

# **State of Alaska FY2023 Governor's Operating Budget**

## **University of Alaska University of Alaska Fairbanks Results Delivery Unit Budget Summary**

University of Alaska Fairbanks Results Delivery Unit

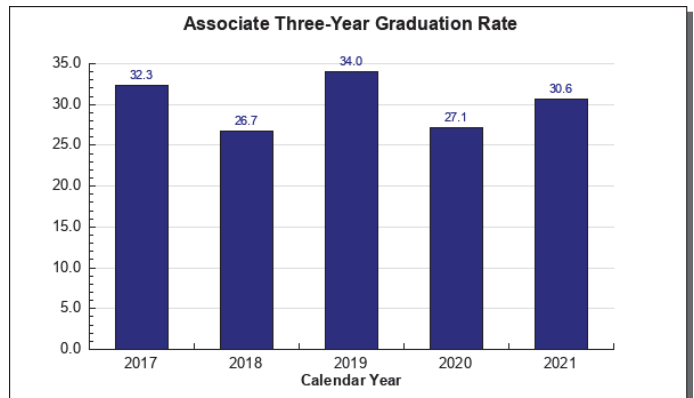
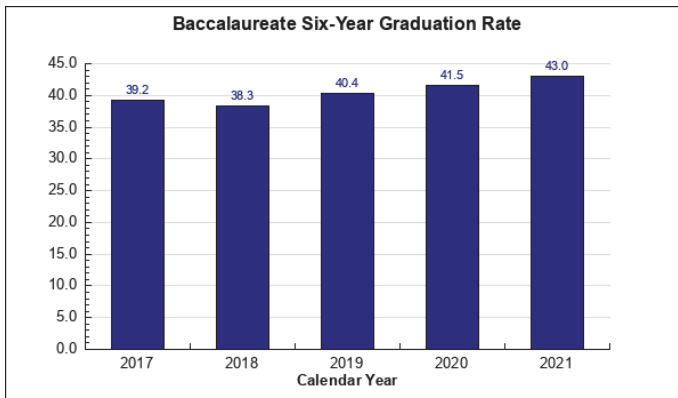
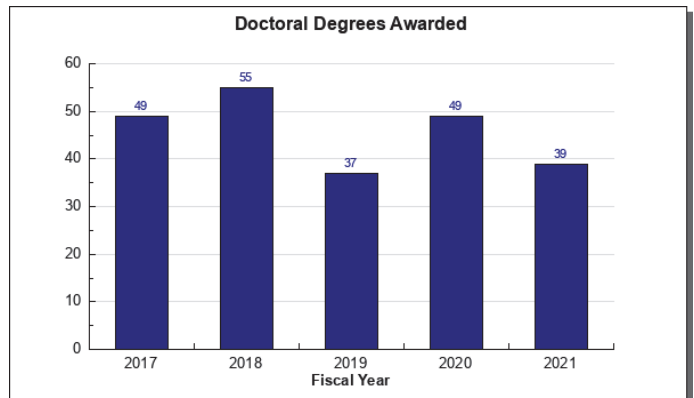
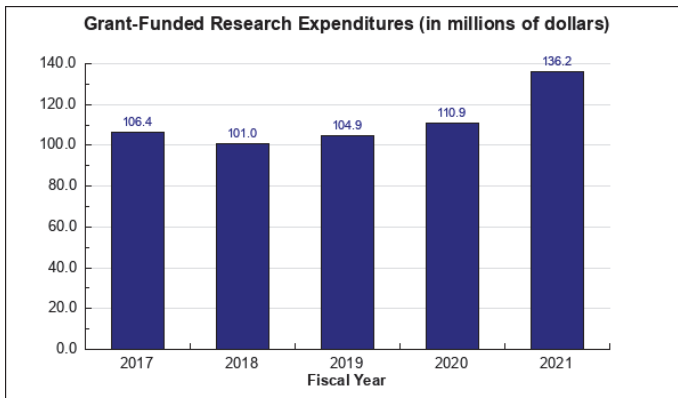
**Contribution to Department's Mission**

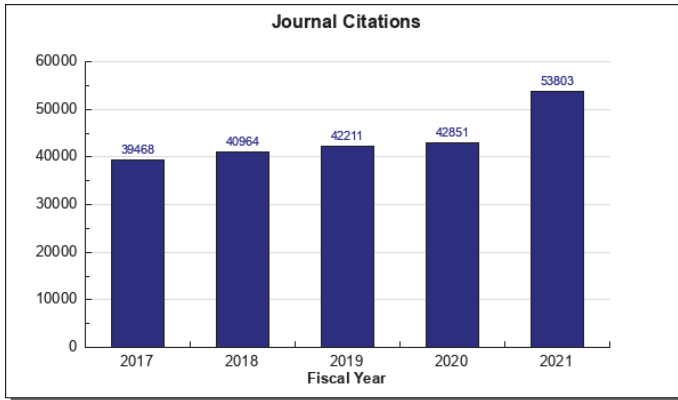
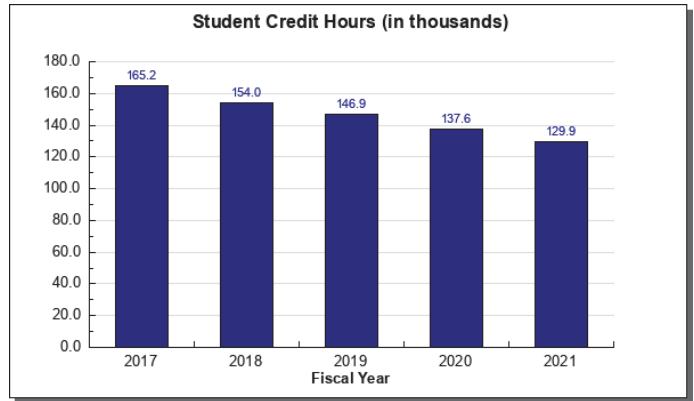
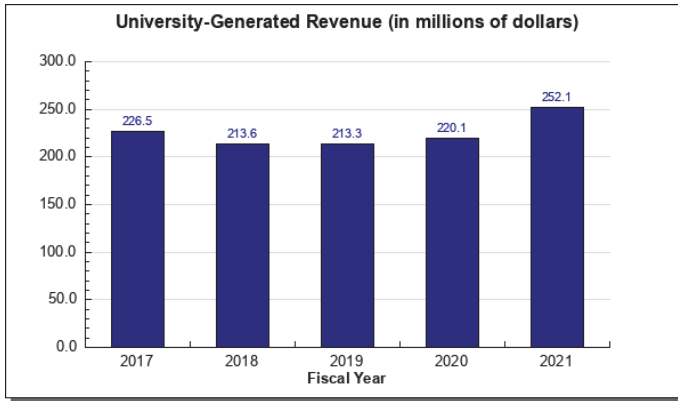
The University of Alaska Fairbanks (UAF) is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

University of Alaska Fairbanks Mission Statement  
 Board of Regents' Policy P01.01.030  
 Adopted 06-08-12

**Results**

(Additional performance information is available on the web at <https://omb.alaska.gov/results>.)





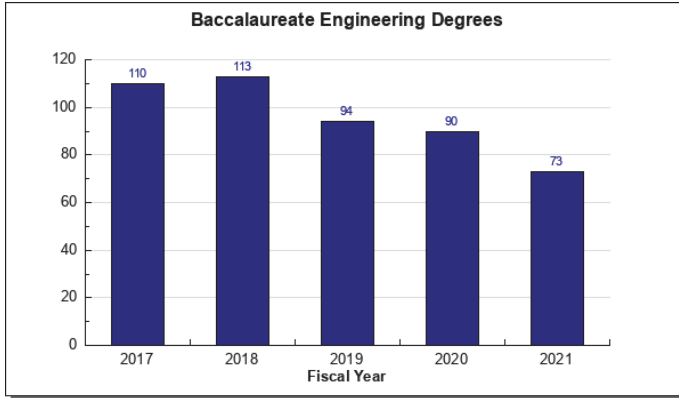
**Core Services**

- Serve Alaska's employers by enrolling and graduating students in high-demand job area degree and certificate programs, including those in teaching, engineering and health fields.
- Conduct research focused on Alaska and the circumpolar Arctic, leveraging university resources with external grants and contracts.
- Increase enrollment in doctoral degree programs.
- More credits enrolled per degree-seeking student per semester.
- Generate tuition and fee revenue consistent with maintaining access for low-income students and generate other revenue to the maximum extent possible and consistent with mission.
- Increase revenue generation from private gifts.
- Increase new student enrollment of first-time freshmen and transfer students.
- Increase student credit hour production facilitated by UAF eCampus.
- Increase efficiency in instructional expenditures per credit hour delivered.
- Publish research and scholarship, making the results widely available nationally and internationally.

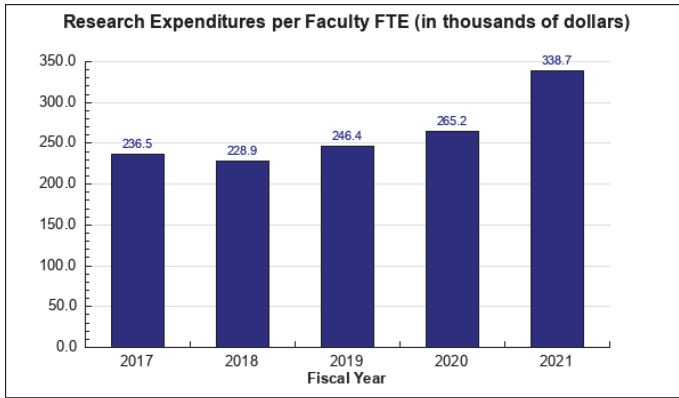
**Measures by Core Service**

(Additional performance information is available on the web at <https://omb.alaska.gov/results>.)

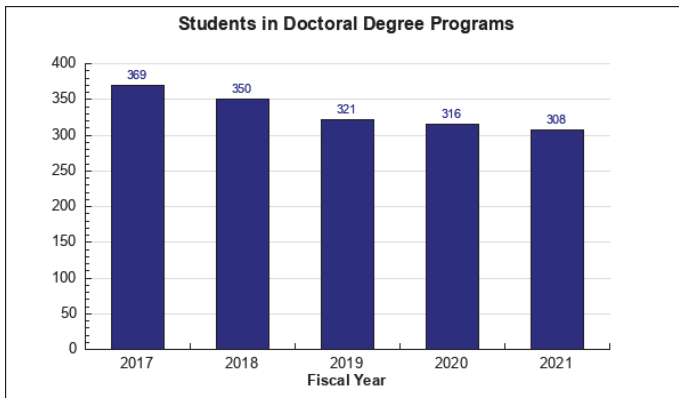
**1. Serve Alaska's employers by enrolling and graduating students in high-demand job area degree and certificate programs, including those in teaching, engineering and health fields.**



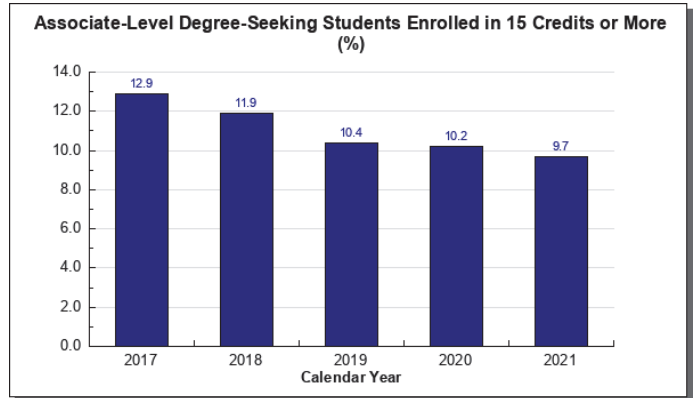
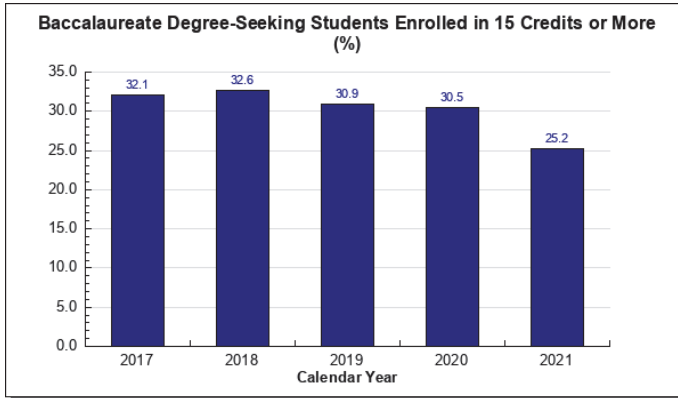
**2. Conduct research focused on Alaska and the circumpolar Arctic, leveraging university resources with external grants and contracts.**



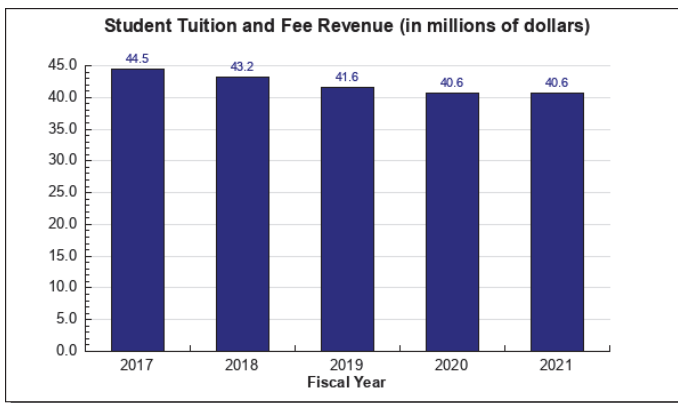
**3. Increase enrollment in doctoral degree programs.**



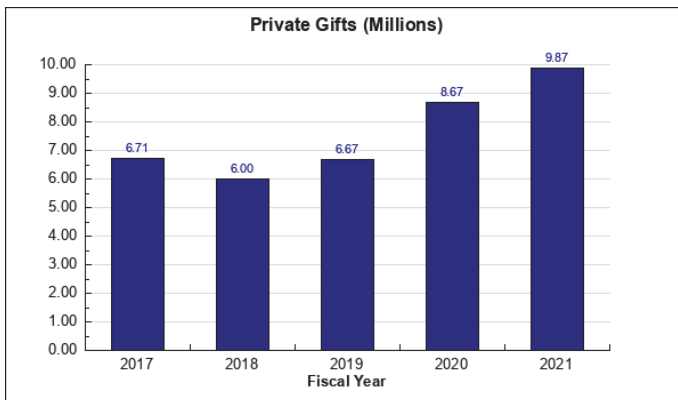
**4. More credits enrolled per degree-seeking student per semester.**



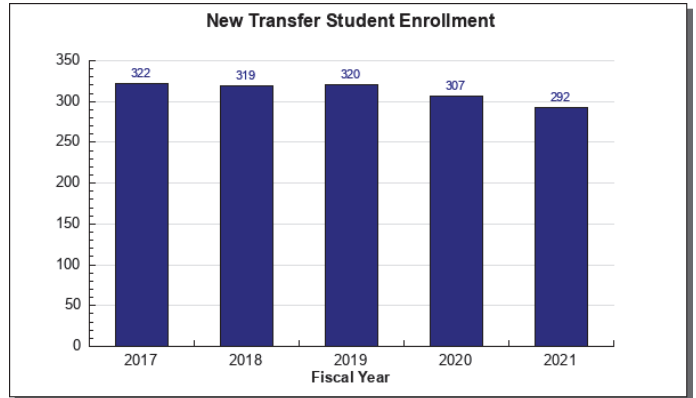
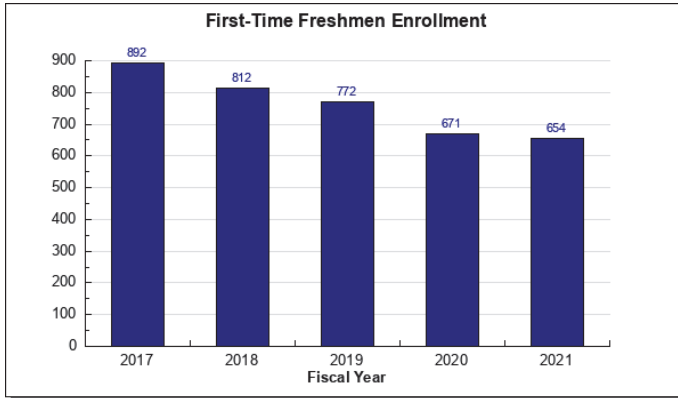
**5. Generate tuition and fee revenue consistent with maintaining access for low-income students and generate other revenue to the maximum extent possible and consistent with mission.**



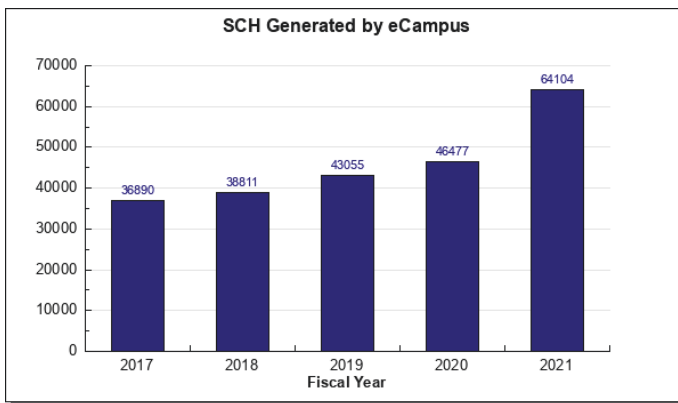
**6. Increase revenue generation from private gifts.**



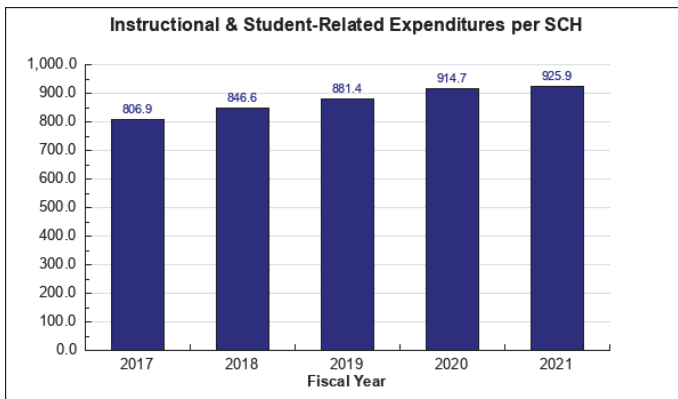
**7. Increase new student enrollment of first-time freshmen and transfer students.**



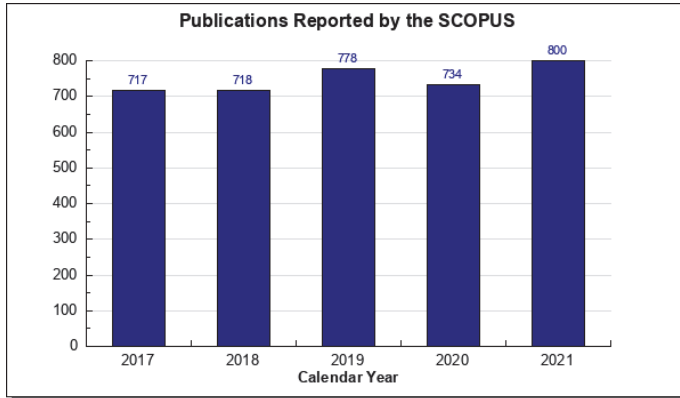
**8. Increase student credit hour production facilitated by UAF eCampus.**



**9. Increase efficiency in instructional expenditures per credit hour delivered.**



## 10. Publish research and scholarship, making the results widely available nationally and internationally.



### Major RDU Accomplishments in 2021

UAF continues to follow a strategic plan that includes six goals: To (i) modernize the student experience; (ii) solidify our global leadership in Alaska Native and Indigenous programs; (iii) achieve Tier 1 research status; (iv) transform UAF's intellectual property development and commercialization enterprise; (v) embrace and grow a culture of respect, diversity, inclusion and caring; and (vi) revitalize key academic programs.

Accreditation is a voluntary process of self-regulation and peer review adopted by the higher education community. It is an affirmation that a college provides a quality of education that the general public has the right to expect and that the educational community recognizes. UAF has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1934. UAF's accreditation was reaffirmed by NWCCU in February 2021.

### Awards, Recognition, and Achievements

The University of Alaska (UA) Foundation announced that it will award the 2021 Edith R. Bullock Prize to University of Alaska Fairbanks's Dr. Lawrence K. Duffy. Duffy, a professor of Chemistry and Biochemistry at UAF, has dedicated 40 years of his time and service to UAF by developing new programs, mentoring new generations of scientists and helping to further Arctic research. The Bullock Prize honors and showcases the extraordinary achievements of individuals on behalf of the UA system. The recognition includes a \$15,000 award, which can be used as the recipient wishes. It is the single largest cash award presented by the UA Foundation's Board of Directors each year.

Dr. Denise Thorsen, Dr. Donald (Skip) Walker, and Dr. Eduard Zilberkant were the recipients of the 2021 Emil Usibelli Distinguished Awards in teaching, research, and service, respectively. Each has served UAF with distinction for 20 or more years and was recognized for their exemplary contributions to the discovery, communication and use of knowledge. The award included \$10,000 for each recipient.

Dr. Matthew Wooller, was the lead co-author of a high-profile article in Science, that retraced the astonishing lifetime journey of a 17,000-year-old Arctic woolly mammoth through isotopic analysis of its fossilized tusk. Other UAF researchers who contributed to this study and co-authored the publications were Dr. Pat Druckenmiller, Dr. Dan Mann, Dr. Pam Groves, Dr. Joshua Reuther, and Dr. Karen Spaleta. Dr. Wooller is also the 2018 Usibelli Distinguished Research Award winner.

UAF alumnus and affiliate research faculty Mike Sfraga was appointed as the new chair of the U.S. Arctic Research Commission (USARC) by President Biden to provide insightful guidance and rational, unbiased assessments of actions to maintain USA's position as an Arctic nation guided by science. Other appointees with UAF ties include Jackie Richter-Menge, David Kennedy and Mark Myers.

Professor Emeritus Glenn Juday, received the George B. Fell Award, the highest award of the national Natural Areas Association. The award recognizes exceptional contributions to research, methods, education or policy that advance knowledge in the identification, protection and stewardship of natural areas. Dr. Juday's career has spanned 50

years, during which time he has been a pioneer in the field of forest ecology, making a profound impact on the protection and stewardship of natural areas.

### **UAF academic rankings:**

UAF's online bachelor's degree programs were again ranked among the best by U.S. News & World Report in 2021. Additionally, the online Master of Arts in Justice Administration was ranked 21st in the country, the university's highest ranking for an online program to date.

The online Bachelor of Business Administration programs earned a top-50 spot in the new-this-year ranking for undergraduate business programs. See this link:

<https://www.usnews.com/education/online-education/university-of-alaska-fairbanks-102614>

26th: World's Best Small Universities, Times Higher Education Survey

1st: Return on Investment: Best Value Colleges, Instate Students in Alaska, Payscale.com. Site also rated UAF best return on investment for out-of-state students among ranked public universities in Alaska.

UAF's Special Education and Teaching program is one of only two programs to be rated as Exemplary by Quality Matters, certified in all four sub-categories: Program Design, Teaching Support, Learner Support and Learner Success.

### **UAF research rankings:**

4th: Worldwide Rank in Number of Publications Peer-reviewed Arctic Research

7th: Geological and Earth Sciences, NSF Higher Education Research and Development Survey  
*Examples of ranked schools that UAF outranks: Penn State, Texas A&M, Stanford, Harvard, University of California, Berkeley*

9th: Ocean Sciences and Marine Sciences, NSF Higher Education Research and Development Survey  
*Examples of ranked schools that UAF outranks: Rutgers, Duke, Princeton, Texas A&M, Stanford*

15th: Astronomy and Astrophysics, NSF Higher Education Research and Development Survey  
*Examples of ranked schools that UAF outranks: University of Washington, Seattle; Columbia; Texas A&M; Yale; Stanford*

15th: Atmospheric Science and Meteorology, NSF Higher Education Research and Development Survey  
*Examples of ranked schools that UAF outranks: Princeton, Massachusetts Institute of Technology, Johns Hopkins, Perdue, Harvard*

### **Academic Programs, Enrollment and Graduation**

UAF conferred 1,335 degrees, including 275 undergraduate certificates or licensures, 258 associate degrees, 568 baccalaureate degrees, 195 master's degrees and 39 doctorates.

As of September 2020, fall enrollment at UAF echoed a dip seen throughout the University of Alaska system, with student numbers and total credit hours declining. Student headcount fell 5.2 percent compared to a year earlier, while overall credit hours slipped 5.0 percent. While enrollments dipped, UAF has invested in several enrollment and retention initiatives, including an extensive Strategic Enrollment Planning process.

UAF's eCampus enrollment experienced a 10 percent increase in student headcount and a 33 percent increase in student credit hours. In collaboration with academic units, eCampus now offers six graduate degrees, four graduate certificates, two post-baccalaureate certificates, 14 bachelor's degrees, seven associates degrees, six undergraduate certificates, and nine occupational endorsements for a total of 48 fully online programs.



UAF's six-year baccalaureate student graduation rate was 43.0 percent, representing a 3.6 percentage point increase over 2020. UAF's three-year, first-time, full-time associate-level student graduation rate was nearly 30.6 percent. This is an increase of over 12.9 percentage points from the 2020 rate.

UAF has continued to prioritize retention and student success initiatives to increase the graduation rate of first-time full-time freshmen. Fall 2019 to fall 2020 retention for first-time full-time baccalaureate students was 78.2 percent. The retention rate for associate degree students was 54.1 percent.

As part of the priority on retention, UAF has implemented several initiatives, including increased use of Nanook Navigator Education Advisory Board (EAB) student success collaborative software to identify at-risk students and provide support. UAF's Campus Advising Coordinator has increased consistency in academic advising through training, assessment, and professional development.

UAF offers high school students both an online and in-person dual enrollment experience. In partnership with the Fairbanks North Star School District, the North Star College launched in fall 2020 with a cohort of 40 high school seniors earning seven to 15 credits while taking classes on the Fairbanks campus (fall 2020 was adapted due to COVID). UAF welcomed another cohort of 40 seniors in the fall of 2021 with plans for significantly expanding the program in fall of 2022. The North Star College couples with the Alaska Advantage program to allow high school students from school districts around the state to enroll in UAF courses to earn both high school and college credit.

### **Community Campuses**

#### **College of Rural and Community Development (CRCD)**

CRCD'S Alaska Native Language Archive (ANLA) and Tanana Chiefs Conference (TCC) established a partnership to increase community access to comprehensive digital, print and multimedia learning resources for the ten Alaska Native languages of the TCC region, specifically including: Holikachuk, Dinak'i (Upper Kuskokwim), Deg Xinag, Dinjii Zhuh K'yaa (Gwich'in), Hän, Dihthaad Xt'een Iin Aandëeg' (Tanacross), Denaakk'e (Koyukon), Inupiaq, Benhti Kokhut'ana Kenaga' (Lower Tanana), and Nee'aanëegn' (Upper Tanana). TCC's goals are to systematically catalogue and digitize learning resources for these languages and to provide a user-friendly single access point through ANLA.

CRCD rural campuses continue to increase dual enrollment course offerings across rural school districts and regions. With a shared vision of supporting more K-12 students in their pursuit of higher education and employment. The rural campuses have been integral in boosting the state's dual enrollment, tech prep offerings and student success.

CRCD and the individual rural campuses continue to be successful in securing federal funding (DOE, USDA, NIH etc.) to provide support and engagement of students across the state.

#### **Community and Technical College (CTC)**

##### **FNA Native American Career and Technical Education Program (NACTEP)**

In Spring 2021, Fairbanks Native Association (FNA) expanded the Native American Career and Technical Education Program to cover books, tuition, and supplies for Alaska Natives/American Indians in over 40 programs at UAF CTC. This FNA program helps to ensure equal access to education and partners with CTC to educate Alaskans for Alaska's jobs. In fall 2021, this partnership is supporting 104 students seeking Career and Technical Education careers at CTC.

##### **Trailblazer Recognition Ceremony**

For the first time, first generation students who received an occupational endorsement (O.E.), Certificate, Associate of Applied Science (AAS)/ Associate of Arts (AA) were recognized at UAF through the Trailblazer Recognition Ceremony held on April 25, 2021. A first generation student is the first person from their family to attend college and receive a college credential. CTC and CRCD celebrated 269 first generation students for the 20-21 academic year. Out of 379 total CTC graduates/completers, 228 of those were first generation students.

##### **Virtual Registration Events**

Four annual UAF CTC registration events were converted to virtual registration events during the 20-21 academic year. Over 400 students and prospective students signed up for these virtual registration events held in August,

December, January and April. Students and prospective students were able to talk virtually with faculty advisors from each program, financial aid advisors and general academic advisors. Participants were able to get help with their application for admission and registering for classes. UAF CTC pays their application fee during these events.

### **New Nanny Caregiving O.E.**

The CTC Early Childhood Education program developed and implemented a new Nanny Caregiving O.E. This program was designed to fill a community need for qualified nannies and provide specific credentials, knowledge and skills for those seeking to gain education in this field. This O.E. program consists of seven courses (20 credits) that can be completed in one year and is available 100 percent online. Students who wish to pursue higher degrees will find all courses completed for the O.E. apply to the certificate and AAS Early Childhood Education (ECE) degree at UAF.

### **New Medical Scribe O.E.**

The Allied Health department at CTC has developed and implemented a new Medical Scribe program, consisting of a certificate and occupational endorsement. Medical scribes work side-by-side with the provider to document health records and medical notes in various clinical settings. Graduates of this program can thrive in a rewarding career as a medical scribe or use their experiences and education to further their career in healthcare. Those that complete the O.E. will be prepared to take the necessary certification exam for the Medical Scribe Certification and Aptitude Test (MSCAT); a requirement to acquire the Certified Medical Scribe Specialist (CMSS); a certification recognized by the American College of Medical Scribe Specialists.

### **Nursing Drive-through Pinning**

UAF CTC celebrated 13 new nurses graduating with a BS in nursing via an outdoor drive-through pinning ceremony at the CTC downtown center in Fairbanks on April 30, 2021. Due to COVID-19 precautions, the traditional pinning ceremony, welcoming new nurses into the profession, was held outdoors as the students drove up one-by-one to receive their nursing pin. The BS degree in nursing is offered by the University of Alaska Anchorage in cooperation with the UAF Community & Technical College. Both schools work together to administer the program locally in Fairbanks.

### **CNA fellowship**

UAF CTC Allied Health partnered with Foundation Health Partners and the Denali Center to offer a semiannual Certified Nursing Assistant Fellowship, sponsoring community members through the CNA program. The Denali Center will cover all tuition and fees for the CNA Fellowship participants in return for a one-year, full-time commitment of employment at the Denali Center. Upon completion of their coursework, the CNA Fellows will be required to pass the State of Alaska CNA Licensure exam in order to begin full time employment as a Certified Nursing Assistant at the Denali Center.

### **ABUS Micro-credential Program**

The Applied Business and Accounting program (ABUS) at UAF CTC has implemented a new micro-credential program, awarding digital badges to students upon completion of specified learning criteria or, in some instances, a combination of courses. Digital badges, or micro-credentials, are becoming the standard for employers or organizations to verify mastery of skills. The badge earner can add this credential to their email signature, digital resume, or social media. They can also access real time labor market searches and, in some cases, apply for jobs directly from the badge. So far, 13 different badges have been created and nearly 100 badges have been issued to ABUS students at CTC. This micro-credential program will soon start to be used by other programs at CTC with at least four new badges currently in development for the Early Childhood Education program at CTC.

### **Early Childhood Education (ECE) military partnership**

A new partnership with the military allows civilian employees who work for the military Child & Youth Services to earn up to 13 UAF credits. These employees must complete the required military training modules in early care and education. These UAF credits apply towards their AAS degree in ECE at CTC. CTC ECE has existing agreements with Fort Wainwright (FTWW), Eielson Air Force Base and Fort Greely and would also accept employee training from other military locations, including Joint Base Elmendorf-Richardson (JBER).

### **EMT Course Partnership with Fort Wainwright (FTWW)**

UAF CTC Emergency Medical Services program partnered with local military to offer a new EMT-1 course at FTWW. This course is an intense 5-week EMT course covering the educational requirement for both the National Registry of

EMTs and the State of Alaska. This partnership with the military improves medical capability on and off the battlefield. Soldiers are being trained to assist military medics with critically injured soldiers and have the ability to use the training and certification in the civilian world for employment after completion of service. UAF CTC and FTWW completed the first training of this kind in the summer of 2021 and are planning on expanding the educational opportunities for soldiers in 2022. Upon completion of the initial class, participants were honored by military command staff and presented course completion certificates by UAF CTC faculty.

The Diesel & Heavy Equipment program received over \$179,000 worth of donated engines from Airport Equipment Rentals, Inc., which expanded educational opportunities for students.

BP donated \$70,000 to the Process Technology program in FY2020, with the intent that dual enrollment courses be offered in FY2021-22 with expanded Process Technology opportunities for secondary education students. In FY2021, Process Technology successfully launched a dual enrollment course and educated 14 students.

CTC worked closely with developmental groups across the University to raise private donations. In September 2020, CTC held the first “CTC Walks for Students” event, which raised \$12,000 in scholarship funding for at-need students. CTC also raised \$4,600 in the inaugural UA Day of Giving in December 2020. Overall, CTC received \$338,850 in FY2021 donations, indicating significant community support for the College.

CTC provides critically-needed testing services to the Fairbanks community, serving 1,072 students in FY2021. Students took standardized tests for a variety of purposes, including academic qualifications like the GED, career certifications like real estate or insurance, and even specialty purposes like the Secret Service test.

CTC received significant support from the Alaska Technical Vocational Educational Program (TVEP) in FY2021. In addition to the four partially TVEP-funded faculty positions at CTC, TVEP also funded the purchase of medical teaching equipment for Allied Health programs, an industrial-grade blast chiller for Culinary Arts & Hospital, weld booth curtains for Welding, and personal protective equipment for Fire Science.

### **Public Engagement**

The Institute of Agriculture, Natural Resources and Extension (IANRE) strives to enhance food security and food resiliency throughout the state by collaborating with many community organizations, farmers, fishermen and entrepreneurs. IANRE not only shares research-based information, but it has been able to provide multiple tons of fresh produce to underserved communities and populations; as a result of research conducted in both the Fairbanks North Star and Mat-Su Boroughs.

IANRE faculty and staff offer regular trainings and classes on topics such as food preservation and safety, precision agriculture, Master Garden volunteer certification program, and national certification courses which aid in workforce development and job security. In the past year alone, the Certified Local Food Leader course increased the number of certified local food leaders in the state of Alaska from 2 in 2020 to 12 in 2021. This course equips individuals to incorporate traditional food practices, ensure equitable access and builds networking relationships within the state’s food system. They also created and delivered a new Alaska food system literacy course sparked by observations of Alaska’s location at the end of the global food supply chain.

The Cooperative Extension Service (CES) is known for hands-on workshops. However, when the pandemic hit, Extension pivoted to Zoom, Facebook Live and other platforms to continue its outreach. Many Alaskans wanted more information about gardening, preserving foods, managing family resources, conserving energy and youth activities. Online workshops often drew more than 100 participants.

Extension agents train more than a 1,000 people annually in more than 20 communities on how to preserve Alaska foods and food safety. Online sessions, after the pandemic began, expanded the reach of this program to both more people and communities.

Master gardeners trained by Extension commit to 40 hours of volunteer service in their communities. In FY2020, 187 volunteers donated 7,185 hours, valued at roughly \$183,000 (Independent Sector, 2020). These hours include many different endeavors across the state. In Anchorage the bulk of the volunteers for the Anchorage Botanical Garden are MG candidates or Master Gardeners who continue to donate community service hours. MG candidates and existing

Master Gardeners make up the bulk of horticulture volunteers and recycling corps for the Alaska State Fair. They also volunteer at the Ask an Expert booth that operates during all open hours of the fair. Master Gardeners also make up the bulk of membership of all the Mat-Su Valley and Anchorage garden clubs. Though a smaller group, the Master Gardeners are very active in Juneau.

The 2020/2021 Alaska 4-H program year has continued to persevere with outreach, communication, and youth programming across the state, despite our ongoing pandemic health and safety challenges. Enrollment numbers, both youth members and adult participants, have dipped only slightly from previous, non-pandemic years. Creative programming, flexibility, and community support has facilitated program goals to continue to provide positive youth programming for Alaska's youth.

In-person activities included: (outdoor events and meetings through the fair-weather months) local fairs, achievement and recognition nights (drive-thru and well-spaced out), community service projects, hikes, livestock and horse clinics.

At-home learning kits: both district-level and statewide offerings provided meaningful and fun opportunities for youth to learn. District examples include: culture camp in a box (Bristol Bay/Dillingham), edible soil science and weaving kits (Mat-Su/Copper River), ice cream science (Kodiak Island). Kits offered statewide: plant detectives, potato possibilities, summer harvest, microgreen magic, and Mars solar rover challenge. The Mars rover challenge (partnering with Renewable Energy Alaska Project) included video check-ins, Q & A with solar researchers and panel installation experts, a taped challenge, and topped off with a live "meet the scientist" session with a NASA astrophysicist.

Video programming: Despite 2020 being the year that most of our youth were glued to their screens for school, several Alaska 4-H districts had great success with video programming this year. The Mars rover challenge was an example, as was a "farm to table" kit/video programming series in Kodiak. There the youth learned several important and relevant lessons on food security and science through growing, processing, and creating all the parts to make a pizza (sourdough, sauce, cheese) and doing it all with video support and activities.

- Youth served through traditional enrollment in the 2020/2021 4-H program year: 844
- Adult volunteers: 107

Mining and Petroleum Training Service (MAPTS) has successfully adapted its services to meet the needs of the mining and oil & gas industries its serves within its three divisions:

- 1) MAPTS adapted its Mine Safety and Health Administration (MSHA) compliance training to be fully online. This change increased its student numbers in the MSHA division by allowing it to serve major production mines and individuals across the state and outside the state. MAPTS has been approached again to provide MSHA training to major mines in FY2022.
- 2) MAPTS Oil & Gas division was recently re-certified by the International Association of Drilling Contractors (IADC) and continues to be the only regular offering of IADC WellSharp training in the state, serving all of Alaska's drilling contractors.
- 3) MAPTS Mine Training Camp program is continuing to assist in meeting the needs of the mining industry to have a ready workforce. MAPTS partners with Alaska Native subsidiaries and contractors to recruit shareholders into training and mentor individuals into successful employment.

As part of its outreach and external funding, MAPTS is a sub-recipient of the U.S. Department of State's three-year cooperative agreement, "Advancing Greenland's Mineral Sector Education". MAPTS has provided consultation and advisement on the building and operating of an underground mine training facility in Sisimiut, Greenland, including mobile equipment, mine rescue equipment, and construction of the underground facility. MAPTS Director has provided monthly advisement on developing culturally appropriate mine training, effective student recruitment, and community outreach.

MAPTS instructors provided 40-Hour MSHA training and certification to Greenland's KTI Råstofskolen Director and staff members.

MAPTS will provide in-person training to Greenland staff when unrestricted travel has resumed and MAPTS Director will travel to Greenland to provide consultation on-site.

Alaska Sea Grant created a new 10-week paid summer Community Engaged Internship program (CEI) and sponsored four undergraduate students from underrepresented and Indigenous communities who worked on local research, outreach or public engagement projects in Alaskan communities. Students were mentored by local hosts, mentored remotely by graduate students participating in a Sea Grant Knauss Fellowship in Washington D.C, and joined with a national cohort of CEI students for professional development and networking throughout the summer.

Alaska Sea Grant supported growth of the mariculture industry in Alaska, including developing a new tool to help prospective businesses navigate aquaculture permitting in Alaska, highlighting mariculture products with videos, recipes, and a shellfish and seaweed festival, and through introducing locally produced seaweeds to Alaskan food producers.

Summer Sessions and Lifelong Learning (SSLL) hosted 51 in person day camps and nine virtual ones this past summer with enrollments of 551. Virtual camps consisted of YouTube Videos, Zoom sessions, and kits sent home for hands-on activities. The 365 SMART (Science, Math, Art, Recreation, and Technology) Academy offers non-credit enrichment courses to home schooled children around the state. In fall 17 courses were offered. In the spring a total of 51 classes were offered filling 464 spaces with children from 32 Alaskan communities, 3 different states and Guam.

SSLL created and hosted 42 summer public events. There were 3 summer lecture series that were held in person, zoomed, recorded, posted on the web, and aired on 360 North in cooperation with KTOO out of Juneau. The series were: 10 Authors Corner presentations; 11 Discover Alaska Lectures; 11 Healthy Living Lectures. There were 10 weekly band concerts which makes up the Music in the Garden series located in the Georgeson Botanical Garden. This year's Legacy Lecture honored Nancy Cook Hansen.

## **Athletics and Student Affairs**

### **Athletics**

Athletics serves as the first major contact that some stakeholders and constituents have with UAF, and serves as a community engagement opportunity for many members of Fairbanks and its surrounding communities. The UAF Athletics program generates brand identity, awareness and marketing for the University. These highly visible programs increase the number of prospective student applications, bolsters alumni participation and both encourages and facilitates giving to the University through various philanthropic initiatives.

Athletics departments within the National Collegiate Athletic Association (NCAA) divisions put primary focus on the following three themes:

1. Fundraising and Scholarships
2. Compliance
3. Support System

UAF Athletics is planning to successfully develop and achieve these themes by creating a highly functioning Athletics fundraising program. With the recent hire of Sr. Associate Athletic Director, Jim Hall, Assistant Athletic Director for Marketing, Sponsorships, and Promotions, Lisa Laiti, along with the upcoming hires of a Sr. Associate Athletic Director for External Relations and Assistant Athletic Director for Facilities, Ticketing, and Operations; UAF Athletics aims to take the current framework and further develop it within the next three to five years, allowing Athletics to set and achieve major compliance, operational, and fundraising goals and initiatives.

Additionally, UAF Athletics has brought on a new Athletic Director (AD), Brock Anundson, to oversee these strategic initiatives and ensure they are appropriately developed. In March of 2021, Interim AD Carl MacAloose (ASC) recommended the reorganization of the Nanook Athletics Department, along with the new oversight to NCAA compliance, reviewing, and reports. With the AD Anundson's full-time hire of Jim Hall, as Sr AD for Compliance (August, 2021), UAF Athletics achieved a cornerstone to continuing this build-out process. To date, UAF Athletics is continuing to integrate a dynamic and fully NCAA compliant process for all stakeholders who operate within it.

Under new leadership, Anundson and the Athletics Department will continue to implement the three to five-year athletics strategic plan. The plan includes increased community outreach and engagement, expanded efforts in fundraising practices, student-athletic development, academic achievement, wellness and post-graduation success. This transformation aspires to find efficiencies and create a highly functioning athletic department by developing coordinated, collaborative, cooperative ventures and partnerships with other parts of the university. In addition, the Athletics Department is implementing its community and support system strategic plan with the greater Fairbanks Community (i.e., Youth Sport Board, school systems, and more) to foster and enhance the opportunities for Nanook student-athletes now and post-graduation.

### **Student Affairs**

The Center for Student Engagement (CSE) is the home of many programs and services that align with the UAF's institutional goals of "modernizing the student experience" and "growing a culture of respect, diversity, inclusion and caring." CSE contributes to these institutional goals by 1) providing innovative and collaborative space for college students to connect over similar interests while presented with opportunities for self-discovery; 2) cultivating leaders through a rich variety of student leadership experiences, including student employment, governance, student organizations, and other high-impact co-curricular programs; and 3) exposing students to programs with a diverse community, new ideas, and environments that affirm identities.

The Center for Student Engagement (CSE) was awarded a \$10,000 grant from the Fairbanks Wellness Coalition and the Statewide Coalition on Suicide Prevention to provide the campus with Question, Persuade, Refer (QPR): Suicide Prevention Training. This is the fourth year CSE has received this grant.

Nanook Recreation (NR) has persisted throughout the pandemic, remaining open during FY2021 and FY2022. The staff has worked hard to implement strict mitigations and protocols to make our programs and facilities as safe as possible while still offering patrons the opportunity to pursue a healthy lifestyle.

Looking ahead, NR hopes to address some aging facilities in order to modernize the student experience and maintain current offerings. NR is partnering with local sports programs to expand offerings and create better programs for the students and community. For example, hosting Men's and Women's basketball leagues which mix students and community players. Working with the tennis and pickleball associations to create better courts for all sports, allowing us to host bigger tournaments. While this shows progress, NR continues working hard to keep the ice rink frozen and the pool full of water. These deferred maintenance projects will continue to be a priority.

UAF's Center for Student Rights and Responsibility (CSRR) is entering its fourth year as a department. CSRR is synonymous with Dean of Students (DOS) at our sister campuses and is outlined as the department responsible for adherence to constitutionally required due process rights, which are also outlined in UA's Board of Regents' policy. This department is an integral part of the student's holistic development and the campus's commitment to safety and student rights. Focusing on student accountability, safety and resilience, CSRR seeks to help students learn and grow inside and out of the classroom. CSRR is responsible for the student conduct model at UAF. CSRR prioritizes restorative practices that seek to repair harm and help individuals understand and value the role they play in their community. The goal is to help students understand their decisions impact not only them but everyone around them. The Student CARE team is also housed in CSRR. This is a multi-disciplinary team made up of staff and faculty committed to helping students when they need it most. This team seeks to understand the challenges of the modern student and works as a partner to help eliminate barriers and support students in reaching their academic and career goals.

In addition to campus safety and community development, CSRR is also responsible for federal compliance with the Clery Act and Drug-Free Schools and Communities Act for the entire MAU. These compliance standards are

connected to the institution's ability to issue students federal IV funding. Compliance with these acts requires coordination from multiple departments such as the University police, department of residence life, rural campuses, human resources and CSRR. It also requires initiating and responding to threats to campus safety and response. Compliance with these acts is a 24/7 operation.

In addition to the services listed above, CSRR is also a faculty advocate and mediator to balance student rights and institutional responsibility. Routinely, CSRR provides guidance for faculty to navigate classroom disruptions and balancing employee rights with student rights, an important risk mitigation effort for the university.

The Student Health and Counseling Center (SHCC) provides an array of primary care and mental health care services to students on campus. Services include COVID-19 testing, immunizations, physicals, sexually transmitted infection screenings and treatment, medication management, treatment for various illnesses and disorders, health education, lab services, individual psychotherapy/ counseling, couples therapy/counseling, and group psychotherapy/counseling, crisis counseling, resource and referral services, and outreach programming.

Some current initiatives include:

- COVID-19 testing and vaccination program for UAF Students
- Full immunization program for UAF Students
- Counselor available at CTC
- Counselor available onsite at Athletics
- Interactive Screening Program from the American Foundation for Suicide Prevention launched in partnership with the UAF Community Mental Health Clinic (UCMHC)
- Daily consultation hour with a counselor for students/faculty/staff
- Statewide delivery of tele-behavioral health services to UAF students
- Program development for embedded counseling in UAF Residence Life
- Mental Health First Aid training for campus partners (staff, students, and faculty)

Disability Services supports a diverse and inclusive campus community by providing academic, housing, dining and programmatic accommodations to individuals with disabilities. Disability Services also provides training and informational opportunities to the campus in an effort to educate our community members for active citizenship.

Some current initiatives include:

- Cost reductions by using new vendors and technology
- Continued statewide coordination of the Disability Services offices
  - Ensure processes to register and receive accommodations are consistent across campuses
- Increase access to and utilization of assistive technology
  - Provide unlimited license for Texthelp's Read & Write literacy support tool to all students, staff, and instructors
- Increase integration with the UAF Center for Student Rights and Responsibilities
  - Ensure students have access to services
- Increase coordination with UAF eCampus
  - Ensure students in online courses have access to services
  - Increase integration of universal design principles in course development
- Continue collaboration with community-based service and advocacy groups
  - Examples include but are not limited to: Access Alaska, Department of Vocational Rehabilitation, Alaska Center for the Blind and Visually Impaired, and Developmental Disability Resource Connection

Residence Life has continued to provide communities that are inclusive, diverse, caring and respectful.

- Hess Village Modernization: installed swipe access door to increase access; collaborated with Sustainability to install and update garden plots
- Upgraded fire alarm systems and elevators in Moore and Bartlett student housing facilities

- Successfully launched Hall to Home Scholarship, awarding 19 students with room scholarships for FY2022
- Trained hall staff on resilience, boundaries and secondary trauma
- Increased participation in RHA which has increased student engagement

### **eCampus**

UAF is committed to improving access to higher education through the expansion of online offerings. This year, 229 unique classes were added to the list of eCampus-supported courses. The BA in Communication, a Strategic Leadership Graduate Certificate and an OE in Nanny Caregiving were added to the list of fully online programs. In development are numerous science, technology, engineering and mathematics (STEM) courses as well as a fully online Social Work program.

The UAF eCampus Advantage program expanded to include University of Alaska Southeast in fall 2020 and changed its name to the Alaska Advantage program. It continues to offer competitive package pricing and support services to high-achieving high school students who can take online courses for both high school and college credit. The program experienced immense success in its first academic year (AY20), serving 208 high school students around the state who earned 1,067 student credit hours. In AY21, Alaska Advantage served 509 high school students who earned 3,795 credits. Overall, Advantage program students have achieved a 94 percent success rate. The growth continues to be exponential as fall 2021 has 436 students enrolled, earning 2,124 credit hours.

UAF joined the edX consortium this year to increase access to its world-leading Arctic research. edX, a trusted global learning platform, has more than 40 million learners. UAF, known as AlaskaX on the platform, has developed 12 online courses that are four to eight weeks long and are available for free. Learners can also pay for a certificate that verifies course completion. More than 15,000 people have enrolled in AlaskaX courses.

Seeking to modernize the student experience, UAF has adopted the Canvas learning management system (LMS). A successful pilot program proved that Canvas requires less bandwidth than Blackboard, provides a robust mobile experience, and is more accessible to diverse learners. Nearly 450 courses have switched to Canvas for fall 2021. UAF will also integrate our instance of the Canvas LMS with more than 20 K-12 school districts also using Canvas in Alaska. This will provide and enhance dual enrollment opportunities.

### **Research**

UAF continues to lead in Arctic research, as well as globally influencing science advancement. In FY2021, direct research expenditures exceeded \$150 million from restricted and unrestricted fund sources.

UAF faculty are working on 18 different active Navigating the New Arctic (NNA) awards, one of the U.S. National Science Foundation's 10 Big Ideas. NNA awards cumulatively amount to nearly \$16.5 million. These awards include partnering with communities for adapting and building resiliency under a changing climate, predictive modeling, and studying marine ecology, fisheries, wildlife, permafrost, glaciers, fresh ice, water quality, seismicity, arctic infrastructure, and microgrids. The NNA awards also support recruiting and retaining Indigenous scholars.

Institute of Arctic Biology's (IAB) Center for Alaska Native Health Research (CAHNR) has recently received a \$1 million contract from the Veteran's Administration to develop a research program around suicide prevention and mental health services for Alaska's military population.

IAB's Alaska INBRE program (NIH-funded Idea Networks of Biomedical Research Excellence) has recently been awarded three competitive supplements to develop collaborations between investigators, purchase equipment, address critical issues of women's health, and surveillance studies of SARS-CoV-2 viral strains. Since 2019 the Alaska INBRE program has received all seven submitted Administrative Supplements totaling \$2,028,441.

Under one of those INBRE-funded projects, the Alaska Sequencing Consortium of investigators at UAF, UAA, the State Virology Lab, and DHSS, recently launched a new interactive dashboard tracking COVID variants in the state <https://akvariants.github.io/>. It is fascinating to see the extremely rapid takeover of the delta variant of SARS-CoV-2 in Alaska during the months of June-July, 2021.



The Geophysical Institute's University Affiliated Research Center (UARC) for the Department of Defense continues to grow with new Task Orders added this past year. The UARC was formed to conduct research and development in the geophysical detection of nuclear proliferation. The UARC was awarded a sole-source, five-year \$46.7 million Indefinite Delivery Indefinite Quantity (IDIQ) contract and counts among its government customers the U.S. Air Force Technical Applications Center, the U.S. Defense Threat Reduction Agency, the U.S. National Geospatial Intelligence Agency, and the Office of the Assistant Secretary of Defense for Threat Reduction and Arms Control. Several new task orders came in during FY2020 and in response the DoD raised the ceiling of the IDIQ from \$50 million to \$100 million.

UAF's Geophysical Institute operates four essential services for the State of Alaska and the Federal government: Alaska Volcano Observatory (AVO), Alaska Earthquake Center (AEC), Alaska Satellite Facility (ASF), and Alaska Center for Unmanned Aircraft Systems Integration (ACUASI). These operational units are tied to impactful Arctic focused research and have all had another successful field season even with the COVID restrictions.

AVO, a joint program of the U.S. Geological Survey, University of Alaska Fairbanks Geophysical Institute, and Alaska Division of Geological and Geophysical Surveys, recently received \$12 million from Congress to upgrade its aging monitoring equipment. Volcanology researchers at UAF were also awarded a \$2.5 million grant from the National Science Foundation to help better forecast volcanic eruptions in Alaska.

AEC has recently secured \$5 million in federal funding. These resources are being used to lead research and develop tools that benefit Alaskans. Funds also support the operations of Alaska's seismic monitoring network which provide information about earthquakes across Alaska.

ASF recently secured a large Task Order under the UARC to manage and operate the GeoData Cooperative, a transformative organization that integrates .gov, .org, .com, .mil, and .edu under one collaborative partnership. The GeoData Cooperative is focused on delivering relevant geospatial data that meets DoD mission timelines, resulting in significant cost efficiencies for the United States Government.

ACUASI continues to leverage their beyond-visual-line-of-sight flight capability that sets them apart from their peers. It is one of the first steps towards proving the ability of technology to prevent unmanned aircraft from colliding with manned aircraft and opening Alaska's airspace to routine unmanned aircraft operations.

The UA Museum of the North (UAMN) holds world-class collections totaling more than 2.2 million objects. Based on current holdings, and compared to other similar collections worldwide, UAMN has the largest marine mammal collection, the largest polar dinosaur collection and one of the largest frozen tissue collections. Over 400 peer-reviewed articles have used UAMN collections in the last five years alone.

The College of Fisheries and Ocean Science (CFOS) formed the interdisciplinary Alaska Blue Economy Center (ABEC) in 2019 to help boost Alaska's blue economy by serving as a resource for research, instruction, and outreach related to Alaska's aquatic resources and ecosystems. The Alaska Sea Grant and the Center for One Health, along with the Agriculture and Forest Experimental Station, are collaborating on innovative approaches to Food Security on land and sea.

With the new installation of the Department of Energy's Arctic Energy Center at UAF, UAF researchers are working collaborations with DOE National Labs as well as the broader DOE research enterprise.

Geophysical Institute researcher Jingqiu Mao is the Alaska leader in a \$12 million multistate air quality project funded by the National Science Foundation and announced Sept. 27. The aim is to determine the content of airborne particulate matter. Mao, an assistant professor at the College of Natural Science and Mathematics, and a student assistant will oversee the Alaska instrument site, which will be just south of Fort Greely. Georgia Tech is the lead institution.

Associate professor Carl Tape of the Alaska Earthquake Center and the College of Natural Science and Mathematics, is the principal investigator on a \$3.2 million project to unite seismic data analysis and modeling with supercomputing power to help answer some of the biggest questions about the Earth's seismic activity. The National Science Foundation's Office of Advanced Cyberinfrastructure funded the four-year multi-institution project in late August.

The Geophysical Institute's Hyunju Connor, who teaches in the College of Natural Science and Mathematics, is involved as a computer modeler with the CuPID satellite, which piggybacked on the Sept. 27 launch of LANDSAT-9. The Cusp Plasma Imaging Detector cubesat is one of three launches she is involved with in the quest to learn more about the interaction of the solar wind with Earth's magnetosphere.

A science cruise about the Sikuliaq and led by Geophysical Institute researcher Bernard Coakley to investigate the origin of the Arctic Ocean's Amerasia Basin wrapped up at the end of September after more than seven weeks at sea. The voyage was the Sikuliaq's northernmost to date. It sailed to just over 79 degrees 39 minutes north latitude, or about 500 miles north of Utqiagvik on Alaska's coast.

### **Facilities**

UAF continues to look for opportunities to downsize and demolish facilities beyond their useful life and with a deferred maintenance and renewal (DM&R) backlog that exceeds the replacement value of the building. The removals result in long term maintenance and operational savings and a reduction of the DM&R backlog. During 2021, UAF demolished one building, eliminating over \$657,000 of the DM&R backlog.

UAF continues to explore opportunities to leverage land and assets in new or shared ways. Asset privatization strategies being explored include the possible concession of certain utility infrastructure systems and facility use partnerships with state and federal agencies. Private-public partnerships (P3) continue to be explored, most specifically for housing or utility infrastructure. These opportunities leverage land and assets to help fund programmatic growth and to assist with elimination of ongoing operating costs and/or deferred maintenance.

The UAF Development Office has increased partnerships with UAF Facilities Services where donor potential exists to support facility improvements and expansion. Multiple targeted campaigns are in development or underway throughout all UAF locations and specifically in student success, community engagement, indigenous studies, the performing arts, and UAF Athletics.

### **Gifts**

UAF is on an upward trajectory in seeking and securing private philanthropic gifts that align with the university's mission of teaching, research and service. Connecting the university's mission to the donor's passion is under the purview of University Advancement which consists of the Development, Alumni Relations, and University Relations teams, in partnership with faculty, UAF leadership and colleagues throughout the university. While this uptick in private gifts is strategic and purposeful, it must be stated that donor gifts are most often restricted to a particular program or area. Private philanthropy is meant to bolster not supplement the university's budget gaps.

UAF received \$9.867 million in private philanthropic donations in FY2021, nearly 14 percent increase from FY2020's \$8.684 million. These increases are the result of strategic efforts to invite more people, more often, to support the university.

The total number of donors in FY2021 was 2,660, including alumni, friends, corporations and foundations. Donations from alumni made up 27 percent of the dollars received in FY2021. Of the total number of donors who gave to UAF in FY2020, 38.6 percent were alumni. UAF's alumni giving remains above the statewide averages of 15 percent of total giving from alumni as reported in the September 2021 UA Foundation For Alaska Campaign report.

UAF received a number of notable major gifts in FY2021, including \$1.9 million from the late Donald Clark '56 and Annette MacFadyen Clark for scholarships at UAF; \$450,000 from Northwest Farm Credit Services to Alaska Sea Grant at the University of Alaska Fairbanks to fund several programs supporting the next generation of Alaska's commercial seafood harvesters; and \$300,000 from Ocean Peace for research, among many others. Multiple stories celebrating donor generosity may be found in current and archived issues of the Chancellor's Report on Philanthropy, at <https://uaf.edu/giving/impact/chancellor-report-on-philanthropy/archives.php>.

The first UA Giving Day, held Oct. 20-22, 2020 was a success by every measure. Billed as "49 hours for the 49th state," the online fundraising event drew participation from more than 1,100 individuals. Online donations to the three universities totaled \$672,600 to support students, university programs, research, athletics and scholarships. More than half of those gifts were from UAF donors, who gave a combined \$416,000. Notable challenge donors to support

UAF during Giving Day included Usibelli Coal Mine, Dr. Cary Keller and Sarah Keller '90, and the UAF Alumni Association.

In February 2021, UAF's Blue and Gold Celebration, presented by Kinross Fort Knox, went virtual. Chancellor Dan White and Marisa Sharrah '01 hosted the unique online event as a way to bring our community together and honor traditions. With safety measures in place to reduce the spread of COVID-19, the university hosted a virtual hangout featuring a trivia contest and prizes, along with guest appearances by several outstanding UAF students. That was followed by a 30-minute program honoring our faculty and alumni. In the end, members of Nanook Nation raised more than \$130,000 to support UAF students and the Nanook Commitment, a four-year, need-based scholarship program. At least 50 people made a gift on a special fundraising page, with more than \$45,000 raised from guests from 10 different states.

As part of the public launch of the University of Alaska's For Alaska fundraising campaign on March 25, UAF hosted a virtual grand opening of the Alaska Esports Center. This was a chance to celebrate a \$500,000 multiyear commitment from GCI to support the center. GCI's gift, along with contributions from the UAF Alumni Association, School of Management and eCampus, as well as the UA Office of Information Technology, made the dream of a modern gaming space on campus a reality.

UAF is proud of the generosity from donors to provide scholarships for students. Scholarships serve students by reducing their burden of the costs of obtaining workforce training and a college degree. Furthermore, scholarships are a deeply meaningful way to honor the memory of loved ones by establishing endowed memorial scholarships. In FY2021 870 privately funded scholarship awards totaling \$1.8 million were distributed to UAF Students, in comparison to 650 scholarships totaling approximately \$1.3 million in FY2020.

Following a challenging year of budget cuts and mitigations to address the world-wide COVID-19 pandemic, the UAF Development and Alumni Relations team is on track to meet strategic fundraising goals for FY2022.

## **Key RDU Challenges**

- Managing the operational budget that is challenged by COVID related costs and lost revenues.
- Continue adapting to the changing needs posed by the COVID pandemic including seeking opportunities to continue in-person living and learning environments.
- Adapting instructional needs for programs across campus with unfilled faculty vacancies, faculty non-retentions and a reduced number of adjuncts.
- Maintaining or increasing research accomplishments in a climate where faculty also need to teach more to meet academic needs.
- Maintaining or developing diverse funding sources as the federal grant landscape continues to tighten.
- Maintaining research journal and database subscriptions, due to cost increases that continue to occur at rates substantially exceeding general inflation.
- Scaling administrative support, student services, facilities operations and maintenance, and other work to meet projected needs.
- Maintaining and increasing enrollment and tuition revenue in the competitive enrollment market.
- Making sufficient investments in deferred maintenance without severe impacts to operating funds, limiting the ability to address large scale projects.
- Limited access to broadband internet and high costs continues to limit Alaska's learners' access to online education opportunities through much of Alaska (including in urban areas).
- Providing services and support to bolster employee morale and provide development opportunities.
- Providing services and support to bolster student success and mental and emotional well-being.
- Promoting diversity and inclusiveness in hiring in a generally difficult employment market.
- Covering increased insurance and other fixed costs in a constrained environment without inflationary operating budget adjustments to ensure stability.

## **Significant Changes in Results to be Delivered in FY2023**

### **Access and Enrollment**

UAF is in the third year of Strategic Enrollment Planning (SEP). SEP is a data-informed process that aligns an institution's fiscal, academic, co-curricular and enrollment resources within a changing environment to accomplish its mission and ensure long-term enrollment success and fiscal health. UAF launched the process in September 2018. To date, over 220 participants have been involved across 32 action planning groups. More than 50 percent of participants are faculty. These groups have created over 100 action plans, more than half of which have been implemented. In 2020, UAF expanded the process to include college-specific enrollment planning with the College of Engineering and Mines. Starting in fall 2021, UAF began focused enrollment planning efforts with the College of Liberal Arts, College of Natural Sciences and Mathematics and the Community and Technical College. This iterative process continues to become part of the strategic fabric of UAF. The SEP Steering Committee continues to assess the effectiveness of the implemented strategies and expand upon successful initiatives to build enrollment at UAF.

Examples SEP Action Plans include:

- Honors College and Climate Scholars Program
- Online Bachelors of Science in Biology
- Financial Aid Leveraging Scholarships
- Rural Counselor Fly-In Program
- Graduate Certificate in Microgrid Power and Renewable Energy Systems
- Nanook Brotherhood Project
- Admission Counselors positions added in key locations in Lower 48

UAF has expanded its dual enrollment opportunities with the eCampus Advantage Program and the North Star Middle College. The Advantage program, which started in fall 2019, encourages high school students to take high-quality online courses offered by University of Alaska Fairbanks and, starting fall 2020, includes University of Alaska Southeast. Students earn both high school and college credit for a single course, get a solid introduction to university-level expectations and can take advantage of package pricing. This program has been especially valuable during COVID and UAF now has over 40 school district and home school partners and has enrolled nearly 500 students from across Alaska for the fall 2021 semester. UAF expects this population to grow quickly as it meets the growing demand for quality dual enrollment experiences in Alaska. UAF has implemented the Canvas Learning Management System and in the year ahead will connect UAF's instance of Canvas with Alaska's school districts using Canvas to provide a seamless dual enrollment experience for Alaska students.

UAF and the Fairbanks North Star Borough School District (FNSBSD) have joined forces to create North Star College, a middle college program that allows students to take UAF classes at the Fairbanks campus while still in high school. The first cohort of 40 students enrolled fall of 2020, and another 40 have entered in fall 2021. Of the 40 students in the 2020 cohort, 22 have gone on to register at UAF following high school graduation. UAF and the FNSBSD plan to expand the program into a stand-alone school for fall 2022, increasing high school enrollments to 120 and then 175 for fall 2023.

UAF began offering a new four-year scholarship to eligible students beginning in the fall 2020 semester. Nanook Pledge, provides four years of annual assistance to first-year students, transfer students and readmitted students at UAF. Awards range from \$1 thousand to \$10 thousand per year, and are based on criteria that include test scores, grade-point averages and tuition rates. Prior to this launch, many UAF scholarships only provided funding a single year at a time. Nanook Pledge is designed to overhaul the UAF scholarship process to allow for four years of predictable financial assistance to students.

Beginning fall 2021, the Nanook Commitment scholarship is available for incoming first-year, transfer and readmitted UAF students to help qualifying students bridge the gap between what they can afford and the cost of attendance. This is a renewable award. Fall 2021 outcomes will be available after spring 2022.

### **New, Suspended and Deleted Programs**

In 2020-21, UAF conducted an expedited program review of the remaining 87 programs that were not reviewed in 2019-20. Of those programs, one was recommended for elimination: the undergraduate certificate in Construction

Trades Technology. The program is suspended as currently enrolled students work with the program's faculty and staff to complete the program requirements per teach-out agreements.

Other academic programs deleted in 2020-21 include the Educator Paraprofessional AAS and undergraduate certificate. Both programs were in suspended status for a number of years and therefore had no active students. An OE in Rural Business Utilities Management was also eliminated.

UAF has focused on areas of opportunity in workforce credentialing. New programs approved include graduate certificates in Applied and Computational Mathematics, Rural Development, Aerospace Engineering, and Systems Engineering/Program Management, as well as OE in High Latitude Range Management, Nanny Caregiving, and Ethnobotany.

UAF is revising its Program Review process to streamline the steps and make it more efficient while also providing more regular and implementable feedback to programs under review.

Contact Information
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**University of Alaska Fairbanks  
RDU Financial Summary by Component**

*All dollars shown in thousands*

	FY2021 Actuals				FY2022 Management Plan				FY2023 Governor			
	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds
<b>Formula Expenditures</b> None.												
<b>Non-Formula Expenditures</b>												
Fairbanks Campus	232,519.4	74,052.5	116,858.3	423,430.2	233,830.3	37,748.7	88,810.0	360,389.0	233,830.3	37,748.7	138,810.0	410,389.0
Bristol Bay Campus	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,249.8	316.6	1,401.2	3,967.6
Chukchi Campus	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,200.5	0.0	984.9	2,185.4
College of Rural and Comm Dev	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,175.4	593.5	442.3	9,211.2
Interior Alaska Campus	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3,139.0	467.5	1,594.7	5,201.2
Kuskokwim Campus	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,083.6	313.5	826.1	6,223.2
Northwest Campus	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,885.2	116.1	2,920.7	4,922.0
UAF Community and Tech College	9,822.5	719.1	0.0	10,541.6	11,954.7	294.1	160.1	12,408.9	11,954.7	294.1	160.1	12,408.9
<b>Totals</b>	<b>242,341.9</b>	<b>74,771.6</b>	<b>116,858.3</b>	<b>433,971.8</b>	<b>245,785.0</b>	<b>38,042.8</b>	<b>88,970.1</b>	<b>372,797.9</b>	<b>267,518.5</b>	<b>39,850.0</b>	<b>147,140.0</b>	<b>454,508.5</b>

**University of Alaska Fairbanks**  
**Summary of RDU Budget Changes by Component**  
**From FY2022 Management Plan to FY2023 Governor**

*All dollars shown in thousands*

	<u>Unrestricted</u> <u>Gen (UGF)</u>	<u>Designated</u> <u>Gen (DGF)</u>	<u>Other Funds</u>	<u>Federal</u> <u>Funds</u>	<u>Total Funds</u>
<b>FY2022 Management Plan</b>	<b>125,722.6</b>	<b>120,062.4</b>	<b>38,042.8</b>	<b>88,970.1</b>	<b>372,797.9</b>
<b>Base for structure changes:</b>					
-Bristol Bay Campus	1,100.3	1,149.5	316.6	1,401.2	3,967.6
-Chukchi Campus	607.8	592.7	0.0	984.9	2,185.4
-College of Rural and Comm Dev	4,786.3	3,389.1	593.5	442.3	9,211.2
-Interior Alaska Campus	1,294.5	1,844.5	467.5	1,594.7	5,201.2
-Kuskokwim Campus	2,324.6	2,759.0	313.5	826.1	6,223.2
-Northwest Campus	1,161.7	723.5	116.1	2,920.7	4,922.0
<b>Proposed budget increases:</b>					
-Fairbanks Campus	0.0	0.0	0.0	50,000.0	50,000.0
<b>FY2023 Governor</b>	<b>136,997.8</b>	<b>130,520.7</b>	<b>39,850.0</b>	<b>147,140.0</b>	<b>454,508.5</b>

**Daniel M. White  
Chancellor**

