

## Notes from 10/18 President's Cabinet Meeting

### **Subject: MAU Statewide Responsibilities and Areas of Excellence**

Each MAU, at its October 2006 Operational Review, identified possible changes to the "Leadership" matrix from the Regent's Strategic Plan 2009. Discussion has led to the conclusion that this matrix can be misleading and confusing. An alternate approach, proposed and discussed at the Cabinet meeting, is to identify MAU Units and programs that have assigned statewide responsibility, and also to list areas of focus or intended excellence at each campus. The following annotated list (largely derived from web sites) is intended to serve as a starting point for further definition.

### **MAU Units and Programs with Statewide Responsibilities**

#### **UAA**

**Alaska Natural Heritage Program:** AKNHP is Alaska's clearinghouse for information on plant and animal species of conservation concern, natural communities of conservation concern, and invasive nonnative plant species. AKNHP collects, validates, and distributes this information, and assists natural resource managers and others in applying it effectively. AKNHP is part of NatureServe (a non-profit international network of biological inventories) and its data are linked to similar programs in all 50 states, most Canadian provinces, and many Latin American countries. AKNHP was established in 1989 by The Nature Conservancy and in 1993 became part of the UAA, residing in the ENRI of the College of Arts and Sciences. (<http://enri.uaa.alaska.edu/aknhp/>)

**Alaska State Climate Center/State Climatologist:** Alaska's State Climate Center, established by AS14.40.085 and designated by an MOU with the NOAA's National Climate Data Center, is hosted by ENRI and physically located at Merrill Field. It provides both unofficial and certified weather data for select Alaska stations. Through agreements with the National Climate Data Center and the Western Region Climate Center, the Center provides climate data to researchers and the public. The statutory charge is to (1) prepare and update on a biennial basis a plan for the systematic acquisition and dissemination of climate-related information, to include an assessment of weather and climate information needs in Alaska; a reasonable basis for setting priorities among these needs; and a program for coordinating the activities of all available sources of weather- and climate-related information sources in order to meet the highest priority needs and to carry out the provisions of this section; (2) establish a state climate planning advisory group... , (3) solicit and consider the advice and recommendations of the state climate planning advisory group ..., (4) operate and maintain a central repository and archive for reports, books, maps, and other records, and publications relating to weather and climatological information; (5) provide for public access to weather and climatological information and technical advisory services; and (6) enter into cooperative agreements, on behalf of the state and the university, in order to achieve intergovernmental climate program participation by the United States and the state; these

agreements must be consistent with the provisions of 15 U.S.C. 2901 – 2908. The State Climatologist is Prof. Peter Olsson. (<http://climate.uaa.alaska.edu/>)

**Alaska Small Business Development Center:** The mission of the Alaska SBDC, which is hosted by the College of Business and Public Policy, is to “foster, promote and assist the growth and development of small businesses in the State of Alaska through a multi-faceted business assistance program”. Its programs include the Procurement Technical Assistance Center, the Technology Research and Development Center of Alaska (TREND), BUY Alaska, and the Alaska Performance Excellence Program. SBDC has offices in Anchorage, Fairbanks, Juneau, Kenai (Soldotna), and MatSu (Wasilla), and a Rural Outreach office in Anchorage. (<http://www.aksbdc.org/>)

**American Russian Center:** ARC has been one of America’s principal technical assistance programs in the Russian Far East (RFE) since 1993, proposing Alaska, which shares many of the region's challenges, as the United States' single most credible model for economic development in the RFE. ARC's mission is to develop the RFE's capacity to conduct programs for Russian businesspeople, educational professionals and government leaders so that they may promote democracy, civil society and the growth of a free market economy. ARC programs are funded through a grant from the U.S. Agency for International Development. The current focus of ARC's efforts is expansive business training, with special emphasis to develop and sustain small and medium enterprises, offered through Affiliate Centers in eight RFE cities. ARC’s affiliate centers in Khabarovsk, Sakhalin and Vladivostok also provide training for technical professionals and potential trainers on project management and logistics management. In Anchorage, training programs for visiting Russian businesspeople and educators are designed to introduce them to a multitude of small businesses, large enterprises, non-profit and governmental organizations in Anchorage and Alaska. Programs include Advanced Business Management (MBA Level) Instructor Training, Regional SME Development Team Training, Oil and Gas Project Management and Logistic Management Training, and targeted Technical Training, with future plans for Community Development and Rural Development Programs (Future Direction). Some programs provide for cultural immersion through accommodations in volunteer host families. (<http://arc.uaa.alaska.edu/>)

**Center for Human Development:** CHD is one of 61 federally designated Centers for Excellence in Developmental Disabilities Education, Research and Service. It is the policy center in Alaska for education, training, technical assistance and research for cognitively impaired persons. Established over twenty years ago, it is primarily a self-supporting entity, performing @\$3M of state and federal services each year. CHD has been the driving force behind establishing academic programs and credentialing for direct service workers (including the sponsorship of 1,000 direct service workers Full Lives) , and the establishment of the Learn as You Earn distance-delivered program, and is now a key player in the Alaska Mental Health Trust Authority’s workforce development

planning. The Center has expertise in research of cognitively impaired persons including FASD, sexual behaviors and community based services. (<http://www.alaskachd.org/>)

**Institute for Circumpolar Health Studies:** ICHS was established by AS14.40.088: “The institute shall consist of a research and instruction branch and an administration and information branch”; it shall

“(1) encourage international cooperation, especially among circumpolar nations, with regard to research, studies, information, and instruction relating to circumpolar health issues;

“(2) serve as a center for the collection and exchange of information and medical and health sciences data relating to circumpolar health issues;

“(3) provide a mechanism for communication and cooperation between the university and the commissioner of health and social services in addressing the needs of Alaskans for health care services, opportunities for education in medical and health sciences, and other mutual concerns of the university and the department; and

“(4) conduct research and provide instruction and other services consistent with the mission and goals of the University of Alaska.”

ICHS is a unit of the College of Health and Social Welfare, and its organization and management are currently *under review*.

(<http://www.ichs.uaa.alaska.edu/ichs/>)

**Institute for Social and Economic Research:** ISER, a unit of the College of Business and Public Policy, was established by the Alaska Legislature in 1961. ISER’s mission is to enhance “the well-being of Alaskans and others, through non-partisan research that helps people understand social and economic systems and supports informed public and private decision-making.” ISER pursues its mission by

Focusing attention on critical economic and social issues in Alaska , the Arctic , and similar regions;

Engaging in basic and applied research leading to better understanding of those issues; and

Disseminating knowledge through publications, community involvement, public service, and teaching.

ISER has a core staff of about 30 faculty members, research associates, and support personnel. Roughly one quarter of its budget is from university money and three quarters from grants and contracts. ISER maintains the state's largest economic database and forecasts population and employment growth. All of ISER's research findings are published and are available through ISER's offices at the Diplomacy Building and through the web. (<http://www.iser.uaa.alaska.edu/>)

**Center for Economic Development:** Established in 1992, the Center for Economic Development, now a program of ISER, “leverages the unique expertise and research capabilities of the UA campuses to promote economic development throughout the State”. The Center is funded primarily by the U.S. Department of Commerce, Economic Development Administration, with additional support from UA. The center provides a wide variety of technical assistance, from developing initial project ideas to mentoring during project implementation. The scale of projects also varies, as do the

types of projects, to include information dissemination, applied research, business planning, feasibility studies, training and facilitation, and strategic planning. (<http://ced.uaa.alaska.edu/default.htm>)

**Mining and Petroleum Training Service:** UA established MAPTS in 1979 specifically to deliver training, development and consulting services to the resource industries of Alaska. Since then, MAPTS has trained over 50,000 individuals. MAPTS is a division of UAA's Kenai Peninsula College, has offices in Soldotna and Anchorage, and offers on-site training where needed around the state. In July of 1997, MAPTS established the Sakhalin-Alaska College in Russia. Where applicable, MAPTS courses are fully approved by the appropriate agencies. MAPTS has concentrated on mandatory training programs and worker certification in Industrial Fire Brigade Training, Hydrogen Sulfide Safety & Response, Oil Spill Response Training, Hazardous Materials and Emergency Response, Hazardous Waste Operator Training, Health & Safety for Oilfield Workers Initial and Refresher, Asbestos Abatement Worker programs, Asbestos Awareness Training, Hazard Communications, Rig Safety Orientation, Well Control Certification, Respiratory Protection, Mine Safety and Health Training, Surface and Underground Mine Rescue, Helicopter Safety- Egress-Survival, First Aid/CPR, Explosives and Blasting, Alaska Outdoor Survival, Cold Weather/Cold Water Survival, and Offshore Platform Abandonment and Capsule Escape. In addition, MAPTS provides pre- and post-employment training for a variety of employers and agencies in the resource industries and provides professional training and development, design and evaluation, as well as consulting services. MAPTS clients encompass most Alaskan petroleum and mining companies, federal, state, and municipal agencies, environmental firms, and industrial health and safety organizations. (<http://www.alaska.net/~mapts/>)

**School of Nursing:** the School of Nursing offers programs to prepare individuals for entry level practice as Registered Nurses (RNs), as Licensed Practical Nurses (LPNs), and for advanced nurse practitioners, clinical nurse specialists, and nursing administrators. Graduates may select several options that enable them to enter nursing practice at various levels or that allow them to advance their careers in nursing. In 2002, the University/Industry Nursing Education Task Force recommended that to address the state's nursing shortage, UA should double graduations from RN educational programs by 2006. To accomplish this, the School was tasked to increase the size of each Baccalaureate admission cohort at UAA, increase the number of cohorts, and enhance the RN to BSN track and format it for distance delivery. In addition, the School was charged to offer Associate Degree programs at other campuses throughout the UA Statewide System to make it easy for Alaskans residing anywhere in the state to pursue nursing studies. Programs are currently offered at Fairbanks (TVC), Kodiak, Bethel, Juneau, Ketchikan, Sitka, Kenai, Homer, Kotzebue and Mat-su, with plans for Barrow, Dillingham, Nome and Petersburg. It is expected that graduates will reach 2 ½ times those at program inception, which approximates what the health industry can absorb. (<http://nursing.uaa.alaska.edu/>)

**Alaska Center for Rural Health/AHEC:** ACRH, housed in the School of Nursing, was created in 1987 by rural health care providers, educators, and

administrators. Their aim was to improve the distribution, supply, quantity, and efficiency of health care personnel serving rural Alaskans. The mission has broadened since then. The aim is to improve access to a comprehensive, culturally relevant health care system for rural Alaska by providing information, coordination, technical assistance, and professional development to rural health providers and systems. Most recently, ACRH became the host of Alaska's federally supported Area Health Education Center (AHEC). The AHEC seeks to bridge the gap between professional training schools and under-served populations. Activities involve working with professional schools to develop rural outreach strategies, promotion of health careers among young people, and continuing education for rural Alaskan health providers. Practicum experiences in rural settings is one important way of attracting future practitioners to careers in frontier communities. Hence, ACRH is actively engaged in the placement of first year medical students with preceptors in rural practice sites. ACRH also provided technical assistance to rural health providers and communities (over 30 in the last few years) and to communities, assists state, local and federal government to clarify and carry out their rural health policies, and publishes a rural health newsletter, Alaska Rural Health Notes. (<http://nursing.uaa.alaska.edu/acrh/>)

**WWAMI:** The Alaska WWAMI Biomedical Program, which began in 1972, is an affiliate of the University of Washington School of Medicine {WWAMI Program}, a cooperative agreement between the University of Washington and the states of Wyoming, Alaska, Montana and Idaho. Support of WWAMI by the State of Alaska allows ten qualified Alaska residents admission to the UW School of Medicine each year. Students apply to the UW School of Medicine; upon admission, they complete their first year of medical school at UAA. The first year of training involves basic sciences and an introduction to clinical medicine. The students complete their second and third years at UW, and may return to Alaska for fourth year clinical clerkships in family medicine. Alaska WWAMI is considering increasing class size from 10 to 20 students per year.

The WWAMI Biomedical Program also hosts the Della Keats/U-DOC Summer Enrichment Program (designed to to foster, affirm, and encourage Alaska high school students' interest in the medical professions by allowing them to explore health careers and to obtain a valuable introduction to college life) and the NIH NIDDK Summer Research Apprentice Program which twenty two 11<sup>th</sup> and 12<sup>th</sup> grade minority students an opportunity to conduct a summer biomedical research project with a research professional in a lab setting. At the end of the summer, NIDDK students travel to Washington, DC, where they present their research and findings at an NIH conference.

(<http://biomed.uaa.alaska.edu/>)

## **UAF**

**Agriculture and Forestry Experiment Station:** The Morrill Act of 1862 established land-grant colleges, and the federal Hatch Act of 1887 authorized agricultural experiment

stations in the U.S. and its territories to provide science-based research information to farmers. In 1898, the Alaska Agricultural Experiment Station was established in Sitka, also the site of Alaska's first experiment farm. Subsequent stations were opened at Kodiak, Kenai, Rampart, Copper Center, Fairbanks, and Matanuska. The latter two remain as the Fairbanks Experiment Farm and the Matanuska Experiment Farm. The USDA established the Fairbanks experiment station in 1906 on a site that in 1915 provided land for a college. The land transfer and money to establish the Alaska Agricultural College and School of Mines was approved by the U.S. Congress in 1915. Two years later the Alaska Territorial Legislature added funding, and in 1922 the college opened its doors to students. In 1931, the experiment station was transferred from federal ownership to the college, and in 1935 the college was renamed the University of Alaska. When campuses were opened at other locations, the Fairbanks campus became the University of Alaska Fairbanks.

AFES is administered by the School of Natural Resources and Agricultural Sciences; the School Dean is AFES Director. The station includes the Fairbanks Experiment Farm, the Matanuska Experiment Farm, the Palmer Research & Extension Center, and the Delta Junction and the Point MacKenzie field research sites. The Georgeson Botanical Garden and the Reindeer Research Program herd are at the Fairbanks farm. The station works in cooperation with the USDA Agricultural Research Service, the Boreal Ecology Cooperative Research Unit, the Cooperative Ecosystem Studies Units Network, the Long Term Ecological Research program, and the Alaska Cooperative Extension Service. The Cooperative State Research, Education, and Extension Service (CSREES) is the USDA division that manages federal funding of the nation's experiment stations and the extension service. (<http://www.uaf.edu/salrm/afes/>)

**Alaska Cooperative Fish and Wildlife Research Unit:** ACFWRU is part of a nationwide cooperative program, initiated in 1935, to promote research and graduate student training in the ecology and management of fish, wildlife and their habitats. The Alaska Unit, formed in 1991 by a merger of the Alaska Cooperative Wildlife Research Unit (est. 1950) and Alaska Cooperative Fishery Research Unit (est. 1978), exists by cooperative agreement among the U.S. Geological Survey (USGS), the Alaska Department of Fish and Game (ADFG), the U.S. Fish and Wildlife Service (FWS), the University of Alaska Fairbanks (UAF) and the Wildlife Management Institute (WMI). The Alaska Unit is administered through the UAF Institute of Arctic Biology, and staffed by USGS-salaried scientists who hold regular faculty appointments, and UAF-salaried personnel who provide administrative support. A Unit Coordinating Committee, composed of ADFG, UAF, USFWS, USGS, and WMI representatives, oversees the mission and program of the Unit. The WMI serves as a liaison among Unit cooperators nation-wide and as an independent voice for the Units on Capitol Hill. Research funds are provided annually by the ADFG, and through grants and contracts obtained by Unit scientists and cooperating faculty. Agencies of the U.S. Departments of Interior and Defense are primary sources of federal research funds for the Alaska Unit.

The research program of the Unit will be aimed at understanding the ecology of Alaska's fish and wildlife; evaluating impacts of land use and development on these resources; and relating effects of social and economic needs to production and harvest of natural populations. In addition to the expected Unit functions of graduate student

training/ instruction and technical assistance, research efforts will be directed at problems of productivity, socioeconomic impacts, and perturbation on fish and wildlife populations, their habitats and ecosystems. Fisheries research will emphasize water quality, habitat characteristics, and life history requirements of arctic and subarctic fish populations. Wildlife research will focus on evaluation of habitat quality and ecology of northern birds and mammals. Unit research will also be directed at integrated studies of fish and wildlife at the ecosystem level. (<http://www.akcfwru.uaf.edu/about.php>)

**Alaska Earthquake Information Center/State Seismologist:** AS14.40.075 (1986) directed UA to establish an Alaska Earthquake and Volcano Hazards Assessment Project within the seismology program of the Geophysical Institute. The administration and management of the project are under a university employee designated the State Seismologist, currently Prof. Roger Hansen. The role of the state seismologist is to provide timely information concerning earthquake and volcano hazards to public officials, industry, and private citizens and serve as liaison to state and federal agencies in the event of emergencies due to seismic and volcanic activities.

The statute requires that the project shall

“(1) collect, record, process, and archive seismic data on earthquakes and volcanic eruptions in the state;

“(2) conduct seismological studies relating to earthquake and volcano hazards assessment;

“(3) evaluate earthquake and volcanic seismic data to assist in the identification and assessment of earthquake and volcanic hazards that may pose a significant risk to lives and property in the state;

“(4) inform public officials, industry, and private citizens of potential earthquake or volcanic risks and assist in planning to reduce risks to lives and property; and

“(5) coordinate its activities with other organizations and agencies that monitor, collect, assess, and conduct research on earthquake and volcano hazards in order to avoid duplication of effort.”

The “project” has evolved into the Alaska Earthquake Information Center, a member of the Advanced National Seismic System (ANSS), which is funded by the State of Alaska, NOAA, and USGS. Located at the Geophysical Institute, AEIC receives data from more than 400 seismic sites. AEIC integrates all seismic networks within Alaska, also archiving and processing data from the West Coast and Alaska Tsunami Warning Center located in Palmer, Alaska (~20 sites), and the Alaska Volcano Observatory with offices in Fairbanks and Anchorage (~180 sites). All sites in the network operate with a real-time data acquisition system at the GI. The network is further strengthened by three Incorporated Research Institutions for Seismology (IRIS) sites, at College, Kodiak Island, and Adak, and two ANSS sites at Eagle and Wrangell. (<http://giseis.alaska.edu/>)

**Alaska Native Language Center:** The Alaska Native Language Center was established by AS14.40.117 in 1972 as a center for research and documentation of the twenty Native languages of Alaska. Its statutory charge is to “study languages native to Alaska; develop literacy materials; assist in the translation of important documents; provide for

the development and dissemination of Alaska Native literature; and train Alaska Native language speakers to work as teachers and aides in bilingual classrooms.”

ANLC is internationally known and recognized as the major center in the United States for the study of Eskimo and Northern Athabaskan languages. It publishes its research in story collections, dictionaries, grammars, and research papers. The center houses an archival collection of more than 10,000 items, virtually everything written in or about Alaska Native languages, including copies of most of the earliest linguistic documentation, along with significant collections about related languages outside Alaska. Staff members provide materials for bilingual teachers and other language workers throughout the state, assist social scientists and others who work with Native languages, and provide consulting and training services to teachers, school districts, and state agencies involved in bilingual education. The ANLC staff (including their affiliates such as the President’s Professor of Native Languages at UAS, and the former President of Ilisagvik College in Barrow) also participate in teaching through the Alaska Native Language Program which offers major and minor degrees in Central Yup’ik and Inupiaq Eskimo at UAF. An AAS degree or a Certificate in Native Language Education is also available. The UAS Humanities Division recently approved a minor in Tlingit and several new courses in Tlingit and Haida, and is exploring distance delivery options and mentor-apprentice and recruiting programs.

The center continues to strive to raise public awareness of the gravity of language loss worldwide but particularly in the North. Of the state's twenty Native languages, only two (Siberian Yupik in two villages on St. Lawrence Island, and Central Yup’ik in seventeen villages in southwestern Alaska) are spoken by children as the first language of the home. Like every language in the world, each of those twenty is of inestimable human value and is worthy of preservation. ANLC, therefore, continues to document, cultivate, and promote those languages as much as possible and thus contribute to their future and to the heritage of all Alaskans. (<http://www.uaf.edu/anlc/>)

**Alaska Sea Grant College Program:** is part of a national network of Sea Grant programs in all the coastal and Great Lakes states, funded by NOAA. Sea Grant funds marine research, provides education and extension services, and distributes information about Alaska's seas and coasts. Alaska Sea Grant has five Themes: Coastal Communities and Economies; Ecosystems and Habitats; Fisheries; Marine and Aquatic Science Literacy; and Seafood Science and Literacy. (<http://seagrant.uaf.edu>)

**Marine Advisory Program:** MAP is the extension arm of Sea Grant. It manages an outreach and technical assistance program designed to help Alaskans wisely develop, use, conserve, and enjoy Alaska's marine and coastal resources. MAP faculty members and staff provide informal marine education, offer technical assistance to coastal communities related to economic development, conduct applied research, and serve as a link between the UA and Alaska Sea Grant, and marine and freshwater resource users in many areas of the state not served by traditional faculty. Goals are to broaden the opportunities of coastal residents through involvement in activities that diversify the community economic base such as marine recreation and tourism, shellfish mariculture, and direct marketing of seafood; enhance the value of the commercial fishing, shellfish mariculture, and seafood industries through training and technical assistance; and

contribute to the information base of Alaskans who are making decisions affecting the conservation of our marine resources, or who are dependent on them for traditional, cultural, recreational, or nutritional sustenance. MAP is headquartered in Anchorage and has offices in Fairbanks, Bethel, Dillingham, Unalaska, Kodiak, Homer, Cordova, Petersburg, and Ketchikan, with plans for one in Nome. (<http://seagrant.uaf.edu/map/>)

**Alaska Space Grant Program:** The National Space Grant College and Fellowship Program, established by Congress in 1988 and implemented by the NASA in 1989, funds research, education, and public service projects through a network of university-based Space Grant consortia in all 50 states, DC, and PR. Partners include state and local government agencies, other federal agencies, businesses, and nonprofit organizations. The Alaska SGP was established at UAF in 1991. It sponsors a broad range of programs to enhance teaching, research, and educational outreach within aerospace-related disciplines throughout Alaska. In the Student Rocket Program, UAF students design, build, test and launch payloads for sounding rockets launched at Poker Flats. Pre-college programs are also provided. ASGP produces an Alaska Teacher's Resource manual which contains resources for developing space science curricula, including the Space Educator's Directory which provides descriptions of educators around the state with interest or special skills in the realm of space science. ASGP also disseminates program information via the Pioneer Newsletter, program brochures, displays and personnel to promote activities associated with space and science at science fairs, state fairs, and special anniversaries; seed funding to the ASGP Affiliate Program Displays at the Imaginarium Science Discovery Center to develop hands-on, interactive exhibits; Electric Space, a traveling exhibit which explores many key concepts in space physics, including the physics of the sun and the polar aurora; and co-sponsorship with GI of the Earth and Sky radio program, which is broadcast from KUAC. (<http://www.uaf.edu/asgp/index.htm>)

**Alaska University Transportation Center:** Following extended discussions between faculty at all three MAUs, AUTC was established, headquartered at UAF, in late 2004 with the support of a FY05 federal initiative. The Center was formally designated a member of the University Transportation Centers Program of USDOT's Research and Innovative Technology Administration in the SAFETEA-LU act of 10 August 2005. AUTC's Strategic Plan, approved in October 2006, focuses on "Transportation Safety, Security and Innovation in Cold Regions", a theme selected to complement the mission and direction of UA. This focus also meets the needs of the Alaska Department of Transportation & Public Facilities, the Alaska Railroad Commission, the Alaska Oil and Gas Industry and the Alaska transportation community. AUTC, managed from UAF as a unit of CEM's INE, coordinates the activities of all three MAUs and assists in identifying the required match for the federal funding. (<http://www.uaf.edu/ine/AUTC/AUTCindex.html>)

**Alaska Volcano Observatory:** Like AEIC, AVO is a 'product' of AS14.40.075, and has a similar statutory charge. Formed in 1988, it is a joint program of the United States Geological Survey (USGS), UAF's GI, and the State of Alaska Division of Geological

and Geophysical Surveys (ADGGS). AVO uses federal, state, and university resources to monitor and study Alaska's hazardous volcanoes, to predict and record eruptive activity, and to mitigate volcanic hazards to life and property. AVO has three primary objectives: to conduct monitoring and other scientific investigations in order to assess the nature, timing, and likelihood of volcanic activity; to assess volcanic hazards associated with anticipated activity, including kinds of events, their effects, and areas at risk; and to provide timely and accurate information on volcanic hazards, and warnings of impending dangerous activity, to local, state, and federal officials and the public.

AVO offices, staffed by about 22 FTE scientists, technicians, and administrators, are at USGS in Anchorage and the GI in Fairbanks. Managerial responsibility for AVO rests with the Scientist-in-Charge, a USGS employee in Anchorage, and the Coordinating Scientist in Fairbanks, a UAFGI or ADGGS employee. The Anchorage office is the primary point of information dissemination during crises. Fairbanks serves as the data collection point for most of the seismic and satellite data. The backbone of AVO's volcano monitoring program consists of networks of continuously recording seismometers installed at selected volcanoes. Satellite imagery provides information which complements seismic monitoring at those volcanoes with seismic networks, and is the only source of routine monitoring information at those without. AVO also operates a network of telemetered GPS receivers that provide a continuous record of ground deformation, and conducts periodic field-based GPS surveys as well as measuring deformation with satellite radar interferometry (InSAR) techniques.

(<http://www.avo.alaska.edu/>)

**Boreal Ecology Cooperative Research Unit:** BECRU, a cooperative between the USDA Forest Service Pacific NorthWest Research Station and UA, works to understand the structure and function of the dynamic boreal forest. BECRU's goals are to conduct research, mentor graduate and undergraduate students, and provide support and coordination for the Bonanza Creek LTER through research in partnership with other agencies including the Joint Fire Science Project (JFSP), Alaska Division of Forestry (DOF), U.S. Geological Survey (USGS) and educational institutions such as University of Florida, Yukon College, University of Saskatchewan, Michigan State University and Kyoto University in Japan. Research projects include fire ecology (managing fire with fire in Alaskan black spruce forests), long term vegetation succession, climate monitoring, vegetation classification and mapping, and invasive plant species (analyzing the pathways of spread of invasive plants in Alaska, ecological mechanisms of establishment and dispersal of *Melilotus alba* [white sweetclover], and ecological consequences of invasion of floodplain areas by *Melilotus alba* ).

(<http://www.becru.uaf.edu/frontpage.htm>)

**Center for Alaska Native Health Research:** CANHR was established in 2000 through a five-year grant from the National Institutes of Health, National Center for Research Resources. The purpose of CANHR is to investigate weight, nutrition, and health in Alaska Natives. CANHR approaches this thematic focus from a genetic, dietary, and cultural-behavioral perspective. The funding comes through a program for Centers of Biomedical Research Excellence (COBRE). This project has been developed in

partnership with the Yukon-Kuskokwim Health Corporation (YKHC). The Center has offices at both UAF and UAA.

For the COBRE I period, CANHR is organized into five cores (administrative, epidemiology-bioinformatics, genetics, cultural-behavioral, and knowledge applications and dissemination) and three projects (genetics of obesity, cultural understandings of health, and diet and nutrition knowledge). This organization addresses CANHR's primary goals: to increase the research capacities of UA and local communities to address current Alaska Native Health disparities. In addition to building expertise at the university level, CANHR has worked with YKHC to increase the health research capacity of the Yukon-Kuskokwim region. The participatory research model used by CANHR, in partnership with YKHC and Alaska Native communities, will enhance the region's capacity to conduct important health research.

A COBRE II renewal proposal will be submitted in October 2006. The aims remain to build biomedical research infrastructure and capacity at UA, and increase the number of investigators receiving NIH independent investigator funding. The CAHNR renewal will have four scientific cores: epidemiology and biostatistics, biological specimens and genetics, nutrition and physical activity, and culture and intervention. These cores will support four projects, each of which relate to the basic theme of understanding Alaska Native health disparities, especially those associated with obesity and chronic disease-related factors: Yup'ik perceptions of body weight and diabetes, diet pattern biomarkers based on stable isotope ratios, contaminants and nutrients in Alaskan subsistence foods, and Yup'ik experiences of stress and coping.  
(<http://www.alaska.edu/canhr/>)

**Cooperative Extension Service:** The mission of Alaska's CES is to interpret and extend research-based knowledge understandable and usable forms to address the problems of the people of the state. A second role of Extension is to engage the people of the state and bring their concerns back to the university to affect its research priorities. Alaska created its Extension program in 1930 as part of the Alaska Agriculture College and School of Mines. Currently, Extension is part of the UAF College of Rural and Community Development. It has community-based offices in Anchorage, Bethel, Delta Junction, Fairbanks, Glennallen, Juneau, Kodiak, Nome, Palmer, Sitka and Soldotna, Thorne Bay and affiliate offices with the Tanana Chiefs Conference, Eielson Air Force Base, and the Delta Mine Training Center.

All of the land grant colleges and universities within the US created by the Morrill Act of 1862 have a have a Cooperative Extension Service authorized by the Smith-Lever act of 1914. The Smith-Lever Act promotes cooperation between federal, state and local governments to support Extension programs within their states or territories. The US Department of Agriculture (USDA), Cooperative States Research, Education and Extension Service (CSREES) is the federal partner that provides the states and territories with funding based upon a formula that includes their agricultural and rural populations. States are required to match this federal funding with a combination of state and local government appropriations.

Extension's approximately 100 faculty and staff, several with joint appointments in the UAF School of Natural Resources and Agricultural Sciences, deliver its non-

formal educational programming and services through workshops; consultations; print, video, and web-base publications in four program areas:

- **4-H Youth Development Program** promotes positive youth development through a variety of non-formal educational programming. The most recognized activity is the 4-H club program, a co-educational, family-based activity that relies on volunteers to deliver programming. The 4-H Youth Development Program also offers programs and services in schools, in conjunction with the US military and in cooperation with local communities and organizations.
- **Home, Health and Family Development Program** provides education in food safety, preservation, preparation, and product development; nutrition; health; parent education; child development; individual and family finances; clothing and textiles; housing and home environment; and energy utilization.
- **Agriculture and Horticulture Program** provides programming in commercial agriculture; traditional and exotic livestock management and production; commercial horticulture; home horticulture; invasive and noxious species identification, management and control; agricultural nutrient management; agronomy; and farm business.
- **Natural Resources and Rural Development Program** provides educational programs and services in the wise use of forestry, water, mineral resources, and mining extension with an emphasis on promoting rural development.

([www.uaf.edu/ces](http://www.uaf.edu/ces))

**Cooperative Institute for Arctic Research:** CIFAR was established through a Memorandum of Understanding between NOAA and UA in April 1994. It is one of thirteen national NOAA-University joint institutes, the only one exclusively concerned with arctic research. CIFAR works closely with the NOAA Office of Arctic Research and the Pacific Marine Environmental Laboratory (PMEL); NOAA partners also include the National Marine Fisheries Service (NMFS), the National Ocean Service (NOS), and an emerging relationship with the National Weather Service.

CIFAR is located in IARC and is closely affiliated with the UAF Center for Global Change and Arctic System Research, a campus-wide forum for discussing and acting on global change issues. It is designed to be a focal point for interactions between NOAA and the arctic research community through UA, for research related to NOAA's interests, especially in the Western Arctic/Bering Sea region. CIFAR supports a wide variety of research, including atmospheric and climate research, UV and arctic haze studies, fisheries oceanography, marine ecosystem studies, hydrographic studies and sea ice dynamics, contaminant effects, and tsunami research.

(<http://www.cifar.uaf.edu/>)

**Experimental Program to Stimulate Competitive Research:** EPSCoR is a university-based federal-state partnership which aims to enhance science and technology infrastructure in education, in the private sector, and in related government programs, in 25 states, PR, and the VI. EPSCoR operates on the principle that aiding researchers and institutions in securing federal R&D funding will develop a state's research infrastructure and advance economic growth. The core of every state-centered EPSCoR program is a partnership with NSF; other agencies also have EPSCoR programs, all of which are

coordinated through the University's EPSCoR office. NSF EPSCoR provides "Research Infrastructure Improvement (RII) Grants"(up to \$3M/year for 3 years), workshop opportunities, and co-funding of proposals from PIs from EPSCoR states.

Alaska EPSCoR is currently in its second phase of the NSF RII Grant Program. Alaska became eligible to apply for NSF EPSCoR support in 2000, received its first RII award in 2001 and its second RII award in 2004. The Phase I award included four research focus areas: i) Infrastructure and Systems for Cold Regions, ii) High Latitudes Environments Contaminants Consortium, iii) Integrative Approaches to Environmental Physiology, and iv) Alaska Genome Diversity Initiative, as well as a one-year supplement in Regional Resilience and Adaptation and a support core in Bioinformatics. Phase II continues and develops these research focus areas with the exception of the contaminants consortium: i) Cold Regions Engineering, ii) Integrative Approaches to Environmental Physiology, and iii) Population Genetics of Adaptation to Arctic Environments. The Regional Resilience and Adaptation supplement has become a developmental research focus area; the support core in Bioinformatics has continued.

The Phase III proposal, submitted in October 2006, takes a new direction. Using an integrative framework, faculty in the physical, biological and social sciences will work together on problem-based research addressing social ecological sustainability in Alaska. The proposal is entitled Resilience and Vulnerability in a Rapidly Changing North. The three research components: are Permafrost Variability, Warming and Degradation; Changing Biodiversity and Ecosystem Vulnerability; and Resilience and Well-Being of Rural Communities in Conditions of Rapid Change. These components come together in an integration core that focuses on their linkages to help understand the dynamics of change.

<http://www.alaska.edu/epscor/>

**Fisheries Industry Technology Center:** The mission of the UAF FITC is to increase the value of Alaska's fishing industry and marine resources through research, technological development, education and service. FITC was created in 1981 in Kodiak by AS 16.52.010-070. It is a unit of SFOS. The statutory duties of the Fish Tech Center are: providing training opportunities to citizens of the state on the most efficient and appropriate technologies for the harvesting, processing, and conservation of the fishery resources of the state; providing information and technical assistance on the adaptation of existing and new technologies to the users of the fishery resources of the state; providing research and development activities to adapt existing technologies to enhance the economic viability of the industry; providing research and development activities to create new technologies that will enhance the effectiveness of the industry, and provide economic benefits to state citizens; and encouraging joint projects between industry and government in order to use industrial experience and government programs to enhance the productivity of the industry.

FITC works closely with the Alaska Department of Community and Economic Development, the Alaska Seafood Marketing Institute, the Alaska Fisheries Development Foundation, the North Pacific Fisheries Management Council, and others to identify the research, educational and service needs of Alaskans. It has two major academic programs, Sustainable Harvesting and Seafood Processing, and directs programmatic efforts across five major research and service areas: harvesting technology, processing

technology, seafood quality and safety, contaminants, and collaborative ecosystems research directed towards building the prudent and sustainable utilization of Alaska's fisheries resources.

(<http://www.sfos.uaf.edu/fitc/>)

**Geographic Information Network of Alaska:** GINA is the University of Alaska's mechanism for organizing and sharing its diverse data and technological capabilities among the Alaskan, arctic, and world communities. Such a network promotes collaboration and wide participation in discovering and sharing data and analysis capabilities. Established in 2001 as an initiative of UA's President and headquartered at UAF, GINA operates at all three of UA's main residential campuses and works with agency, NGO, and private sector organization to serve geospatial data needs for Alaska. GINA is a distributed data system for geospatial information that maintains an enterprise-level geographic information system (GIS) with online archiving, internet mapping, and metadata services; offers training and assistance in satellite image processing and GIS and visualization; provides custom processing, server-side analysis, and visualization tools; and unites and extends UA's GIS and remote sensing activities through the use of internationally adopted standards and a shared web portal.

(<http://www.gina.alaska.edu/>)

**IDEA Networks of Biomedical Research Excellence :** INBRE is the second phase of NIH's Biomedical Research Infrastructure Networks (BRIN) Program (the biomedical analogue of NSF's EPSCoR program). INBRE promote the development, coordination, and sharing of research resources and expertise to expand the research opportunities and increase the number of competitive investigators in the 23 Institutional Development Award (IDEA) eligible states and PR. Supported by NIH's NCRR Division of Research Infrastructure (DRI), INBRE are intended to enhance the caliber of scientific faculty at research institutions and undergraduate schools, thereby attracting more promising students to these organizations. Each INBRE grantee establishes a multidisciplinary research network with a scientific focus that will: 1) build and strengthen the lead and partner institutions' biomedical research expertise and infrastructure; 2) build and increase the research base and capacity by providing research support to faculty, postdoctoral fellows, and graduate students at the participating institutions; 3) provide research opportunities for undergraduate students and serve as a "pipeline" for undergraduate students to continue in health research careers within IDEA states; 4) provide outreach activities to students at undergraduate institutions, community colleges, and tribal colleges participating in the state's network; and 5) enhance science and technology knowledge of the state's workforce.

In September 2001, UA accepted a \$6 million award to establish the Alaska BRIN. In September 2002, UA received a \$2.5 million dollar supplement, and in July 2004, a \$17.5 million dollar, five-year INBRE grant. Alaska INBRE themes are emerging infectious diseases and the molecular mechanisms of contaminant damage in subsistence food species. Alaska INBRE will bridge among Alaska campuses to enrich educational opportunities and research and will partner with state, federal, and local agencies. Alaska INBRE will contribute to a base of knowledge for the prediction,

prevention or treatment of human diseases, disorders, and health risks.  
(<http://www.alaska.edu/inbre/index.html>)

**KUAC:** KUAC is licensed to and governed by the UA Board of Regents and is an entity residing within UAF under the office of the Chancellor. KUAC-FM (which signed on the air in October 1962) and KUAC-TV 9, also called AlaskaONE, originate their programming from the same physical location in the lower level of the Fine Arts building on the UAF campus although their transmitters are in different locations. Both stations share employees such as engineers, development professionals, and business office personnel, but there are also employees who work only for the radio station and some who work only for television station. KUAC-FM and KUAC-TV are both rebroadcast by translators and repeater stations around the state. As a public radio station, KUAC receives 38% of its funding from the federal government, and 37% from the state; the remainder comes from corporate underwriting and individual donations. KUAC-FM broadcasts local news, weather and public service announcements in a live format that can respond to changing conditions rapidly. It is a member of Community Radio of Alaska with individual programs repeated around the state via satellite. AlaskaONE airs mostly nationally distributed television programs throughout the day, although occasionally it airs programs produced locally. Its educational mission for UA and responsibilities and opportunities for UATV are currently *under review*. ([www.kuac.org](http://www.kuac.org))

**Mineral Engineering Research Laboratory:** AS 14.40.115 tasked UA in 1963 to “establish a Mineral Industry Research Program and coordinate with state and federal mineral agencies to implement the program by using the laboratory facilities and staff of the College of Earth Sciences and Mineral Industry to initiate applied and appropriate basic research in the areas of mineral beneficiation, mine and mill design, new mineral product development, and improvement of exploration methods, such as geochemical and geophysical prospecting; making the facilities of the program available for research on mineral deposits in the state; and making studies on specific problems relative to Alaska's mineral industry upon request.” MIREL is currently a unit of the Institute of Northern Engineering within the College of Engineering and Mines.  
(<http://www.gina.alaska.edu/>)

**Museum of the North:** The UA Museum is a resource center for both the public and scholars. The Museum's mission is to acquire, conserve, investigate, and interpret specimens and collections relating to the natural, artistic, and cultural heritage of Alaska and the Circumpolar North. Through education, research, and public exhibits, the Museum serves the state, national, and international science programs. The Museum develops and uses botanical, geological, zoological, and cultural collections; these collections form the basis for understanding past and present issues unique to the North and meeting the challenges of the future.  
It has 13 collections and research divisions: the Alaska Center for Documentary Film; Alaska Frozen Tissue Collection; Arctic Archival Observatory; Archaeology; Earth Sciences; Entomology; Ethnology and History; Fine Arts; Herbarium; Ichthyology; Mammalogy; Marine Invertebrates; and Ornithology.

(<http://www.uaf.edu/museum/index2.html>)

**North and West Alaska Cooperative Ecosystem Studies Unit:** NWA-CESU is a network of federal agencies, universities, and other organizations that have united in order to better facilitate research in local and regional ecosystems. The NWA-CESU is part of a broader national framework of CESUs which are divided into 17 distinct biogeographic regions. UA hosts the NWA-CESU (its administrative headquarters are in UAF's SNRAS), with the University of New Hampshire and the Alaska SeaLife Center as our partners. Cooperating federal agencies include the Bureau of Land Management, National Park Service, Natural Resources Conservation Service, USDA Forest Service, and USGS Biological Resources Division. The consortium encompasses western (including the Aleutian Islands), north-central (the Interior), and northern (Subarctic and Arctic) Alaska, with research focusing on Arctic and Subarctic anthropology, landscapes, ecology, archeology, and physical and biological sciences.

(<http://www.uaf.edu/snras/cesu/>)

**Statewide Library Electronic Doorway:** SLED is a public service providing easy and equitable access to electronic information. It is an easy-to-use World Wide Web site that connects people to library, government, local community, and Internet information resources, brought to the public by Alaskan libraries. An advisory group of citizens and librarians chooses sites of interest to Alaskans for the SLED menus. It was developed and is principally funded by the Alaska State Library and Rasmuson Library, UAF. SLED's first run occurred in March, 1994 and SLED became a WWW server in July, 1995.

(<http://sled.alaska.edu/index.html>)

**University of Alaska Press:** The UA Press publishes and distributes nonfiction works about Alaska, the north Pacific Rim, and circumpolar regions. The press publishes in an expanding range of subject areas, including politics and history, Native languages and cultures, science and natural history, northern health, biography and memoir, and original translations. Readership includes both the scholarly community and the general public. The press is guided by an independent editorial board of scholars and writers with a diverse range of expertise, and is a member of the Association of American University Presses.

(<http://www.uaf.edu/uapress/book/>)

## **UAS**

**Alaska Training/Technical Assistance Center:** ATTAC provides training and technical assistance relating to small public water systems in Alaska. Water, wastewater, utility and sanitary survey workshops are offered throughout the state. ATTAC's goal is to assist operators in developing, enhancing and maintaining technical, managerial, and financial capacity of their systems for increased public health protection and sustained compliance with the SDWA requirements. ATTAC is one of eight regional centers funded by a grant from the EPA's Office of Water. The center, at UAS's Sitka Campus, is a cooperative effort involving all three MAUs. (<http://www.uas.alaska.edu/attac/>)

**Alaska Universities Legislative Internship Program** enables qualified students from the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF), the University of Alaska Southeast (UAS), Alaska Pacific University (APU), and, by special arrangement, the University of Utah (UU), to obtain course credits while working in the Alaska Legislature. The program, established in 1987 is jointly administered by the Legislative Council of the Alaska State Legislature and the UA. UAS has primary responsibility for the academic administration of the program. All stipends and relocation allowances are paid through UAS, and all credit hours are granted by UAS.

The primary goal is for students to use their practical internship experience to assess the accuracy and relevance of various academic analyses of the legislative process. The Internship is a demanding academic program at the 400 level (600 for grad students). Major emphasis is placed upon a student's participation and performance in the Internship Seminar. Interns find placement in a legislator's office (Representative or Senator) and are required to work 30 hours per week for the seventeen week session. (<http://www.uas.alaska.edu/internprogram/index.html>)

**Marine Technology and Operations Department** , which operates through both the Juneau and Ketchikan Campuses, serves students who seek a deck department career path, from entry level to deck officer. It offer course works for individuals wishing to advance their personal knowledge and skills related to engine maintenance, vessel operation, and navigation, as well as maritime professionals desiring to advance their licensing and careers with Coast Guard approved instruction. The US Coast Guard has approved the 100 Ton and Operator of Uninspected Passenger Vessel (6 Pack) course and instructor for third party testing. A UAS Certificate of Completion is accepted as a substitute for testing by the Coast Guard. After completing the course, students have one year to fulfill other USCG requirements including documenting sea time, First Aid/CPR, physical examination, drug test, character references and proof of citizenship. (<http://www.ketch.alaska.edu/departments/maritime/index.html>)

## **SW**

**Alaska Coalition for Educational Advancement:** ACEA is a K12 Outreach effort emanating from the UA Presidents Office. ACEA engages and facilitates activities that provide direct services to K12 and assists in the creation of a seamless and quality educational system for Alaska. Three programs are currently operating under ACEA, see below. Future initiatives include collaborative development of UA college readiness standards that tie directly to K12 standards and competencies, connecting and communicating the needs of Alaska school districts to education leaders, and bridging this knowledge to UA Schools of Education to continuously improve the preparation of UA teaching graduates in an ever changing and challenging educational environment.

**Alaska Statewide Mentor Project:** ASMP is a collaborative partnership between UA, the Department of Education and Early Development, and school districts across the state. ASMP hires, trains and manages over 30 teacher mentors who travel across the state supporting first and second year teachers. The purpose of the program is to provide tools, knowledge and skills to new teachers, enhancing teacher quality and improving student learning. Teacher improvement is documented along a continuum tied to the Alaska Teaching Standards. The program was initiated in 2003 as a pilot and began statewide implementation through legislative funding in 2006-07.  
<http://www.alaska.edu/mentorproject/about.htm>

**Alaska Teacher Placement:** Started over 25 years ago as a clearinghouse for districts, ATP initially was based out of UAF Student Services. In the early years the service focused on restricting and channeling the large migration of teachers attracted to the high salaries in Alaska. Since the late 1990s, this brokering model was no longer effective because salaries were no longer competitive relative to other states. In 2002 ATP moved to the UA President's Office and turned the focus of the program into teacher recruitment. Web-based placement was created such that districts could place vacancies and teachers could post applications on line. In addition, ATP merged its operation with ASMP and used guaranteed mentorship for new teachers as a recruiting tool. Today, teachers hired in April for the forthcoming year are matched with a mentor immediately and assistance is given months before their Alaska teaching duties begin. Currently 70% of ATP operations are funded directly by school districts while the remaining funding is supported through grant activities.  
<http://alaskateacher.org/>

**Future Teachers of Alaska:** Starting in 2003, the ACEA office has received federal grant funding to facilitate the creation of Future Teacher Clubs in rural Alaskan school districts. A second three-year grant, in partnership with the Alaska Native Education Association, was received in 2006. Coordinators are placed at schools to form the clubs that encourage students, particularly Alaska Natives, to enter the teaching profession. The goal of the project is to increase the number of local residents who choose to remain in Alaskan villages as teachers, reducing the need to recruit from outside. In the long run, it is anticipated that these Future Teacher members will stay in rural Alaska for extended periods of time, reducing the turnover problem and better connecting the culture of communities into the classroom.  
<http://fta.alaska.edu/>

**Educational Technology Team/Distance Education Steering Board:** ETT was established in October 2004 to ensure that policies and procedures associated with distance education are aligned with on-campus support and delivery, and with other academic program development and student service efforts. ETT is chaired by the SW AVP for Health Programs, and includes the CITO, and MAU representatives from appropriate functional areas. It is charged to promote efficient collaborations across

MAUs; develop robust, efficient and consolidated distance delivery (e.g., course management) systems, while ensuring that most instructional design and distance delivery resources are located at CDE or campuses close to faculty, and that courses developed for distance delivery remain the property of their academic programs; promote faculty development at each campus to explore the integration of learning theory and instructive practice using advanced educational technology and distance techniques; encourage statewide distance delivery across MAU boundaries through fair and equitable cost-sharing incentive practices; and prioritize distance program development to meet needs identified by the State Distance Education Consortium and MAU academic priorities as defined by SAC.

ETT is supported by the DESB, which is chaired by the Director of UAF's CRCD's CDE and comprises representatives from each campus, to deal with day-to-day implementation and operational issues, and utilize work groups to address issues and recommend solutions. The charter and organization of these two groups and associated responsibilities are *under review*.

**State Committee for Research:** SCoR is a State advisory body established in February 2004 to:

- function as the State Committee for Alaska EPSCoR (Experimental Program to Stimulate Competitive Research). This responsibility includes oversight and guidance for the EPSCoR program as competitively funded by the National Science Foundation and the related programs of other federal agencies; and
- promote research and development as an enterprise and as an engine promoting economic development in Alaska.

The purposes of the SCoR are to assist Alaska in focusing and enhancing its capacity for research and development through a partnership of our colleges and universities, industry, State government, and federal agencies, and promote research and development in the universities and industry and economic development of the State SCoR is charged in its By-Laws to develop a State R&D Plan for advancing scientific and engineering research and training at the colleges and universities, determining research priorities for increased emphasis, and implementing strategies for investment of resources to enhance research capacity in existing or new areas; cooperate with various State and federal agencies to promote research and development according to shared interests and priorities; facilitate private sector involvement in university research and expedite technology transfer; create and maintaining a database of research facilities and research expertise within the State of Alaska; and coordinate review of pre-proposals for funding from EPSCoR programs of the National Science Foundation and other federal agencies and from the Institutional Development Award (IDeA) program of the National Institutes of Health and providing oversight for those programs as required by the corresponding federal agency. SCoR is co-chaired by the Lieutenant Governor, and the University President.

**Systemwide Councils:** Among SW's primary roles are coordinating programs and issues of common interest across the MAUs, and helping the MAUs reach concurrence on areas of differentiation and collaboration in accordance with the policies and intent of the Board of Regents. This is accomplished through a

series of councils, chaired by senior staff from the Office of the President, starting with the President's Cabinet which comprises the President, SW VPs, and the Chancellors. Similarly, SW VPs chair the Systemwide Academic Council (Provosts), Research Advisory Council (Vice Chancellors and Vice Provosts of Research), Business Council (Vice Chancellors for Administrative Services and their staffs), and IT Council (CITOs and their staffs). Similar cross-MAU groups meet at other levels to coordinate on policy, process, and implementation of issues affecting their responsibilities; examples include the Student Services Council, and the Allied Health Association.

**University of Alaska Corporate Programs:** Launched in 1999, UACP is an educational organization established to serve the training and education needs of Alaska business and industry. UACP functions as a strategic umbrella or single point of contact through which Alaska businesses can access the resources that exist within the university system. UACP facilitates new programs and courses customized to an organization's business objectives, and handles third-party contracts as well. UACP therefore can be the "one-stop-shop" for an organization's total education and training requirements. Services range from meeting simple logistical needs to developing entire training programs. UACP is headquartered in Anchorage, with training facilities in Fairbanks and Valdez. (<http://www.alaska.edu/uacp/>)