receive a failing grade for its teacher preparation policies in the 2012 report. However, the average grade across all 50 states and the District of Columbia was a "D+".

The policy issues raised by NCTQ and the University's response to each are provided below:

1. *Raising admission requirements to ensure that teacher preparation programs admit candidates with strong academic records.*

UA Response: The State of Alaska requires that teacher candidates pass the PRAXIS 1 or another of a group of similar tests of basic competency in reading, writing, and mathematics before receiving certification (<http://education.alaska.gov/TeacherCertification/praxis.html>). While, the State does not require this or any other test for *admission* to a teacher preparation programs, UA's initial teacher preparation programs require that after completing their general education requirements and before being admitted to teacher candidacy, students pass the PRAXIS 1 exam.

Unfortunately, PRAXIS I does not meet NCTQ criteria because it is not nationally normed to the general college-bound population. PRAXIS 1 is normed to teachers and pre-service teachers. Several national studies have found significant positive correlation between scores on the SAT and PRAXIS 1 exams. NCTQ apparently did not examine any of the UA requirements for teacher candidacy. If they had, they would have found that UA requirements do assure that candidates are academically strong.

2. *Ensuring that elementary teachers know their subject matter and have the knowledge and skills to be effective reading teachers as a condition of initial licensing.*

UA Response: While DEED does not require teacher education programs to have either particular courses or specific standards related to the "science of reading", the Alaska Teaching Standards strongly suggest that teachers will know their content and how to teach it. NCTQ is evaluating policy rather than practice. UA faculty work closely with DEED to ensure that all Alaska certified teachers are qualified for the classrooms in which they teach. All of UA's teacher education candidates are required to take and pass reading methodology coursework which has rigorous assessment as a part of each course. Additionally, in a year-long student teaching experience teacher candidates are supervised closely by an experienced mentor teacher in practicing what they learned in the university classroom. Finally, candidates must take and pass a PRAXIS II test of content knowledge before being recommended for licensure. Alaska's passing scores for PRAXIS II are at or above national levels.

3. *Disallowing K-8 teaching licenses that fail to distinguish between teaching elementary and middle school students and requiring that all secondary teachers pass a content test in every specific subject they are licensed to teach.*

UA Response: Alaska does license elementary teachers for the K-8 grades, a practice that NCTQ criticizes. As the geographically largest state in the union, Alaska has unique challenges and opportunities. A broadly based initial certification, with the opportunity to add additional content areas by passing tests of content knowledge (Praxis II), serves our rural and remote areas well.

4. *Eliminating generic K-12 special education licenses that lower the bar for special education teachers and make it virtually impossible for the state to ensure that these teachers know their subject matter and are prepared to teach grade-level content.*

UA Response: Alaska offers a K-12 special education certification. Contrary to NCTQ standards, Alaska does not require that special education teachers at the secondary level are highly qualified in at least two subject areas. Special education is a critical shortage area especially in rural and remote communities. The current system of broad certification for special education teachers provides flexibility for our schools and helps to ensure that our special education teachers have the critical skills necessary to be effective special educators in our context(s). The recommendation for specialization by disability or age fails to recognize that teachers have a responsibility to provide for diversity across a wide range of abilities, accommodating students in an inclusive environment. Abilities and special needs are not necessarily tied to age, disability or grade level.

5. *Requiring that teacher candidates receive a high-quality summative student teaching experience and are assigned to cooperating teachers who have demonstrated evidence of effectiveness as measured by student learning.*

UA Response: The State of Alaska does not have any specific requirements for student teaching or for the qualifications of the (supervising) cooperating teachers, and that is the issue that NCTQ is addressing. Again, UA works closely with DEED to establish and maintain substantial requirements for student teaching. Teacher candidates recommended by the University of Alaska for initial certification successfully complete a full year of classroom experience. This summative experience is very rigorous and includes a final portfolio documenting successful intervention with a diverse group of students in Alaska schools. Cooperating teachers are selected by UA based on recommendations of their supervising school administrator(s), and typically they are highly regarded teachers and mentors.

6. *Holding teacher preparation programs accountable for the performance of their graduates.*

UA Response: NCTQ standards require that (1) the state collects data that connect student achievement gains to teacher preparation programs and (2) the state collects data that assess teacher preparation program performance, such as standardized test scores of teacher candidates; test pass rates and number of retakes before passing; satisfaction ratings by school principals; evaluations of new teachers; and retention rates of teachers. Alaska does not currently collect most of this information. However, given the new Alaska Standards and the possibility of a new assessment for K-12 students as well a shared data system, it may be possible for Alaska to connect student learning to the preparation program of their teacher in the future.

UA education programs (as part of their self-assessment for accreditation) do collect information on PRAXIS I pass rates of students, which are generally high. The principals of UA graduates are surveyed after the first, third and fifth year of teaching as to their efficacy in the classroom. The annual report prepared by UA for the State Legislature, "Alaska's University for Alaska's Schools 2013" (SB 241 Report) includes information on teacher turnover rates.

7. *The report also identifies ways that Alaska could improve its weak transition to teaching alternate route program, which, according to NCTQ has low standards, minimal flexibility and limited access.*

UA Response: The Alaska Transition to Teaching (AKT2) program that NCTQ criticizes no longer exists. This year's State Teacher Policy Yearbook was released before NCTQ's Spring 2013 Teacher Prep Review of the higher education-based teacher preparation programs in the nation, which found that 100 percent of

undergraduate teacher preparation programs in Alaska are insufficiently selective, failing to ensure that candidates come from the top half of the college-going population. That NCTQ report is discussed in the following section.

NCTQ Ratings on University of Alaska Teacher Education Programs: Issues and Responses

The first edition of the *NCTQ Teacher Prep Review*, an evaluation of more than 2,000 teacher education programs in colleges and universities around the country, was published on June 18, 2013

(http://www.nctq.org/dmsView/Teacher_Prep_Review_2013_Report). Given that UA programs are largely based on state teacher preparation policies that NCTQ already rated as deficient, it is no surprise that UA's three programs were not highly rated. Nationally most teacher preparation programs did not meet NCTQ expectations. Of the 2420 programs examined nationwide, 78% earned two or fewer stars and 14% earned no stars. Many colleges and universities have commented that NCTQ's standards are somewhat arbitrary and inflexible, not allowing for varied approaches to the same goal. Also, there are many reports that NCTQ made errors in their assessments. It is challenging to respond to NCTQ assessments in detail because in many cases the evaluation criteria that they used are not clear.

The NCTQ study of teacher education programs uses a four-star system to rate elementary, secondary, and special education programs. Four stars would mean that a program is exemplary, three that the program is very good with zero stars meaning that a program is placed on their "consumer alert" list.

University of Alaska Anchorage (2010)

- Undergraduate Elementary 
- Graduate Secondary 
- Graduate Special Education 

University of Alaska Fairbanks Annual (2010)

- Undergraduate Elementary 
- Graduate Secondary 

University of Alaska Southeast Annual (2010)

- Graduate Secondary

Some standard scores available however, no program rating was issued.

Summary of NCTQ Ratings and UA Responses to NCTQ Critiques.

Note: NA=Not Applicable. NR=Not Reviewed by NCTQ.

Elementary Education			
NCTQ Key Criteria	UAA	UAF	UAS
Selection Criteria: The program selects teacher candidates of strong academic caliber. The standard evaluates admissions requirements for teacher candidates to determine if they help ensure that programs are drawing from the top half of the college-going population. Prospective teachers should have above average SAT or ACT scores, or at least a 3.0 grade point average (GPA).	No Stars	Two Stars	UAS had no Elementary Education report from NCTQ; there is no explanation from NCTQ for this omission.
		UAF's baccalaureate admission standard requires a 3.0 high school GPA or a 2.5 GPA and an ACT or SAT score indicating minimal college readiness. While this is not the top half of Alaska's <i>college-going</i> population, the admission standard apparently was somewhat in line with NCTQ requirements.	
Early Reading: The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards.	No Stars	No Stars	
		<p>The program includes three relevant courses: ED344 Foundations of Literacy; ED411 Reading, Writing, Language Arts: Methods and Curriculum Development; and ED626 Teaching Reading, Writing and Language Arts.</p> <p>NCTQ identifies the following five components as essential for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These five areas were identified in 2000 by the National Reading Panel and described in in the 2001 publication, Put Reading First: The Research Building Blocks for Teaching Children to Read.</p> <p>All UAF students who complete the Foundations of Literacy (ED344) and Teaching Reading, Writing and</p>	

		Language Arts (ED626) courses are required to download and read the Put Reading First publication and complete writing assignments related to the five essential areas for reading instruction.	
Common Core Elementary Mathematics: The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math. This standard evaluates the specialized coursework teachers should take to gain the deep conceptual understanding of elementary math topics required to teach to the Common Core Math Standards.	No Stars	One Star	
		UAF teacher candidates are required to take MATH 107x Functions for Calculus (4 credits); OR MATH 161x Algebra for Business and Economics (3 credits) as a prerequisite for a two semester sequence, MATH 205: Mathematics for Elementary School Teachers I (3 credits) and MATH 206: Mathematics for Elementary School Teachers II (3 credits). MATH 205 and MATH 206 are specifically designed to make sure that Elementary Education students develop and refine their conceptual and procedural understanding of the mathematics content of the K-8 curriculum. MATH 205 and MATH 206 are required courses in the Elementary Education major and are closely aligned with content, evaluation, and teaching principles and standards for mathematics developed by the National Council of Teachers of Mathematics.	
Common Core Elementary Content: The program ensures that teacher candidates have the broad content preparation necessary to successfully teach to the Common Core State Standards.	One Star	Three Stars	
		Although UAF was rated relatively highly in this area, NCTQ commented: <i>Coverage is somewhat deficient in science.</i> UAF teacher candidates are required to take three, four-credit science courses. This is equivalent to a three-credit lecture with an accompanying lab that meets three-hour per week. Students may choose from the following course	

		<p>options: BIOL 104x Natural History of Alaska; OR BIOL 100x Human Biology and CHEM 100x Chemistry in Complex Systems; OR PHYS 115x Physical Science</p> <p>GEOS 101x The Dynamic Earth; OR GEOS 120x Glaciers, Earthquakes and Volcanoes</p> <p>The three courses that the students choose equate to 12 credit hours that span life, physical, and earth sciences. In the final internship year, teacher candidates complete a three-credit course ED 479 Science Methods & Curriculum Development.</p>	
Student Teaching: The program ensures that teacher candidates have a strong student teaching experience. The standard examines programs' standards for selecting cooperating teachers, programs' role in the selection process and the frequency with which the programs' supervisors observe and provide written feedback to student teachers.	No Stars	No Stars	
<p>NCTQ requires <i>weekly</i> visits and is apparently, not willing to consider that UA monthly visits are of longer duration. Weekly visits are unaffordable for UA candidates who teach in communities that are not accessible by road. UA teacher education programs use a variety of strategies to enrich the experience including but not limited to, Skype observations of interns in their classrooms, weekly seminars and classes where common issues, concerns and experiences are shared and analyzed.</p> <p>All UA teacher candidates are carefully placed with mentor teachers with a minimum of 3 years experience and a track record of success. Placements are based upon university faculty recommendations and approval from site administrators. Placements are year long and interns are observed, evaluated and counseled by university faculty as well as cooperating teachers.</p>			
Other Criteria			
English Language Learners: The program prepares elementary teacher candidates to teach reading to English language learners.	No Stars UAA teacher preparation programs have explicit course work related to ELL.	No Stars NCTQ apparently was looking for a specific course in this area. UAF does not have one specific course designated just for teaching reading to ELL students, but strategies for working with ELL students are part of our required reading courses. UAF needs to make sure this is clearly evident in our syllabi.	UAS had no Elementary Education report from NCTQ; there is no explanation from NCTQ for this omission.
Struggling Readers: The program	No Stars	No Stars	

prepares elementary teacher candidates to teach reading skills to students at risk of reading failure.	UAA teacher preparation programs have explicit coursework related to teaching reading within a range of contexts and with a range of students.	NCTQ identifies struggling readers as those at risk of reading failure. Throughout all three courses identified in the response of Standard 2, UAF elementary students are required to learn and implement strategies to help students gain literacy. UAF elementary students learn and implement strategies to diagnose specific reading deficiencies and implement instructional plans for children to help them gain needed fluency. In the Foundations of Literacy course (ED344), UAF elementary students complete 15 hours of fieldwork with children at elementary schools. In the Reading, Writing, Language Arts: Methods and Curriculum Development (ED411) course, UAF elementary interns work with elementary children through the elementary internship	
Classroom Management: The program trains teacher candidates to successfully manage classrooms. The standard looks at how student teachers are evaluated by their supervisors (and possibly by cooperating teachers as well) on the use of classroom management strategies.	Two Stars	No Stars	
		Feedback from cooperating teachers and supervisors relative to classroom management is required and is included in every single form that cooperating teachers and university supervisors submit (approximately 15 forms from both the mentor and the university supervisor during the internship year).	
Lesson Planning: The program trains teacher candidates how to plan lessons. Requirements for all culminating assignments, such as those pertaining to the content of lesson plans used in student teaching, are examined to ensure that elementary and secondary teacher candidates must demonstrate that they can make the necessary adjustments to accommodate diverse students and to use technology effectively.	One Star	One Star	
	Instruction related to lesson planning, construction and use is a part of methods classes instruction and student teacher supervision and mentoring.	UAF does not know what the NCTQ reviewers meant when they indicated that we "encourage candidates to use pseudo-scientific methods of instruction." The required elementary lesson plan template <i>does</i> include the items listed in the bulleted response section with the exception of having a special category for ELL students, since they are included in the requirement for Differentiation.	

		Elementary students are required to use this lesson plan template and it was submitted to NCTQ. UAF also submitted samples of the required lesson plan templates and the rubrics used to assess lesson plans for several of the methods courses. Integrating technology is a requirement that occurs in all courses.	
Assessment and Data: The program trains teacher candidates in how to assess learning and use student performance data to inform instruction. Coursework and assignments representing the culmination of a candidate's preparation are examined to check that elementary and secondary teacher candidates have an opportunity to practice developing their own assessments, analyzing student assessment results and applying their analysis to lesson planning. We also check to see that candidates have an opportunity to practice analyzing student data in teams, because schools are increasingly fostering a collaborative approach to teaching.	NA	No Stars	
	Teacher candidates complete “key assessments” in each required course of the teacher preparation programs. These submissions are reviewed and graded using college wide rubrics and standards and stored in a college wide “task stream” based system.	UAF submitted syllabi, assignments and rubrics that demonstrated that these criteria are met in nearly every intern year course. UAF will include far more than requested syllabi this year – UAF will attach copies of all required major assignments and the rubrics used to assess them.	
Equity: The program ensures that teacher candidates experience schools that are successful in serving students who have been traditionally underserved.	NA	NR	
	All UA programs collaborate closely with Alaska P-12 programs which are themselves, very diverse. We take pride in serving all learners and in preparing our teacher candidates to meet the needs of their students.		
Outcomes: The program and institution collect and monitor data on their graduates.	Two Stars	Two Stars	
	Data are collected, managed and analyzed using UAA proprietry software PETAL supplemented bt Task Stream- a 3 rd party records storage system. Both PETAL and TaskStream are designed to be user (Professor and	UAF sent out graduate and employer surveys until last year when ISER took it over. UAF submitted copies of these surveys to NCTQ.	

	UAA staff) accessible.		
Evidence of Effectiveness: The program's graduates have a positive impact on student learning. The standard examines state reports, where available, on the effectiveness of graduates of individual teacher preparation programs.	NA	NA	
	Alaska does not issue a report on the effectiveness of graduates of individual teacher preparation programs. Hence, UA currently has no way to meet this standard. Alaska does have a new teacher evaluation plan to be implemented in 2015. When data are reported, this plan may help to address the concern.		
Graduate Secondary Education			
Key Criteria	UAA	UAF	UAS
Selection Criteria: The program selects teacher candidates of strong academic caliber. The standard evaluates admissions requirements for teacher candidates to determine if they help ensure that programs are drawing from the top half of the college-going population. Prospective teachers should have above average SAT or ACT scores, or at least a 3.0 grade point average (GPA).	No Stars	No Stars	Two Stars
	All teacher candidates must maintain a 3.0 GPA. Students must take and pass the PRAXIS I exam before being considered teacher candidates. As referenced earlier – PRAXIS I scores correlate with SAT scores.	UAF's program is at the graduate level and appears to meet NCTQ's selection standards, despite not garnering any stars. Applicants must enter the program with a 3.0 or better grade point average; must submit scores that meet the State of Alaska's set score for Praxis I reading, writing, and mathematics and Praxis II content test for each teaching content area; must have a bachelor's degree in a teaching content area or meet specific course requirements for each teaching area; additionally each candidate must meet NCATE/CAEP specialty association (SPA) requirements; each candidate is interviewed by three faculty members before admission to the program; admission packets include letters of recommendation, all transcripts, extemporaneous writing sample, and admission essay. Average grade point admission average over the previous three years is 3.3.	All teacher candidates in the Secondary Ed program must have and maintain a 3.0 GPA, must submit scores that meet the State of Alaska's set score for Praxis I reading, writing, and mathematics and Praxis II content test for each teaching content area; must have a bachelor's degree in a teaching content area or meet specific course requirements for each teaching area; additionally each candidate must meet NCATE/CAEP specialty association (SPA) requirements; each candidate undergraduate transcript is analyzed for content requirements before admission to the program; admission packets include letters of recommendation, all transcripts, extemporaneous writing sample, and admission essay.
Common Core Middle School: The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.	NA	NA	NA
	All UAA secondary candidates have a degree in their content area and are required to take and pass the PRAXIS II test for content knowledge.	All UAF secondary candidates must have a bachelor's degree in a teaching content area or meet specific course requirements for each teaching area.	All UAS secondary candidates have a degree in their content area and are required to take and pass the PRAXIS II test for content knowledge.

Common Core High School: The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.	One Star All UAA Secondary candidates have a degree in their content area and are required to take and pass the PRAXIS II test of content knowledge.	No Stars All UAF secondary candidates are prepared in a variety of classes, especially General Methods and Content Methods classes, to successfully design and teach lessons based on Alaska's Common Core Standards.	No Stars All UAS secondary candidates have a degree in their content area, undergo a transcript analysis to ensure that they meet national standards for content, and are required to take and pass the PRAXIS II test of content knowledge.
Student Teaching: The program ensures that teacher candidates have a strong student teaching experience. The standard examines programs' standards for selecting cooperating teachers, programs' role in the selection process and the frequency with which the programs' supervisors observe and provide written feedback to student teachers.	No Stars In 2010, teacher candidates were in the classroom for a full year and assigned to their mentor teachers based on their content area expertise. The UA supervisor conducts regular supervisory visits. It is unclear why NCTQ finds this unacceptable.	No Stars NCTQ apparently requires <i>weekly</i> visits and is not willing to consider that UA monthly visits are of longer duration. Weekly visits are unaffordable for UA candidates who teach in communities that are not accessible by road. All UA candidates are carefully placed with mentor teachers with a minimum of 3 years experience and a track record of success. Placements are based upon university faculty recommendations and approval from site administrators. Placements are year-long (a minimum of 1000 hours) and interns are observed a minimum of 9 times by university faculty as well as cooperating teachers. Candidates are required to complete a digital portfolio.	No Stars When assigning ratings for this standard, NCTQ used a <i>weekly</i> visit as their standard. Because weekly visits are not practical for most of our candidates where visits are made through significant travel, UAS schedules less frequent but longer and more intense visits for our candidates. An NCATE review team reviewed our student teaching plans in 2011 and found them to be both rigorous and relevant for an Alaska context. Teacher candidates are in the classroom for a full year and their cooperating teachers are carefully chosen for their content and teaching expertise. The UA supervisor conducts a supervisory visit once a month at minimum.
Other Criteria			
Classroom Management: The program trains teacher candidates to successfully manage classrooms. The standard looks at how student teachers are evaluated by their supervisors (and possibly by cooperating teachers as well) on the use of classroom management strategies.	Two Stars	No Stars All secondary candidates are required to complete Classroom Management (EDSC 458/658). Each observation (9 each from university supervisor and cooperating teacher) assesses classroom management strategies via form J, the classroom observation form, reproduced below: Domain B: Creating an Environment for	Two Stars Classroom management strategies are embedded in the teacher education curriculum. Additionally, both the university supervisor and the cooperating teacher guiding the student teacher and formally evaluating his or her progress in this area.

		<p>Student Learning:</p> <p>Classroom Climate:</p> <ol style="list-style-type: none"> 1. Creating a climate that promotes fairness. 2. Establishing and maintaining rapport with students. 3. Communicating challenging learning expectations to each student. 4. Establishing and maintaining consistent standards of classroom behavior. 5. Making the physical environment as safe and conducive to learning as possible. 	
<p>Lesson Planning: The program trains teacher candidates on how to plan lessons. Requirements for all culminating assignments, such as those pertaining to the content of lesson plans used in student teaching, are examined to ensure that elementary and secondary teacher candidates must demonstrate that they can make the necessary adjustments to accommodate diverse students and to use technology effectively.</p>	<p>No Stars</p> <p>As with all of the UAA teacher preparation programs, candidates in the secondary education program are required to submit and pass key assessments in each of the required courses in the teacher preparation curriculum. These key assessments address a range of key methods, skill and practice sets, including such aspects as the effective and appropriate use of technology.</p>	<p>No Stars</p> <p>All secondary candidates must meet strict requirements for lesson planning. Lesson planning is assessed on each observation (form J) as well as in three "work sample" units required of each candidate. Lessons also must include strategies for differentiation and inclusion of current technologies in their teaching. All secondary candidates are required to take EDSC 442/642 and EDSC 443/643 Technology Tools in Education and successfully complete a required assignment showcasing their use of technology in their teaching internship.</p>	<p>No Stars</p> <p>Secondary candidates must take and pass a curriculum class with a B or better. Additionally, candidates:</p> <ul style="list-style-type: none"> • Complete a Teacher Work Sample, a nationally recognized and validated process for lesson development, which includes a plan for the use of technology. • Take and pass a course on the use of technology in the classroom with a B or better.
<p>Assessment and Data: The program trains teacher candidates in how to assess learning and use student performance data to inform instruction. Coursework and assignments representing the culmination of a candidate's preparation are examined to check that elementary and secondary teacher candidates have an opportunity to practice developing their own</p>	<p>NR</p>	<p>Two Stars</p> <p>All candidates are required to show learner gains in each of the three required "work sample" units they create and teach, one for their General Methods (EDSC 402) class and two for their secondary internship seminar (EDSC 472). University faculty evaluate all assessments for these units as well as samples of student work with the</p>	<p>NR</p> <p>Secondary teacher candidates complete a Teacher Work Sample which validates their ability to use data to design curriculum, develop assessments, and modify lessons when needed. These are nationally recognized as valid assessments of using data for lesson design and modification.</p>

assessments, analyzing student assessment results and applying their analysis to lesson planning. We also check to see that candidates have an opportunity to practice analyzing student data in teams, because schools are increasingly fostering a collaborative approach to teaching.		candidate's individual remarks and responses to his/her students. Finally, candidates must provide reflections based on the efficacy of the lessons.	
Equity: The program ensures that teacher candidates experience schools that are successful in serving students who have been traditionally underserved.	NR	NR	NR
	Alaska's schools are very diverse. Care is taken to ensure that Secondary teacher candidates have an opportunity to work with diverse and traditionally underserved students.		
Secondary Methods: The program requires teacher candidates to practice instructional techniques specific to their content area.	Two Stars	Four Stars	Two Stars
	Teacher candidates are in the classroom for a full year under the guidance of a content area teacher and their UA supervisor. During this time they design, teach and assess lessons that are specific to the content area.	All competencies were met in this category. All candidates complete EDSC 402 Methods of Teaching in a Secondary School as well as a content methodology course in their teaching content area (EDSC 432/632, 433/633, 434/634, 435/635, 436/636, 437/637).	Teacher candidates are in the classroom for a full year under the guidance of a content area teacher and their UA supervisor. During this time they design, teach and assess lessons that are specific to the content area.
Outcomes: The program and institution collect and monitor data on their graduates.	Two Stars	Two Stars	No Stars
	UAA conducts annual surveys of its graduates and of the district employers of UAA graduates. This information is shared and used to monitor and improve our programs.	All candidates are surveyed midway through the program and at the end. Additionally, cooperating teachers and site administrators are surveyed for the efficacy of the candidates, the program, and university supervision. Data are collected and examined by university faculty for program revision as needed.	UAS has always surveyed their graduates and their employers. As of the 2012 academic year, UAF and UAS worked with CAEPR, the educational arm of ISER to independently conduct a yearly survey.
Evidence of Effectiveness: The program's graduates have a positive impact on student learning. The standard examines state reports, where available, on the effectiveness of graduates of individual teacher preparation programs.	NR	NA	NA
	Alaska does not issue a report on the effectiveness of graduates of individual teacher preparation programs. Hence, this standard is not applicable to Alaska programs. Alaska does have a new teacher evaluation plan to be implemented in 2015. When data is reported, this plan may help to address the concern.		
Graduate Special Education			
Key Criteria	UAA	UAF	UAS
Selection Criteria: The program selects	No Stars	A Special Education Report from NCTQ	A Special Education Report from NCTQ

teacher candidates of strong academic caliber. The standard evaluates admissions requirements for teacher candidates to determine if they help ensure that programs are drawing from the top half of the college-going population. Prospective teachers should have above average SAT or ACT scores, or at least a 3.0 grade point average (GPA).		was not issued for UAF. No explanation was provided by NCTQ for this omission.	was not issued for UAS. No explanation was provided by NCTQ for this omission.
Early Reading: The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards.	No Stars		
Common Core Elementary Mathematics: The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math. This standard evaluates the specialized coursework teachers should take to gain the deep conceptual understanding of elementary math topics required to teach to the Common Core Math Standards.	No Stars		
Common Core Special Ed Content: The program ensures that teacher candidates' content preparation aligns with the Common Core State Standards in the grades they are certified to teach.	No Stars		
Student Teaching: The program ensures that teacher candidates have a strong student teaching experience. The standard examines programs' standards for selecting cooperating teachers, programs' role in the selection process and the frequency with which the programs' supervisors observe and provide written feedback to student teachers.	No Stars		
Instructional Design for Special Ed:	Two Stars		

The program trains teacher candidates to design instruction for teaching students with special needs.			
Other Criteria			
Outcomes: The program and institution collect and monitor data on their graduates.	Two Stars		

NCTQ Strategies for Improvement: UA Responses

NCTQ also suggests a set of strategies that they believe would improve the quality of teacher education programs in the state. These are listed below in **bold type**, followed by the relevant UA standards and practices in *italic type*.

- **Make it tougher to get into a teacher preparation program.** *The admission standards for UA baccalaureate level teacher education programs are the same as the admission standards for general baccalaureate admission. At UAF, the requirement is a high school GPA of 3.0 or a high school GPA of 2.5 in combination with an ACT or SAT score indicating minimal college readiness; this is apparently somewhat close to the NCTQ standard, resulting in two stars. UAA and UAS are less selective for baccalaureate admissions, proudly accepting students at all points on the learning continuum and then working with them to ensure that they have the requisite skills and knowledge to be successful in a P-12 classroom. However, for all three universities, students must pass the PRAXIS I examination of basic competencies and have a 3.0 GPA in teacher preparation coursework to become a 'teacher candidate', eligible for student teaching. All three universities have selective graduate admissions, and we are unsure why NCTQ did not find the graduate admission standard (which includes a 3.0 GPA) sufficient. Alaska hires nearly half of its teachers from the lower 48, so making it tougher for Alaska students to enter and graduate from teacher preparation programs in Alaska would result in even fewer of Alaska's teachers being educated here.*
- **Make it tougher to be recommended for licensure.** *We are not sure what is meant by "making it tougher to be recommended for licensure," nor do we understand what appears to be a rather simplistic, overly vague and confounding recommendation. In order to be recommended for licensure teacher candidates complete a rigorous course of study, maintain a GPA of 3.0 or better, spend a year in P-12 classroom under the supervision of a qualified teacher, take and pass both the PRAXIS I and PRAXIS II exams and complete a professional portfolio. Making it tougher to be recommended would only exacerbate Alaska's critical shortage of teachers.*
- **Hold programs accountable for the effectiveness of their graduates by using data on novice teacher effectiveness.** *All University of Alaska teacher preparation programs survey graduates and employers to gain insight into the effectiveness of their programs and their graduates. Recently, UAF and UAS worked with CAEPR, the educational arm of ISER, to independently conduct a yearly survey. However, NCTQ does not accept this evidence of effectiveness. Their standard includes a state-administered system connecting student performance on standardized tests to the teacher preparation programs of the students' teachers and standardized, state-administered surveys of principals.*
- **Make program approval — and re-approval — contingent on passing rigorous on-site inspections.** *University of Alaska teacher education programs do go through on-site inspections at the time of their reaccreditation visits. These are jointly conducted by an EED representative as well as 5 to 7 accreditation officials from the National Council for Accreditation of Teacher Education (NCATE), which was recently reorganized to include the Teacher Education Accreditation Council (TEAC) and renamed the Council for Accreditation of Educator Preparation (CAEP). However, these inspections do not meet NCTQ standards, which include inspectors who are 1) professionally trained and managed by an independent agency, and 2) drawn primarily from the ranks of PK-12 principals. NCTQ specifies that inspectors should conduct visits with little notice and assess program features that are relevant to the needs of public schools in the state. They should also make their findings available—and understandable—to the public.*
- **Require institutions to place their student teachers only with classroom teachers deemed to be effective.** *UA student teachers are never knowingly placed in classrooms with teachers who are less than effective. The student teaching placement process is collaborative. The University of Alaska Schools and College of Education enjoy close working relationships with Alaska's 54 school districts. We trust our*

colleagues in the K-12 schools and are confident that they recommend only the best teachers. The NCTQ standard includes selecting mentor teachers based on their student's performance on standardized tests; UA does not have access to this information.

- **Base state funding on the quality of teacher preparation provided by institutions.** *Alaska's elected officials serve the citizens of Alaska. They represent the diverse sections and interests of the state, are well informed regarding Alaska's unique geographic, cultural and population issues and are empowered by the state constitution to fund education to meet the needs of all of the students in our state. They fulfill this duty by making decisions that they determine to be in the best interest of the state and their constituents within the confines of the constitution.*

While "basing funding on the quality of teacher preparation" makes for an attention grabbing headline, the logistical and statistical challenges and complexity of the proposal makes this a recommendation fraught with both obvious and subtle opportunities for unintended misapplication resulting in disservice to the very constituents the legislators are charged with serving and whom they attempt to serve well through informed processing of data and consideration of needs. That said, there is currently no source of comprehensive, objective information that would allow legislators to discern quality differences among the three universities. By one national standard (NCATE/CAEP accreditation) all three universities offer quality programs.

- **Set a fixed limit on the number of licenses in each teaching area that will be issued each year.** *Approximately half of all teachers hired in Alaska each year are hired from the lower 48. We have a critical shortage of teachers. Limiting enrollment or the number of licenses issued would only exacerbate an already difficult situation. Further, and very importantly, we note that surveys and analysis of state teacher retention records show that teachers from outside of Alaska have a much lower retention rate than do teachers trained in the state. Our K-12 students deserve quality teachers who understand our unique situation and stay long enough to make a difference in students' lives. The University of Alaska is proud of the many fine teachers we have prepared for Alaska's classrooms.*
- **Lower tuition for high-need areas such as special education and STEM preparation programs.** *Higher education in Alaska is generously subsidized. Our upper division undergraduate tuition is one of the lowest in the nation, and graduate tuition is moderate, compared with other public institutions. Lower tuition may not be the answer to Alaska's teacher shortages. Our issues are complex and recommendations such as this show inadequate understanding of conditions in Alaska.*

The University of Alaska Schools and College of Education appreciate NCTQ's attempt to provide feedback that is presumably meant to improve our programs, a praiseworthy goal. However, the NCTQ report on Alaska programs is seriously flawed. In many cases, we are left wondering where the data for their analysis was acquired. For example, UAS was asked for and provided extensive data on their Elementary teacher preparation program. No analysis of the Elementary program was provided by NCTQ. NCTQ never asked for, nor did UAS provide information on, the Secondary teacher education program, yet it did receive a review. If the data for the Elementary program were used to make judgments regarding the Secondary teacher preparation program, that is clearly problematic.

The methodology employed by NCTQ raises concerns as well. They report on their website that in order to determine whether there were any flaws in programming their database, in their evidence gathering approach or in their analysis of evidence, NCTQ invited 47 of the 1,100 (4%) deans of education to participate in a due diligence process in October 2012. Eighteen deans, less than 2% of those rated, participated. NCTQ's methodology would not be acceptable in UA's most basic research classes, and it is not acceptable for a national group that presumes to pass judgment on our state and our university programs.

Appendix

Critiques of NCTQ from outside of Alaska

In the past year a number of critiques of NCTQ have been published by faculty members and administrators from major universities across the nation. The following is a summary of three of these critiques, written by faculty and administrators from Penn State, Michigan State and Stanford University, published in sources ranging from a blog in a major newspaper to an "open letter" in *Education Week* to a peer reviewed journal.

Fuller (2014), Darling-Hammond (2013) and Heller, Segall and Drake (2013) all criticize NCTQ's use of a paper review of course syllabi and program documents as the basis of their program ratings. They contend that in doing their review this way NCTQ fails to assess the actual quality of course instruction, the qualifications of the faculty, what teacher candidates learn, how they perform in class and most important, whether program graduates actually can teach. Fuller adds that NCTQ focuses on inputs rather than on outcomes such as teacher placement, retention and performance in the classroom.

Fuller, Darling-Hammond and Heller et. al. also point out that there were many errors in the data presented with the first round of ratings which were released in 2013. Fuller adds that NCTQ also failed to collect complete data for all programs, gathering data for less than 50% of their standards for about half of the programs ranked. He notes that NCTQ also fails to demonstrate any relationship between their ranking system and available data on program outcomes, such as value-added measures being implemented in some states, or rates of teacher candidates passing licensure/certification exams on the first try.

Heller et. al. (2013), in an "open letter" to NCTQ talked about why Michigan State refused to participate in the most recent NCTQ review of their program. They contend that "the NCTQ report is based on selected, incomplete, and, often, inaccurate data and does not meet credible evaluation standards." They, along with Fuller (2014) argue that there is not a research base for much of the data used by NCTQ. Fuller adds that the research that is cited by NCTQ researchers is not linked directly to the standards, is often misapplied, and key research that could guide the evaluation of teacher preparation programs is not included, in particular around diversity issues. He states that NCTQ "...completely misuses the research by contending that every program must use a certain strategy. That is simply not what research says or what researchers would advocate in terms of how the data should be used" (p. 68).

Darling-Hammond (2013) notes that in NCTQ's ratings of states' teacher education policies states with the highest scores on the National Assessment of Educational Progress (NAEP) were awarded Cs and Ds, while those with low NAEP scores got high ratings, calling into question the validity of their methods. In terms of the teacher education program ratings, Darling-Hammond contends that the indicators NCTQ uses often fail to identify either critical aspects of practice for successfully preparing educators or actual program outcomes.

Fuller (2014) also points out that NCTQ has not evaluated any alternative certification programs (ACPs), despite the large numbers of teachers graduating from those programs in several states (Alaska's numbers are quite small comparatively), as well as some strong indicators that in states like Texas, private ACPs are graduating many underprepared and unqualified educators.

Fuller (2014) contends that the poor methods used should raise concern about the motives behind the ratings. In his conclusion he states: "Given the very shaky foundation upon which the NCTQ review was built and the shaky motives of NCTQ in conducting the review, the entire review should be discounted by educators, policymakers, and the public. If NCTQ was truly interested in improving all teacher preparation programs, there are certainly different pathways that could have been chosen.

Fuller, E. (2014). Shaky Methods, Shaky Motives: A Critique of the National Council of Teacher Quality's Review of Teacher Preparation Programs. *Journal of Teacher Education*, 65 (1), 63-77.

Donald Heller, D., Segall, A., and Drake, C. (2013). "An Open Letter to NCTQ on Teacher Prep." *Education Week* 33, (4), 28-29. Downloaded from educationweek.com.

Darling-Hammond, L. (2013). Why the NCTQ teacher prep ratings are nonsense. The Answer Sheet blog, *WashingtonPost.com* <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/06/18/why-the-nctq-teacher-prep-ratings-are-nonsense/>



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Alaska's University for Alaska's Schools

2014 Update

Introduction

AS 14.40.190(b) stipulates that the University of Alaska Board of Regents present to the Alaska State Legislature a report that “describes the efforts of the university to attract, train, and retain qualified public school teachers,” including “an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training.” This report is required on a biennial basis, no later than day 30 of the regular session. This brief is an interim report, to keep the legislature apprised of the latest data on teacher supply and demand and the University of Alaska's current efforts to meet the teaching workforce needs of Alaska's schools.

Data on UA Teacher Education Graduates and Placement

The three tables below update key information from the 2013 report: how many new teachers graduate from the University of Alaska system each year; how many graduate with counseling, professional development and administrative certifications each year; and how many graduate from special education programs.

Table 1 shows the number of graduates from UA education programs of various types. The number of initial teacher preparation graduates fluctuates, but showed a small upward trend of 1.8% per year from 2006 to 2013. In contrast, the number of newly certified principals increased at just under 9% per year, and the number of those receiving other professional education degrees and certificates increased at over 13% per year over the same time period.

Table 1. University of Alaska Education Program Graduates, 2005-06 to 2012-13								
	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Teachers	180	236	174	234	200	231	245	210
Counselors	29	28	30	30	32	19	34	29
Principals	42	62	61	39	51	90	80	75
Other	89	109	124	110	135	143	168	183
Total*	340	435	389	413	418	483	527	497

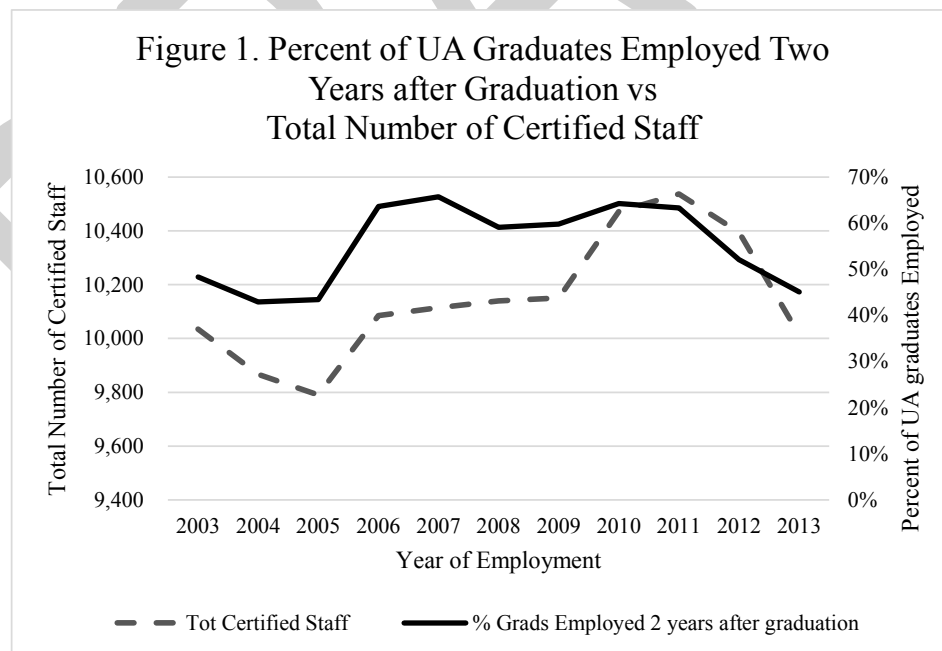
*Totals include double counting of some graduates with multiple degrees or certificates in the same year

Some of the growth in ‘Other’ professional degrees and certificates is driven by the increase in special education endorsements. As Table 2 (next page) shows, most of these were earned by teachers adding new endorsements to their licenses, but a steadily growing number were new teachers entering the profession as special education teachers. With the addition of new special education programs at UAS and UAF, and expansion of programs at UAA, the total number of new special education teachers more than tripled from 2006 to 2013.

Table 2. University of Alaska Special Education Program Graduates, 2005-06 to 2012-13								
	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Initial certificate	0	4	2	5	7	13	14	22
Endorsement	30	33	37	54	53	59	70	77
Special Ed Total	30	37	39	59	60	72	84	99

Table 3 looks at placement, two years later, of new teachers graduating from the University of Alaska. We looked at how many of the new teachers who graduated each year were working in Alaska public schools two years later (48 % of 2001 graduates were working in Alaska public schools in 2003, and so on). We were able to track about 85 % of the graduates for each year. The numbers range broadly, from 43 % to 66 %. In looking for why this might be, we found that the total number of certified staff (e.g., teachers, administrators, librarians, and counselors) employed in Alaska schools has changed in a similar pattern (Figure 1). Statistically, about two-thirds of the variation in the percentage of graduates employed in schools can be explained by the changing total certified staff levels.

Table 3. Percent University of Alaska Initial Education Program Graduates working in Alaska Public Schools Two Years after Graduation											
Yr Graduated	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Yr Employed	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% in AK Schools	48%	43%	43%	64%	66%	59%	60%	64%	63%	52%	45%



University of Alaska initiatives to meet the need for more teachers in rural Alaska

In the last eight years, the University of Alaska has graduated 139 new Alaska Native teachers (see Table 4). During the same period there has been a steady increase in the other category which includes principals, counselors, master teachers and additional endorsements. In recognition of the challenges in preparing more indigenous and rural educators, all of the University of Alaska universities have created new initiatives aimed at graduating more rural and indigenous teachers and providing advanced professional development in critical areas for indigenous teachers already in Alaska's schools.

Table 4: Alaska Native Education Program Graduates by Year									
	2006	2007	2008	2009	2010	2011	2012	2013	Total
Initial Teacher Cert	18	16	13	23	17	19	20	13	139
Other	9	11	7	15	17	15	21	29	111
Total	27	27	20	36	34	34	41	42	236

The following are highlights of a few of these efforts.

The University of Alaska Anchorage College of Education

The UAA College of Education is creating the Center for Alaska Native Education and Pedagogy. This center aims to graduate more Alaska Native teachers for rural schools, develop Native language and ANCSA curriculum, and create a teacher certification/endorsement in the Alaska Native languages. The Center's web site will serve as a repository of curriculum relevant to Alaska Native education.

The University of Alaska Fairbanks School of Education

The UAF School of Education (SoE) has developed an Elementary Education Partnership with the Lower Kuskokwim School District (LKSD). There are approximately 53 Yup'ik or Cup'iq kindergarten, first or second grade associate teachers (aka para-professionals) who do not have a bachelor's degree or teaching certificate. The LKSD School Board now requires all associate teachers to complete a minimum of nine credits per year that apply to the requirements for licensure as an elementary teacher. The SoE has developed a system to support individualized academic advising for each of them, and to guide decisions on course offerings to make sure all of the students are accommodated.

The University of Alaska Southeast School of Education

The Village Teacher Grant is a four-year pilot project of the UAS School of Education. It provides advanced education to Alaska Native educators around Reading and Mathematics, which are high needs areas for rural Alaska Native students. Students who are accepted into the program receive funding that covers tuition, fees and books associated with their M.Ed. program. Village Teacher students receive individualized support and mentoring from project staff and Native organizations, and continuing support upon graduation. More information on this project is available at: <http://www.uas.alaska.edu/education/start.html>

UAA, UAF and UAS Collaborative Endeavors

The UAA, UAF and UAS college and schools of education are collaborating on several initiatives to strengthen in-state teacher preparation. One of the most significant efforts is the development of a place-based, distance-delivered teacher education program for para-

professional educators in rural Alaska. The three universities will offer para-professionals across the state a cohort model program with a common set of requirements. The degree offerings will be differentiated by university; for example, students interested in an early childhood degree will seek a degree from UAA, and those wanting a secondary math degree will enroll at UAF, while those seeking a BA in special education will go through UAS. The three institutions will work with the Alaska Department of Education and Early Development to identify para-professionals who might be interested in this opportunity, and will reach out directly to those educators.

The Future Educators of Alaska (FEA) is a collaborative effort involving the University of Alaska, the Department of Education and Early Development (EED), and Alaska public schools. In the spring of 2011 representatives from the Schools and College of Education, UA Alaska Teacher Placement, and Alaska public schools met to discuss dual credit options for high school students interested in a teaching career. This initial meeting resulted in the design of a 4 module Introduction to Education course that was piloted during the 2012/13 school year. This course is offered this year through the Alaska Learning Network (now housed at the UAS School of Education) with an incentive allowing students who complete the course with a C or better to keep the tablet pc given them for use during the course. Seventy-four high school juniors and seniors from 10 rural districts are working with teachers on-site and a UA adjunct online in a year-long virtual environment that requires them to explore issues in education, tutor younger students and design instructional experiences. Initial reports indicate that many of these students are planning on a career in education and several have already applied for and been accepted into UA for the 2014 spring semester.



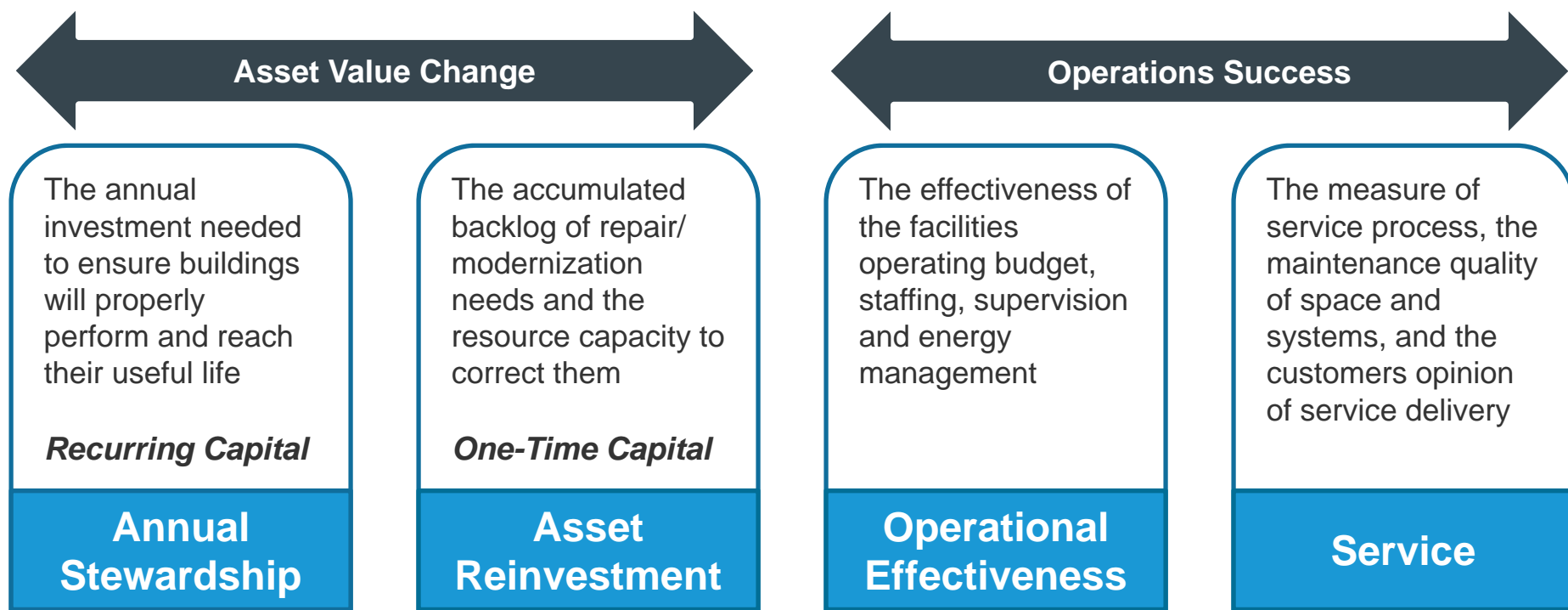
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FY2013 ROPA Presentation

University of Alaska System

A vocabulary for measurement

The Return on Physical Assets – ROPASM



System Comparisons			
Connecticut	Maine	Mississippi	Missouri
New Hampshire	Oregon	Pennsylvania	

Summary of main points

University of Alaska System

Campus & regional characteristics are demanding

- A combination of factors make both operational and capital management of facilities at UA System more difficult:
 - Complex building systems – impact maintenance coverage, skill mix, and cost
 - High building intensity – more buildings to tend to and different types, also impacts maintenance coverage, skill mix, and costs
 - High cost – regional costs means dollars don't go as far as they do for peers

Higher levels of daily service compensate for campus demands

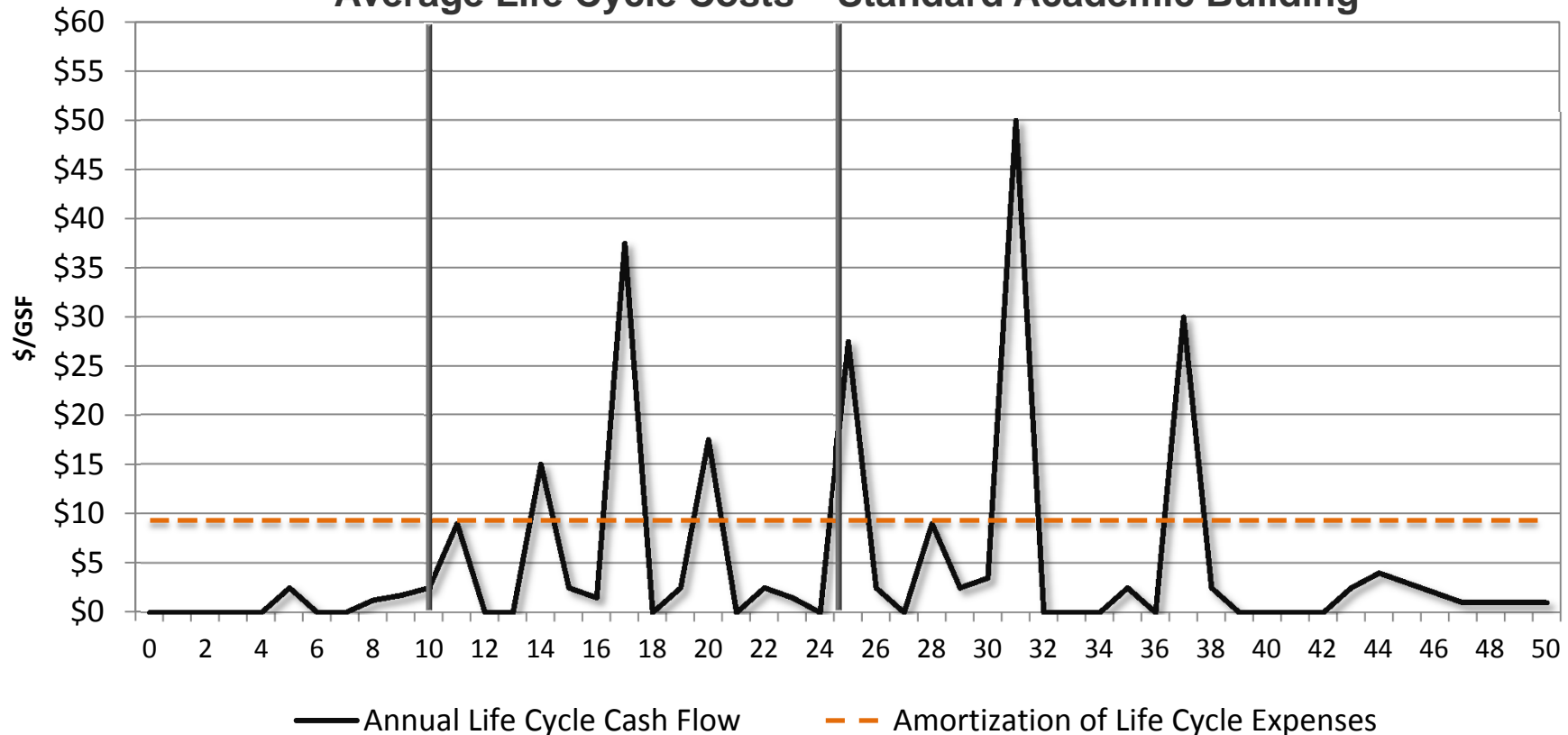
- Facilities' operating budget has grown more quickly than peers
- UA System's maintenance and custodial departments are covering more buildings than peers and has increased coverage by over 15% in the last 3 years
- Customer satisfaction survey highlights improvements & opportunities

Rising investments, closing the target gap

- Stronger investments into existing facilities has primarily come from one-time sources of capital and has helped narrow the gap between targets
- Upcoming renewal needs are expected to be greater than the historical recurring capital levels, furthering the importance of continued campus reinvestment

Majority of space in high-need category

Average Life Cycle Costs – Standard Academic Building



Under 10
19%

10 – 25 Years
21%

25-50 Years
51%

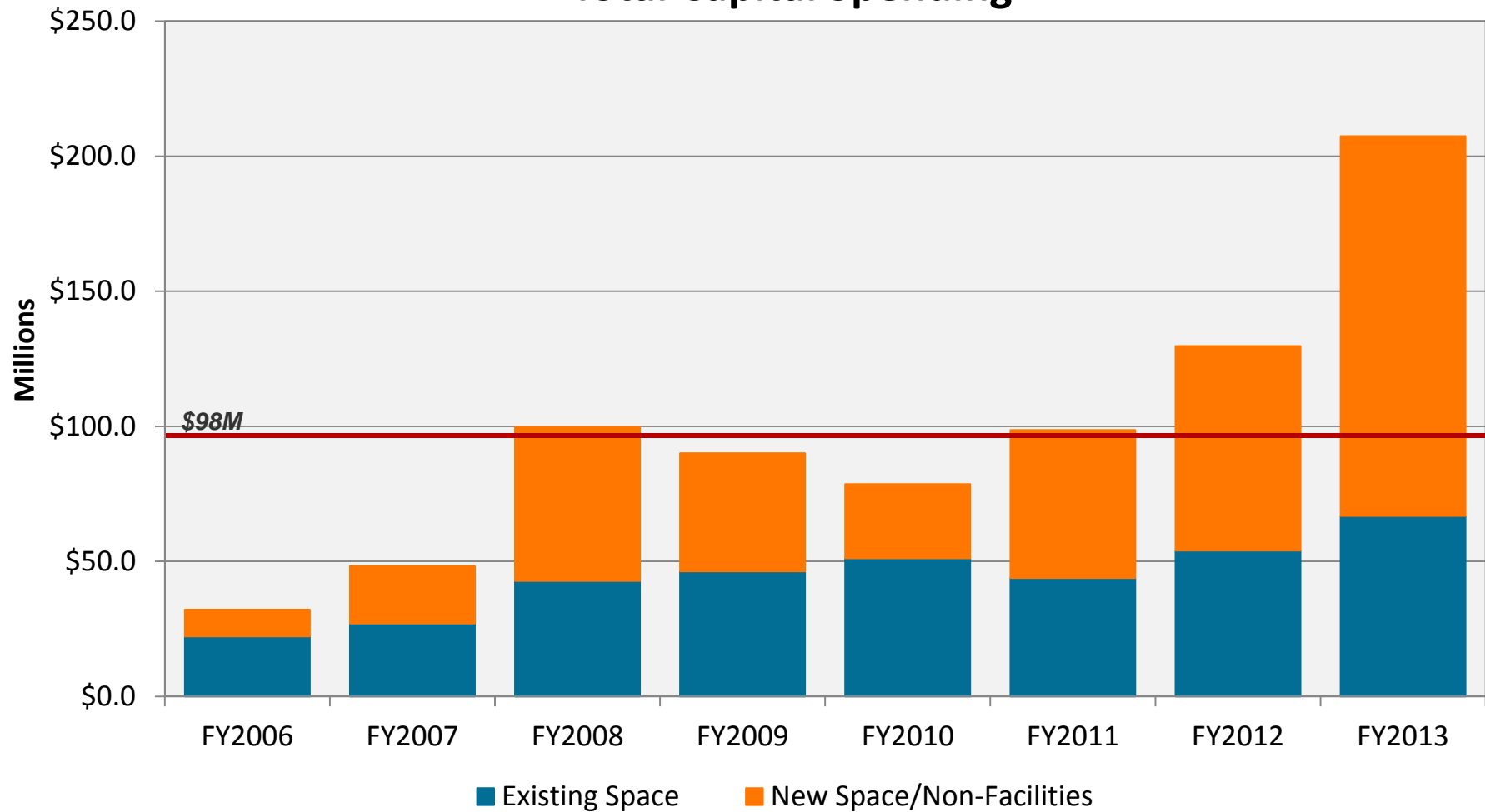
Over 50
9%

* Life cycle costs based on the average tech 3 academic space.

Total capital spending

Heavier recent investment in new construction

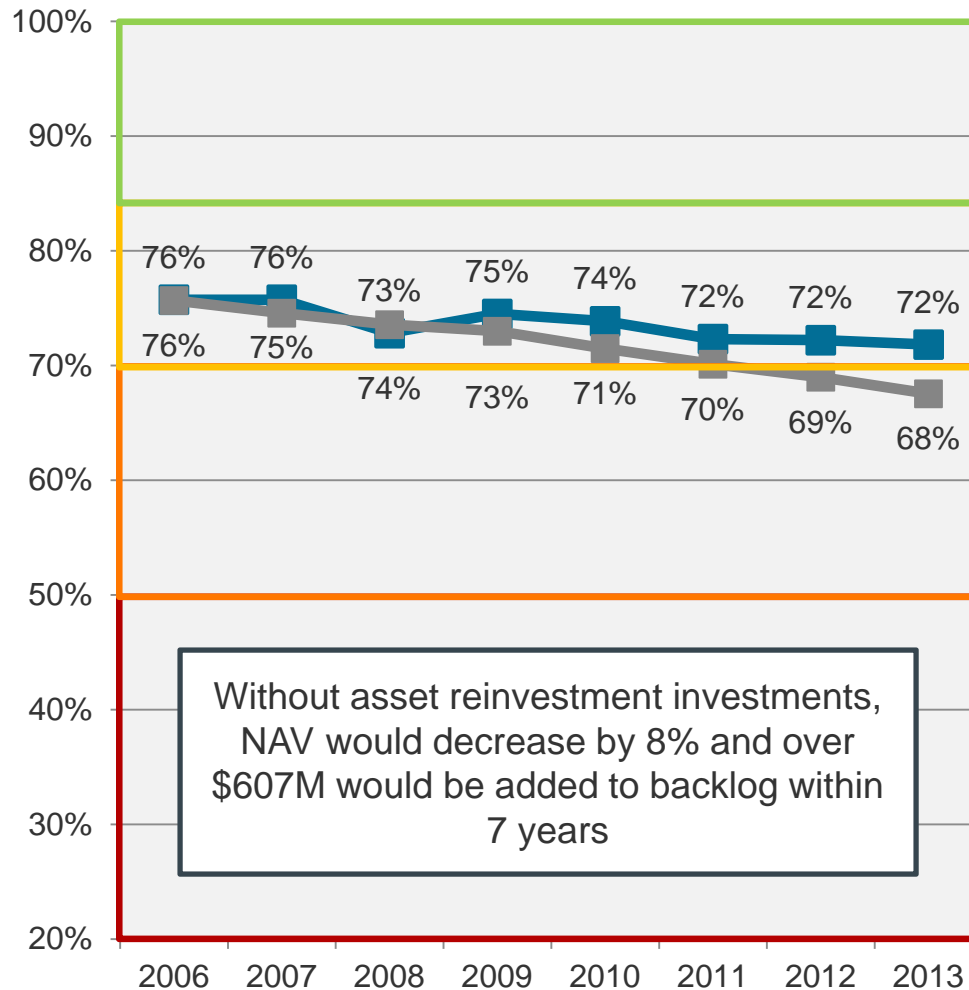
Total Capital Spending*



NAV index steady with increased investment

System is nearing Systemic Renovation Stage

NAV Index



Capital Upkeep Stage: Primarily new or recently renovated buildings with minor capital needs; “You pick the projects”

Repair & Maintain Stage: Buildings beginning to show their age, may require more significant investment on a case-by-case basis

Systemic Renovation Stage: Buildings require more significant repairs and large capital infusions; “The projects pick you”

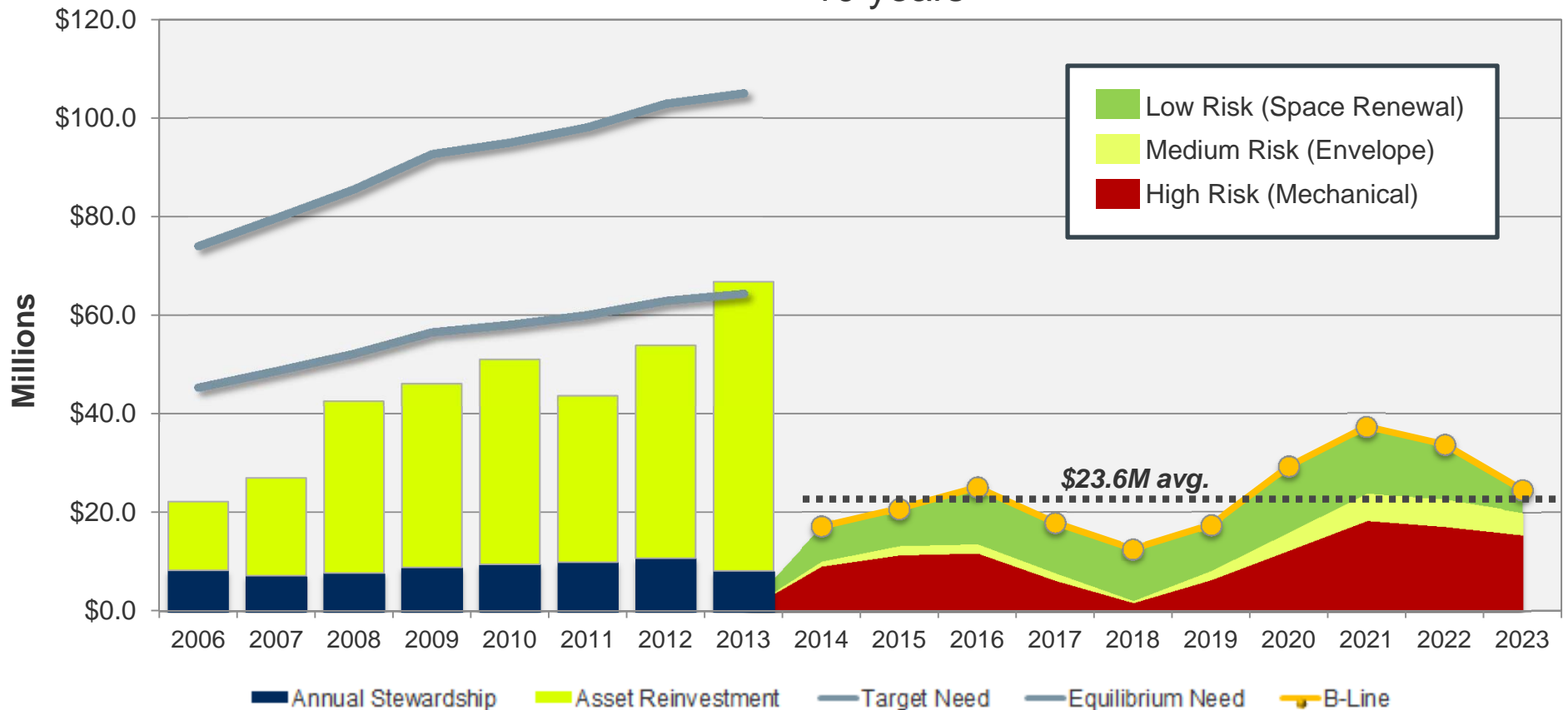
Transitional/Gut Renovation/Demo Stage: Major buildings components are in jeopardy of failure. Reliability issues are widespread throughout the building

—■— UA System NAV —■— UA System NAV w/o AR

ROPA+ prediction model

10 year total renewal need: \$235.7M; annual deferral

UA System ROPA+ Prediction Model 10 years



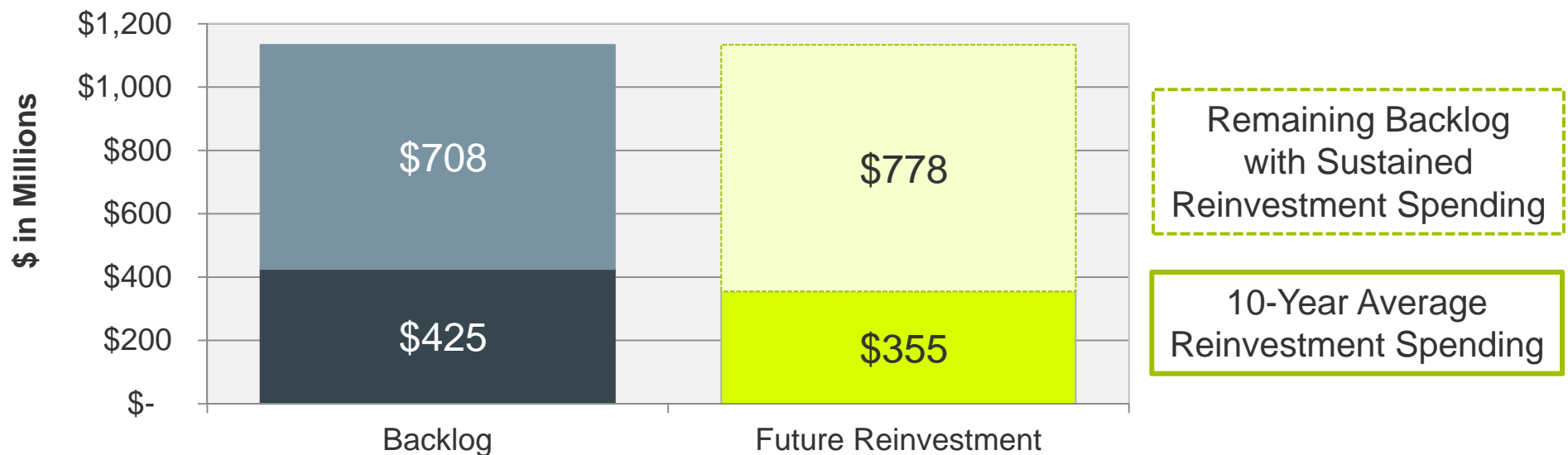
*B-Line does not reflect existing deferred maintenance, utility & grounds infrastructure needs or upcoming modernization need

Key Takeaway #2

The UA System already has an estimated \$1.13B in deferred maintenance, infrastructure, and modernization backlog:

- *\$425M of deferred maintenance identified through ROPA+ analysis*
- *Estimated \$708M backlog in campus infrastructure and modernization*

Over the past 8 years, the UA System has invested an average of \$35.5M into the existing facilities. If the historic investment trend continues over the next 10 years the total expected investment would be \$355M, roughly \$778M less than the existing backlog of deferred maintenance and modernization need.

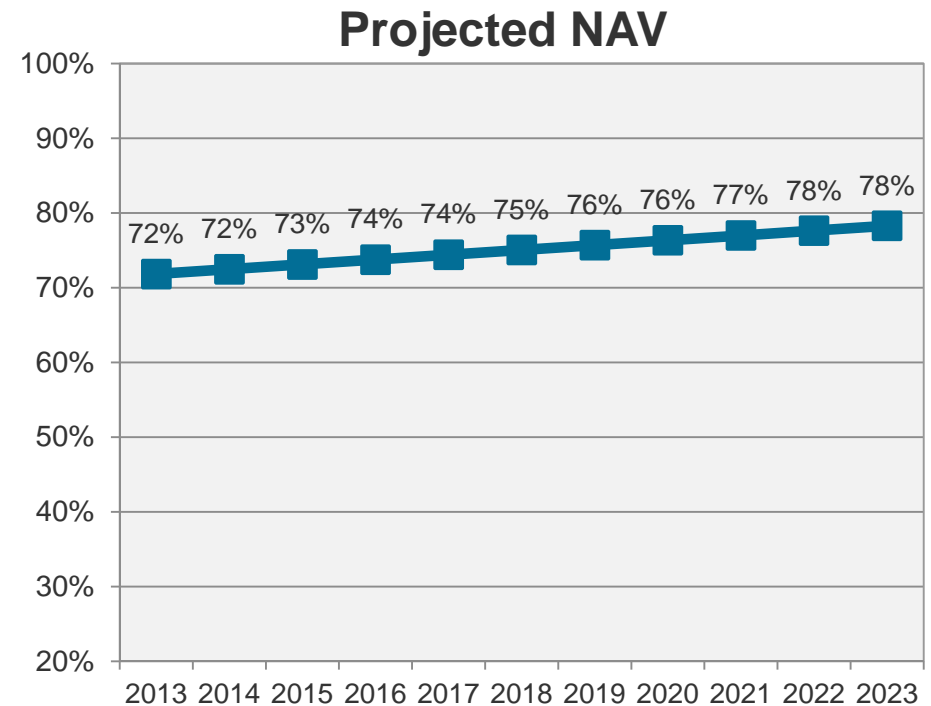
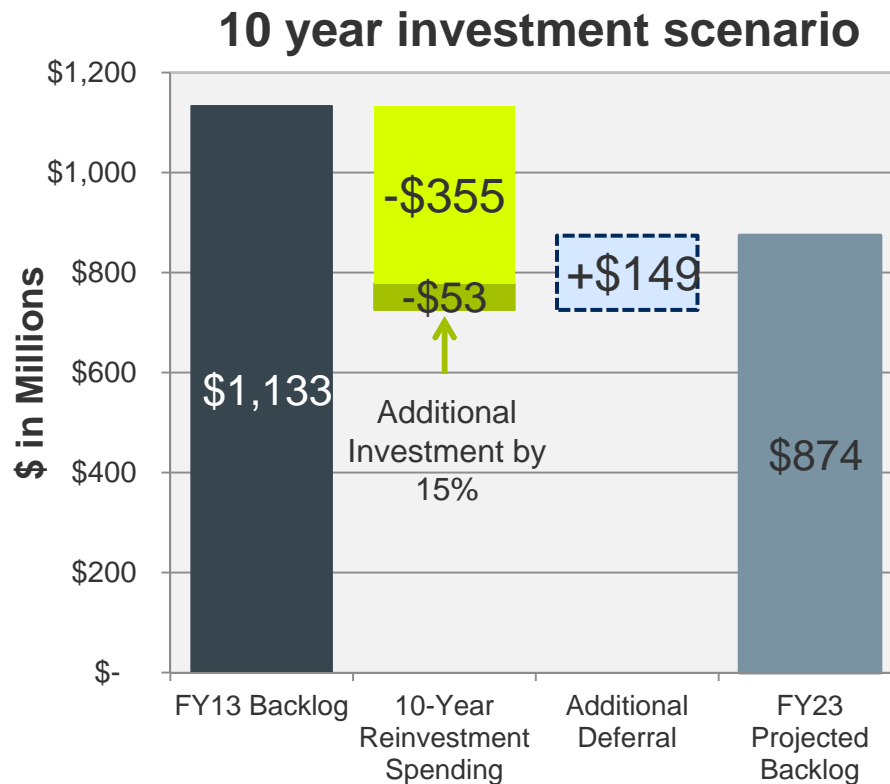


Key Takeaway #3



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If reinvestment investments increased by 15% over the next ten years, UA system would be able to invest approximately \$408M into deferred maintenance, infrastructure, and modernization needs. Increase in overall investment results to a rising NAV by 6%.



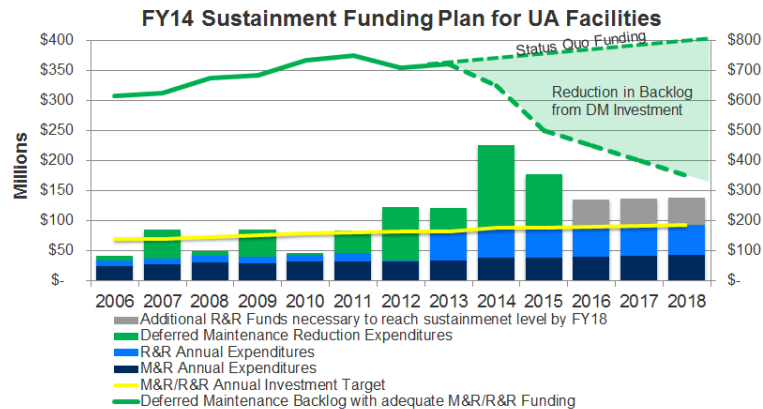
Key Takeaway #5

Continue to communicate strategic plans, such as the Investment Quadrant Chart, University Building Fund, and Sustainability Funding Plan to each campus to aid in projecting upcoming needs and capital planning.

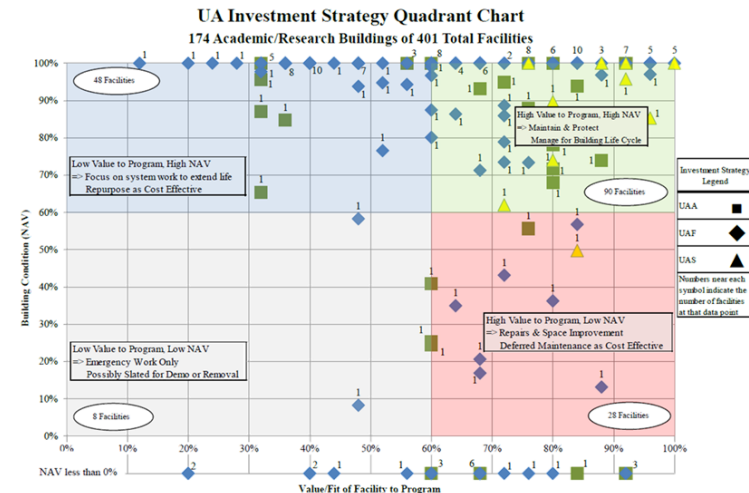
FY12 Recommendation #1



Continue to complete the Investment Strategy Building Chart to incorporate plans for future budgets. Putting a strategy in place will help reach the goal to decrease the DM&R



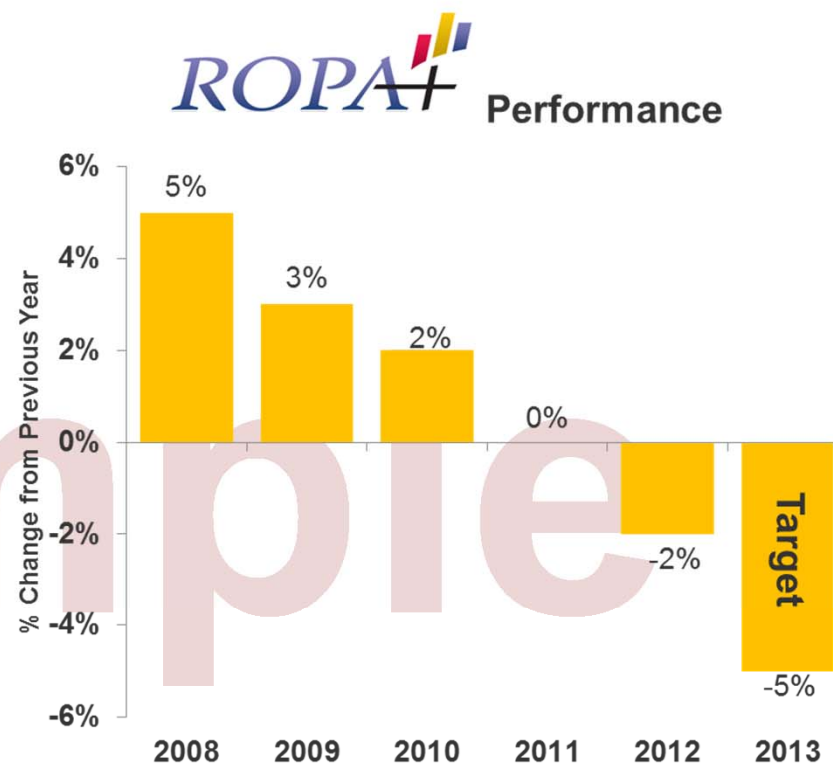
FY12 Recommendation



Key Takeaway #6

Identify key metrics for monitoring performance toward future goals. The upcoming detailed analysis of the customer satisfaction survey could identify some areas for improvement.

Sample Performance Dashboards	Goal
Capital Investment (% Invested in Envelope/Mechanical)	+5%
Change in Energy Consumption (% Change in total BTU's/GSF)	-5%
Operating Budget (% difference budget vs. actual)	+/- 1%
Planned Maintenance (% of facilities operating budget)	8%



Campus selects from over 50 performance metrics and identifies targeted goals moving forward.



BOR Policy Revisions Memo

To: Board of Regents, Facilities and Land Management Committee
Through: President Gamble
From: Kit Duke, AVP Facilities and Land Management
Reference: Revisions of BOR Policy Chapters 05.11 and 05.12
Date: February 2014

The Board of Regents recommended BOR policy revisions following completion of the 2008 UA Facilities Planning and Project Delivery study by RISE Alaska. In 2011, President Gamble requested a formal policy review and any recommendations for modification. The Facilities Council members discussed and drafted proposed policy revisions to Chapter 05.12 Capital Planning and Facilities Management. During FY13 three sections of this policy chapter were modified by Board action. This chapter, incorporating both the original proposed changes and the board adopted changes, is now available for review and discussion with the Facilities and Land Management Committee (FLMC) prior to any Board action. I'm suggesting that we have review and action completed by February 2015 or sooner. Staff recommendations were prepared for Chapter 05.11 Real Property, and would also be covered under this proposed review process.

The primary intent of the policy revisions is to:

1. Focus on stewardship so that the role of the Board and its FLMC is more strategic, rather than tactical or regulatory (requirements which can be covered by adoption of regulations or administrative policy).
2. Reshape Board approval authority levels for system-wide consistency, effective process and recognition of inflation impacts.
3. Ensure that the capital development plan and project approval process maximizes Board influence on legacy decisions for campus development and associated construction to accommodate new programs, new spaces for existing programs and major expansion or repurposing.

The FLMC is asked to consider & determine policy revision recommendations for adoption by the full Board. Revisions will be finalized by the Administration before submitting for approval by the full BOR. Documentation explaining the policy revisions to the FLMC will include a copy of: current Policy as of February 2014; current BOR Policy with the changes tracked to facilitate understanding where changes are recommended; and a clean copy of the proposal with changes accepted for ease of reading.

The process of review and adoption can proceed in one of at least two ways:

1. **Fast and perhaps more intense** via one or two work sessions . This approach offers the advantage of seeing the whole chapter comprehensively and completing the task sooner. It requires the commitment of 6-8 hours for work sessions.
2. **Gradually** over the course of the five to six BO R meetings between February 2014 and February 2015, with the following possible schedule.
 - a. February 2014: overview, discussion and selection of a preferred process
 - b. April: Chapter 05.12. sections 010 Purpose, 020 Definitions, and 040 Delegation of Authority;
 - c. June: Chapter 05.12. Sections 060-062 Capital Planning Budget; 110 Art; 090, Naming; and introduction and overview to 070-077
 - d. September: Chapter 05.12.070-077
 - e. December Chapter 05.12.080, Operations and Maintenance;
 - f. February: Chapter 05.11 Real Property, all sectionsChoice of this option may necessitate a separate work session as well.



FINAL PROJECT REPORT

TO: Pat Gamble
President

THROUGH: Kit Duke
AVP Facilities and Land Management

THROUGH: (insert Name)
Chancellor

THROUGH: (insert Name)
Vice Chancellor

THROUGH: (insert Name)
Associate Vice Chancellor

THROUGH: (insert Name)
Director

FROM: (insert Name)
Project Manager

DATE: (insert Date)

SUBJECT: Project Type: (Indicate if this is DM or Minor R&R Project)
Project Name: (insert Project Name)
Project No.: (insert MAU Project Number)

cc:



Final Project Report

Name of Project: *Project Name*
Project Type: *DM, NC, R&R, Renovation (select the appropriate one(s))*
Location of Project: *MAU, Campus, Building Name and Number, City*
Project Number: *#####*
Date of Report: *Month, day, year*

INTRODUCTION

A Final Project Report (FPR) is required for all projects with a total project cost in excess of \$250,000 that has progressed beyond the Preliminary Administrative Approval stage of the Capital Project Development process. This report must be completed and submitted no later than 90 days after the warranty period ends.

The FPR represents termination of the capital project development process as a result of project completion, abandonment, discontinuation, shelving with no further action anticipated for a considerable time, or consolidation with another project or projects in accordance with Regents Policy. The FPR should provide an executive overview of a capital project with supporting detail to allow the University to accurately report to Federal, State, University and other parties on the outcome of a project. The FPR must include a variance report identifying any significant changes in scope, budget, schedule, funding plan, operating cost impact, or other cost considerations since issuance of the construction contract award report, and an explanation of any significant circumstances surrounding project completion or its discontinuance.

BODY OF REPORT

Project Abstract

Insert text to describe the nature of the project to include the original project scope, details on the purpose of the project, how the project accomplished the stated purpose,

Reason for Project Termination

Insert text to provide a brief explanation of the manner of termination of the project. Examples: Project completed successfully, abandoned due to lack of funding or program support, shelved awaiting adequate funding, project consolidated with project (name) for (reason).

Variance Report

Insert text to summarize any significant changes in project scope, budget, schedule, funding plan, operating cost impact or other cost considerations since issuance of the construction contract award report or the last Project Change Request and an explanation of any significant circumstances surrounding project completion or its discontinuance.

Final Funding Report

Insert text that describes how the project was funded, identifies additional funding sources if any were required, indicates the reallocation of any fund balances, what funding will be required to complete any

scope that could not be completed with the funding available, how the remaining phases will be funded if the project was phased, etc.

Annual Facility Costs

Facilities Costs:	Projected Amount	Actual Amount
Maintenance & Repair	\$000,000	\$000,000
Utilities	\$000,000	\$000,000
Operations	\$000,000	\$000,000
Projected vs. Actual Annual O&M Cost	\$000,000	\$000,000
 <u>Annual Renewal and Replacement deposited into Fund 7 or UBF</u>		<u>\$000,000</u>
Total Actual Annual Costs		\$0,000,000

Total Project Cost and Funding Sources

(list each funding source)

Allocated Funding Title	Fund Account	Amount
FY## Capital appropriation	#####-#####	\$0,000,000
FY## Capital DM&R Funding	#####-#####	\$0,000,000
FY## Operating Funds	#####-#####	\$0,000,000
Total Project Funding		\$0,000,000
 Final Project Expenditure		 \$0,000,000

Final Project Schedule

DESIGN

Project Initiation	Date
Preliminary Administrative Approval	Date
Conceptual Design	Month/year through Month/year
Formal Project Approval	Date
Schematic Design	Month/year through Month/year
Schematic Design Approval	Date
Construction Documents	Month/year through Month/year

BID & AWARD

Bid Period	Month/year through Month/year
Construction Contract Award	Date

CONSTRUCTION

Start of Construction	Month/year
Construction Complete	Month/year
Date of Beneficial Occupancy	Month/year
Warranty Period	How long

Project Delivery Method Used

Design-Build, Design, Bid, Build, CM@R, Term Contract, etc.

Project Team

Design Team
Construction Contractor
Major Subcontractors

Project Review Results

Attach a copy of the final audit, if one was completed, or insert text that describes the lessons learned during this project, recommendations for future projects, etc.

Supporting Documents

Final Project Budget

CM@R Audit Report, if applicable

Final Project Budget

UNIVERSITY OF ALASKA		
Project Name:		
MAU:		
Building:		Date:
Campus:		Prepared by:
Project #:	Acct #(s):	
Total GSF Affected by Project:		
PROJECT BUDGET	SDA Budget	Final Budget
A. Professional Services Advance Planning, Program Development Consultant: Design Services Consultant: Construction Phase Services Consul: Extra Services (List: _____) Site Survey Soils Testing & Engineering Special Inspections Plan Review Fees / Permits Other Professional Services Subtotal		
	0	0
B. Construction General Construction Contract(s) Other Contractors (List: _____) Construction Contingency Construction Subtotal		
	0	0
<i>Construction Cost per GSF</i>	<i>#DIV/0!</i>	<i>#DIV/0!</i>
C. Building Completion Activity Equipment Fixtures Furnishings Signage not in construction contract Move-Out Costs Move-In Costs Art Other (Interim Space Needs or Temp Reloc. Costs) OIT Support Maintenance Operation Support Building Completion Activity Subtotal		
	0	0
D. Owner Activities & Administrative Costs Project Plng, Staff Support Project Management Misc. Expenses: Advertising, Printing, Supplies, Etc. Owner Activities & Administrative Costs Subtotal		
	0	0
E. Total Project Cost	0	0
<i>Total Project Cost per GSF</i>	<i>#DIV/0!</i>	<i>#DIV/0!</i>
F. Total Appropriation(s)		



UAA Alaska Airlines Sports Arena 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 it has been forwarded to the Anchorage Police Dept. for further review. 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 one contract modifications have now been issued and fully executed since reconciliation of the final \$86M GMP contract. Total GMP contract currently stands at approximately \$88.1M. 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. No additional alternates have been incorporated into the project since the last update. There is approximately \$247,000 remaining from the original \$1.3M Contractors contingency. Approximately \$450,000 is remaining in the Owners construction contingency.

In an effort to maximize building space and to offset anticipated operating costs a process is underway to convert the Mezzanine area Meeting Rooms, Storage, and Catering Storage rooms into a fully functional, revenue producing restaurant/brew pub. Preliminary construction estimates based on DD documents indicate the \$1.4M budget anticipated by the Food Service Vendor is viable and the procurement process is currently being reviewed thru the UA Procurement office.

A letter of approval has now been received from the Dept. of Natural Resources along with specifics on quantity and type of water quality testing they would like to see over the next calendar year. A Temporary Water Use Permit (TWUP) is anticipated from DNR by the end of January. Based on DNR's requirements our consultant (R&M) will now submit a fee proposal to initiate & monitor these tests.

The zinc and aluminum exterior siding installation is nearly complete. Misc. taping & painting continues throughout the building and floor/wall tile work is nearly complete in all bathrooms, showers, food prep, and hydro-therapy pool areas. Mechanical/Electrical/Architectural finishes have begun throughout the building (ceiling grid, light fixtures, plumbing fixtures, lockers) as areas open up. Toilet partitions are on site and installation to begin shortly. AHU-4 was complete and functional by early December and all remaining air handlers are either complete or prepping for pre-function check list. Baseboard fin tube installation is now functional in most basement and 1st floor areas. The freight and A/V elevators are complete, inspected, and functional and work is beginning on the two passenger elevators. Performance gym and auxiliary gym scoreboards are installed and Daktronics is scheduled to be back on site in early March to complete installation and begin final testing/programming. Permanent power was brought into the building January 9th.

Overall percentage of construction completion is approximately 78%.

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 Conoco Phillips Integrated Science Building Re-commissioning Project Information Item

Construction of the Conoco Phillips Integrated Science Building (130,000 gsf) was completed in 2009. The building is very complex in terms of architectural, structural, civil, mechanical and electrical components. Since the building has been operating for nearly five years, some systems changes have occurred, and this is a good opportunity to dial in the building. The intention of this project is to reevaluate building performance to: 1) provide a safe healthy facility for occupants, 2) improve energy performance, 3) reduce operating costs, 4) improve orientation and training of maintenance staff, 5) improve facility documentation and ensure the facility meets user needs. The re-commissioning does not include modifications or suggestions of modifications to building uses other than designed.

In mid-2013, remaining project funds were identified and reserved for re-commissioning work. In November 2013, an initial meeting was held with representatives from PDC, Inc. Engineers, UAA Facilities Maintenance and Operations (FMO) staff, and UAA Facilities Planning and Construction (FP&C) to discuss scope of work and schedule. The fee proposal was requested at this meeting.

The basic scope of work includes planning, investigation, and report(s). Systems that will be commissioned include ventilation systems, heating/cooling systems, heat recovery systems, humidification systems, domestic hot water systems, lab water systems, lighting/lighting control/exit lighting, security systems, heat trace and the generator. Systems that will not be commissioned include fire alarm system, telecom system and elevator system. PDC may recommend minor additional control strategies to improve efficiency not included in the original design.

The contract was executed with PDC Inc. Engineers on December 23, 2013.

FP&C has provided PDC, Inc. Engineers with facility design drawings, specifications, and operations/maintenance manuals for review. On January 7, 2014 a site visit was held with the building manager, project manager, maintenance staff, and consultants/subcontractors (controls, air balancing) for a coordination meeting and walkthrough of the facility.

PDC, Inc. Engineers will have their final report to FP&C no later than May 2014, including any recommended changes. The project schedule is as follows:

Site Investigation/Draft Report
Report Review and Finalization

January 2014 - April 2014
May 2014



Justification for Approval for Innovative Procurement - UAA Consortium Library Old Core Mechanical Upgrades, Phase 2

The project is phased to accomplish work in each of the four central cores in the original UAA Library Building. Phase 2 consists of replacement of boilers, main air supply/exhaust fan units, heating/cooling coils, galvanized piping and humidification systems and hazardous material abatement in two central cores (Quadrants A and D). The total project cost for Phase 2 was \$8,019,000; \$4,162,000 for Quadrant A and \$3,857,000 for Quadrant D. At the December 2013 BoR meeting, the project was conditionally approved for the amount of available funding. The current amount of available funding is insufficient to cover both quadrants. We can accomplish the design of Phase 2, including both quadrants, and renovate Quadrant A with available funding. The work in Quadrant D can then be accomplished as additional funding becomes available.

However, the mechanical equipment in the two quadrants are designed to operate together to support the two respective library cores. For example, there are currently two boilers installed in each quadrant. When Phase 2 is completed, only quadrant A will house the new boilers and the heat exchangers, and controls for the two quadrants will be installed in Quadrant D. The same relationship will exist in quadrants B and C under Phase 1 of the work. When both phases of the work are completed, the entire building will need to be commissioned and re-adjusted to ensure that the entire system is working together with the equipment that was installed when the new Consortium Library addition was constructed. The dependency of the work done in each quadrant during each phase of the project and at the completion of the work make it imperative to have the work accomplished by the same contractor.

The work in each quadrant will also require significant work outside the mechanical rooms in each quadrant. The entire air distribution system installed above the existing suspended ceilings will be replaced. This will require removal of the ceiling grid, demolition of the existing ductwork, VAV boxes, controls, etc., and installation of the new equipment. These areas currently include major library collections, and research and reference materials that must be protected and will require access during the work, as well as offices and work spaces for library employees.

The funding scenario resulting in multiple inter-related design packages and construction phases, combined with the need for partial occupancy and operations within the building while under renovation, are compelling reasons to utilize the innovative project delivery method of construction manager at risk (CMAR).

There are significant benefits of using the CMAR procurement method. CMAR strengthens coordination between the architect/engineer, the Owner and occupant. The contractor that will actually do the work will be able to participate with the design team, university project management staff and occupant during planning and design. The CMAR contractor will be closely involved in developing the phased schedule to minimize impact on the occupants, keep

the facility operational and provide the most effective methods of implementing construction to complete the work to meet UAA schedule and requirements. The ultimate success of the project will be based upon the ability of the contractor to collaborate with the design team, Owner, and occupant.

Other significant benefits for using the CMAR procurement method are as follows:

- During design development, the architect and contractor work together to cultivate and review the design; the contractor can provide a constructability review of construction documents, and help determine phasing and sequencing of the work.
- The contractor develops a guaranteed maximum price (GMP) through a reconciliation process with the design team and Owner. A detailed comparison of cost estimates developed by the design team, Owner and contractor provides cost control and, in some cases, results in cost saving resulting from value engineering.
- The CMAR contractor is selected based on qualifications. This helps ensure that the contractor has the experience and other qualifications to accomplish the scope of work. This also ensures a strong allegiance to the Owner because their business relies on references and repeat work.
- The contract can be written to allow near-future phased work to be accomplished by the same CMAR contractor as funding becomes available, if performance is acceptable and the contractor is willing to do the work. Additional mobilization costs are potentially saved. The contractor is familiar with similar work as each phase of the project becomes available with funding. Familiarity and experience with the scope of work may reduce potential change orders because the contractor knows the challenges of the project. When it comes time to commission the entire building, the same Contractor will have been responsible for all phases of the work.

Therefore, it is considered to be in the best interest of the University to employ the CMAR delivery method for this project.



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 Building 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.

On September 9-11, 2013, the reconciliation of GMP #3 cost estimate was completed. The total reconciled cost for construction of the new engineering building is \$53,736,135 (\$1,031,148 below the target budget of \$54,767,283). The NTP for GMP #3 was issued October 14, 2013.

Construction is in progress; the project is approximately 25% complete. Installation of footings/foundation and under-ground utilities has been completed; building structural steel has been erected; structural steel for stairs remains to be installed. The “topping off” ceremony celebrating the placement of the highest piece of steel was held December 6, 2013. Steel decking for the roof and floors has been installed. Concrete has been placed for shear walls and has started for the floor slabs starting on the 4th floor. “Rough-in” of utilities is in progress. Larger pieces of mechanical equipment have been placed on the 4th floor. The installation of EPDM roof system has started with a completion of the main roof scheduled for mid-February 2014. Roof areas over the stairwells will be completed when the stair structural steel has been installed. Exterior wall framing has been completed on the north, south and east walls; installation of wall framing on the west wall is in progress. The building is “tented and heated” to accomplish winter work. 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:

Design Review	New Building	November 2012-June 2013
	Existing Building	July 2013-June 2014
Permit (New Bldg)	Fill & Grade	April 2013
	Footings/Foundation	April-May 2013
	Structural Steel	August 2013
	Full Building	November 2013

Construction	New Building	May 2013-July 2015
	Existing Building	August 2015-June 2016
Occupancy	New Building	August 2015
	Existing Building	July 2016

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:

	Original Schedule	Projected Schedule
Design:	February 2012-March 2013	February 2012-March 2013
Permit:	April 2013	April 2014
Construction:	April 2013-February 2014	July 2014- July 2015
Occupancy	March 2014	August 2015



UAF Engineering Facility Information Item

PROJECT UPDATE

The project team is finalizing the Guaranteed Maximum Price (GMP) and conformed construction documents. An encumbrance of \$3.2M was made in December 2013; ordering long lead-time equipment and installing piping in the basement level. Already under contract, the remainder of the steel erection, exterior skin, and roof will resume in March 2014 and be completed by late fall 2014. The remaining design 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 the 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	January 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 has moved into the offices and students are using the space. Most systems are complete in the first floor of the new dining facility and walls are being finished out. The second level is following behind the first level with mechanical and electrical systems, then finishes. The project is on schedule with completion still planned for mid-July 2014.



West Ridge Deferred Renewal Phase 2 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 into the existing BiRD and Virology buildings. Design for this project is into the design development stage and a Construction Manager at Risk (CMAR) has been placed under contract for pre-construction services. The project's critical path has driven the CMAR and UAF to select a vendor/subcontractor for the hibernation chambers, a keystone program component for the deferred renewal.

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. For the Elvey projects, design has started and the first phase of construction may begin in August 2015, contingent upon funding.

DM and R&R Expenditures and Encumbrances by FY then MAU (in thousands)

FY	Funding Received		As of 8-30-11	As of 5-7-13	As of 8-26-13	As of 11-13-13	As of 1-27-14			
	MAU	Budget	% Committed	% Committed	% Committed	% Committed	Budget	Expenditures	Encumbrances	% Committed
2007	UAA	19,065.0	96.42%	98.87%	99.28%	100.00%	19,065.0	19,064.2	0.0	100.00%
	UAF	26,870.0	100.00%	100.00%	100.00%	100.00%	26,870.0	26,870.0	0.0	100.00%
	UAS	2,790.0	91.86%	99.85%	99.88%	99.88%	2,790.0	2,786.7	0.0	99.88%
2007 Total		48,725.0	98.13%	99.55%	99.71%	99.99%	48,725.0	48,720.9	0.0	99.99%
2008	UAA	3,975.0	85.27%	93.08%	93.53%	100.00%	3,975.0	3,975.0	0.0	100.00%
	UAF	4,000.0	84.34%	100.00%	100.00%	100.00%	4,000.0	4,000.0	0.0	100.00%
	UAS	500.0	99.96%	99.97%	99.97%	99.97%	500.0	499.9	0.0	99.97%
2008 Total		8,475.0	85.70%	96.75%	96.86%	100.00%	8,475.0	8,474.8	0.0	100.00%
2009	UAA	8,678.8	93.90%	99.95%	99.95%	99.95%	8,678.8	8,674.9	0.0	99.95%
	UAF	26,087.4	98.64%	99.99%	99.99%	99.99%	26,087.4	26,084.1	0.0	99.99%
	UAS	10,556.4	66.08%	69.09%	69.48%	70.84%	10,556.4	7,341.9	119.5	70.68%
	SW	500.0	34.28%	96.06%	100.00%	100.00%	500.0	500.0	0.0	100.00%
2009 Total		45,822.6	89.54%	92.82%	92.96%	93.27%	45,822.6	42,600.8	119.5	93.23%
2010	UAA	831.7	60.31%	96.04%	99.56%	100.00%	831.7	831.7	0.0	100.00%
	UAF	2,077.6	98.16%	98.47%	98.52%	98.65%	2,077.6	2,048.6	28.0	99.95%
	UAS	224.1	92.57%	89.69%	89.69%	89.69%	224.1	222.6	0.0	99.34%
	SW	66.6	96.22%	100.00%	100.00%	100.00%	66.6	66.6	0.0	100.00%
2010 Total		3,200.0	87.89%	97.26%	98.20%	98.54%	3,200.0	3,169.5	28.0	99.92%
2011	UAA	15,163.2	54.44%	93.44%	95.35%	96.04%	15,163.2	14,509.2	58.9	96.08%
	UAF	23,849.0	91.13%	99.06%	99.06%	99.06%	23,849.0	23,582.2	57.7	99.12%
	UAS	2,722.4	59.80%	98.61%	99.87%	99.95%	2,722.4	2,695.9	25.4	99.96%
	SW	765.4	11.36%	29.69%	55.78%	93.29%	765.4	698.5	4.7	91.88%
2011 Total		42,500.0	74.60%	95.78%	97.01%	97.94%	42,500.0	41,485.8	146.8	97.96%
2012	UAA	10,800.0	4.35%	69.39%	81.03%	85.32%	10,800.0	8,834.1	720.8	88.47%
	UAF	23,437.5	16.76%	97.99%	87.82%	89.27%	23,437.5	20,174.7	613.0	88.69%
	UAS	2,662.5	0.00%	56.68%	90.64%	92.09%	2,662.5	2,319.0	159.3	93.08%
	SW	600.0	0.00%	0.00%	99.15%	66.98%	600.0	403.1	11.6	69.12%
2012 Total		37,500.0	11.73%	85.26%	86.24%	87.98%	37,500.0	31,730.9	1,504.7	88.63%
FY07-FY12 Total		186,222.6	72.51%	93.99%	94.57%	95.42%	186,222.6	176,182.8	1,798.9	95.57%
2013	UAA	10,837.5		18.96%	72.44%	68.81%	10,837.5	2,862.1	4,806.1	70.76%
	UAF	23,925.0		48.14%	51.83%	56.50%	23,925.0	12,487.0	1,480.5	58.38%
	UAS	2,587.5		0.47%	18.53%	20.38%	2,587.5	196.1	387.2	22.54%
	SW	600.0		97.92%	17.06%	17.74%	600.0	103.4	2.5	17.65%
2013 Total		37,950.0		37.34%	54.89%	56.94%	37,950.0	15,648.6	6,676.3	58.83%
2014	UAA	7,225.8			0.00%	0.00%	7,225.8	777.8	437.2	16.81%
	UAF	17,389.2			0.33%	3.94%	17,389.2	37.7	1,421.6	8.39%
	UAS	2,771.0			0.00%	0.00%	2,771.0	0.0	0.0	0.00%
	SW	614.0			0.00%	0.00%	614.0	0.0	0.0	0.00%
	UA	2,000.0			0.00%	0.00%	2,000.0	0.0	0.0	0.00%
2014 Total		30,000.0			0.19%	2.28%	30,000.0	815.5	1,858.8	8.91%



Construction In-Progress Reports

Capital Project Master Schedules:

1. UAA & UAS
2. UAF

UAA:

	<u>Procurement Method</u>
1. Alaska Airlines Center (Seawolf Sports Arena)	CMAR
2. Beatrice McDonald Building Renewal	DBB
3. Engineering and Industry Building	CMAR
4. Engineering Parking Garage	DBB
5. Existing Engineering Building Renewal	CMAR
6. MAC Housing Renewal	CMAR
7. KPC Career and Technical Center	DBB
8. KPC Career and Technical Center Paramedic and Nursing	DBB
9. KPC Soil Remediation	DBB
10. KPC Student Housing	DBB
11. Mat-Su Valley Center for Arts & Learning	DBB
12. PWSCC Wellness Center Renovation & Campus Renewal	DBB

UAS:

1. Auke Lake Way Corridor Improvements and Reconstruction	DBB
2. Freshman Student Housing Phase 1 (Banfield Hall Addition)	DBB
3. Ketchikan Life Boat Davis Construction	DBB
4. Sitka Art Room Remodel	DBB

UAF:

1. Arctic Health SNRAS Greenhouse Completion	DBB
2. Atkinson Power Plant Renewal	DBB
3. Critical Electrical Distribution Renewal Phase 2	CMAR
4. Engineering Facility	CMAR
5. Gruening Roof Replacement	DBB
6. Student Dining Development	P3
7. Taku Parking Lot Stairs	DBB
8. Utilities Main Waste System Line Repairs	DBB/CMAR
9. West Ridge Animal Quarters Facilities Relocation	CMAR
10. Road Improvements FMATS Street Light Conversion	DBB
11. Research Vessel Sikuliaq	N/A
12. Toolik Field Station 2012 Capital Improvements	SS

Construction Procurement Method abbreviations:

Construction Manager at Risk	CMAR
Design - Bid - Build	DBB
Design – Build	DB
Not Applicable	N/A
Not yet Determined	N/D
Public Private Partnership	P3
Sole Source	SS

Construction in Progress Report abbreviations:

Construction Award Amount (Initial Award Amount)	CAA\$
Construction Contract Amount (Award Amount with additions for phases or changes)	CCA\$
Construction Manager at Risk	CMAR or CM@R
Deferred Maintenance and Renewal	DM&R
Formal Project Approval	FPA
Preliminary Administrative Approval	PAA
Project Change Request	PCR
Schematic Design Approval	SDA
Total Project Cost	TPC\$



CAPITAL PROJECT MASTER SCHEDULE

Key to Symbols:

PA

Preliminary Administrative Approval

F

Formal Project Approval

S

Schematic Design Approval

P1

Phased Project Approval (# indicates Phase)

FS

Formal Project/Schematic Design Approval

T

Total Project Cost / Scope Change

C

Construction Completion

R

Final Project Report

Design

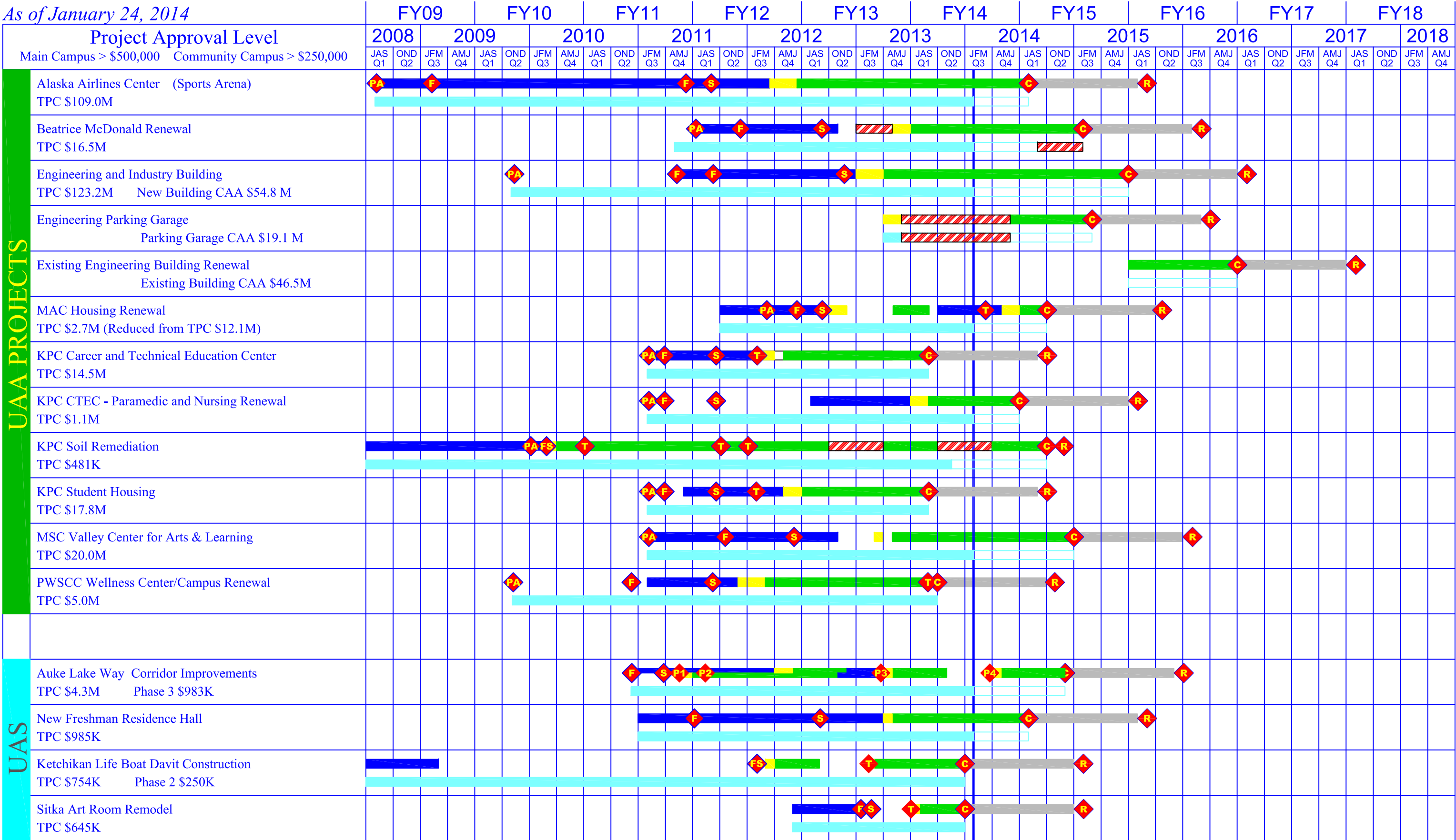
Bid

Delays

Construction

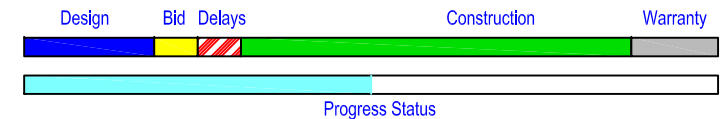
Warranty

Progress Status





 Preliminary Administrative Approval	 Phased Project Approval (# indicates Phase)	 Construction Completion
 Formal Project Approval	 Formal Project/Schematic Design Approval	 Final Project Report
 Schematic Design Approval	 Total Project Cost / Scope Change	



As of January 24, 2014

[illegible]

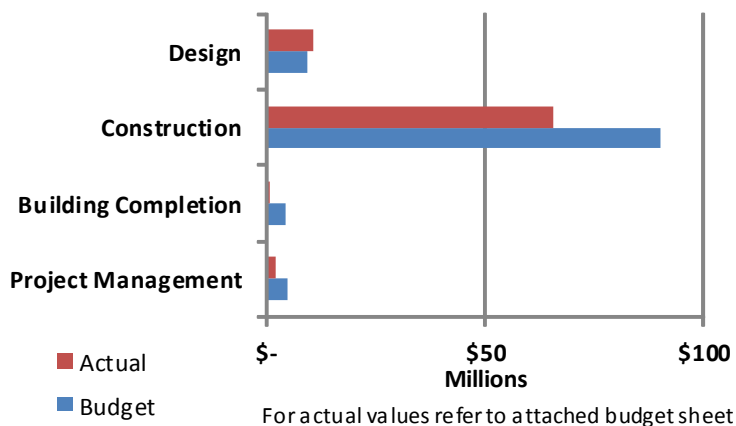
UAA SEAWOLF SPORTS ARENA



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,

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: MCG, Hastings-Chivetta, AMC, R&M, BBFM

CM at Risk: Cornerstone General Contractor

Board Approvals:
 FPA: Feb '09/ June '11
 SDA: June '09/ Sept '11
 PCR: June '11

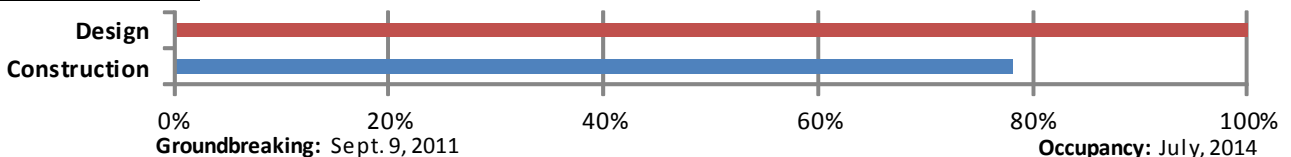
Total Cost: \$109,000,000

Const. Cost: \$88,149,663

Occupancy: July, 2014

Funding: FY09/12 Capital Appropriation
 FY11 GO Bond

SCHEDULE BAR CHART



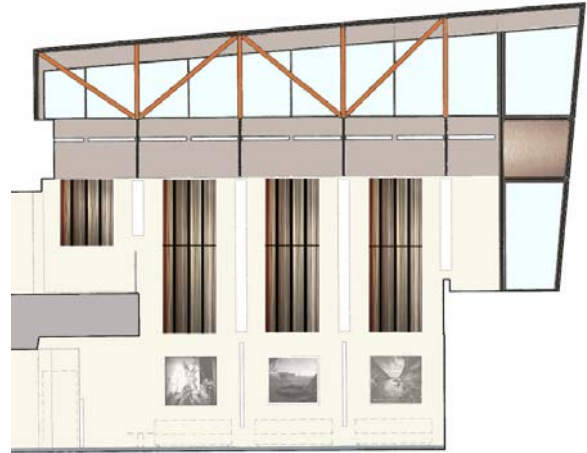
Status Update: Zinc & alum. siding, curtain wall & exterior glazing work is all nearing completion; Permanent power was energized to building 1/9/14; taping /painting and finishes (ceiling grid, light fixtures, plumbing fixtures, lockers) continue throughout all levels as areas open up; Wall/floor tile work is nearly complete in bathrooms, showers, food prep and hydro-therapy pool; Freight & A/V elevators are complete and work on passenger elevators has begun; Baseboard heat is complete and functional in most basement and 1st floor areas.



UAA Seawolf Sports Arena

UNIVERSITY OF ALASKA		
Project Name: UAA Seawolf Sports Arena		
MAU: UAA		
Building: Alaska Airlines Center	Date: January 14, 2014 R	
Campus: Anchorage	Prepared by: S.Vanover	
Project #: 10-0012	Acct #(s): 512034 ; 564289 ; 564344	
Total GSF Affected by Project:	196,000	196,000
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	3,126,000	3,126,000
Consultant: Design Services	5,000,000	5,411,717
Consultant: Construction Phase Services	750,000	1,371,739
Consul: Extra Services (Graphics/Furniture/Equip)		128,358
Site Survey	40,000	0
Soils/Concrete Testing & Engineering	45,000	64,797
Special Inspections	200,000	179,006
Plan Review Fees / Permits	250,000	513,101
Professional Services Subtotal	9,411,000	10,794,718
B. Construction		
General Construction Contract(s)	82,655,000	58,790,403
Other Contractors (Site Clearing/Utilities Infrastructure)	435,000	269,874
Construction Contingency	7,329,000	6,879,000
Construction Subtotal	90,419,000	65,939,277
<i>Construction Cost per GSF</i>	<i>\$461.32</i>	<i>\$336.42</i>
C. Building Completion Activity		
Equipment	2,400,000	99,897
Fixtures	500,000	0
Furnishings	775,000	0
Signage not in construction contract		0
Move-Out Costs	0	0
Move-In Costs	70,000	0
Art	700,000	0
Other (Interim Space Needs or Temp Reloc. Costs)		418,891
OIT Support		222,027
Maintenance Operation Support	50,000	2,009
Building Completion Activity Subtotal	4,495,000	742,824
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	4,675,000	2,176,830
Misc. Expenses: Advertising, Printing, Supplies, Etc.		13,069
Owner Activities & Administrative Costs Subtotal	4,675,000	2,189,899
E. Total Project Cost	109,000,000	79,666,718
<i>Total Project Cost per GSF</i>	<i>\$556.12</i>	Remaining Budget
F. Total Appropriation(s)	109,000,000	\$29,333,282

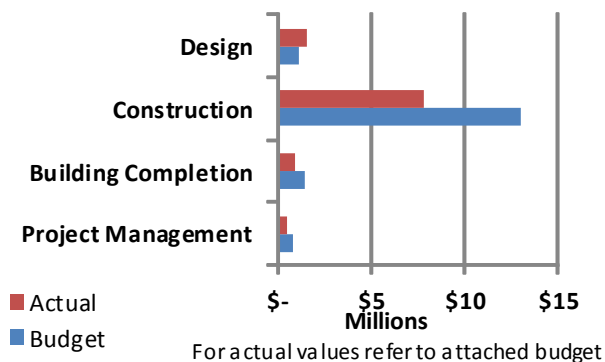
UAA Beatrice McDonald Hall Renewal



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: Architects Alaska

CM at Risk: Design/Bid/ Build

Board Approvals:

FPA: 12/07/11

SDA: 08/17/12

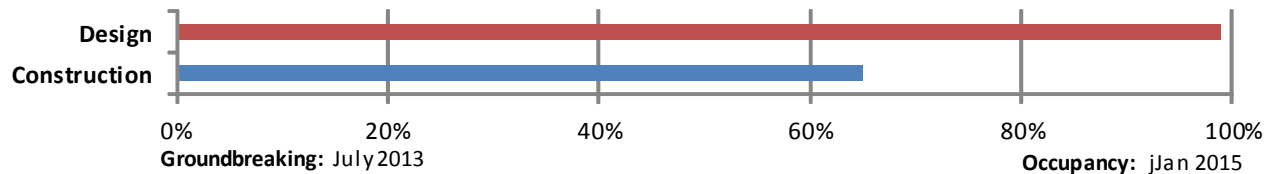
Total Cost: \$16,508,213.00

Const. Cost: \$11,869,777

Occupancy: Spring Semester 2015

Funding: multi year capital funding

SCHEDULE BAR CHART



Status Update:

Mobilization and construction began in May. All Hazmat has been completed. Interior walls , electrical and mechanical in progress. Art selection is in progress.



UAA Beatrice McDonald Hall Renewal
Construction In Progress Budget Report

Project Name: UAA Beatrice McDonald Hall Renewal		
MAU: UAA		
Building: AS 103	Date:	1/21/14
Campus: Anchorage Main Campus	Prepared by:	Patricia Baum
Project #: 08-0042	Acct #(s):	Multi-year capital funding
Total GSF Affected by Project:	32,050	32,050
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Programming /Pre-Design	\$49,382	\$49,382
Schematic Design 35%	\$141,769	\$141,769
Design Development 65%	\$282,460	\$317,460
Construction Documents 100%	\$350,285	\$350,285
Construction Administration	\$217,562	\$300,000
Survey, Materials testing		\$15,213
HazMat testing	\$100,000	\$100,000
Special Inspections		\$13,662
Bidding Permitting		\$10,000
Commissioning (AMC)		\$84,800
Landscape Design		\$38,971
Contingency 10%		\$126,500
Professional Services Subtotal	\$1,141,458	\$1,548,042
B. Construction		
General Construction Contract(s)	\$11,869,777	\$7,800,000
Other Contractors (List: _____)		
Construction Contingency	\$1,186,978	
Construction Subtotal	\$13,056,755	\$7,800,000
<i>Construction Cost per GSF</i>	<i>\$407</i>	<i>\$243</i>
C. Building Completion Activity		
Equipment		
Fixtures		
Furnishings	\$900,000	\$750,000
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)		
OIT Support	\$10,000	\$3,000
Maintenance Operation Support	\$10,000	\$3,000
Building Completion Activity Subtotal	\$1,510,000	\$985,741
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$800,000	\$500,000
Misc. Expenses: Advertising, Printing, Supplies, Etc.		
Owner Activities & Administrative Costs Subtotal	\$800,000	\$500,000
E. Total Project Cost	\$16,508,213	\$10,833,783
<i>Total Project Cost per GSF</i>	<i>\$515</i>	Remaining Budget
F. Total Appropriation(s)		\$5,674,430

UAA Engineering and Industry Building

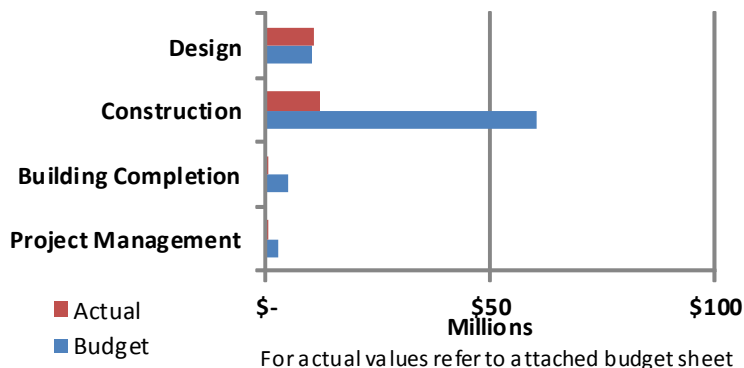
New Building



Project Description:

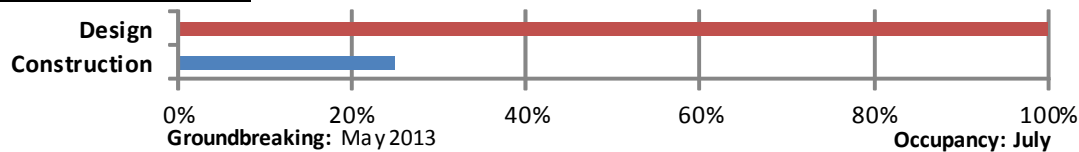
Planning, programming, design and construction of a 75,000 + gsf engineering laboratory and teaching areas not currently available on campus. The project includes: communications labs, electrical engineering labs, fluids labs, heat and mass transfer labs, soils mechanics labs, photogrammetry/cartography/GIS, 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.

BUDGET VS. ACTUAL



For actual values refer to attached budget sheet

SCHEDULE BAR CHART



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: \$78,312,271

Construction Cost: \$60,244,011

Occupancy Date: July 2015

Funding Source:
Multi-Year

Status Update:

Exterior structural steel erected; structural steel for stairs remains to be installed. “Topping off” ceremony held December 6, 2013. Steel decking for roof and floors installed. Concrete for shear walls has been placed and concrete placement has started on 3rd and 4th floors. Placement of concrete will start on the upper floors and work down to the 1st floor. “Rough in” of utilities on each floor is in progress. Larger pieces of mechanical equipment have been placed on the 4th floor. Installation of EPDM roof system in progress. Exterior wall framing in progress. The building is “tented and heated” for winter work.

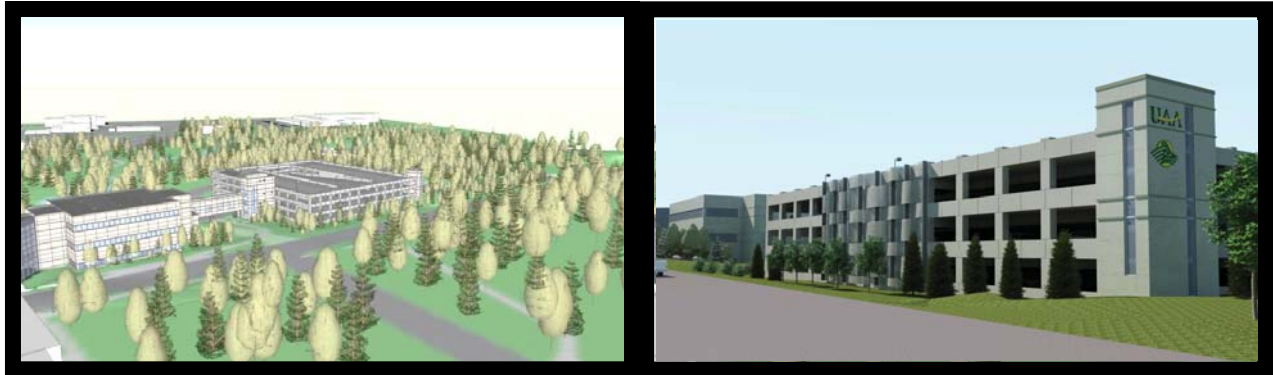


UAA ENGINEERING INDUSTRY BUILDING
New Building

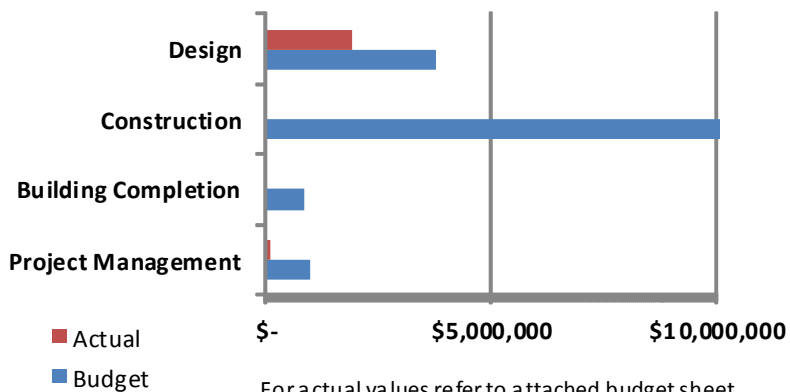
UNIVERSITY OF ALASKA		
Project Name: UAA Engineering & Industry Building		
MAU: UAA		
Building: Engineering & Industry Building	Date:	4/26/2013
Campus: UAA Main Campus	Prepared by:	J. L. Hanson
Project #: 08-0024	Acct #(s):	
Total GSF Affected by Project:	81,500	
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	\$412,750	\$256,889
Consultant: Design Services	\$5,016,500	\$9,652,369
Consultant: Construction Phase Services	\$1,968,500	\$284,100
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections	\$219,075	\$84,334
Plan Review Fees / Permits	\$2,738,120	\$300,000
Other		
Professional Services Subtotal	\$10,354,945	\$10,577,692
B. Construction		
General Construction Contract(s)	\$54,767,283	\$12,233,254
Other Contractors (List: _____)		
Construction Contingency	\$5,476,728	\$0
Construction Subtotal	\$60,244,011	\$12,233,254
<i>Construction Cost per GSF</i>	<i>\$739</i>	
C. Building Completion Activity		
Equipment	\$1,158,875	
Fixtures		
Furnishings	\$1,174,750	\$89,142
Signage not in construction contract		
Move-Out Costs	\$158,750	
Move-In Costs	\$158,750	
Art	\$547,673	
Other (Interim Space Needs or Temp Reloc. Costs)	\$793,750	\$155,109
OIT Support	\$825,500	
Maintenance Operation Support	\$190,500	\$5,714
Building Completion Activity Subtotal	\$5,008,548	\$249,965
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$2,688,105	\$683,686
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$16,662	\$8,162
Owner Activities & Administrative Costs Subtotal	\$2,704,767	\$691,848
E. Total Project Cost	\$78,312,271	\$23,752,759
<i>Total Project Cost per GSF</i>	<i>\$961</i>	Remaining Budget
F. Total Appropriation(s)	\$78,312,271	\$54,559,512

UAA Engineering and Industry Building

Parking Structure



BUDGET VS. ACTUAL



BASIC PROJECT INFORMATION:

Designer: Livingston Slone, Inc.
Ayer Saint Gross

Design-Bid-Build: Contractor TBD

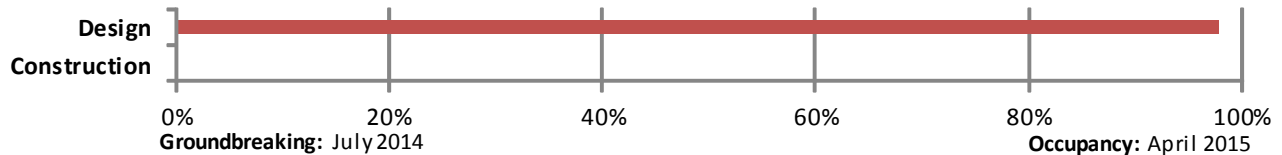
Board Approvals:
FPA September 2011
SDA June 2012 (Partial)
 December 2012 (Full)

Total Project Cost: \$28,331,274
Construction Cost: \$22,740,221

Occupancy Date: April 2015

Funding Source: Multi-Year Capital Funding

SCHEDULE BAR CHART



Status Update:

The design of the parking structure is complete and the project has been approved for construction by the BOR and the MOA, pending funding availability. The remaining funding for the structure is included in the FY15 Capital Budget Request. The completion of the Parking Structure is a MOA requirement for the new Engineering Building.

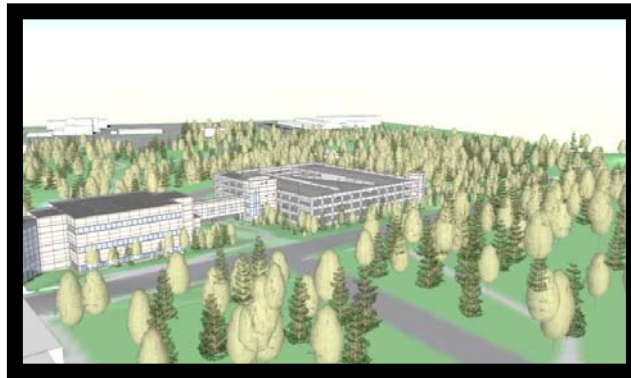


UAA ENGINEERING INDUSTRY BUILDING
Parking Structure

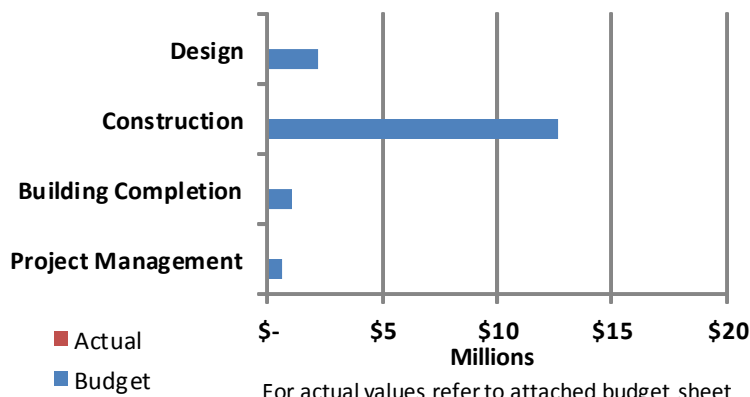
UNIVERSITY OF ALASKA		
Project Name: UAA Engineering & Industry Building		
MAU: UAA		
Building: Parking Structure	Date:	4/26/2013
Campus: UAA Main Campus	Prepared by:	J. L. Hanson
Project #: 08-0024	Acct #(s):	
Total GSF Affected by Project:	204,000	
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	\$150,150	\$66,041
Consultant: Design Services	\$1,824,900	\$1,865,857
Consultant: Construction Phase Services	\$716,100	\$0
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections	\$79,695	\$0
Plan Review Fees / Permits	\$996,072	\$0
Other		
Professional Services Subtotal	\$3,766,917	\$1,931,898
B. Construction		
General Construction Contract(s)	\$19,044,928	\$0
Other Contractors (Site Clearing, Temp. Bldg. Relocation)	\$728,000	
Mallard Lane Realignment	\$900,000	
Construction Contingency	\$2,067,292.80	\$0
Construction Subtotal	\$22,740,221	\$0
<i>Construction Cost per GSF</i>	<i>\$111</i>	
C. Building Completion Activity		
Equipment	\$50,000	\$0
Fixtures		
Furnishings	\$50,000	\$0
Signage not in construction contract		
Move-In Costs	\$100,000	\$0
Art	\$200,000	
Other (Interim Space Needs or Temp Reloc. Costs)		\$0
OIT Support	\$300,300	\$0
Maintenance Operation Support	\$161,675	\$0
Building Completion Activity Subtotal	\$861,975	\$0
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$996,100	\$78,284
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$6,061	\$913
Owner Activities & Administrative Costs Subtotal	\$1,002,161	\$79,197
E. Total Project Cost	\$28,371,274	\$2,011,095
<i>Total Project Cost per GSF</i>	<i>\$139</i>	Remaining Budget
F. Total Appropriation(s)	\$28,371,274	\$26,360,179

UAA Engineering and Industry Building

Existing Building Renewal



BUDGET VS. ACTUAL



For actual values refer to attached budget sheet

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)

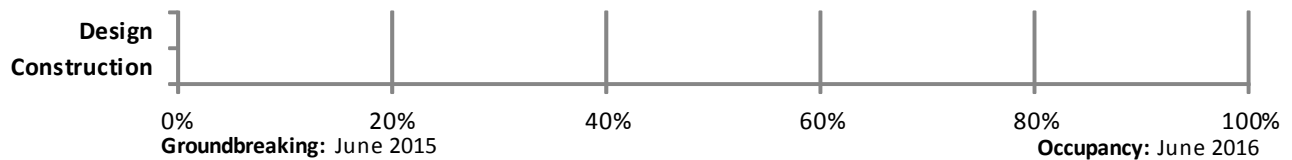
Total Project Cost: \$16,556,455

Construction Cost: \$12,683,209

Occupancy Date: June 2016

Funding Source: Multi-Year Capital Funds

SCHEDULE BAR CHART



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 in April 2015 with occupancy scheduled June 2016.



UNIVERSITY OF ALASKA		
Project Name: UAA Engineering & Industry Building		
MAU: UAA		
Building: Engineering Building (Existing), AS121	Date:	4/26/2013
Campus: UAA Main Campus	Prepared by:	J. L. Hanson
Project #: 08-0024		
Total GSF Affected by Project:	40,000	
PROJECT BUDGET	Budget	Expenditure to Date
A. Professional Services		
Advance Planning, Program Development	\$87,100	\$0
Consultant: Design Services	\$1,058,600	\$0
Consultant: Construction Phase Services	\$415,400	\$0
Consul: Extra Services (List: _____)		
Site Survey		
Soils Testing & Engineering		
Special Inspections	\$46,230	\$0
Plan Review Fees / Permits	\$577,808	\$0
Other		
Professional Services Subtotal	\$2,185,138	\$0
B. Construction		
General Construction Contract(s)	\$11,530,190	\$0
Other Contractors (List: _____)		
Construction Contingency	\$1,153,019	\$0
Construction Subtotal	\$12,683,209	\$0
<i>Construction Cost per GSF</i>	<i>\$317</i>	<i>\$1</i>
C. Building Completion Activity		
Equipment	\$244,550	\$0
Fixtures		
Furnishings	\$247,900	\$0
Signage not in construction contract		
Move-Out Costs	\$33,500	\$0
Move-In Costs	\$33,500	\$0
Art	\$115,327	\$0
Other (Interim Space Needs or Temp Reloc. Costs)	\$167,500	\$0
OIT Support	\$174,200	\$0
Maintenance Operation Support	\$40,200	\$0
Building Completion Activity Subtotal	\$1,056,677	\$0
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support		
Project Management	\$627,915	\$0
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$3,516	\$0
Owner Activities & Administrative Costs Subtotal	\$631,431	\$0
E. Total Project Cost	\$16,556,455	\$0
<i>Total Project Cost per GSF</i>	<i>\$414</i>	Remaining Budget
F. Total Appropriation(s)	\$16,556,455	\$16,556,455

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:

TPC	\$2,702,182
CAA	\$1,118,182

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 planning for corrections to stairwells, focusing on summer for construction implementation. A Project Change Request will be submitted when cost estimates are complete.



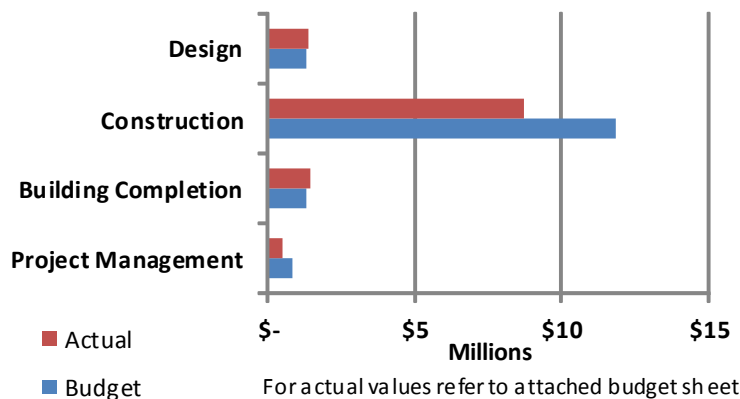
KPC Career and Technical Center



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: McCool Carlson Green

Contractor: Blazy Construction

Board Approvals:

FPA: 02/18/11

SDA: 09/23/11

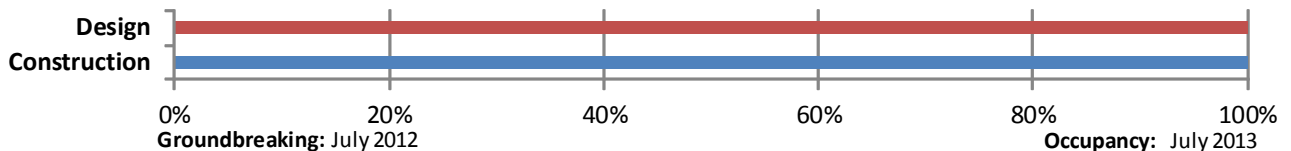
PCA: 04/13/12

Total Cost: \$15,250,000

Const. Cost: \$ 10,905,000 (Not Including renovation and reallocation)

Occupancy: Fall Semester 2013

SCHEDULE BAR CHART



Status Update:

Building is complete as of August 7, 2013. The "Big Blue" process simulator is complete. The Paramedic & Nursing phase of the backfill is under construction and the Ward Office phase of the renovation and reallocation is in design. Although current construction cost status appears low, pending invoices, change orders, art work, and renovation and backfill costs are still pending.



UAA KPC Career and Technical Education Center
Construction In Progress Budget Report

UNIVERSITY OF ALASKA			
Project Name: UAA KPC Career and Technical Education Center			
MAU: UAA			
Building: New	Date:	1/10/2014	
Campus: Kenai River Campus	Prepared by:	S. Sauve	
Project #: 10-0013	Acct #:	512030, 590084,106210 FY11	
Total GSF Affected by Project:	New Building	19,370	19,370
	Backfill	9,533	9,533
PROJECT BUDGET		PCR #2	Expenditure to Date
A. Professional Services			
Advance Planning, Program Development			
Consultant: Design Services (Including Backfill)		\$ 1,180,500	\$ 1,280,024
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	\$ 1,368,076
B. Construction			
General Construction Contract(s) 19,370 sf		\$ 8,082,500	\$ 7,645,424
Replace existing Septic/Storm System		\$ -	\$ -
Backfill Phase 1 - Paramedic & Nursing		\$ 1,100,000	\$ 218,521
Backfill Phase 2 - Ward Offices		\$ 1,800,000	\$ 39,293
Construction Contingency		\$ 855,000	\$ 855,000
Construction Subtotal		\$ 11,837,500	\$ 8,758,238
Construction Cost per GSF New Building		524	524
C. Building Completion Activity			
Equipment		\$ 50,000	\$ 47,005
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	\$ -
Maintenance Operation Support			
Building Completion Activity Subtotal		\$ 1,292,500	\$ 1,467,942
D. Owner Activities & Administrative Costs			
Project Plng, Staff Support		\$ 290,000	\$ 261,257
Project Management		\$ 519,500	\$ 219,459
Misc. Expenses		\$ -	
Owner Activities & Administrative Costs Subtotal		\$ 809,500	\$ 480,716
E. Total Project Cost		\$ 15,250,000	\$ 12,074,972
Total Project Cost per GSF		\$ 717	Remaining Budget
F. Total Appropriation(s)		\$ 15,250,000	\$ 3,175,028

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:

Planning & Design: July 2012-June 2013
Advertising & Award: July 2013
Construction: Sep 2013 - June 2014

Total Project Cost:

\$1,100,000

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: 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 has finished demolition and is framing the new walls.



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\$ 534,864
CCA\$ 186,747

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

Status Update:

In May, 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. Two monitoring wells away from the excavation were installed and tested. One well tested above the limit for PFOS, the ADEC requested another downstream monitoring well be installed and tested to determine a boundary of the contamination. The additional monitoring well was drilled in November. Water samples were sent to the lab and preliminary results indicate the well is also higher than the DEC limits. Additional analysis is pending.



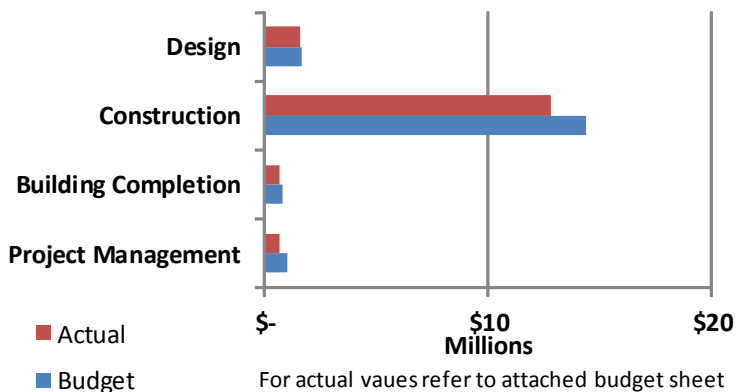
KPC Student Housing



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

Designer: Bettisworth, RSA, BBFM, DOWL, HMS

Contractor: Bristol Environmental Remediation Services

Board Approvals:

FPA: 02/19/11

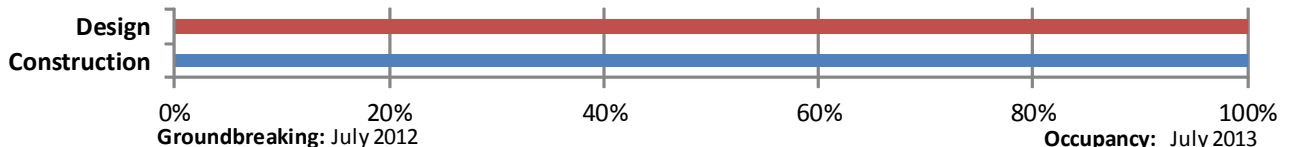
SDA: 09/23/11

Total Cost: \$15,250,000

Const. Cost: \$14,350,000

Occupancy: Fall Semester 2013

SCHEDULE BAR CHART



Status Update:

The Opening Ceremony was on August 15, 2013 and about 400 people from campus and the community attended. The project is complete except for some remaining punchlist items. Students moved in on August 19 as scheduled. Although current construction cost status appears low, pending change orders, additional site improvements and drainage work, as well as program requirements that were previously value-engineered out of the project are still pending.



UAA KPC Kenai River Campus Student Housing Complex
Construction In Progress Budget Report

UNIVERSITY OF ALASKA		
Project Name:	KPC Kenai River Campus Student Housing Complex	
MAU:	UAA	
Building:	New	Date: 1/13/2014
Campus:	Kenai	Prepared by: S. Sauve
Project #:	10-0066	Funding: 512031/564346
Total GSF Affected by Project:	42,551	42,551
PROJECT BUDGET	SDA Budget	Expend to Date
A. Professional Services		
Advance Planning, Program Development	\$ 30,000	\$ -
Consultant: Design Services	\$ 1,280,000	\$ 1,471,424
Site Survey	\$ 15,000	\$ 6,100
Soils Testing & Engineering	\$ 40,000	\$ 61,866
Special Inspections	\$ 150,000	\$ 20,360
Plan Review Fees / Permits	\$ 130,000	\$ 40,025
Other /Interior Design	\$ -	\$ -
Professional Services Subtotal	\$ 1,645,000	\$ 1,599,775
B. Construction		
General Construction Contract(s)	\$ 12,800,000	\$ 12,675,768
Utilities, Water, Power, Sewer	\$ 270,000	\$ 42,457
Clearing, South Central	\$ -	\$ 60,017
Construction Contingency	\$ 1,280,000	\$ -
Construction Subtotal	\$ 14,350,000	\$ 12,778,242
Construction Cost per GSF	337	300
C. Building Completion Activity		
Make Ready & Equipment - food prep area, phones	\$ 125,000	\$ 143,744
Furnishings	\$ 548,800	\$ 540,599
Art	\$ 128,000	\$ -
Other (Interim Space Needs or Temp Reloc. Costs)		
Building Completion Activity Subtotal	\$ 801,800	\$ 684,343
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support	\$ 417,200	\$ 368,160
Project Management	\$ 576,000	\$ 261,903
Misc. Expenses: Advertising, Printing, Supplies, Etc.	\$ 10,000	\$ 17,211
Project Contingency	\$ -	\$ -
Owner Activities & Administrative Costs Subtotal	\$ 1,003,200	\$ 647,274
E. Total Project Cost	\$ 17,800,000	\$ 15,709,634
Total Project Cost per GSF	\$ 418	Remaining Budget
F. Total Appropriation(s)	17,800,000	2,090,366

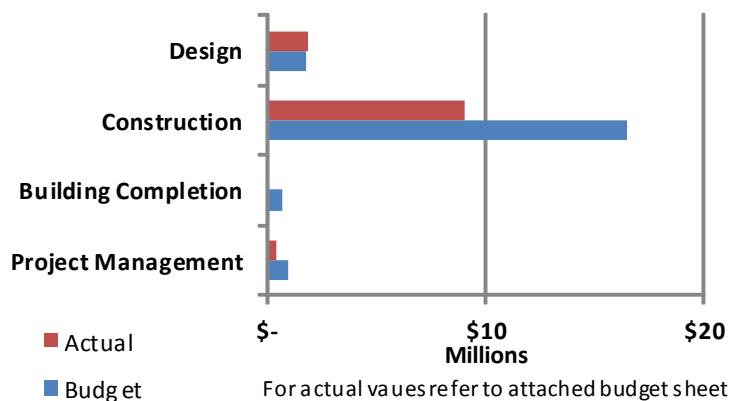
MSC Valley Center for Arts & Learning



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.

BUDGET VS. ACTUAL



PROJECT INFORMATION

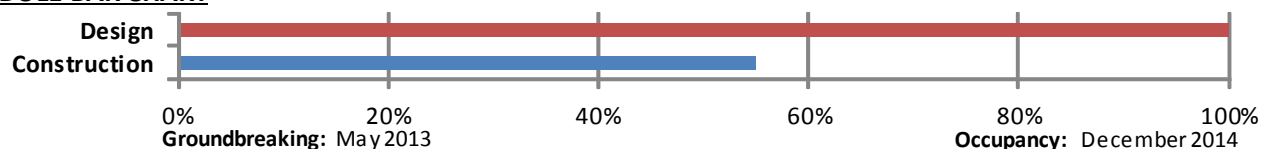
Designer: Kumin Associates Inc.
Contractor: Roger Hickel Contracting, Inc.

Board Approvals:

FPA: 11/02/11
 SDA: 06/08/12

Total Cost: \$20,000,000
Const. Cost: \$ 16,500,000
Occupancy: Spring Semester 2015
Funding: Capital Funding

SCHEDULE BAR CHART



Status Update:

Foundation and structural steel is installed, exterior framing has begun, air handlers are installed, electrical and mechanical work continues to be concentrated in the basement mechanical space. Work continues on enclosing the building and the interior framing is beginning.



MSC Valley Center for Arts and Learning

UNIVERSITY OF ALASKA		
Project Name: MSC Valley Center for Arts & Learning		
MAU: UAA		
Building: New	Date:	Feb 2014
Campus: Mat-Su	Prepared by:	H Morse
Project #: 07-0035	Acct #:	512032
Total GSF Affected by Project:	30,000	30,000
PROJECT BUDGET	Budget	Expenditure to date
A. Professional Services		
Advance Planning, Program Development	\$200,000	\$200,000
Consultant: Design Services	\$1,200,000	\$1,382,723
Consultant: Construction Phase Services	\$300,000	\$165,709
Consul: Extra Services (Theater & A/V & Acoustical Consultants)		\$44,428
Site Survey	\$8,500	\$8,634
Soils Testing & Engineering	\$30,000	\$30,000
Special Inspections	\$13,500	\$38,186
Plan Review Fees / Permits	\$8,000	\$17,160
Other		
Professional Services Subtotal	\$1,760,000	\$1,886,840
B. Construction		
General Construction Contract(s)	\$15,000,000	\$8,290,596
Other Contractors (List: _____)		\$0
Construction Contingency	\$1,500,000	\$727,852
Construction Subtotal	\$16,500,000	\$9,018,448
<i>Construction Cost per GSF</i>	<i>\$550</i>	<i>\$301</i>
C. Building Completion Activity		
Equipment	\$340,000	\$89,417
Fixtures		
Furnishings	\$200,000	\$0
Signage not in construction contract		
Move-Out Costs		
Move-In Costs		
Art	\$200,000	\$0
Other (Interim Space Needs or Temp Reloc. Costs)		
OIT Support		
Maintenance Operation Support		
Building Completion Activity Subtotal	\$740,000	\$89,417
D. Owner Activities & Administrative Costs		
Project Plng, Staff Support	\$400,000	\$121,704
Project Management	\$600,000	\$298,047
Misc. Expenses: Advertising, Printing, Supplies, Etc.		
Owner Activities & Administrative Costs Subtotal	\$1,000,000	\$419,751
E. Total Project Cost	\$20,000,000	\$11,414,456
<i>Total Project Cost per GSF</i>	<i>\$667</i>	Remaining Budget
F. Total Appropriation(s)	\$20,000,000	\$8,585,544

PWSCC Wellness Center Renovation & Campus Renewal



Project Description:

GO Bond funded general renovation of the existing Wellness Center and Campus Renewal. The work will include: ADA compliant locker/restrooms; new entrance and counter space; new flooring and finishes; new doors and hardware; lighting replacement and electrical upgrades; electronic entry system; ACM removal; replacement of galvanized water lines; IT upgrades; mechanical system upgrades; energy conservation controls; and exterior siding improvements.

Schedule:

Planning & Design:	Feb 2011 – Nov 2011
Advertising & Award:	Dec 2011 – Jan 2012
Construction:	Apr 2012 – Sep 2013

Total Project Cost:

TPC\$ 5,850,000
CAA\$ 4,900,000

Project Team:

Design Team	Kumin Associates
General Contractor	Eklutna Services LLC

Board of Regents Approval & Motions:

Preliminary Admin Approval	Feb 2009
Formal Project Approval	Dec 2010
Schematic Design Approval	Sep 2011
Project Change Request	Sep 2013

Status Update:

The wellness center remodel and lobby has been completed. Minor exterior punchlist items remain to be addressed in the spring. The building is under warranty and Contractor has been responding to warranty items as required. Final settlement of the Contractors requests for extended overhead and unknown conditions has been resolved. This will be the final report on this project.



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 is rapidly wrapping up with the exception of the special greenhouse controls, which were delayed in late December 2013 due to a change in shading controls. The greenhouses should be operational by the first of March 2014.



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

Total Project Cost:

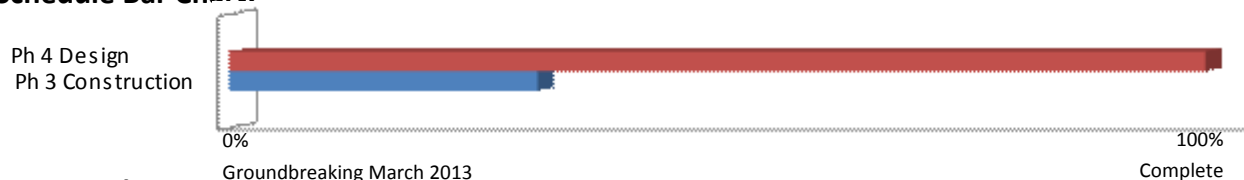
TPC \$40,400,000
(Phase 4 \$920,000)
CAA \$274,000
Equipment \$510,000

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

Schedule Bar Chart:



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 February 2014. Completion for Phase 4A work is June 2014. Phase 4B will bid in February 2014 and be completed in September 2014.

Phase 3 work is 30% complete and the remainder of the work will be completed in April/May 2014 during the annual boiler overhaul period.



Atkinson Power Plant Renewal

(All Phases)

UNIVERSITY OF ALASKA		
Project Name: Atkinson Power Plant Renewal		
MAU: UAF		
Building: 0	Date:	August 20, 2013
Campus: Fairbanks	Prepared By:	Mike Ruckhaus
Project #: 2010140 BARN	Account No.:	571297-50216
Total GSF Affected by Project:		N/A
PROJECT BUDGET	Budget	Actual
A. Professional Services		
Advance Planning, Program Development	\$0	
Consultant: Design Services	\$3,000,000	\$455,000
Consultant: Construction Phase Services	\$400,000	\$140,000
Consul: Extra Services (List: _____)	\$40,000	
Site Survey	\$0	
Soils Testing & Engineering	\$0	
Special Inspections	\$50,000	
Plan Review Fees / Permits	\$0	
Other	\$0	
<i>Professional Services Subtotal</i>	\$3,490,000	\$595,000
B. Construction		
General Construction Contract (s)	\$30,700,000	\$2,528,274
Other Contractors (List: _____)	\$0	
Construction Contingency	\$2,609,500	\$203,000
<i>Construction Subtotal</i>	\$33,309,500	\$2,731,274
<i>Construction Cost per GSF</i>	N/A	
C. Building Completion Activity		
Equipment	\$0	\$750,000
Fixtures	\$0	
Furnishings	\$0	
Signage not in construction contract	\$0	
Move-Out Cost/Temp. Reloc. Costs	\$0	
Move-In Costs	\$0	
Art	\$0	
Other (List: _____)	\$0	
OIT Support	\$0	
Maintenance/Operation Support	\$0	
<i>Building Completion Activity Subtotal</i>	\$0	\$750,000
D. Owner Activities & Administrative Cost		
Project Planning and Staff Support	\$1,655,978	\$360,000
Project Management	\$1,839,975	\$240,000
Misc Expenses: Advertising, Printing, Supplies	\$80,000	\$5,000
<i>Owner Activities & Administrative Cost Subtotal</i>	\$3,575,953	\$605,000
E. Total Project Cost	\$40,375,453	\$4,681,274
<i>Total Project Cost per GSF</i>	N/A	Remaining Budget
		\$35,694,179



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

Total Project Cost:

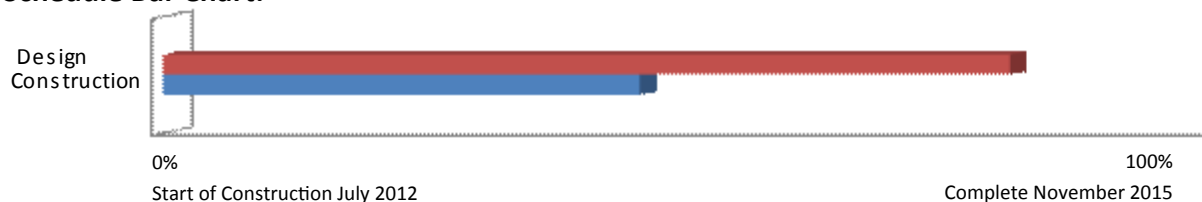
TPC \$26,250,000
CAA \$ 9,945,000

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: Fall 2015

Schedule Bar Chart:



Status Update:

Construction started April 22, 2013 and will continue through November 2015 with winter shutdown in 2013-2014 and 2014-2015. Patty Ice, Patty Center, SRC, Lower Dorms and Chapman, Library, Gruening, Fine Arts, Brooks, Duckering, Wood Center, Wickersham, Eielson, and Signers' have been converted to the new system. Additional buildings are planning to be converted in 2014.



Critical Electrical Distribution Renewal Phase 2

UNIVERSITY OF ALASKA		
Project Name: Critical Electrical Distribution Renewal Phase 2		
MAU: UAF		
Building: N/A	Date: October 28, 2013	
Campus: UAF	Prepared By: M. Ruckhaus	
Project #: 2012108 UTER2	Account No.: 514449-50216	
Total GSF Affected by Project: N/A		
PROJECT BUDGET	SDA Budget	Actual
A. Professional Services		
Advance Planning, Program Development	0.0%	\$0
Consultant: Design Services	\$2,055,000	\$2,055,000
Consultant: Construction Phase Services	\$500,000	\$500,000
Consult: Extra Services (List: _____)	\$0	\$0
Site Survey	\$100,000	\$100,000
Soils Testing & Engineering	\$15,000	\$15,000
Special Inspections	\$0	\$0
Plan Review Fees / Permits	\$5,000	\$5,000
Other	\$0	\$0
<i>Professional Services Subtotal</i>	\$2,675,000	\$2,675,000
B. Construction		
General Construction Contract (s)	\$18,500,000	\$9,945,000
Other Contractors (List: GVEA)	\$1,000,000	
Construction Contingency	\$1,200,000	\$1,200,000
<i>Construction Subtotal</i>	\$20,700,000	\$11,145,000
<i>Construction Cost per GSF</i>	N/A	N/A
C. Building Completion Activity		
Equipment	\$1,500,000	\$1,100,000
Fixtures	\$0	\$0
Furnishings	\$0	\$0
Signage not in construction contract	\$0	\$0
Move-Out Cost/Temp. Reloc. Costs	\$0	\$0
Move-In Costs	\$0	\$0
Art	\$0	\$0
Other (List: _____)	\$0	\$0
OIT Support	\$0	\$0
Maintenance/Operation Support	\$150,000	\$150,000
<i>Building Completion Activity Subtotal</i>	\$150,000	\$1,250,000
D. Owner Activities & Administrative Cost		
Project Planning and Staff Support	\$1,058,625	\$1,058,625
Project Management	\$1,176,250	\$1,176,250
Misc Expenses: Advertising, Printing, Supplies	\$30,000	\$30,000
<i>Owner Activities & Administrative Cost Subtotal</i>	\$2,264,875	\$2,264,875
E. Total Project Cost	\$25,789,875	\$17,334,875
<i>Total Project Cost per GSF</i>	N/A	Remaining Budget
F. Total Appropriation(s)	\$26,250,000	\$8,915,125



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 and Engineers, Inc.

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: February 2016

Total Project Cost:

TPC \$108,600,000

CAA \$ 74,000,000

Funding Source:

State Capital Appropriation &
UA Revenue Bond

Schedule Bar Chart:



Status Update:

Work on site has been reduced to heating and cooling piping layout, electrical feeder work in the basement, and demolition work in Duckering. Windows in the southwest stairwell have been removed so field measurements could be taken for the final steel and curtain wall fabrication. The project team has shifted back to pre-construction phase, preparing the final conformed documents and the Guaranteed Maximum Price (GMP). Full funding for the project is required by FY15 to complete the construction by February 2016.



UAF Engineering Facility

UNIVERSITY OF ALASKA						
Project Name:		UAF Engineering Facility				
MAU:		UAF				
Building:		New		Date:		January 7, 2014
Campus:		UAF		Prepared By:		Wohlford
Project #:		2011122 ENNF		Account No.:		216-571304,571308,571339,5713
Total GSF Affected by Project:				139000		
PROJECT BUDGET				SDA Budget		Actual
A. Professional Services						
Advance Planning, Program Development				\$737,198		\$737,198
Consultant: Design Services				\$7,504,556		\$7,504,556
Consultant: Construction Phase Services				\$2,167,091		\$1,093,294
CMAR Preconstruction Services				\$466,858		\$466,858
Misc Consulting and Peer Reviews				\$400,000		\$168,317
Soils Testing & Engineering				\$0		\$0
Special Inspections				\$25,000		\$0
Plan Review Fees / Permits				\$40,000		\$0
Other				\$0		\$0
Professional Services Subtotal Estimated				\$11,340,703		\$9,970,223
B. Construction						
General Construction Contract (s)				\$74,000,000		\$32,752,090
Other Contractors (List: Sewer, Duckering Renovations)				\$8,560,000		\$802,939
Construction Contingency				\$3,302,400		\$0
Construction Subtotal				\$85,862,400		\$33,555,029
Construction Cost per GSF				\$617.72		\$241.40
C. Building Completion Activity						
Equipment				\$450,000		\$0
Fixtures				\$350,000		\$0
Furnishings				\$750,000		\$0
Signage not in construction contract				\$37,500		\$0
Move-Out Cost/Temp. Reloc. Costs				\$200,000		\$0
Move-In Costs				\$350,000		\$0
Art				\$250,000		\$0
Other (List: Audio/Video)				\$700,000		\$0
OIT Support				\$500,000		\$2,840
Maintenance/Operation Support				\$350,000		\$74,922
Building Completion Activity Subtotal				\$3,937,500		\$77,762
D. Owner Activities & Administrative Cost						
Project Planning and Staff Support				\$4,374,140		\$942,098
Project Management				\$2,275,258		\$341,111
Misc Expenses: Advertising, Printing, Supplies				\$510,000		\$148,454
Owner Activities & Administrative Cost Subtotal				\$7,159,397		\$1,431,663
E. Total Project Cost				\$108,300,000		\$45,034,677
Total Project Cost per GSF				\$779.14		Remaining Budget
F. Total Appropriation(s)				\$108,600,000		
						\$63,565,323



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 OSHA fall protection standards.

Schedule:

Planning & Design: September to February 2014
Advertising & Award: February to March 2014
Construction: May to August 2014

Total Project Cost:

TPC \$ 990,000
CAA \$ TBD

Project Team:

Design Team: Bezek Durst Seiser
General Contractor: TBD

Board of Regents Approval & Motions:

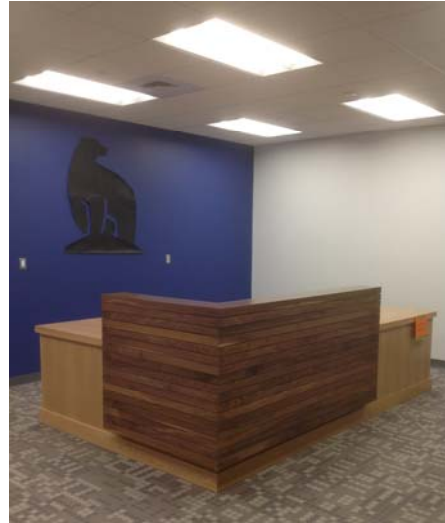
Preliminary Admin Approval: FY13 Capital Budget Project
Formal Project Approval: October 30, 2013
Schematic Design Approval: December 18, 2013

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:

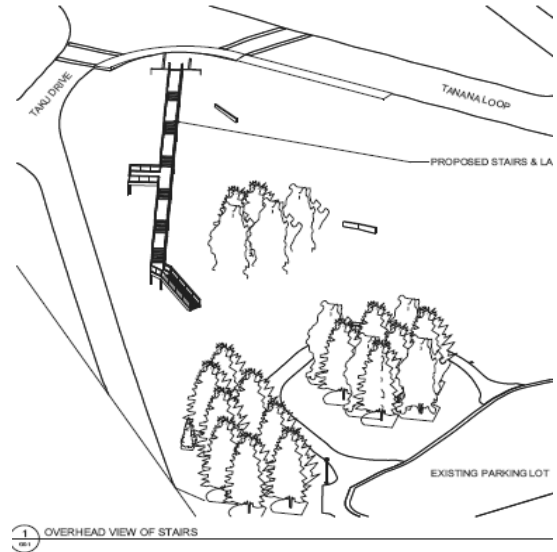
Preliminary Admin Approval:	N/A
Formal Project Approval:	June 2, 2011
Schematic Design Approval:	September 28, 2012

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 is enclosed and all work has moved to the interior.



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 scheduled for June 2014.



Utilities Main Waste System Line Repairs



Project Description:

This project constructs the Agricultural Farm septic system, sewer main line replacement near Duckering from T6 to T12, and mainline replacement at Wood Center; design for relining on West Ridge and the Fire Station; rain leader rerouting at Duckering, Wickersham and Whitaker buildings, as well as design mainline replacement from Wood Center to Hess Village.

Schedule:

Planning & Design:	2012 to March 2013
Advertising & Award:	March 2013 to June 2013
Construction:	2013-2014 Season

Total Project Cost:

TPC \$ 2,000,000
CAA \$ 1,264,602

Project Team:

Design Team:	PDC Inc. Engineers
General Contractor:	Drennon Construction, LLC ; Davis Constructors

Board of Regents Approval & Motions:

Preliminary Admin Approval:	FY 13 Capital Project
Formal Project Approval:	March 25, 2013
Schematic Design Approval:	May 15, 2013 (UTWT6)
Project Change Requests:	June 27, 2013 (UTWT6)

Status Update:

Construction is complete on the UAF Agricultural Farm septic system. The main line sewer replacement for T6 near Duckering to T12 near Fine Arts is complete. This main line serves Duckering, Brooks, Rasmuson Library, Fine Arts and a significant portion of campus beyond Fine Arts to the northwest along Tanana Drive & Kuskokwim Drive. Design work continues for relining on West Ridge and rerouting rain leaders as well as mainline replacement from Wood Center to Hess Village.



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: Ghemm Company, Inc.

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

Funding Source:

State Deferred Maintenance
Appropriation

Schedule Bar Chart:



Status Update:

The design team of Bettisworth North, ZGF, and RSA Engineering are working toward 65% Construction Documents. A Construction Manager at Risk has been placed under contract for Pre-construction Services. The CM@R performed an early vendor/subcontractor selection for the highly complex and costly hibernation chambers. Construction work should begin in late April 2014.



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.

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
CAA \$ TBD

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 be completed in October 2014.



Research Vessel Sikuliaq



Project Description:

The R/V SIKULIAQ (pronounced “see-KOO-lee-ack”) (formerly the Alaska Region Research Vessel) is a 261-foot oceanographic research vessel capable of performing complex science in the ice-choked waters of Alaska and the polar regions. When complete, the ship will be one of the most advanced university research vessels in the United States and will be able to break ice up to 2.5 feet thick.

Schedule:

Planning & Design: August 2007-October 2008
Advertising & Award: February 2009-December 2009
Construction: January 2010-March 2014

Total Project Cost:

TPC \$ 199,500,000

Project Team:

Design Team: Glosten Associates
General Contractor: Marinette Marine Corporation

Delivery	March 2014
Post Delivery Dockside/Training	Jan-Mar 2014
Transit and Science Trials	Apr-Sept 2014
NSF Inspection	Summer 2014
Ice Trials	Apr-May 2014
Warranty Dry-Dock	June 2014
Start Funded Science	August 2014

Approval & Motions:

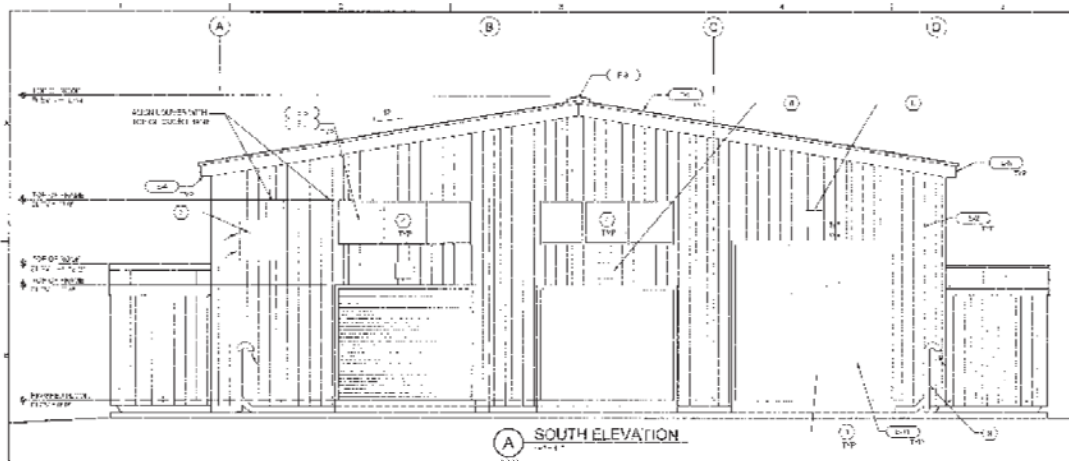
Preliminary Admin Approval	Board of Regents: September 2008
Formal Project Approval	National Science Foundation: December 2008
Schematic Design Approval	National Science Foundation: December 2008

Status Update: Delivery of the ship has slipped further into 2014 and is anticipated in March 2014. The shipyard has conducted three successful underway trial periods as part of the systems commissioning process and Builder’s Trials. Acceptance Trials were anticipated in early February 2014 with delivery of the ship to UAF three to four weeks later. The crew and marine technicians have all been hired with the exception of a mess attendant who will come on staff shortly before delivery. Crew training is taking place in Marinette and is approximately 50% complete. All the outfit items and spare parts for loading onto the ship after delivery have been purchased and in storage at a facility near the shipyard. Adjustments to the ship’s schedule for 2014 continue to be made through the UNOLS scheduling process, but it is still on track for post-delivery testing by the project through the end of August followed by three funded science cruises during the last 4 months of 2014. The first quarter of 2015 will also be funded by the project for completion of

testing and a final maintenance period at a west coast shipyard to incorporate changes from lessons learned during the first 6 months of the SIKULIAQ’s operations.



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:

Planning & Design:	March 2011 to August 2013
Advertising & Award:	January 2014 to April 2014
Construction:	May 2014 to November 2014

Total Project Cost:

TPC \$ 13,500,000

Project Team:

Design Team	CH2M Hill
General Contractor	TBD

Board of Regents Approval & Motions:

Formal Project Approval	September 27, 2012 (\$8,000,000)
Schematic Design Approval	Submitted December 2013 (Garage and Lab)

Status Update:

Funding is available for the garage and lab. The bidding process started in February 2014 and will conclude in April 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 entrance signs

Total Project Cost: \$4,300,000

Phase 3 = \$982,500

Project Engineer: R&M Engineering

Project Contractor: Arete Construction

Project Schedule:	Phase 1	Phase 2	Phase 3	Phase 4
Planning & Design	1/2011 – 9/2011	8/2011-3/2012	10/2012 – 3/2013	11-2013-3/2014
Bid & Award	5/2011 – 6/2011	4/2012	4 & 5/2013	4/2014
Construction	4/2011 -10/2012	5/2012-1/2012	5/2013 –10/2013	5/2014-10-2014

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:

Work is 95% complete. Winter shut-down means that the remaining work will be completed in the spring of 2014. Schematic design for the phase 4 is underway.

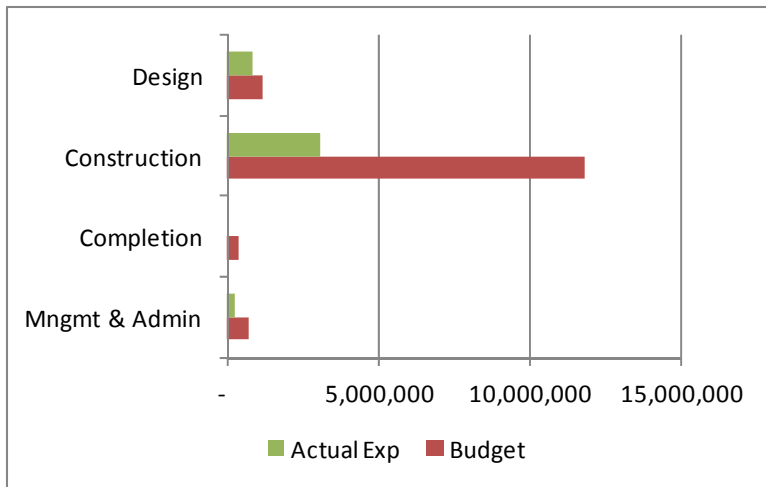


New Freshman Residence Hall



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

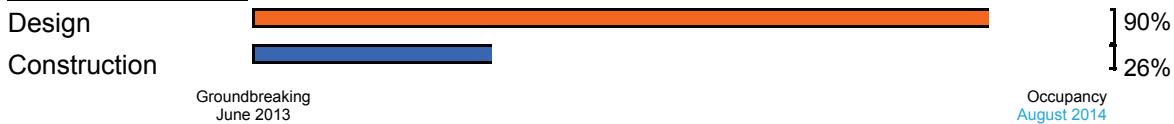
Total Project Cost: 14,040,000

Construction Cost: 11,830,000

Occupancy Date: Fall 2014

Funding Source: GF/Debt

Schedule Bar Chart:



Status Update:

Structural framing is 90% complete. Rough in of plumbing and mechanical is on schedule.



UAS Freshman Residence Hall

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		Total Project	Total Expended to Date
A. Professional Services	9.6%		
Advance Planning, Program Development			
Consultant: Design Services		715,000	715,000
Consultant: Construction Phase Services		310,000	65,545
Consul: Extra Services		0	0
Site Survey		0	0
Soils Testing & Engineering		42,966	42,966
Special Inspections		65,000	21,515
Plan Review Fees / Permits			0
Other			0
Professional Services Subtotal		1,132,966	845,026
B. Construction			
Dorm Construction	award	7,419,998	3,048,902
	alt#1	295,906	0
	alt#3	40,000	0
	alt#4	3,284,845	0
Utility Charges (AEL&P)		118,000	0
Wetlands mitigation	SEALTrust	12,018	12,018
Construction Contingency	6.0%	658,445	
Construction Subtotal		11,829,212	3,060,920
Construction Cost per GSF		\$ 340.23	
C. Building Completion Activity			
Equipment			
Fixtures			
Furnishings		400,000	0
Move-Out Costs			
Move-In Costs			
Art			
Other (Interim Space Needs or Temp Reloc. Costs)			
OIT Support			
Maintenance Operation Support			
Building Completion Activity Subtotal		400,000	-
D. Owner Activities & Administrative Costs			
Project Plng, Staff Support			0
Project Management	1.5%	200,252	114,784
CIP Indirect Support	3.5%	467,256	151,917
Owner Activities & Administrative Costs Subtotal		667,508	253,192
E. Total Project		14,029,686	4,159,138
Total Project Cost per GSF		\$ 403.52	

Ketchikan – Life Boat Davit Construction



Project Description:

This project will construct a platform for a life boat davit at the lower campus. The project is funded with two Title III grants.

Total Project Cost: **\$504,000 (Phase 1)** **\$265,000 (Phase 2)**

Project Schedule	Phase 1	Phase 2
Design	2008 – 2/2009	2-3/2013
Bidding		5/2013
Construction:	4/2012 – 9/2012	6/2013 – 12/2013

Project Engineer: PN&D Engineers

Project Contractor: Pool Engineering

Project Approvals

Formal Project Approval	2/2012
Schematic Design Approval	2/2012
TPB increase	4/2013

Status Update:

Project is substantially complete.



Sitka Art Room Remodel



Project Description:

The project will replace Air Handling Unit 2 (AHU-2) with new exhaust fans and a new air handling unit to provide proper filtration at the Sitka Art Classroom, used primarily for clay and ceramics work. A separate glaze room with a separate ventilating system and fume hood will be constructed in the space. The existing pneumatic control system will be replaced with Direct Digital Controls.

Total Project Cost: \$645,000

Project Schedule:

Planning & Design	September 2012 – April 2013
Bid & Award	July 2013
Construction	August – December 2013

Project Architect: Northwind Architects

Project Contractor: Alaska Commercial Contractors, Inc.

Project Approvals:

Formal Project Approval	2/2013
Schematic Approval	2/2013
Project Change Request	7/2013

Status Update:

Project is substantially complete as of January 15, 2014.





IT Security Update

Board of Regents, February 20, 2014

Karl Kowalski, Chief Information Technology Officer



National Data Privacy Month

February 2014

Data Privacy Month (DPM) is an annual effort to empower people to protect their privacy and control their digital footprint and make protection of privacy and data everyone's priority.

Common Ways Privacy is Compromised:

Spam -- Spam is the electronic equivalent of junk mail. The term refers to unsolicited, bulk – and often unwanted – email.



Phishing -- Phishing attacks use email or malicious websites (clicking on a link) to collect personal and financial information or infect your machine with malware and viruses.

Spear Phishing -- Spear phishing is highly specialized attacks against a specific target or small group of targets to collect information of gain access to systems





DON'T GET HOOKED!

WHAT IS PHISHING?

Phishing is a psychological attack used by cyber criminals to trick you into giving up information or taking an action. Phishing originally described email attacks that would steal your online username and password. However, the term has evolved and now refers to almost any message-based attack. These attacks begin with a cyber criminal sending a message pretending to be from someone or something you know, such as a friend, your bank or a well-known store.

These messages then entice you into taking an action, such as clicking on a malicious link, opening an infected attachment, or responding to a scam. Cyber criminals craft these convincing-looking emails and send them to millions of people around the world. The criminals do not know who will fall victim, they simply know that the more emails they send out, the more people they will have the opportunity to hack. In addition, cyber criminals are not limited to just email but will use other methods, such as instant messaging or social media posts.

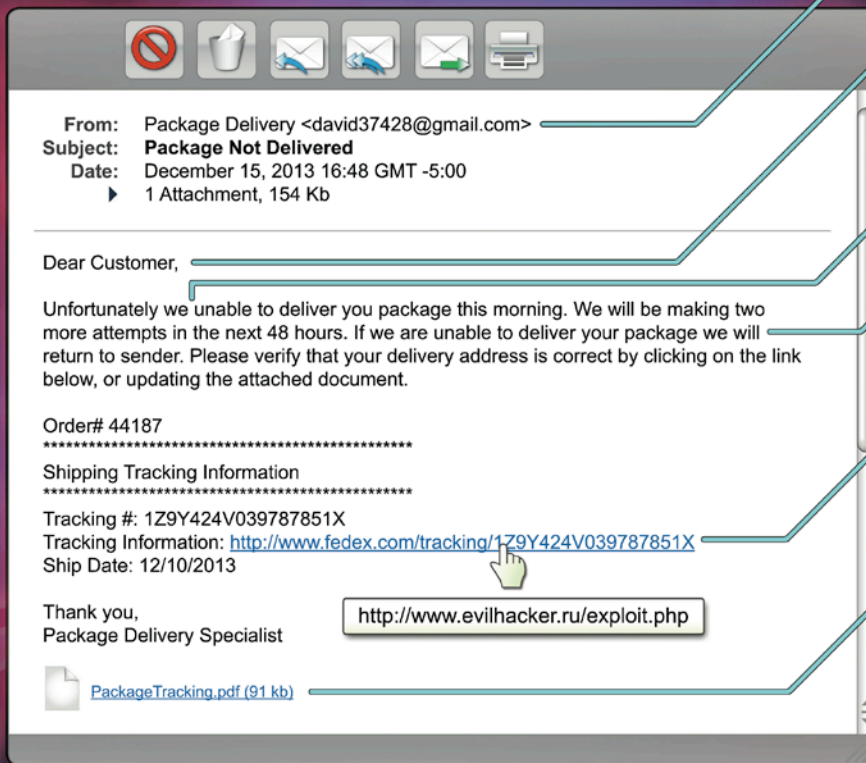
WHAT IS SPEAR PHISHING?

The concept is the same as phishing, except that instead of sending random emails to millions of potential victims, cyber attackers send targeted messages to a very few select individuals. With spear phishing, the cyber attackers research their intended targets, such as by reading the intended victims' LinkedIn or Facebook accounts or any messages they posted on public blogs or forums. Based on this research, the attackers then create a highly customized email that appears relevant to the intended targets. This way, the individuals are far more likely to fall victim.

This poster was developed as a community project. Contributors include: Cheryl Conley (Lockheed Martin), Tim Harwood (BP), Tonia Dudley (Honeywell), Ellen Powers (MITRE Corporation), Shanah Johnson (Reserve Bank of Atlanta) and Terri Chihota.

WHY SHOULD I CARE?

You may not realize it, but you are a phishing target at work and at home. You and your devices are worth a tremendous amount of money to cyber criminals, and they will do anything they can to hack them. YOU are the most effective way to detect and stop phishing. If you identify an email you think is a phishing attack, or you are concerned you may have fallen victim, contact your help desk or security team immediately. To learn more about phishing or to demo the SANS Securing The Human phishing testing platform, please visit <http://www.securingthehuman.org/phishing>.



PHISHING INDICATORS

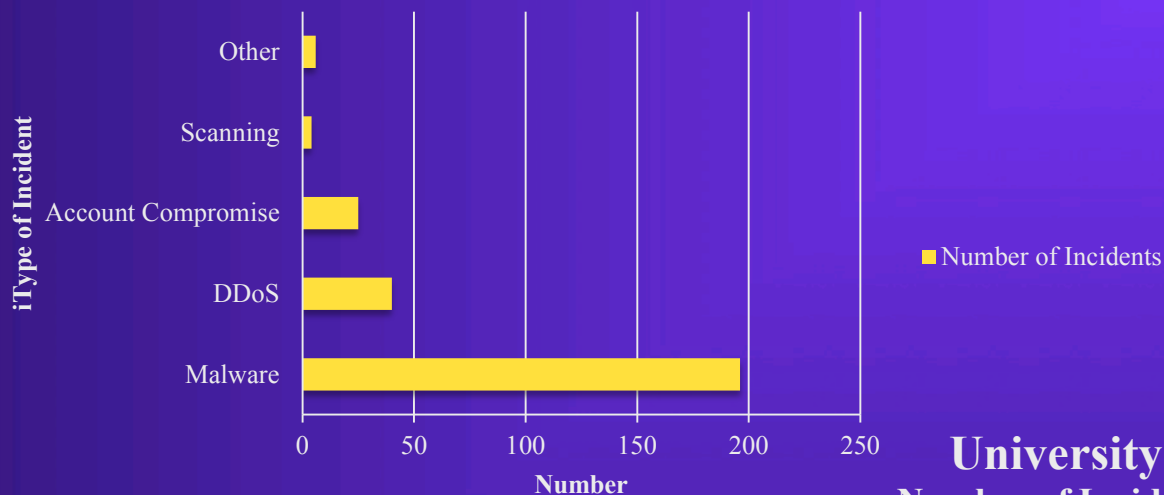
- A** Check the email addresses. If the email appears to come from a legitimate organization, but the "FROM" address is someone's personal account, such as @gmail.com or @hotmail.com, this is most likely an attack. Also, check the "TO" and "CC" fields. Is the email being sent to people you do not know or do not work with?
- B** Be suspicious of emails addressed to "Dear Customer" or that use some other generic salutation. If a trusted organization has a need to contact you, they should know your name and information. Also ask yourself, am I expecting an email from this company?
- C** Be suspicious of grammar or spelling mistakes; most businesses proofread their messages carefully before sending them.
- D** Be suspicious of any email that requires "immediate action" or creates a sense of urgency. This is a common technique to rush people into making a mistake. Also, legitimate organizations will not ask you for your personal information.
- E** Be careful with links, and only click on those that you are expecting. Also, hover your mouse over the link. This shows you the true destination of where you would go if you clicked on it. If the true destination is different then what is shown in the email, this is an indication of an attack.
- F** Be suspicious of attachments. Only click on those you are expecting.
- G** Be suspicious of any message that sounds too good to be true. (No, you did not just win the lottery.)
- H** Just because you got an email from your friend does not mean they sent it. Your friend's computer may have been infected or their account may be compromised. If you get a suspicious email from a trusted friend or colleague, call them on the phone.

Corporate Compromises 2013

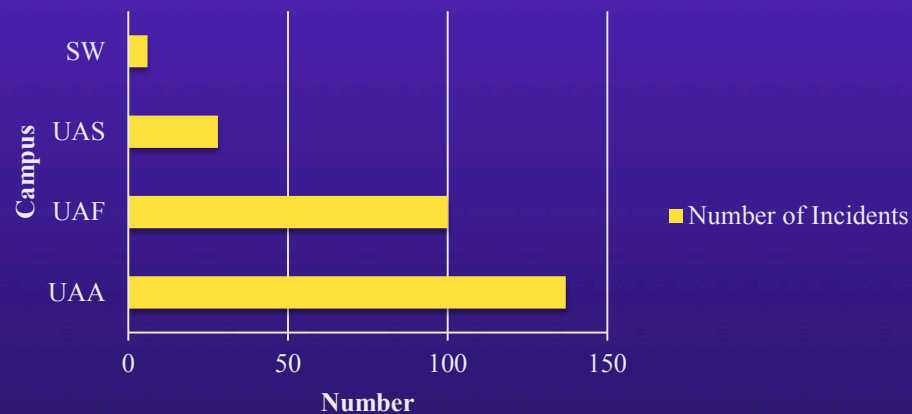
- Target 110,000,000 records
- Michaels (unknown)
- Neiman Marcus 1,100,000 records
- Veteran's Affairs eBenefits 5,000 individuals
- Coca-Cola 74,000 individuals

UA Incident Distribution 2013

University of Alaska
Number of Incidents by Type
January-December 2013

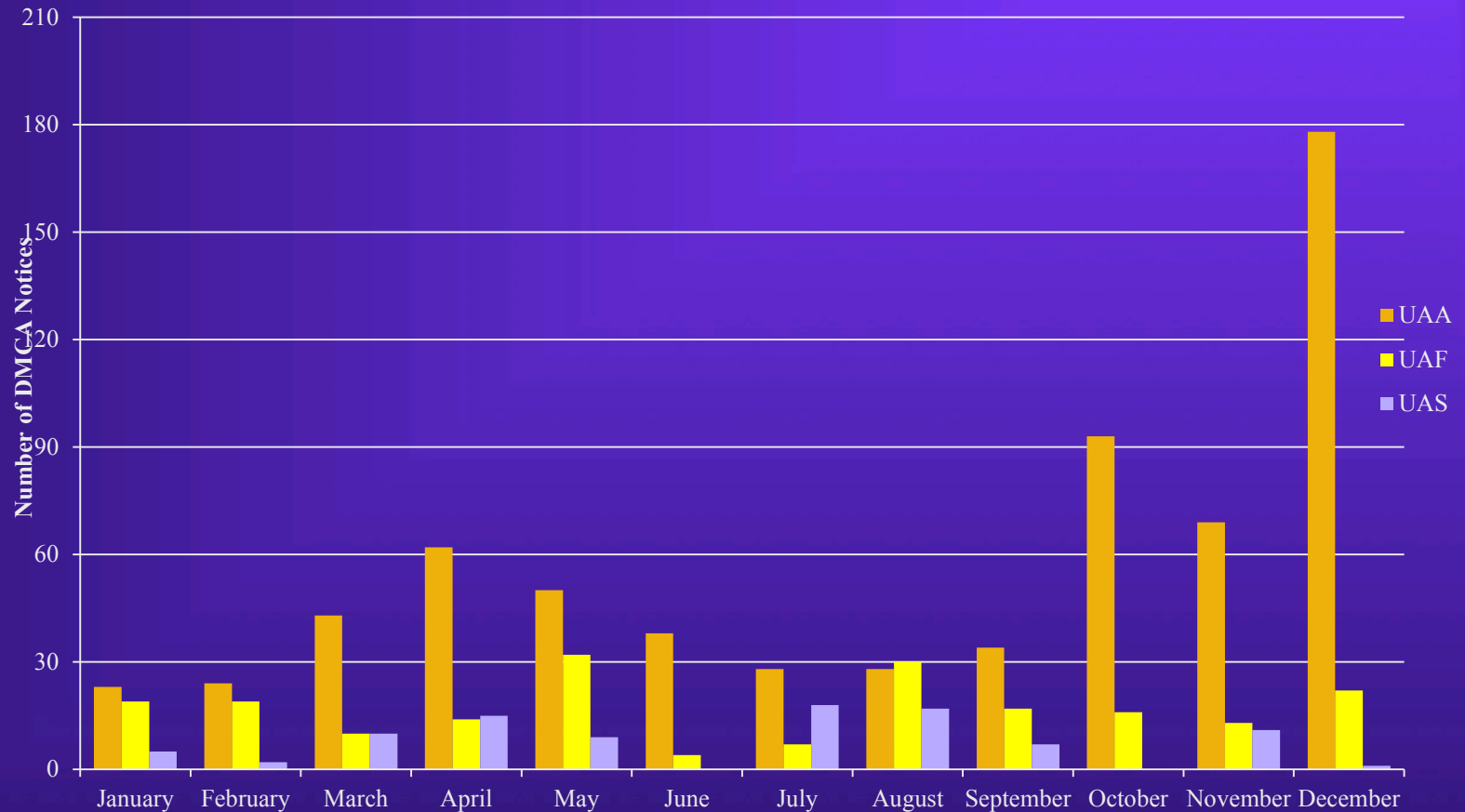


University of Alaska
Number of Incidents by Campus
January-December 2013



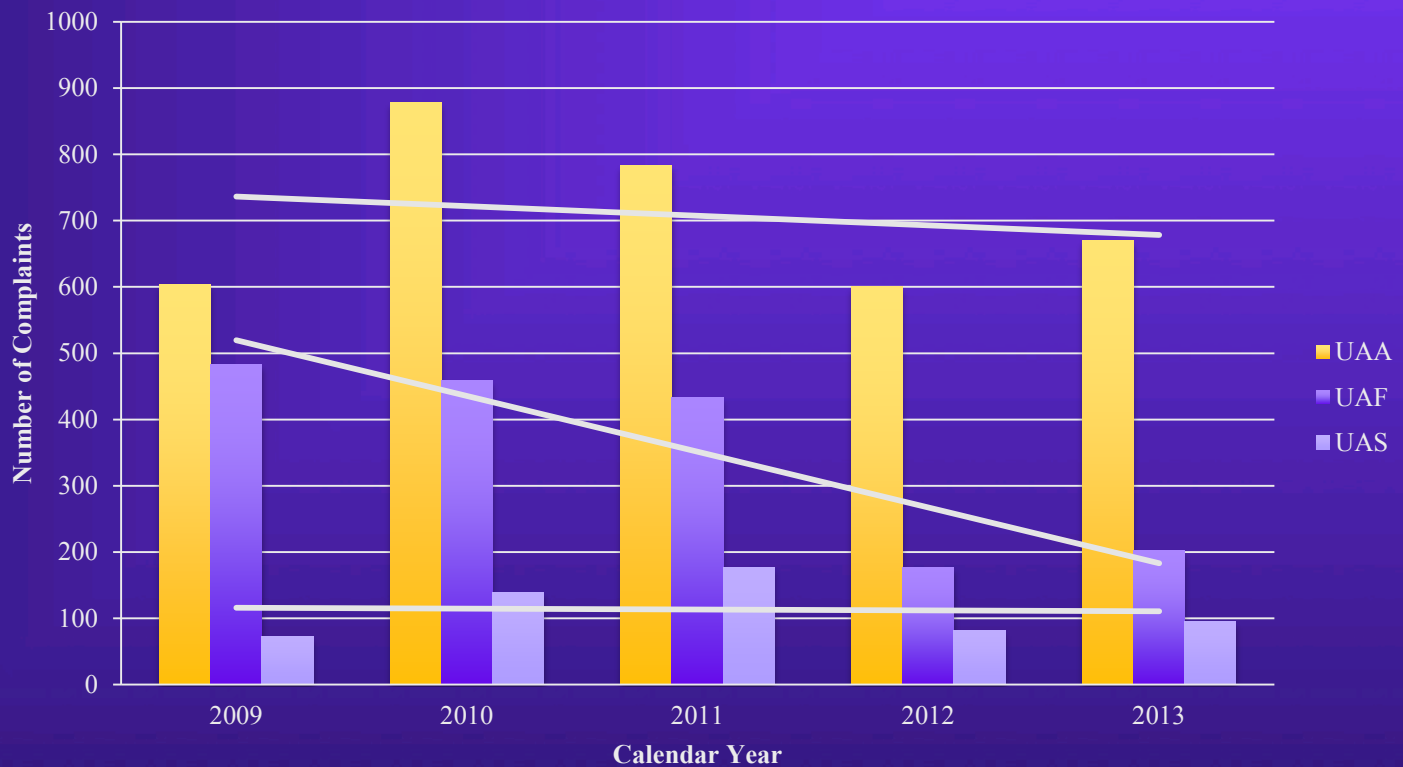
Copyright Complaints

University of Alaska
Copyright Complaints Received
2013



Copyright Complaints

University of Alaska
Copyright Complaints
2009-2013





UAA DMCA Compliance Coordination Effort

- Prior to 2013 minimal effort was made to identify copyright infringers at UAA
- Pat Shier, CIO & Adam Paulick made enabling the infrastructure to identify infringers on the network a priority
- UAA ITS worked with OIT Security to establish necessary logging and access for OIT's current investigator to validate complaints
- As of January 2014 the ability to identify infringers on UAA managed networks is in place and investigation is done by OIT Security
- UAA ITS follows up locally with individuals, the Dean of Students and/or HR as appropriate to address the behavior
- We hope to reproduce the reduction in complaints and recidivism we have seen at UAF and UAS in the coming years



Final Note

Protect Yourself with these STOP. THINK. CONNECT. Tips:

Keep a Clean Machine: Having the latest security software, web browser, and operating system are the best defenses against viruses, malware, and other online threats.

When in doubt, throw it out: Links in email, tweets, posts, and online advertising are often the way cybercriminals compromise your computer. If it looks suspicious, even if you know the source, it's best to delete or if appropriate, mark as junk email.

Protect all devices that connect to the Internet: Along with computers, smart phones, gaming systems, and other web-enabled devices also need protection from viruses and malware.

Plug & scan: "USBs" and other external devices can be infected by viruses and malware. Use your security software to scan them.



Resources

- <http://www.staysafeonline.org/>
- <http://www.securingthehuman.org/>
- <http://ist.mit.edu/security/tips>
- http://www.fbi.gov/scams-safety/computer_protect
- <http://www.dhs.gov/stopthinkconnect>

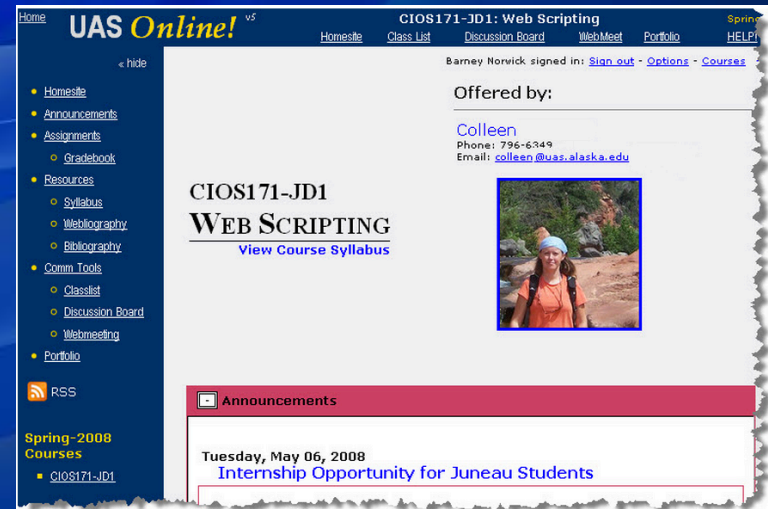
Campus IT Updates

Board of Regents February 20, 2014
Karl Kowalski, Chief Information Technology Officer

University of Alaska Southeast

- 10th anniversary of the use of ePortfolios
 - Internally developed
 - Available to all
 - No license fees and minimal upkeep
 - Updated system to be more customizable and responsive to diverse devices

<http://www.uas.alaska.edu/helpdesk/coursework/portfolio/index.html>



University of Alaska Southeast

Virtualized computer infrastructure

- All academic computers
 - Improved performance
 - Reduced operational overhead
 - Reduced power consumption
 - Broke endless cycle of hardware replacement
 - Continuing a more gradual migration of staff computers to virtual environment

University of Alaska Southeast

InformaCast Alert Technology

- Juneau, Ketchikan, Sitka
 - Telephone, speaker and broadcast alerts
 - Strengthens ability to notify campus in emergencies
 - Working with OIT to integrate into UA Alert System

University of Alaska Fairbanks

Collaborative Commons

OIT transformed a first-generation computer lab into an inviting and engaging collaborative commons. Making its debut fall semester 2013 and dubbed “The Nook” - the area offers a variety of seating options with accessible power outlets, virtual computer stations, wired and wireless network access for student devices, mobile printing, and collaborative conference tables where students can share content on their devices with others on a large screen.

- Student Demand for more flexible computing spaces
 - Traditional computer lab space
 - Rows and dividers
 - Fixed locations



Old lab space



University of Alaska Fairbanks

Tech Central

The move and co-location of UAF Technology Services into one area in Bunnell Building on the Fairbanks Campus into a one-stop for all campus technology needs.

- Streamlined access and support

- Helpdesk
- Training and development
- Desktop support services
- Campus Instructional Technology
- Videoconference Services
- Student Computer Support
- The NOOK

University of Alaska Fairbanks

Alaska Native Language Center App

The move and co-location of UAF Technology Services into one area in Bunnell Building on the Fairbanks Campus into a one-stop for all campus technology needs.

● Indigenous Alaska Languages

- Leon Unruh of ANLC
- Location centric
- Regional phrasebooks
- Written translations
- Audio recordings
- Phased
 - ANLC Map and GPS locations
 - Digitizing audio and indexing
 - Computer Science Students



University of Alaska Anchorage

UAA has completed a variety of initiatives that improve service and reduce overall cost of operations

- Federated WolfLync voice, video and conference capabilities with the University of Washington Medical School – allowing WWAMI students in Anchorage and Seattle to communicate in a variety of ways – without long distance or conferencing costs.
- Cooperated with student life to remodel the IT lab in the Commons to better reflect current student use patterns. Replaced PCs with “thin client” virtual PCs at a fraction of the cost of new, helping to finance the remodel from existing funds.
- Expanded managed print locations to make student printing more available, while decreasing printer management costs.

University of Alaska Anchorage

- Increased student access to wireless network and internet services throughout the campus. Partnered with commercial provider to offer higher bandwidth public WiFi in heavily used areas of campus.
- Upgraded Blackboard and Collaborate services to modernize the interface, enhance mobile device utility and provide toll-free access for students unable to use web voice connections due to poor connection quality in some areas of the state.
- 73% complete in the renewed effort to sun-down the legacy AKDIR service – estimated completion in June 2014.
- Increased circuit bandwidth between several anchorage satellite campus locations.

Questions & Comments



University of Alaska

Board of Regents

February 20, 2014

Alaska Broadband Taskforce Update

Karl Kowalski

Chief Information Technology Officer

Blueprint for Alaska's Broadband Future

... like electricity a century ago, broadband is a foundation for economic growth, job creation, global competitiveness and a better way of life. It is enabling entire new industries and unlocking vast new possibilities for existing ones. It is changing how we educate children, deliver health care, manage energy, ensure public safety, engage government and access, organize and disseminate knowledge.”

Alaska's Challenge: The Need for Better Broadband

- Economic Opportunity
- Alaska's emerging technology community
- Transformation of Education
- Health Care and Telemedicine
- Libraries in the Digital Age
- The Public Safety Network

Alaska's Broadband Infrastructure

- Improved Rural Connectivity to hub communities
- Mobile Broadband
- Terrestrial Broadband
 - Existing networks
 - GCI Terra
 - Quintillion
 - ACS
 - Verizon
 - AT&T
- Satellite Networks existing and emerging
 - low orbit satellites
 - Cook Islands

Taskforce Recommendations

- Establish minimum service objective of 100Mbps to every household by 2020
- Establish an office of broadband policy
- Prioritize rapid deployment of broadband access that improves current service levels (quick wins)
- Establish Technical Standards
- Encourage P3 Partnerships
- Ensure Network Diversity
- Streamline eGovernment services and permitting processes

Taskforce Recommendations (cont'd)

- Establish Policies and Procedures to encourage investment in “Big Data” communication industries such as datacenters
- Create training programs for knowledge workers
- Establish and fund the Center for eLearning and eCommerce
- Establish priority funding for all universities within Alaska not connected to an Academic network with the service goal of 100Mbps
- Ensure public safety and emergency services receive highest priority

Questions & Comments

Taskforce Plan Available at:

www.akbroadbandtaskforce.com



**Audit Status Report
As of January 30, 2014**

FY2014 Audit Plan

Italic Items - have been completed or are in progress

External Financial Audit Support:

<i>Year-end Cutoff</i>	<i>Cash</i>
<i>Procurement Card</i>	<i>Auxiliary Revenues</i>
<i>Payroll</i>	<i>Unexpended Plant Fund Additions</i>
<i>Journal Entries</i>	<i>Search for Unrecorded Liabilities</i>
<i>Cash Disbursements & Bank Transfers</i>	

Audits and Projects:

University of Alaska Anchorage:	Information Systems Reviews:
<i>Student</i>	OnBase Access Controls**
Department Review	Mobile Technology Security
Subcontract Monitoring	Records Management and Data
<i>Restricted Funds Monitoring*</i>	Disposal
(FY13)	Business Continuity
Departmental Review** - Mat-Su	Banner Access Controls** (FY13)
College Phase II (FY13)	Data Integrity (FY13)
University of Alaska Fairbanks:	Ongoing Audits:
Student	Follow-up Auditing
Department Review*	Continuous Controls Auditing
Athletics	
University of Alaska Southeast:	Special Requests*
<i>Sitka Campus Title III (FY13)</i>	ProCard – UAA, UAF, UAS
	Electronic Research Administration
Statewide:	Investigations*
Department Review	#1 – Confidential
Training	#2 – Confidential
	#3 – Confidential
Function and System Reviews:	#4 – Confidential
Budget	#5 – Confidential
Construction Project Management	
and Operations Planning	
Contract Authorization and	*Specific departments/areas to be
Administration	determined later
Risk Management	**Carried forward from FY13

1. FY2014 Audit Plan Progress and Department Staffing
 - a. Fully staffed with four full-time auditors and a part time student intern.
2. Audit Reports:
 - a. Preliminary reports issued January 15, 2014 with formal response due February 19, 2014:
 - UAA Mat-Su College Phase II
 - UAA Restricted Funds Budget and Expenditure Monitoring
 - Banner Access Controls
 - b. Preliminary reports issued January 16, 2014 with formal response due February 20, 2014:
 - UAA Disability Support Services
3. Special Requests Completed:
 - a. System-wide Procurement Card
 - b. Electronic Research Administration
4. Audits in Progress:
 - a. Sitka Campus Title III
 - b. Data Integrity – Student Enrollment Records
 - c. Construction Project Management and Operations Planning
5. Support and Consultation Activities
 - d. In progress:
 - i. University regulation and hotline for fraud, waste and abuse.
 - ii. Business continuity (Kuali Ready implementation).
 - iii. Assistance with risk management identification and risk planning processes.
 - iv. Internal control discussions with staff system wide (upon request).

**External Audit Status Report
As of January 30, 2014**

State Legislative Audit Activities

None

External Audit Reports & Activities

Work in Progress:

1. Sikuliaq Research Vessel (NSF)



UNIVERSITY
of ALASKA
Many Traditions One Alaska



UA Identity Theft Prevention Program— Records & Information Security Management

Dr. Russell O'Hare
Chief Records Officer

Presented to: Board of Regents Audit Committee

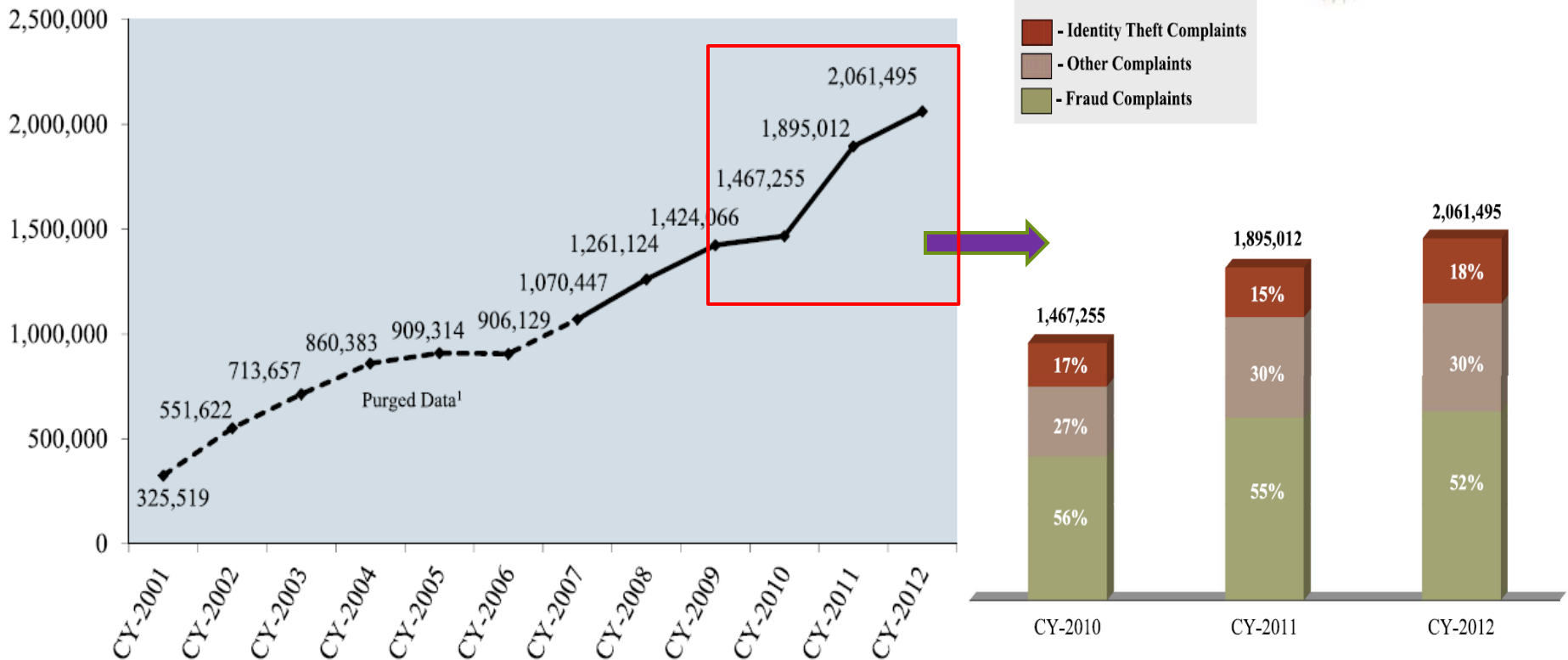
February 20-21, 2014

Identity Theft Complaints

Source: Federal Trade Commission, February 2013 -Consumer Sentinel Network



3

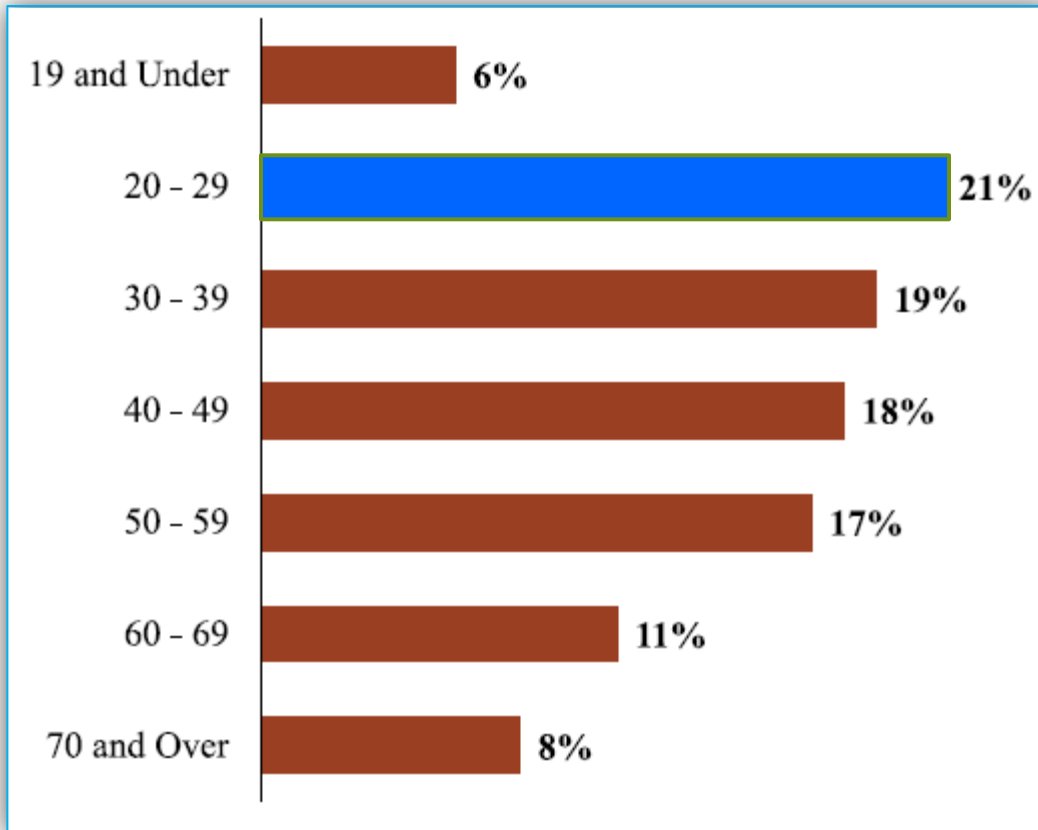


Maximum ID Theft Victims: Age 20-29

Source: Federal Trade Commission, February 2013 -Consumer Sentinel Network



4



- Maximum number of victims belong to Age 20-29 years
- 70% of the victims are students or in early stages of careers
- Universities /Colleges have higher responsibility and need to be cognizant
- Records retention schedule and information governance in compliance with the regulations



Federal Trade Commission Fair & Accurate Credit Transaction Act RED Flag Rules

5

- ❑ Congress enacted the FTC FACTA of 2003 to help combat identity theft
- ❑ The final rules and guidelines became effective in 2009
- ❑ Section 114 of FACTA contains the Red Flag Rules that required UA to develop & implement a written Identity Theft Prevention Program
- ❑ The Rule supplements existing legislation aimed at preventing identity theft
- ❑ Applies to institutions and creditors with covered accounts
- ❑ Picks on where data security leaves off

Overview of the Red Flags Rule

6

- ❑ What Are Red Flags?

- ❑ **Definition**

- Activity that could indicate a risk of identity theft

- ❑ **Purpose**

- Identify, Detect, Prevent & Mitigation and Respond

- ❑ **Responsibilities**

- Protect against unauthorized access of personal identifiable information

A red flag on a black pole, waving to the right. The words "Red Flag Rules" are written in white on the flag.

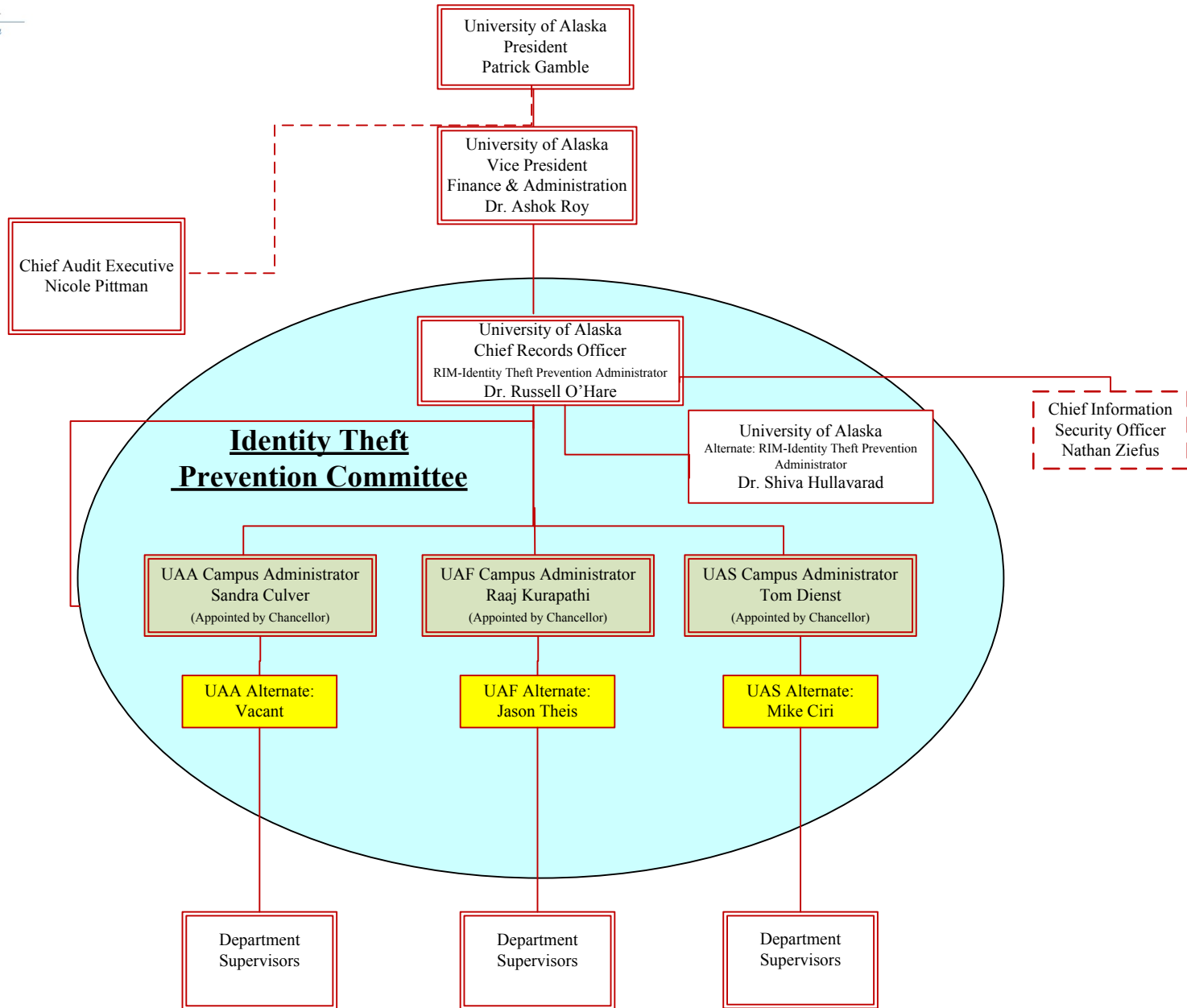
Red Flag
Rules

UA Identity Theft Prevention Program

7

- ❑ Program approved June 5, 2009 by the Board of Regents
- ❑ Consistent with the Board of Regents Policy P.05.02.90 on financial fraud, waste and abuse
- ❑ Developed pursuant to the Federal Trade Commission's (FTC) "Red Flags" Rule, which implements Section 114 of the Fair and Accurate Credit Transactions Act.
- ❑ Adds to compliance regulations from Dept. of Education
- ❑ Distinct from data security requirements
- ❑ Alaska State- Statute 45-48: Personal Information Protection Act

Identity Theft Prevention Committee





Red Flags & Current Security Protocol

9

- ❑ UA maintains protocols and procedures to address privacy of student and employee records & information, applying state and federal privacy laws
- ❑ Data security also plays an essential role in keeping people's information protected
- ❑ Red Flag Rule picks up where data security leaves off, by working to prevent identity theft by ensuring institution has appropriate practices and protocol to identify risks, procedures to address those risks and prevent future risks.

Identity Theft Prevention & Red Flag Rule Implementation at UA

10

- ❑ Identity Theft Prevention Committee annually reviews the program & training
- ❑ Individuals working with Covered Accounts receive annual training
- ❑ Will maintain an awareness of changes in identity theft, detection and prevention methods
- ❑ ID Theft Prevention training available via UAOnline/Skillsoft

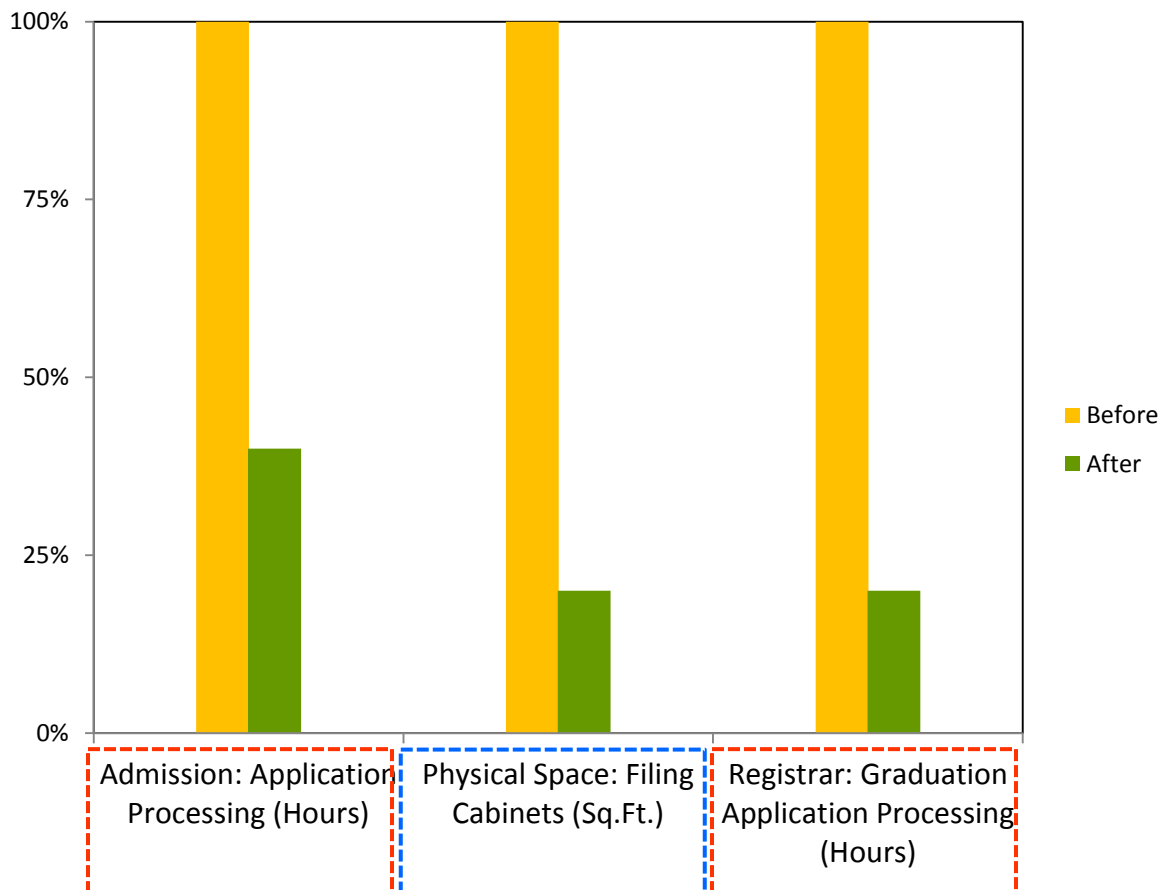
2013 Red Flag UA Identity Theft Prevention Program Report

11

- In 2013, no instances of suspicious activities of covered accounts or incidents of identity theft
- The campuses' report the program procedures have strengthened the protection of the university's customer information
- There are no recommendations for modifying the program at this time

OnBase Integration – Process Efficiency across University of Alaska

12



60% - Reduction in time to process Admission applications
 80% - Reduction in Physical Space/Filing cabinet
 80% - Reduction in time to process Graduation applications

Education Trust of Alaska Semi-Annual Report

Presentation to: Audit Committee of the Board of Regents, February 21, 2014

**James F. Lynch, CPA, CGFM
Chief Treasury Officer**

The Education Trust of Alaska

Background Information

- ▶ **Established by the Board of Regents in 2001;**
- ▶ **Engaged T. Rowe Price to serve as Program Manager;**
- ▶ **Alaska has the only Section 529 College Savings Plan that resides within a university;**
- ▶ **The Trust offers three plans:**
 - ▶ University of Alaska College Savings Plan (UA Plan)
 - ▶ T. Rowe Price College Savings Plan (TRP Plan)
 - ▶ John Hancock Freedom 529 (JH Plan)

The Education Trust of Alaska

Section 529 Plan Features:

- ▶ **Earnings are tax deferred until paid out and tax exempt if used for qualified post secondary expenses;**
- ▶ **Contributions are completed gifts for gift and estate tax;**
- ▶ **Special 5-year averaging provision applies for gift tax exclusion (individual \$70,000, married couple \$140,000);**
- ▶ **Account Owner can retain control over account;**

The Education Trust of Alaska

Section 529 Plan Features (continued):

- ▶ **No income limits on participation;**
- ▶ **Beneficiary can be changed at any time;**
- ▶ **Low minimum investment (Alaska, \$250 or \$50 per month);**
- ▶ **High maximum investment allowed (Alaska, \$400,000);**
- ▶ **Distributions are taxed to recipient.**

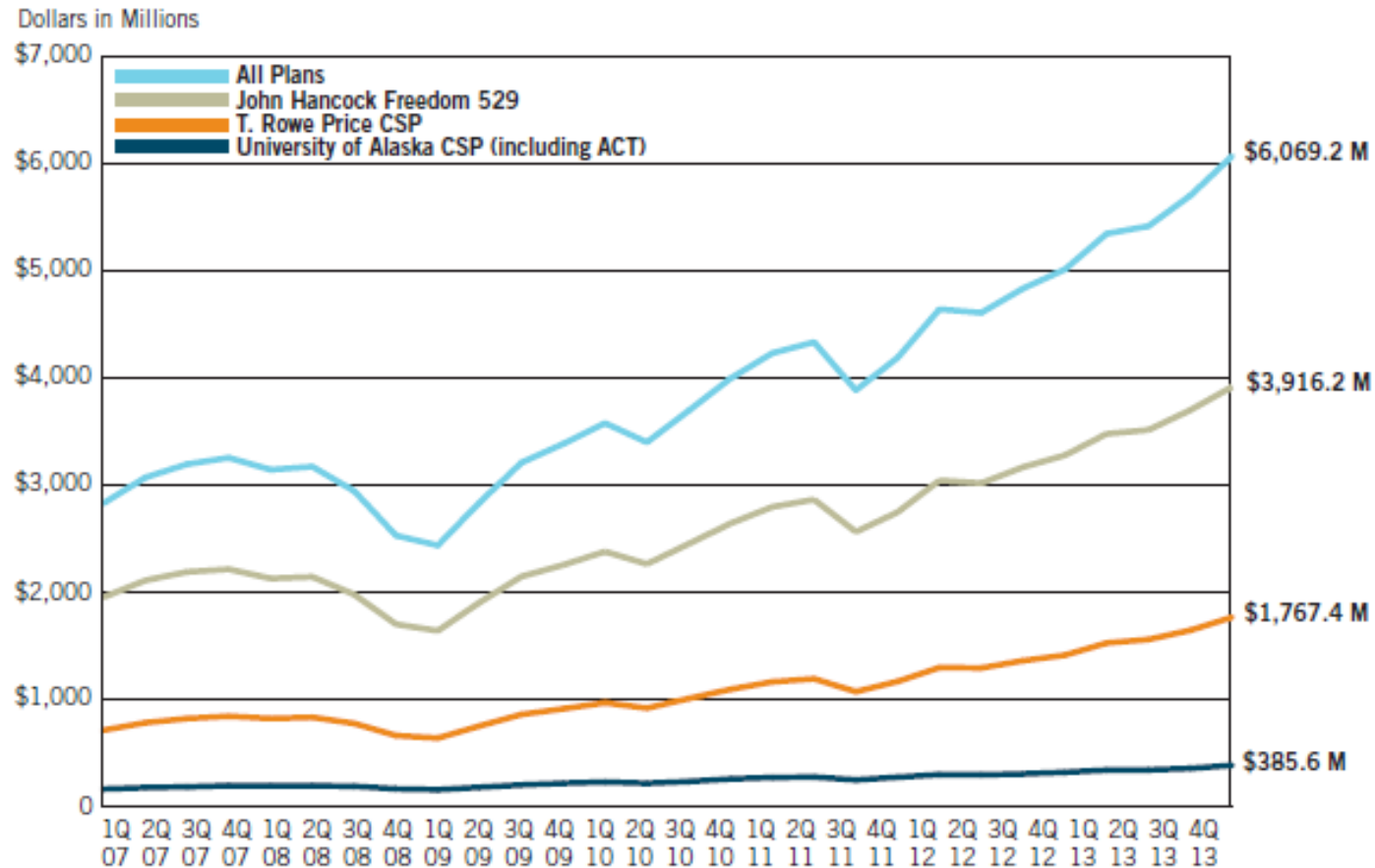
The Education Trust of Alaska

ACT Portfolio Features:

- ▶ **Conservative portfolio (Fixed Income 60%, Equities 40%);**
- ▶ **No program or account fees, the only cost is the underlying mutual fund expense ratio of 0.30%;**
- ▶ **Provides a Tuition-Value Guarantee that earnings will keep pace with tuition inflation at UA, if used at UA for tuition:**
 - Functions as a prepaid tuition program, if used for tuition at UA;
 - Functions as a savings program, if used for anything else;
 - The beneficiary is protected from market losses;
 - The beneficiary is protected from tuition inflation;
 - The beneficiary retains all of the up-side potential of the investments.

Education Trust of Alaska

Total Net Assets, December 31, 2013



Source: T. Rowe Price Associates

Education Trust of Alaska

Plan Participation, December 31, 2013

	<u>UA Plan</u>	<u>TRP Plan</u>	<u>JH Plan</u>	<u>Total</u>
Average Balance	\$11,575	\$22,072	\$19,235	\$19,147
Beneficiaries	29,918	71,767	156,725	258,410
Account Holders	26,097	47,122	96,727	169,946
Alaska Account Holders	20,032	273	705	21,010

Source: T. Rowe Price

Education Trust of Alaska

Performance Ranking, September 30, 2013

	<u>Ranking</u>				<u>Cap Rating</u>	
	<u>1-Year</u>	<u>3-Year</u>	<u>5-Year</u>	<u>10-Year</u>	<u>Resident</u>	<u>Non-Resident</u>
UA Plan	9 of 53	1 of 45	2 of 43	1 of 20	5.0	4.5
TRP Plan	11 of 53	2 of 45	4 of 43	3 of 20	4.5	4.5
JH Plan	19 of 29	13 of 24	2 of 18	1 of 11	4.5	4.5

Source: Savingforcollege.com (ranking net of fees)
Not for use of the investing public

Education Trust of Alaska

Operating Controls

- ▶ **Premier program support:**
 - ▶ T. Rowe Price as program manager
 - ▶ Manulife Financial and John Hancock as distributor
 - ▶ PricewaterhouseCoopers as independent auditor
 - ▶ Milliman USA as actuary
 - ▶ Callan Associates as investment advisor
 - ▶ Wohlforth, Brecht, Cartledge & Brooking as outside counsel

Education Trust of Alaska

Due Diligence Processes

- ▶ **Daily:**

- ▶ Literature and document review and interaction with TRP and JH staff and management regarding operational issues.

- ▶ **Weekly:**

- ▶ Audio-conference with marketing staff regarding planning and implementation of initiatives.

- ▶ **Bi-weekly:**

- ▶ Audio-conferences with TRP staff from legal, IT, operations, and management regarding the status of projects and current issues.

- ▶ **Monthly:**

- ▶ Report on investment performance, changes in the asset allocation, and the TRP Asset Allocation Committee's recommendations.

Education Trust of Alaska

Due Diligence Processes (continued)

▶ Quarterly:

- ▶ Briefing on TRP/JH Investment Oversight Committee actions and recommendations regarding the JH Plan.
- ▶ Briefing on TRP/JH Business Oversight Committee regarding business strategy and implementation (actually, three times annually).
- ▶ Conduct an in-depth, in-person review of the three programs including investment performance, sales and distribution activity, service levels, legal and regulatory issues, sample email correspondence, all written participant complaints, and comments by call center staff regarding problems encountered by them and participants.

Education Trust of Alaska

Due Diligence Processes (continued)

- ▶ **Semi-Annually:**

- ▶ Callan Associates conducts independent review of each underlying mutual fund of all three plans including the JH Lifestyle Investment Portfolios.

- ▶ **Annually:**

- ▶ Milliman USA performs independent actuarial calculation of the ACT Portfolio Tuition-Value Guarantee Liability (periodically reviewed by PWC actuarial staff).
- ▶ PricewaterhouseCoopers conducts independent audit of the financial statements for each of the individual investment option for all three plans.

Education Trust of Alaska

Due Diligence Processes (continued)

▶ **Annually (continued):**

- ▶ UA staff review PricewaterhouseCoopers' SSAE 16 reports of the T. Rowe Price internal controls.
- ▶ UA staff review Annual Financial Reports for TRP and JH and discuss the financial health of the companies with management.

Education Trust of Alaska
Condensed Combined Statement of Net Assets
Year Ended June 30, 2013

	Operating Fund	Participant Accounts
Assets:		
Receivables	\$ 24,879	\$ 4,451,270
Due from participant accounts	244,940	
Investments	<u>15,129,848</u>	<u>5,420,146,297</u>
Total assets	<u>15,399,667</u>	<u>5,424,597,567</u>
Liabilities:		
Payables and accrued expenses	227,415	7,156,558
Due to operating fund		244,940
Tuition-Value Guarantee	<u>4,100,000</u>	
Total liabilities	<u>4,327,415</u>	<u>7,401,498</u>
Net assets	<u>\$ 11,072,252</u>	<u>\$ 5,417,196,069</u>

Education Trust of Alaska
Condensed Combined Statement of Operations and Changes in Net Assets
Year Ended June 30, 2013

	Operating Fund	Participant Accounts
Revenues and Other Additions:		
Dividend income	\$ 345,163	\$ 93,110,366
Program fees retained	2,708,004	
Provision for Tuition-Value Guarantee	740,000	
Total income	3,793,167	93,110,366
Expenses and Other Deductions:		
Guarantee payments	181,430	
Net program and admin. fees		34,343,020
Administrative expenses	1,334,069	
Net investment income	1,515,499	34,343,020
Net increase from operations	2,277,668	58,767,346
Net realized gain or loss	760,889	445,463,733
Net unit sales over redemptions	-	304,877,078
Increase in net assets from operations	3,038,557	809,108,157
Net assets Beginning of year	8,033,695	4,608,087,912
Net assets End of year	\$ 11,072,252	\$ 5,417,196,069

The Education Trust of Alaska

Program Highlights for the Period

- ▶ **Governance and Investment Policy Adopted, Sept., 2013**
- ▶ **TRP Plan Earned Morningstar's Gold Rating, Oct., 2013**
- ▶ **Record participation through the PFD Check-Off, Oct., 2013**
- ▶ **UA Plan Won National & State Marketing Awards, Nov., 2013**
- ▶ **ETA Financials included in UA Annual Report, Dec., 2013**
- ▶ **Initiating a student recruitment effort consistent with
"Shaping Alaska's Future", ongoing**

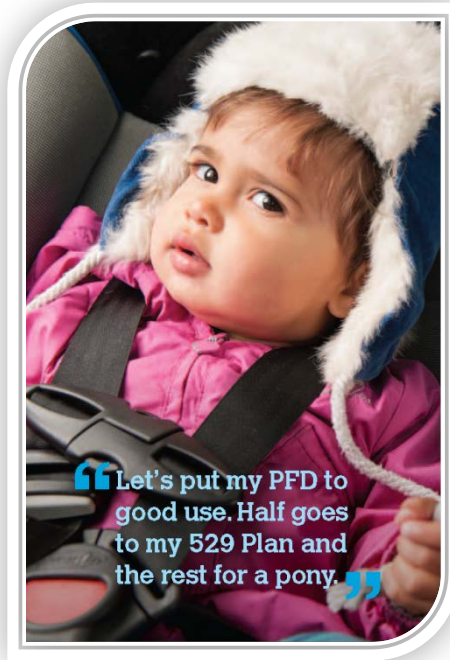
The Education Trust of Alaska

Morningstar Ratings

- ▶ **The Alaska T. Rowe Price College Savings Plan was one of only four plans in the country to be awarded Morningstar's "Gold Rating" for 2013.**
- ▶ **The UA Plan was not rated due to its size, but provides the same high quality investments and service as the TRP Plan.**
- ▶ **The JH Plan received a neutral rating, due primarily to high fees.**

The UA Plan's Award Winning Marketing Campaign





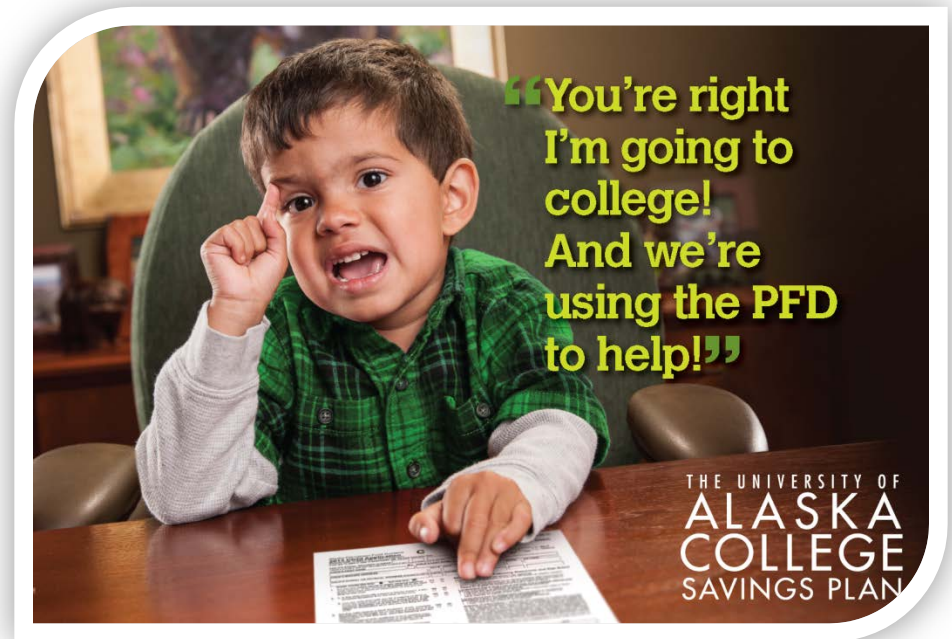
- ▶ New marketing campaign features Alaskan children urging their parents in unexpected ways to save for college!
- ▶ Campaign was nominated for, and WON, two marketing awards this fall.



*Mutual Funds Education Alliance (MEFA)
STAR AWARD "Retail Marketing Campaign"*



*American Marketing Association Alaska
Chapter
Prism Award "Marketing Campaign - Non
Profit"*



PFD promotion \$25K giveaway

- ▶ Listed on the 2013 PFD application
- ▶ Promoted in print, web, radio, and social media
- ▶ \$25K giveaway continues to be a successful campaign
- ▶ 7.5% total increase in number of contributions
- ▶ Over 12,000 PFD recipients checked YES!



**“Brand new website,
check it out!”**

www.uacollegesavings.com



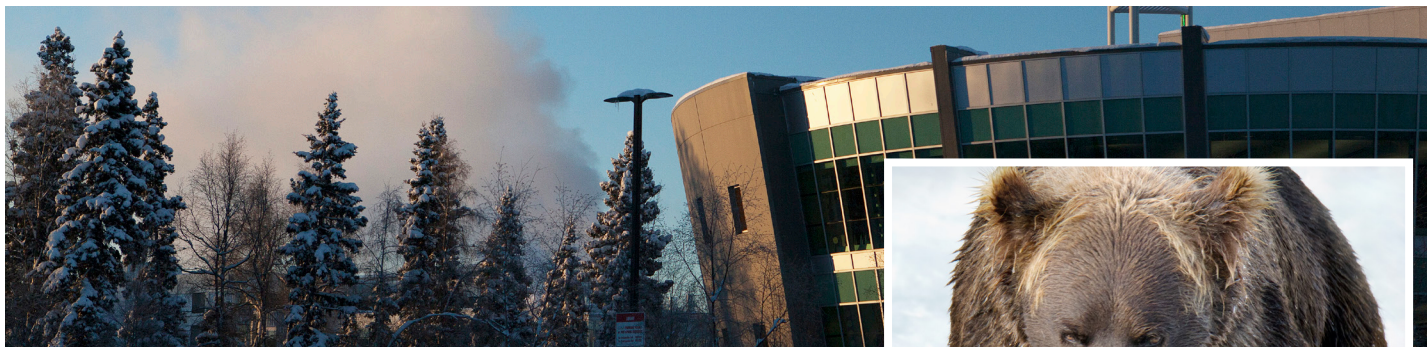
Points of Interest

- ▶ Reduced the account fee from \$20 to \$10 per account per year;
- ▶ Maximum contribution limit increased from \$320k to \$400k.

THE UNIVERSITY OF ALASKA COLLEGE SAVINGS PLAN

The future is their frontier.





Dear Board of Regents,

We are keeping lines of communication open with faculty and staff as the legislative session begins and the governor's budget calls for a \$14.9 million general fund reduction to the University of Alaska system. This proposed cut, coupled with mandatory salary and benefit increases and strategic programmatic needs approved by our Planning and Budgeting Advisory Council, PBAC, could leave us with a FY15 budget gap of roughly \$7 million, which equates to about 7 percent of our general fund budget. Although this situation may change, we are directing major budget units—including colleges, community campuses and administrative departments—to take immediate steps to identify and implement temporary budget reductions.

This is a temporary fix and any FY15 budget adjustments will not be base cuts. We expect the results of our prioritization process, begun last May, to inform our FY16 budget decisions and any base budget cuts required. As we continue to move forward with the prioritization process this spring, our goals remain the same: to ensure strategic investment in the programs and services that most align with our mission, our strategic plan, Shaping Alaska's Future and the needs of our students and state. In order to remain a healthy, sustainable university for years to come, this will be essential.

I am pleased to report that as we look at ways to become more efficient and focused in our mission and use of resources, there is much to be proud of in our current day-to-day operations. Our Seawolf athletes are competing well, we are in the third year of Innovate Awards that show the rewards of collaborations across colleges and programs and we are planning for the opening of the Alaska Airlines Center in August. Now, more than ever, amazing stories are being written every day at UAA.

Tom Case

Tom Case



River of Bears

UAA's first full-dome wildlife documentary is scheduled to run at the Anchorage Museum of History and Art in the summer, after its campus run this spring.



Seawolf Athletes continue to excel

Hockey is on pace for their first winning season in over 20 years; men's basketball coach became UAA's winningest coach in program history; women's basketball is one of the top teams in NCAA West Region and Micah Chelimo set a GNAC record in the 3,000 meters.



Helping doctors teach

Premiera Blue Cross Blue Shield of Alaska donated \$100,000 to fund training workshops for community physicians, making it easier for them to take WWAMI students into their practices and teach them.

UAA taking the lead



UAA Phonathon reaches \$1 million milestone

In their 10th year of reaching out to alumni to support UAA, student callers in the Phonathon have raised a cool \$1M!



Postcards Home

Legislative aides from UAA are sharing impressions of their semester of work in Alaska's capital and watching state government in action.



Words of Welcome

Signs are going up around campus bearing words of welcome for Alaska Native students, faculty and visitors in their own languages. It is part of an effort to provide a sense of community and belonging at UAA for indigenous Alaskans.

Faculty distinction

William Hensley, visiting distinguished professor in the College of Business and Public Policy received the Governor's Arts and Humanities Award for a lifetime of contributions to Alaskans. Eva Saulitis, English and Creative Writing faculty at Kenai Peninsula College's Kachemak Bay Campus, also received a Governor's Arts and Humanities Award.

Dr. Andre Rosay, Justice Center director, and **Dr. Marny Rivera**, Justice faculty, are co-conveners for Healthy Alaskans 2020 Strategy Workgroup, responsible for identifying strategies for reducing child maltreatment and rape among adolescent couples.

Community partnerships

UAA Justice Center and the Anchorage Police Department released "Officer Involved Shootings in Anchorage 1993-2013" as part of a cooperative effort to better understand officers' use of force in Anchorage.

Two UAA teams raised \$12,903 ("Psyched for a Cure" team raised \$9,423 and "Mixed Methods" raised \$3480) and helped elevate UAA as a top fundraising organization for the Polar Bear Plunge supporting the American Cancer Society.

UAA student headed to Sochi

Alpine skier and psychology major **Anna Berecz** will represent her native Hungary in alpine skiing at the Sochi 2014 Olympic Games in Russia. Anna competed in five events in the Vancouver 2010 Olympic games. This is her third season with the UAA alpine team.

Alumni distinction

Aaron Leggett, Special Exhibits Coordinator at the Anchorage Museum of History and Art and a UAA Anthropology graduate received a Governor's Award for Arts and Humanities for his role as co-curator of the recent Dena'ina exhibit.

Sustainability winners

North Hall took the prize (a S'Mores party and cool T-shirts) in a hotly contested recycling competition among residence halls.

Award-winning University Relations team

CASE (Council for Advancement and Support of Education) silver award: Jamie Gonzales for Field Notes blog: greenandgold.uaa.alaska.edu/fieldnotes/

PRSA (Public Relations Society of America) Alaska Chapter Awards of Excellence/ Aurora Awards:

1st Place, Hometown U, Anchorage Daily News column: Kathleen McCoy

2nd Place, UAA Master Plan Blog: Lonnie Mansell, Kathleen McCoy, James Finger

2nd Place, Amazing Stories Branding Campaign: UAA and Spawn

Honorable Mention, The Howl Social Media Hub: Travis Michel, Catalina Myers, Spawn

Safety at UAA Exemplary

There were 13 recordable injuries in 2013, less than 50 percent from the 28 in 2012. Safety truly is everybody's business at UAA and it shows.



Professor Cathy Cahill ended her class with a bang last fall. Cahill will spend up to a year in Washington, D.C., learning about public policy while contributing her scientific expertise as a fellow on the U.S. Senate Energy and Natural Resources Committee. The committee has jurisdiction over energy production and related policies, mining, and management of federal lands, including national parks and refuges. Alaska's Sen. Lisa Murkowski is the committee's ranking Republican member.

ACHIEVEMENTS

The collaborative doctorate of veterinary medicine degree program between UAF and the veterinary teaching hospital at Colorado State University was signed in December. Students can take their first and second years of the professional veterinary medical program at UAF and their third and fourth years at the veterinary teaching hospital at CSU. The program has similarities to the WWAMI medical program with UAA and the University of Washington.

Kinross Fort Knox has renewed its support of an endowment that supports graduate student research in mining engineering at UAF. The company's \$1 million gift is its second to the UAF engineering research endowment, which provides a steady source of research funding for tomorrow's mining engineers.

A free math bridging program was offered to students enrolled in specific math classes for spring 2014. Students received intensive, individualized review of prerequisite material for the upcoming course and guidance on all aspects of getting through a math course at the college level, including how to study for tests, strategies for getting homework done, and how to get the most out of lectures.

UAF was well represented at the American Geophysical Union conference in San Francisco. Faculty, staff and students delivered 52 talks and presented 116 posters for the largest showing of scientists from UAF at the Dec. 9–13 conference. Scientists from GI and IARC accounted for 90 percent of the UAF research presentations.

Caribou in southern and eastern Canada may disappear from most of their current range in 60 years if climate change takes the toll on their habitat that scientists are predicting. UAF scientists, part of a team headed by researchers at Laval University in Quebec, looked at genetic diversity in caribou and whether that diversity was linked to stable habitats. They found caribou populations in the most climatically stable areas had the greatest genetic diversity, which is important because genetically diverse populations are more able to adapt to change. The scientists note that future climate forecasts bode ill for both caribou habitat and their genes. The results of their research were published in December in the journal *Nature Climate Change* online.

IN PROGRESS

UAF eLearning and Distance Education is staying ahead of the curve when it comes to wearable technology and how these new tools will affect higher education. Jennifer Moss, an instructional designer on the team, is one of Alaska's first Glass Explorers, invited by Google to test their new device — called Google Glass — which looks like a pair of glasses but is equipped with smartphone-like capabilities and can be used hands-free. The team is partnering with staff and faculty to test this emergent technology in a variety of educational scenarios.

The Arctic Winter Games, UArctic and UAF are partnering for the first Arctic Winter Games College Fair to connect athletes participating in the games to higher education opportunities in the circumpolar North. The college fair will take place from 9 a.m.–noon and 4–7 p.m. on Wednesday, March 19, in the Great Hall on the Fairbanks campus.

WHAT'S NEXT

The Alaska Nanooks will host the 2015 NCAA National Rifle Championship, March 13–14, 2015, at the Patty Center. The Nanooks hosted the event in 2007, a championship they won in front of hundreds of spectators from the Fairbanks and surrounding communities. UAF's rifle team has won 10 national championships, the second-most in the NCAA history.

The 41st annual UAF Festival of Native Arts is scheduled for Feb. 27–March 1. Alaska Native students at UAF established the festival in the mid-1970s as an attempt to preserve Native cultural expression.

The second annual Discover Alaska lecture series will take place summer 2014. The lectures will feature presentations by Alaska artists, authors, historians and scientists.

THROUGH THE LENS: RECENT IMAGES

UNIVERSITY OF ALASKA FAIRBANKS

February 2014



UAF will manage one of six official Federal Aviation Administration unmanned aircraft system test sites.

The Pan-Pacific UAS Test Range Complex, with its geographic diversity spanning seven climatic zones, will give manufacturers the ability to test their equipment in the Arctic, the tropics and arid environments. The test site will build on the work of the Alaska Center for Unmanned Aircraft Systems Integration. Congressionally mandated, the sites are intended for research into the requirements to safely integrate unmanned aircraft into national airspace over the next several years.

Photos below, clockwise from left



Swimmers at the start of the 200-yard freestyle relay during the Nanooks' meet against Loyola Marymount in the Patty Pool.

Emily Smola at the weeklong homeless vigil maintained 24 hours a day by students in the UAF Honors Program. The temperature on the Fairbanks campus at the time was a brisk 30 below zero.

Lindsey Dreese practices a move during an Aurora Aerial Arts Club meeting in the Student Recreation Center. Dreese, a junior biology major, helped start the club, which now boasts about 25 members who meet twice a week.

An Army ROTC cadet reads the names of service members who died in Iraq and Afghanistan, while his colleagues stand at attention during the Veterans Day Roll Call. More than 6,700 names were read. (UAF photo by JR Ancheta)



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Chancellor Brian Rogers • uaf.chancellor@alaska.edu • www.uaf.edu/chancellor/



Chancellor's Report

Chancellor John Pugh

uas.alaska.edu/chancellor
February 2014 Meeting



Update: New Residence Hall on Juneau Campus

Construction of the new freshman residence hall is well underway on the Auke Lake campus and is slated to open in time for the fall 2014 semester. Situated between the Noyes Pavilion and Auke Lake Way, the new residence hall has several advantages for new students. The 120-bed, suite-style hall is located directly on-campus, a short walk from dining services, the Egan Library, and the UAS Learning Center which offers free tutoring services and test proctoring, faculty and academic advising, classrooms, and many student activities. The location is also right across from the public bus stop.

The residence hall will feature a special group area and adjoining kitchen for meetings and social gatherings as well as flexible individual and group study spaces. The top floors look out on one

of the most spectacular views in the world: Auke Lake and the mountains and Mendenhall glacier beyond!

The new facility will house first-time freshman and is in addition to an existing residence hall, two-bedroom apartments, and four-bedroom apartments. The application period for student housing for the fall 2014 semester opened Monday, February 3rd.

There are numerous benefits to living on-campus beyond simple convenience. In addition to being part of a community of residents, faculty and staff, students living on-campus finish college faster, are exposed to a wider range of ideas and cultures, are challenged to develop strong interpersonal skills and feel more safe and secure in their living environment.

Pearson in New Zealand

20th Biennial Conference on the Biology of Marine Mammals

Assistant Professor of Marine Biology Heidi Pearson was in New Zealand attending the 20th Biennial Conference on the Biology of Marine Mammals in Dunedin, Dec. 9-13, 2013. She and co-authors presented on the effects of climate change and mussel farming on dusky dolphins in New Zealand, and the knowledge and conservation attitudes of whale watch passengers in Juneau. Following the conference she conducted fieldwork in Kaikoura, New Zealand with the goal of developing a short-term suction-cup tagging method for dusky dolphins. Updates from the field will be posted to a blog on UAS Online.

Audible Art of Place 2014

Spoken word is the theme for this Spring's Art of Place series. Audible Art of Place 2014 kicked off on Friday, January 31 at 10 AM in the Glacier View Room with Tlingit elder Paul Marks (Raven) and Standing Rock Sioux writer and storyteller Mona Susan Power. They demonstrated the purpose and meaning of oratory among indigenous cultures. The next Art of Place event, "Telling History" is scheduled for Friday, February 21.

UAS Admitted to Prestigious Math Organization, Ceremony Set for April 17th

UAS will become home to the first (and only) Alaskan Chapter of Pi Mu Epsilon. Pi Mu Epsilon is the National Mathematics Honorary Society established in 1914 to promote mathematics and to recognize successful students of mathematics. The UAS chapter will be the 376th chapter of the organization, and will be designated the Alaska Alpha Chapter.

A Pi Mu Epsilon Councilor will travel to Juneau for a formal installation ceremony scheduled for the evening of Thursday, April 17 on the Auke Lake campus. A first group of students and some faculty members will be inducted into the Alaska Alpha Chapter as lifetime members of Pi Mu Epsilon at the event. "On behalf of the Mathematics program, and Pi Mu Epsilon, I would like to extend a formal invitation to all of you to attend this event," said Mathematics faculty Christopher Hay-Jahans. More information on the honors organization can be found on the Pi Mu Epsilon website: www.pme-math.org/organization/whatispme.html

Alaska Marine Science Symposium Presentation

Associate Professor of Biology and Natural Sciences Department Chair David Tallmon attended the Alaska Marine Science Symposium in Anchorage, January 20-24, 2014. He presented a poster, "Tallmon, DA, RP Kovach, J Joyce. 2014. Climate induced changes in phenology, evolutionary potential, and productivity for multiple salmonids."

Walz Co-edits Journal on Fantômas

Issue devoted to Fantômas, a popular criminal anti-hero in France at the beginning of the twentieth century.

Robin Walz (Professor of History, Juneau) and Sándor Kálai (Professor of Communications and French, University of Debrecen, Hungary) have co-edited the most recent issue of the on-line journal, *Belphegor, Littératures Populaires et Culture Médiatique* (University of Limoges, France, and Dalhousie University, Halifax, Nova Scotia). The issue is devoted to Fantômas, a popular criminal anti-hero in France at the beginning of the twentieth century (<http://belphegor.revues.org/75>). Walz and Kálai co-authored the introduction, "Fantômas a cent ans" (Fantômas is one hundred years old).

"Forum@360: Living the Language"

UAS affiliated Tlingit speakers and educators discussed what it means to live the Tlingit language and ways to incorporate it into our homes and communities on a recent forum taped for 360 North public television in Juneau. Tlingit speaker and clan leader David Katzeek spoke on the power and spirit of the Tlingit language, adjunct instructor Marsha Hotch spoke on bringing language into the home and introduced a mentor/apprentice program, Assistant Professor of Alaska Native Languages Lance Twitchell addressed how to create a multilingual community and linguist Alice Taff highlighted language resources for the community and demonstrated how to use existing online tools. "Forum@360: Living the Language" can also be viewed online at 360north.org.

Economics Professor Presents on Natural Disaster Readiness

Assistant Professor of Economics Brian Vander Naald travelled to Tampa, Florida in November to attend the annual meeting of the Southern Economic Association. He presented his research paper entitled "Time Use Responses to Natural Disaster".

English Faculty Members Engage with Community

Assistant Professor of English Emily Wall was recently featured on KTOO-TV and presented some of her new poems at the Juneau Arts and Humanities Council. Wall and fellow Assistant Professor of English Ernestine Hayes also participated in an author's reading at the Juneau Public Library with Arlitia Jones, who wrote "Rush at Everlasting", a Perseverance Theatre stage production.

Hayes Commissioned for Pictorial History

In December 2013, Juneau writer and Assistant Professor of English Ernestine Hayes released her new book *Juneau*. The book tells the history of the capitol city through pictures with elaborate captions. It's a departure from her usual writing style. But the book builds on her effort to clarify the history of Native people. The book shows how the city was formed and important events and individuals that shaped its early development. Publisher Arcadia Press asked Hayes to write it as part of their "Images of America" series that covers a broad range of American cities and towns. In keeping with the series' focus, Hayes concentrated on the city's early history, in the late 1800s and early 1900s. "I limited it more or less to the founding or beginning, or how Juneau originated in the place where it is today," said Hayes. Hayes added that even though she knows a fair amount about her hometown, the book required a lot of research and many hours of sifting through images to find the ones she thought would best illustrate historical events.

Education Benefit Overview for Board of Regents

Benefit summary under current University Regulation 04.06.010

After a six-month waiting period, regular eligible employees may have tuition waived for up to eight eligible credits per semester for a total of sixteen credits per academic year. Employees also may have certain non-credit course charges waived if UA approves the course for employee use. Spouses and dependent children (up to age 24) of regular employees are afforded similar but not identical benefits. They are eligible to have tuition waived for eligible for-credit courses. UA requires that regular employees, their spouses and dependents maintain a GPA of 2.0 for undergraduate classes and 3.0 for graduate classes. Adjunct faculty earn a waiver of three credit hours for each semester taught. This benefit, therefore, is currently available in some form to over 5,800 UA employees. In general, waivers do not apply to self-support courses, non-credit courses, 500 level and year-long courses, or to associated student charges or fees, such as network, lab, course, health, recreation, room and board.

Survey

In November of 2013, the SW Human Resources office conducted a survey of all eligible employees to gather information about their thoughts and use of this program. Over 2,700 employees responded to this survey for a response rate of 47%. Of the respondents, more than 51% said they or their spouse use this benefit to complete a degree while 82% said their dependents use the program for this purpose.

Current utilization

In FY 13, approximately 5,800 employees were eligible for this benefit. Of those, 2,518 employees and their families took 9,746 graduate and undergraduate classes. Employees, spouses, and dependent children make up approximately 6% of the UA student body. Of employees not currently using the benefit, 31% stated they plan to do so in the next 1-3 years.

Cost, revenue, and unintended consequences

The booked value of this benefit was \$4.8 million in FY 13, down slightly from FY 12. However, this number does not indicate the cost of the benefit. Discussion with UA Finance indicates that institutional cost (faculty salaries, physical plant, utilities, maintenance, etc.) would remain relatively fixed whether employees receive this benefit or not. This is the case because instructional cost generally does not increase per student (though student fee revenue does). Only when eligible classes are full, paying students are displaced and additional sections are **not** added would student tuition revenue be relinquished... a rare combination of events according to our registrars. More likely, but also rare, cost and revenue both increase by adding an additional class section. Thus from a cost/employee benefit perspective, UA is able to provide a valuable benefit to employees at an incremental and de minimis cost.

The revenue perspective is equally complex. During the same FY 13 period, employees and dependents using the benefit paid nearly \$1 million in student and course fees. If UA were to reduce or end the benefit, a reduced number of employees and dependents would pay for a reduced number of courses. (In the November employee survey, 81% of employees and 65% of dependents stated they would modify their class-taking behavior corresponding to any revision/reduction to this benefit.) So, reducing or eliminating the benefit would capture only some currently foregone tuition revenue. However, this would be offset to some degree by UA's increased cost for professional development, increased costs to recruit and retain employees (46% of survey respondents stated that they would consider employment elsewhere should this benefit be reduced or eliminated) and by reductions in student fee revenue. As the number of credits taken increases, fee revenue increases more rapidly at certain thresholds because some student fees are imposed only above certain credit thresholds and because fee-generating choices, like whether to live on campus and pay room and board, are more common with full time students, including those children of UA employees.

National data on benefit prevalence

According to the 2012 College and University Professionals Association (CUPA) national higher-education benefits survey, 96% of responding colleges offer a tuition waiver benefit to full-time

employees. The benefit offered decreases to 84-88% for spouse and dependent children. Average number of credits waived was 15. The CUPA survey also showed that the median waiting period across institutions before eligibility was 12 months. As a side note, 65% of employees responding to the survey stated this benefit was either a deciding factor or the main reason they chose to work at UA.

Summary of employee comments from employee survey

When given the opportunity to comment on this benefit, 1,467 of 2,741 individuals did so. While the majority simply restated their desire for the benefit to continue, some general themes did arise. These themes are illustrated in the specific comments reproduced below:

- “The tuition waiver allows UA to compensate employees for their level of education in a different manner than just dollars in a paycheck, and ends up getting a better employee for it.”
- “The tuition waiver was a main deciding factor why I left [another] tenured job...What makes this University special is its focus on students AND its own community. Such focus is rare and so precious.”
- “This benefit is a lifetime opportunity for me...I am planning on getting my Master’s and continuing to work here...and will give back for the amazing gift UAA is giving me.”
- “...It’s not about the money, it’s about feeling like you’re part of the University of Alaska family.”
- “Tuition waivers allow an easy way for the class environment to be another way to create a bond between student and faculty/staff. It’s also part of our mission—community engagement.”
- “[this benefit] has made me more of an asset to the university – plus I am more invested in the success of the university as an alum.”
- “It is an excellent resource for someone at a rural campus (like myself) where there are so few other staff benefits and campus resources that I can access.”
- “...I continue to work here because of my love for the job and to get my kids through school.”
- “...UA’s retirement contribution and tuition waiver benefit keep it competitive in attracting talent.”
- “Cutting the tuition benefit sends the message that higher education is not actually that important [for employees]...Because of the courses I’ve taken...I have become a more valuable employee.”

Less than 1% of respondents indicated that this benefit is of little importance or use to them.

System Governance Report

February 2014



Coalition of Student Leaders

Shauna Thornton, Speaker

We held our Winter Retreat on Jan. 10-11, 2014 in Anchorage at the Hotel Captain Cook. Various speakers informed the student leaders on subjects such as student services, legislation and budgeting for 2014, how to tell our story, the legislative process, and the Alaska Commission on Postsecondary Education. The retreat was informative and important for our upcoming Legislative Affairs trip to Juneau. We provided feedback for a student satisfaction survey the Faculty Alliance is working to develop. We also spoke with Dr. Dana Thomas, VP of Academic Affairs and shared feedback on the Shaping Alaska's future draft documents.

Our advocacy trip to Juneau takes place Jan. 31-Feb. 4. Our theme for the Legislative Affairs trip is "Building Alaska's Future". The Coalition of Student Leaders will be hosting an evening event with students and legislators at the CTC in Juneau on Saturday evening Feb. 1. The students will be meeting with legislators and others during the four-day event.

We will be working closely with Chris Christensen, Associate Vice President for State Relations and Michelle Rizk, Associate Vice President for Budget on topics we need to know for our meetings with the legislators. There will be 30 to 40 students involved in this event from all over the state. The students are studying hard and excited to be a part of the legislative and university budgeting process.

During our business meeting at the retreat, we formed an ad hoc committee to explore ways to fundraise for the Pat Ivey Coalition of Student Leaders Scholarship fund and they will report to us after the Legislative Affairs trip.

We are working on getting out our mission and recruiting students for the upcoming year with Facebook, Twitter, and presentations on each campus.

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 met twice (12/13/13 & 1/17/14) since its report to the BOR meeting in December. As I write, we have yet to meet for our January meeting. Our December meeting corresponded with the BOR meeting in Fairbanks. Based upon our concerns, and those we heard aired at public testimony at the December BOR meeting, the Faculty Alliance passed a resolution supporting staff in their efforts to maintain the employee tuition waiver benefit at current levels. In the resolution, we noted the key role that well qualified and long-standing professional staff people play in supporting faculty and students in the academic mission of the university.

Our two meetings have focused primarily upon the issue of the proposal for establishing a UA system wide minimum standard for admission into a baccalaureate degree program. Concerns with establishing such a minimum, broadly speaking, fall into two categories. First, a UA system minimum may not be well suited to the unique student needs at each of the three universities of the UA system and the individualized approaches that have been or may be developed to serve those unique student populations. Second, there is concern, particularly at UAA, that establishing a UA system minimum for admission into a Baccalaureate program may discourage college going and stigmatize students unnecessarily. This is particularly a concern in a state that does not have a robust community college system and because UAA's mission involves a commitment to being an "open access" institution that provides a wide range of educational programs. After our last meeting, it became more apparent that UAF and UAS faculty governance were closer to agreeing on a common minimum standard than UAA.

I am doing my best to guide the discussion in the Faculty Alliance toward a productive compromise to the BA minimum standard proposal from SAC. In my efforts, I am striving to move beyond simply striking the proposal of a UA system wide standard down, and proposing an alternative that meets some of the objectives inherent in the proposal while addressing some of the concerns noted above. I have held a number of meetings with UAA faculty governance and with UAA administration to better understand their concerns. In those discussions, I learned that UAA does have minimum standards for admission into baccalaureate degrees. Vice Chancellor for Student Affairs, Bruce Schultz had his staff prepare a table comparing the degree admission standards of the three UA universities to help inform this discussion.

At our Jan. 17 meeting, we will discuss two possibilities as alternatives to the SAC proposed motion for baccalaureate minimums. One will focus on examining the table produced by Vice Chancellor Schultz's staff and attempt to find common ground among the variety of standards currently existing within the system to establish a UA wide minimum standard. The other will focus on using a UA wide minimum standard to initiate a thorough system of assessment, advising, and placement to assist students not meeting the minimum to engage appropriate educational goals and revise them, if necessary, as they develop college skills and obtain success in meeting intermediate educational goals. Those goals may include baccalaureate degrees, but may also be more appropriately focused on AA degrees, or other types of certificates.

The January meeting will also focus on developing an agenda for our face-to-face retreat in February. That agenda will also include discussion of topics we would like to discuss informally with the regents at the February meeting.

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**

We have been working closely with the Office of the Vice President for Academic Affairs providing feedback on the latest version of the Shaping Alaska's Future initiative. Each local governance group has been disseminated the draft Issue and Effect Statements from the latest version of the Shaping Alaska's Future document and asked to provide a second round of feedback from the Dec. 23, 2013 matrices. We express appreciation for the inclusion in this ongoing effort.

We are preparing for our annual retreat to be held in Fairbanks, Alaska on March 10-11, 2014. The members will assess goals, discuss pending concerns, decide future direction, and provide feedback from staff at each university for future discussion and Board of Regent consideration.

In conclusion, Staff Alliance would like to express appreciation to the Fairbanks, Juneau, and Anchorage staff for their participation in the December UA Board of Regents' meeting. Their continued support solidifies the importance of Staff Alliance and its mission. We value all input from staff and thank those who participate in meetings, surveys, and general informational queries. We are happy about the tuition waiver benefit conclusion.

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.

**UNIVERSITY OF ALASKA
LABOR and EMPLOYEE RELATIONS REPORT**

Acronyms commonly used in reporting Labor Relations activities:

ALRA	Alaska Labor Relations Agency
CBA	Collective Bargaining Agreement
LMC	Labor-Management Committee
MAU	Major Academic Unit (UAA, UAF, UAS)
ULP	Unfair Labor Practice Charge
<u>Unions:</u>	
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 since May 07, 2013.

The university and UNAC representatives have not met since April 2013.
The Joint Health Care Committee meets on a monthly basis.

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

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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. Grievance timelines are being held in abeyance pending the outcome of the Unit Clarification decision and appeal before ALRA.

- **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 faith and fair dealing. **The parties have rescheduled the step 2 grievance meeting for March 03, 2014.**

United Academics (UNAC)

- No grievances are pending.

Local 6070

- Local 6070 filed a Step 2 grievance on November 08, 2013 alleging the university violated Article 10.4B of the CBA by positing a vacancy for a UAA Local 6070 position incorrectly on the University website. The university's response was due November 22, 2013. **On November 21, 2013 the University responded and Local 6070 has withdrawn the grievance.**

United Academic – Adjuncts

- **United Academic- Adjuncts filed a Step 1/Step 2 grievances on November 19, 2013 alleging the university violated Article 6.2, Article 7.21, and Article 10. The union alleges the university violated an adjunct's rights by discussing a student concern with the adjunct. The university timely denied the grievance. The union did not advance the grievance to Step 3.**

FFFU Local 1324

No grievances are pending.

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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. Further, UAFT requested a stay of the ALRA Decision pending appeal.**

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 13, 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

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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. (See prior note regarding ALRA proceeding.)**

United Academics (UNAC): The CBA expired on December 31, 2013. The University began negotiations with UNAC on September 23, 2013. **A tentative agreement was successfully reached on December 11, 2014. The union membership ratified the contract on January 18, 2014 and the Board of Regents approved the contract on January 23, 2014.**

United Academics - Adjuncts (AAUP-AFT) (UNAD): The CBA expired on December 31, 2013. Preliminary scheduling discussions with the union were not productive. **The first negotiation session occurred on October 16, 2013 where the union continued to insist on negotiating on weekends in Juneau. The UA has taken the position that it will negotiate at mutually acceptable times and places generally accepted to mean normal business hours at business locations. The union has filed an Unfair Labor Practice with the ALRA. The parties continue to communicate in an effort to reach a compromise. The parties returned to the table on January 7 and have negotiated three times since October. Tentative agreement has been reached on 11 of 21 articles. The parties have additional negotiation sessions scheduled for February. The parties are working constructively and making progress.**

EMPLOYEE RELATIONS HIGHLIGHTS

Kenai Peninsula College: An employee was issued a notice of intent to terminate employment for cause following inappropriate behavior, dishonesty and other misconduct. The employee requested a hearing. The hearing was held on November 14 & 15, 2013 and now awaits the recommendation by the hearing officer and subsequent chancellor's decision.

REGENTS' POLICY
PART I - MISSION AND GENERAL PROVISIONS
Chapter 01.01 - Mission

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)

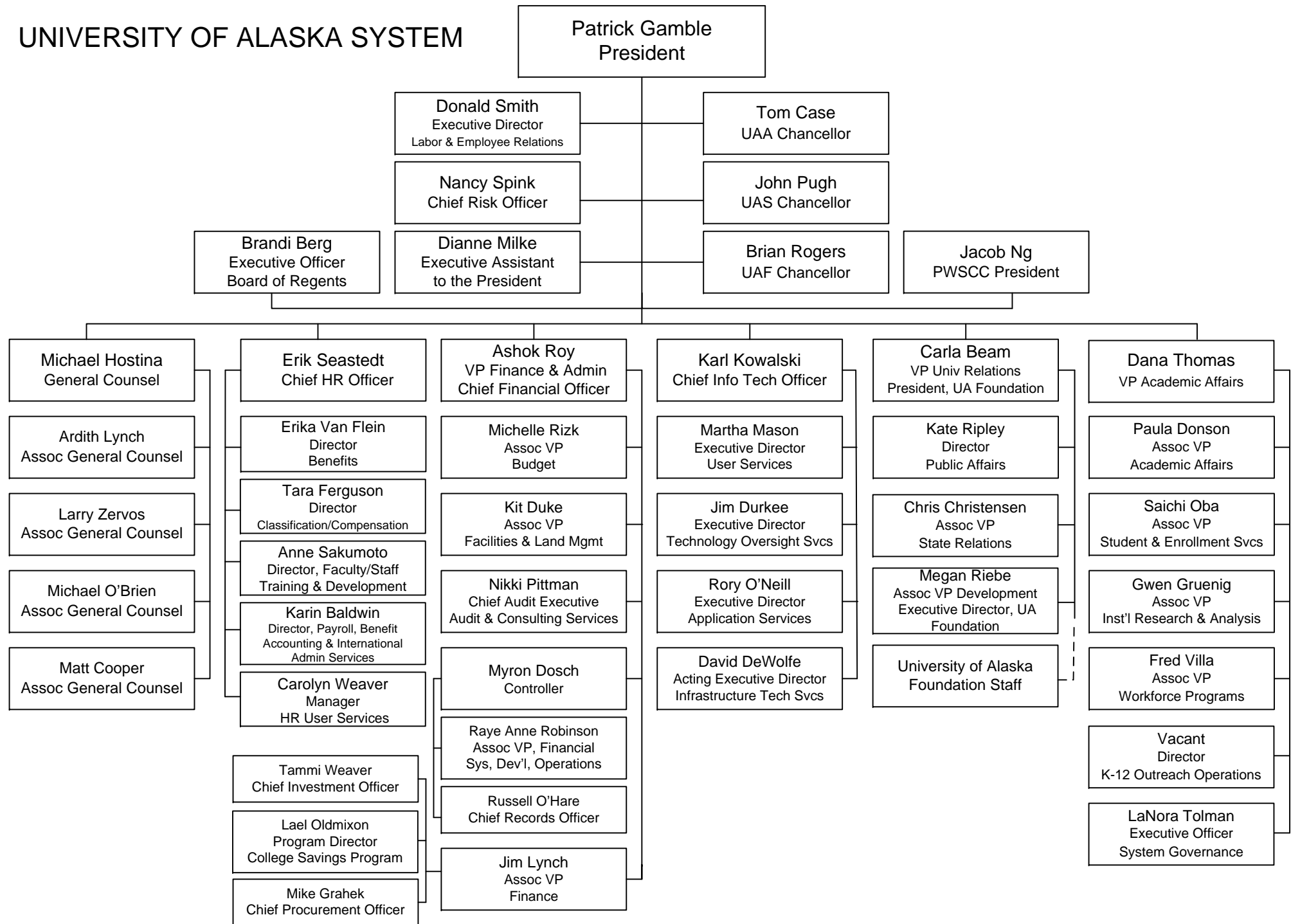
P01.01.040. University of Alaska Southeast Mission Statement.

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)

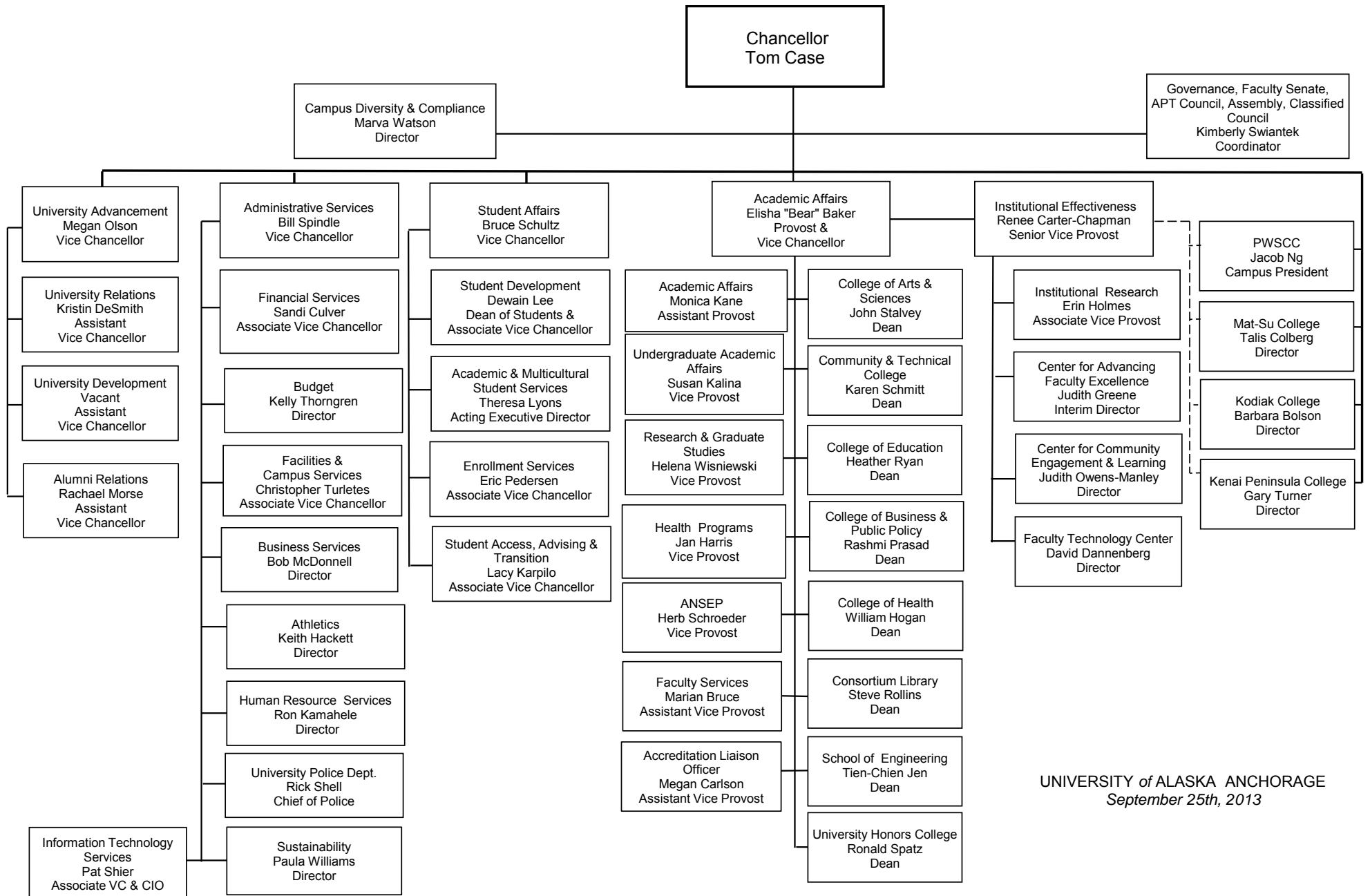
P01.01.050. Prince William Sound Community College Mission Statement.

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)

UNIVERSITY OF ALASKA SYSTEM



Effective February 2014



UNIVERSITY of ALASKA ANCHORAGE
September 25th, 2013

