

UAA

University of Alaska Anchorage

PERFORMANCE '20



UAA PERFORMANCE '20

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FRONT COVER:

Top left photo: Biological sciences graduate student Tyler Fox. **Top center:** UAA campus sign on March 17, 2020. **Top right:** Biological Sciences sophomore Michael Martinez. **Middle left:** Fall 2019 Commencement. **Middle center:** Students Sultana Jones (left) and Makayla Cudmore (right) at UAA's Multicultural Center.

Middle right: Joy Pryor, receives her AAS in Nursing at UAA's Fall 2019 Commencement. **Lower left:** Tanya Komakhuk receives her Master's in Public Administration at UAA's Fall 2019 Graduate Degree Hooding Ceremony. **Lower center:** Brake Systems students in the Automotive and Diesel Technology Building. **Lower right:** UAA Dental Assisting program student Mikara Klawitter learns to sanitize equipment. **Photos by James R. Evans, UAA Advancement.**

BACK COVER:

"Transaction," by Bright Bimpong, outside Rasmuson Hall. **Photo by James R. Evans, UAA Advancement.**

UAA Mission

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.



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JOHN STALVEY, *Interim Provost and Executive Vice Chancellor, Academic Affairs (7/2018 to 6/2020)*

BILL JACOB, *Interim Vice Chancellor, Administrative Services (effective 6/2020)*

BEVERLY COTTON SHUFORD, *Vice Chancellor, Administrative Services (5/2018 to 5/2020)*

MEGAN OLSON, *Vice Chancellor, University Advancement*

BRUCE SCHULTZ, *Vice Chancellor, Student Affairs*

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AARON DOTSON, *Associate Vice Chancellor, Office of Research*

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John Petraitis, Interim Dean

COLLEGE OF BUSINESS AND PUBLIC POLICY

John Nofsinger, Interim Dean (effective 3/2020)

Karen Markel, Dean (6/2018 to 6/2020)

COLLEGE OF ENGINEERING

Kenrick Mock, Interim Dean

COLLEGE OF HEALTH

Jeff Jessee, Dean and Vice Provost for Health Programs

COMMUNITY AND TECHNICAL COLLEGE

Raymond Weber, Interim Dean (effective 7/2020)

Denise Runge, Dean (7/2016 to 6/2020)

CONSORTIUM LIBRARY

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UNIVERSITY HONORS COLLEGE

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John Mouracade, Dean (7/2016 to 6/2020)

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ALASKA NATIVE SCIENCE AND ENGINEERING PROGRAM (ANSEP)

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STUDENT SUCCESS

Claudia Lampman, Vice Provost

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KENAI PENINSULA COLLEGE

Gary Turner, Director

KODIAK COLLEGE

Jacelyn Keys, Director (effective 8/2020)

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Talis Colberg, Director

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UNIVERSITY GOVERNANCE

FACULTY SENATE

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Scott Downing, President, 2019-20

STAFF COUNCIL

Dawn Humenik, Co-President, 2020-21

Tania Rowe, Co-President, 2019-21

John Moore, Past Co-President, 2020-21

USUAA STUDENT GOVERNMENT

Brooke Hansen, President, 2020-21

Jamie Bagley, President, Spring 2020

Claire Baldwin, President, Fall 2019

Chancellor's Message

A year of pivots.

After a year of pivots, we are excited to turn our attention to making positive plans for UAA. In 2019-2020, UAA completed our final year of the UAA 2020 Strategic Plan, and launched a new strategic planning process—UAA 2025—to guide us as we adapt.

A year ago, the University of Alaska Board of Regents was facing a decision to declare fiscal exigency to cope with a \$130 million budget cut from the governor. The Board of Regents voted three times on the question of fiscal exigency, first not approving, then approving, and finally terminating the declaration after the governor and the Board of Regents agreed on a “compact” that would reduce state funding for the system by \$70 million over a three-year period, a slightly more manageable reduction. UAA’s portion of the “compact” will amount to \$30 million.

The Board of Regents had charged the UA system with consolidating the three universities (UAA, UAF, UAS) under “one accreditation.” However, by October, the Board of Regents suspended their “one accreditation” directive, so each university remains separately accredited. This pivot followed months of rapid and intense internal planning—as well as much independent, external advocacy for UAA.

Despite the positive pivots on the budget and accreditation, some damage occurred. UAA had been heading toward an increase in enrollments for fall 2019 after several successive years of declines. Unfortunately, the uncertainty of the summer resulted in the single largest enrollment drop in UAA history—9.3 percent from fall 2018. The UAA community also suffered the departure of valued faculty and staff, also largely influenced by uncertainty about UAA’s future.

As part of their reversal of the “one accreditation” structure, the regents directed each chancellor to conduct an expedited program review in order to reduce and eliminate academic programs. This transparent review process began in October 2019 and ended in June 2020 when the board approved the elimination of 15 academic programs at UAA.

In March 2020, the COVID-19 pandemic required another pivot as the entire UAA organization converted to remote class delivery and remote work right after spring break. Faculty, staff, and students showed their resilience in calmly and efficiently continuing in our new reality. The withdrawal rate for spring 2020 was no different from previous years.

In May 2020, I made the decision to remain primarily remote for fall 2020. At the time, it was a risky decision because I could not accurately predict the progression of the disease. It turned out it was the right decision. Making my decision before the end of the spring semester provided more certainty and time for faculty, staff, and students to plan for the future. Faculty worked relentlessly through the summer to develop thoughtful and engaging remote courses with the help of the Center for Advancing Faculty Excellence and Academic Innovations and eLearning.

When we decided to remain remote for fall 2020, enrollments were 30 percent below the previous fall. Hard work throughout the summer months by UAA’s recruitment team and advisors closed that gap to less than 10 percent throughout all of UAA and exactly 5 percent on the Anchorage campus.

In June, a change in leadership, with the resignation of System President Jim Johnsen, led to the appointment of former university and state official Pat Pitney as Interim System President. UAA looks forward to her leadership in the coming year.

Through all these ups and downs and multiple pivots, I am proud to say UAA remained resilient and true to its mission as an open access, community-connected university. UAA landed in the top 15 percent in terms of return on investment out of 4,500 colleges and universities in the U.S., providing evidence of how UAA brings value to Alaska. Our student success metrics continue to improve. Our faculty continue to make contributions through their research and scholarship, much of it focused on responding to the COVID crisis. Our student athletes continue to excel in the classroom and in their competitions. Students continue to earn national recognition for their academic excellence. And, UAA’s reputation and positive perception in the community continue to advance.

Given the current context of budget reductions and board directives, there is little doubt UAA will become smaller and more focused. As we move forward with our UAA 2025 strategic plan, we will continue to focus on our mission—serving Alaska through educating its people and providing effective and practical solutions to Alaska’s most pressing problems. Smaller, more focused and resilient, still excellent.

Sincerely,



Cathy Sandeen, UAA Chancellor



New Leaders



DENISE RUNGE was named UAA's provost in May 2020, following a national search and virtual open forums with finalists. Runge had served as the dean of the UAA Community and

Technical College since July 2016, and as the associate director of academic affairs and associate professor of business and public administration at Prince William Sound College. Her background includes academic leadership experience as associate dean of academics at Helena College, vice president of academic affairs at Oglethorpe University, and dean of the College of Arts & Letters at the University of Southern Mississippi. She holds a Ph.D. in political science with an emphasis in public policy and administration from the University of Alabama.



JENNIFER BOOZ, UAA's first chief diversity officer, began work in July 2020. The chief diversity officer will serve as a principal advisor to the chancellor and cabinet on diversity

matters and lead UAA's efforts to transform and enhance a positive and respectful culture, a diverse curriculum, and the meaningful inclusion of UAA's diverse population of students, staff, and faculty. Booz comes to UAA from the University of Toledo where she served as director in the Office for Diversity and Inclusion and worked closely with administrators, faculty, staff, and students to implement UT's Strategic Diversity Plan. She has 20 years experience as a post-secondary administrator, including as a dean of students. She has facilitated dialogues about diversity and inclusion with local, regional, and national audiences. She earned her B.A. in Psychology from California State University at Fullerton, and her M.A. in Sociology at The University of Texas, El Paso.



BILL JACOB was appointed in June 2020 as interim vice chancellor for Administrative Services for one year, managing UAA's Budget, Financial Services, Facilities &

Campus Services and Information Technology units. Jacob came to UAA from Arctic Slope Regional Corporation, where he served as chief information officer since 2013. His prior experience includes leadership roles at Honeywell Aerospace in Arizona and Cessna Aircraft in Kansas. He earned a Masters in International Management from the Thunderbird School of Global Management, a program at Arizona State University.



JACELYN KEYS joined UAA as director of Kodiak College in August 2020. Keys has more than 20 years of experience in higher education and has focused on creating a dynamic, vibrant,

inclusive, students-first learning environment. Most recently, she served four years as the Hermiston Center director at Blue Mountain Community College in Oregon. Her past experiences include serving as Hermiston/Pendleton Center director at Eastern Oregon University, resident director at Oregon State University, and interim director of Student and Campus Life at Central Oregon Community College. Keys taught as an adjunct instructor in numerous areas over the last eight years, including developing and teaching a year-long academic curriculum for service learning. She holds a B.A. in English Discourse from Eastern Oregon University, a Masters of Education in College Student Services Administration from Oregon State University, and an M.A. in Communication from Gonzaga University.



KIM MAHONEY was named associate vice chancellor for Facilities and Campus Services in January 2020. She began work at UAA in February 2017 as director of Facilities Planning

and Construction and had served as the interim associate vice chancellor for facilities since September 2017. Mahoney has been a key leader in UAA's response to the 2018 earthquake, the 2018-19 budget crisis, and oversaw the updating of UAA facilities to meet new State of Alaska Occupational Safety and Health requirements. She earned her B.S. in Civil Engineering at the University of Alaska Fairbanks and worked more than 20 years as a senior project manager for the State of Alaska Division of Transportation and Public Facilities where she managed and led design and construction teams for numerous facilities throughout Alaska.



CLAUDIA LAMPMAN, vice provost for Student Success, was named dean of the University Honors College. Lampman served as a professor of psychology for the last 25 years at

UAA, and for the last six years she led the Department of Psychology as director. She has been a leader in the College of Arts and Sciences, and served on numerous campus-wide committees, including the Institutional Review Board, UAA 2020 Executive Team, the Research Compliance Task Force, University Honors Council, and the Title IX Climate Committee. She earned her B.A. in Psychology from Boston University, and her master's and doctoral degrees in Applied Social Psychology from Loyola University of Chicago.



AARON DOTSON, accepted appointment as associate vice chancellor for Research in July 2020. He had served as interim vice provost for Research since July 2019, overseeing all

research operations, representing UAA on the Statewide Research Council, and expanding sponsored programs. Dotson also serves as director of the Applied Environmental Research and has been a civil engineering professor at UAA since 2010. His work has been instrumental in developing the next generation of household technologies for rural Alaskan villages inclusive of water reuse. He earned his B.S. in Civil Engineering from the University of Arizona, and his M.S.E. and Ph.D. in Civil and Environmental Engineering from Arizona State University.



MARY JO FINNEY joined UAA as dean of the Graduate School in August 2020. Finney comes from the University of Michigan-Flint. Since 1998, she served in numerous roles there, including

tenured professor of education, chair of the Education Department, and director of the Secondary M.A.C. program. She has also served as a research consultant for multiple organizations and Pre-K-12 schools, including ongoing work for The Alaska Teacher Project to address high teacher turnover in rural Alaska villages. She earned her B.A. in Education from Michigan State University and her M.A.T. and Ph.D. in Reading and Language Arts from Oakland University in Rochester, Michigan.



SHAWNALEE WHITNEY was named associate vice provost in July 2020. She will oversee the newly combined critical teaching and learning support programs, Center for Advancing

Faculty Excellence (CAFE), the Center for Community Engagement and Learning (CCEL), and Academic Innovations and eLearning (AI&e). Whitney, who joined UAA in 1995, is an associate professor of Communication and has served as director of CAFE since 2014. She received the Chancellor's Award for Teaching Excellence in 2014, a Legislative Citation for contributions to Alaska higher education in 2017, and recognition from the Diversity Action Council in 2019. She earned her B.A. in Speech Communication and Political Science and her M.A. in Speech Communication from the University of Northern Colorado, with additional graduate study in Rhetoric and Communication at the University of Pittsburgh and in Communication Studies at the University of Nebraska.



JOHN NOFSINGER accepted the role of interim dean of the College of Business and Public Policy in March 2020 for a two-year term. He was appointed the William H.

Seward Chair in International Finance in 2014 and is also professor of Finance. Before joining UAA, he was professor of Finance at Washington State University where he earned his Ph.D. in Finance. He also holds a B.S. in Electrical Engineering from Washington State University, and an M.B.A. from Chapman University. Over the course of his career, he has authored or co-authored 12 finance trade, text, and scholarly books that have been translated into eight languages.



RAYMOND WEBER accepted a two-year appointment as interim dean of the Community and Technical College in July 2020. Weber has been a faculty member of the

Aviation Technology Division for six years, serving on the college's curriculum committee and as academic chair. Before coming to UAA, he was an assistant professor at Kent State University. Weber earned his B.S. in Commercial Aviation and an M.S. in Aviation from the University of North Dakota.



BENJAMIN SHIER was appointed interim chief information officer in December 2019. Most recently, he served at the State of Alaska Office of Information Technology, serving

in a variety of positions, including interim chief information officer and chief technology officer for the Portfolio, Planning & Policy department. During his time with the state, he oversaw 240 employees, had responsibility for all budget and human resources matters, and coordinated high-impact, enterprise-wide strategic initiatives. Shier also brings experience in leading teams on internal process improvement, regulatory and cyber security compliance, lean transformation, and research and development. He earned his B.S. and M.P.A. in Information Technology from the University of Alaska Southeast.

New Leaders



AMBER CHRISTENSEN FULLMER began as director of Native Student Services (NSS) in January 2020. Fullmer has served as an assistant professor in the Department

of Human Services where she also serves as an advisor to students in the associate and bachelor's degree programs. An Inupiaq from the Norton Sound Region, Fullmer earned her B.A. in Sociology from UAA and her Master's in Community Clinical Psychology from UAF where she is also a doctoral candidate in the Indigenous Studies program. Prior to joining UAA, she spent 15 years working with vulnerable and at-risk populations in a variety of settings.



BRIAN DEZEEUW has been named director of Financial Services. He has over 23 years of service at UAA, and brings expertise to this role, serving as interim director of Financial

Services since November 2018. DeZeeuw's role includes oversight of UAA Accounting Services (Student Accounts and Refunds, Cashiering, Collections, and Payment Plan and Student Account Center), Accounts Payable/Travel, Banner Finance Training, and the WOLFcard office.



QUENTIN SIMEON was named interim assistant director of Native Student Services, a position he began in February 2020. Simeon earned his B.A. in English at UAA and has

been an advisor on UAA's First Year Student Advising and Success team. He is a Yup'iq and Dene' Alaska Native and was raised in Bethel and Aniak. Throughout his career, he has served in roles focused on inspiring higher education attainment and fostering academic success among Alaska Natives. He has also worked extensively to create educational programs that build greater awareness of and for Alaska Native people to promote cultural heritage and cultural identity.



RYAN BUCHHOLDT was appointed interim budget director in the Budget Office. Since 2013, Buchholdt has served as sustainability and business manager at Facilities

and Campus Services, during which time he led the team responding to the November 2018 earthquake. His efforts during that time and his work in lean thinking, strategy development, communications, and process improvement earned him the 2018 Bill Rose Memorial Award. Buchholdt earned his B.B.A. in Business Administration and Management and his M.B.A. from UAA.



BOBI RINEHART was named associate vice chancellor for Development in April 2020. Rinehart is a lifelong Alaskan who has been raising funds in the Pacific Northwest and Alaska since 1992.

Since 2013, she has served as the senior development officer at the College of Business and Public Policy where she raised more than \$8.6 million to benefit the college's students and faculty. Since July 2015, she has also served as UAA's lead development officer. She holds a B.S. in Environmental Science from Scripps College and an M.S. in Environmental Studies from Bard College.



JONATHAN BRIGGS was named assistant athletic director for Development in December 2019. He had worked as a development coordinator in UAA's University

Advancement office where he was responsible for managing a portfolio of donors and coordinating special functions. He has also served as the senior administrative manager in the College of Business and Public Policy, and has experience working with the Anchorage Museum Association and the Native American Rights Fund. Briggs earned his B.A. in History from UAA and will earn his Master's in Public Administration from the University of Alaska Southeast in 2020.

PAT PITNEY was selected to serve as interim president for the University of Alaska by the Board of Regents in July. Her 12-18 month appointment began August 1, when she took over from MICHELLE RIZK who had served as acting president since July 1. Pitney spent 23 years with the University of Alaska, serving as vice chancellor of administration at the University of Alaska Fairbanks (UAF) and an associate vice president with UA Statewide. She served as the State of Alaska Budget Director under Governor Bill Walker, and her most recent position was director of the Division of Legislative Finance. She earned her Master's in Business Administration from UAF and a B.S. in Engineering Physics from Murray State University (Kentucky). Before moving to Alaska, she was a member of the 1984 U.S. Olympic Team and won a gold medal in women's air rifle, the first woman to win a gold in Olympic shooting.



Honors & Awards

HONORARY DOCTOR OF HUMANE LETTERS

MARGARET BROWN served as president and CEO of Cook Inlet Region, Inc. (CIRI) from 2005 until 2013 when she retired. During her tenure at CIRI, she helped implement one of the largest land-exchange deals in the U.S. and led the development of the Fire Island Wind Farm. She also served as a board member on numerous organizations, including the Smithsonian's National Museum of the American Indian.

MOLLY "MARY ELIZABETH" MCCAMMON came to Alaska in the early 1970s as a young journalist. She helped develop natural resources and fisheries policies as a public policy specialist. After the Exxon Valdez Oil Spill, she served as executive director of the Exxon Valdez Oil Spill Trustee Council for 10 years, developing an oil spill restoration and monitoring program viewed as an international model. She founded and directed the Alaska Ocean Observing System and currently serves as Alaska's representative to the U.S. Integrated Ocean Observing System.

PETER MICHALSKI came to Alaska in 1971 to serve as a legal assistant and assistant attorney general in Juneau. He served as a superior court judge for the State of Alaska from 1985 to 2012 when he retired. Since his retirement, he has served on the board of directors of the Anchorage Museum Association, the Anchorage Museum Foundation, and currently chairs the Alaska Community Foundation.

JEAN POLLARD, UAA alumna, retired school counselor and administrator, led efforts to raise awareness about the African American troops who helped construct the Alaska Highway during World War II through the Alaska History Project. Through Pollard's work, scholars now recognize this time as the beginning of the U.S. Civil Rights movement, and Alaska now celebrates African American Soldiers' Contribution to Building the Alaska Highway Day each October 25.

HONORARY DOCTOR OF LAWS

JOHN TORGERSON, an Alaska resident since 1950, has a long history of service to the state, including chairman of the Alaska Redistricting Board, acting director of the Alaska Vocational Technical Center, executive director of the Kenai Peninsula Economic Development District, and a member of the Kenai Peninsula Borough Assembly. As an Alaska state senator, he wrote and sponsored the legislation that created the Technical and Vocational Education Program, which has funded approximately \$100 million for Alaska's workforce development programs.

MERITORIOUS SERVICE AWARDS

MICHELLE BROWN, president and CEO of United Way of Anchorage since 2003, built her entire career on supporting the social well-being of the Anchorage community and the educational outcomes of young people. She spearheaded United Way's 90% by 2020 initiative, a collaboration with community partners to increase Anchorage high school graduation rates. Coinciding with this effort is another partnership project to confront family homelessness—a factor in student completion.

EDNA DEVRIES has lived in Alaska for more than 40 years, and is well-known for her decades of public and volunteer service. She served as a state senator, Matanuska-Susitna Borough assembly member and mayor, Palmer council member and mayor, and chairman of the Palmer Planning and Zoning Commission. She teaches accounting at the Alaska Job Corps Center and has served as vice chair of the Governor's Commission on Aging, and as a member of the Alaska Human Rights Commission.

VIC FISCHER, a Russian born in Germany who escaped Europe with his family to the United States, has dedicated his life to public service. He served in the U.S. Army during World War II. He came to Alaska in 1950 with a master's degree in community planning from MIT. Fischer was Anchorage's first planning director. In 1955, he served as a delegate to the Alaska Constitutional Convention, and today, is one of the last living delegates. He worked with the Housing and Urban Development offices in Washington, D.C., and returned to Alaska after the 1964 earthquake where he oversaw the reconstruction of Southcentral Alaska. He served six years as a state senator, founded the Institute of Social and Economic Research and served as its first director.

WILLIE IGGIAGRUK HENSLEY, a founder of the Alaska Federation of Natives, and a founder, director and former president of NANA Regional Corporation, played a pivotal role in the creation and passage of the Alaska Native Claims Settlement Act. He served as an Alaska State Representative and Senator, commerce commissioner, the first non-federal chair of the Federal Subsistence Board, and the first president of the Alaska Village Electric Cooperative.



Peter Michalski, Michelle Brown, Cathy Sandeen, Margaret Brown, Willie Iggiagruk Hensley.

Honors & Awards

EMERITI 2019-2020

An emeritus/emerita designation is the highest honor conferred on a small portion of retirees who have served a minimum of 10 years of distinguished service to the university. The following were granted emeritus/emerita status in 2019-20:

ALAN BORAAS, Professor Emeritus of Anthropology (posthumous award)
JEANE T'ÁAW XÍWAA BREINIG, Professor Emerita of English
ANNE BRIDGES, Professor Emerita of Culinary Arts and Hospitality
DAVID FITZGERALD, Professor Emeritus of Computer Information Systems
EDWARD FORREST, Professor Emeritus of Business Administration
ROBERT LANG, Professor Emeritus of Civil Engineering
LARRY MORRIS FOSTER, Professor Emeritus of Mathematics
PAUL LANDEN, Professor Emeritus of Psychology (Kenai Peninsula College)
LARRY ROSS, Professor Emeritus of Economics
JERILYN RUBIN, Professor Emerita of Business Administration
DONALD SPALINGER, Professor Emeritus of Biological Sciences
MICHAEL STALLINGS, Staff Emeritus, UAA/APU Consortium Library
HANNELE ZUBECK, Professor Emeritus of Civil Engineering

IN MEMORIAM

ALAN BORAAS, professor of anthropology at Kenai Peninsula College (KPC) died in November 2019. The longest-serving professor at Kenai Peninsula College, Boraas was hired in 1972 by KPC's founding director, Clayton Brockel, to teach a general education development program through the Kenaitze Tribe. It was the beginning of a lifelong connection to both the Kenaitze Tribe and KPC.



During a break in service from KPC, Boraas earned his Ph.D. in anthropology from Oregon State University. In 1976, he returned to KPC as an anthropology professor teaching both lower and upper-division courses. He has been widely recognized in Alaska and across the nation for his contributions to anthropology, his volunteerism, and community efforts. In 2009, the University of Alaska Foundation awarded him the Bullock Prize, just one of many prestigious awards he received over his life.

One of Boraas' most significant achievements at the college was a collaboration with Peter Kalifornsky who asked him for help in publishing his collected writings. The book, *A Dena'ina Legacy: K'tl'egh'l Sukdu* was published in 1991 with James Kari as a co-editor. Kalifornsky, one of the last speakers of the Outter Inlet dialect of Dena'ina died two years later. In 2000, Boraas was awarded honorary membership to the Kenaitze Tribe.



VANESSA
NORMAN
*Alumni
Emerging Leader
Award*

B.B.A. '04 in
Management and
Marketing

Attorney with law
firm Davis Wright
Tremaine LLP



ANGELIA
TRUJILLO
*Alumni
Humanitarian
Award*

B.S. '97 and
M.S. '04
in Nursing
Science

Women's health
nurse practitioner with Denali OB-GYN
Clinic and associate professor with UAA
School of Nursing

JACQUELINE
"JACKI"
HOLZMAN
*Alumni of
Achievement
Award*

M.S. '92 in
Environmental
Quality Science

Deputy regional
administrator for the Alaska region of the
FAA



STUDENT HONORS & AWARDS

FULBRIGHT SCHOLARS

ALEXIS HARVEY, who graduated cum laude in spring 2020, was named a U.S. Fulbright Scholarship recipient to Spain. Harvey earned her B.S. in Natural Sciences, a B.A. in Languages with a concentration in Spanish, and a minor in Psychology.

Spanish coordinator Patricia Fagan mentored Harvey through the lengthy Fulbright application process. Because of the COVID-19 pandemic, her start date has shifted from September 2020 to January 2021. Until then, she is working as an education coordinator for the Alaska Center



Alexis Harvey

for Rural Health & Health Workforce, where she focuses on K-12 and pre-college pipeline programming. Before joining AHEC, she worked in a number of UAA departments, including Residence Life, ANSEP, Student Life and Leadership, and the College of Arts and Sciences.

ROSE KRUGER was named a 2020-21 U.S. Fulbright Scholar to Germany and received a 2020-21 USTA Scholarship to Austria. She has elected to accept the Fulbright award and will travel there in January 2021. She earned her B.A. in German and English and was the fall 2019 commencement speaker (see page 11). She taught German at a German immersion school in Anchorage and in high school was a German exchange student with the Congress-Bundestag Young Exchange for Young Professionals.



Rose Kruger



Molly Johnson, left, helps a fellow knitter during a Chronicles of Yarnia student club meeting.

USTA FOREIGN LANGUAGE ASSISTANTSHIPS TO AUSTRIA

MOLLY JOHNSON received the United States Teaching Assistantships (USTA) Foreign Language Assistantship to Austria, operated with the support of Fulbright Austria and the Austrian Federal Ministry of Science and Research. She was mentored by Natasa Masanovic, professor of German. Due to uncertainties about travel safety in 2020, the USTA has extended a gap year to any recipient who wants to wait until the global pandemic is over and it is more safe to travel internationally.

Johnson earned her B.A. in 2019 in German with a minor in Alaska Native Studies. She took some time to decide on her future, continuing to work at the job she had during college at Great Harvest Bread Co. and substitute teaching at the German immersion school, Rilke Schule. Her goal is to teach German in Alaska and is happy that this Teaching Assistantship qualifies as a year of student teaching.



NASA INTERNSHIP

BRETT "IVAN" KEENE, an electrical engineering major, spent the summer of 2019 as an intern at NASA's Goddard Space Flight Center in Maryland. The internship, supported by the Alaska Space Grant Program, focused on using instrumentation under cryogenics and light characterization. "For me, this [internship] sets me on the route I want to be on since it gets me closer to particle physics," Keene said soon after returning from the internship last August. He worked on NASA's Wide Field Infrared Survey Telescope (WFIRST) project, a NASA observatory designed to unlock the mysteries of dark energy and matter, while searching for and imaging exoplanets using infrared technology and astrophysics. In addition to his work on the WFIRST project, he worked in "clean rooms," setting up the cryostats and instruments used to calibrate photodiodes for transfer curves and tested the detectors for quantum efficiency.

Keene in front of one of NASA Goddard Space Flight Center's telescopes.

Honors & Awards

BOREN SCHOLARSHIP

KRISTINA LAUENSTEIN received a Boren Scholarship to study Urdu in India, starting January 2021. The Boren Scholarship is a program that funds study abroad by U.S. undergraduate students in world regions critical to U.S. interests.

Lauenstein, an International Studies and Political Science major, served as a member of the 2020 Model United Nations Secretariat team,

chairing the UN Environment Programme committee. She interned with the Alaska World Affairs Council in fall 2019.

"I love the understanding and insights one gains into other cultures through each language learning experience," she said. "This scholarship provides me with an opportunity to gain insights into a culture very different from my own, and one I would not otherwise have the chance to experience."

NEW CENTURY WORKFORCE PATHWAY SCHOLAR

BRETT KNIGHTEN, a Process Technology student at Kenai Peninsula College, was selected as a 2020 New Century Workforce Pathway Scholar. More than 2,000 students were nominated from over 1,200 college campuses across the country. Nominations are evaluated based on the student's academic accomplishments, leadership, activities, and how they extend their scholarship beyond the classroom. Knighten has been a resident assistant on the Kenai River Campus and was a leader in setting up a food pantry in the residence hall. The \$1,250 scholarship is sponsored by the Coca-Cola Foundation with support from Phi Theta Kappa and the American Association of Community Colleges.



UDALL SCHOLAR

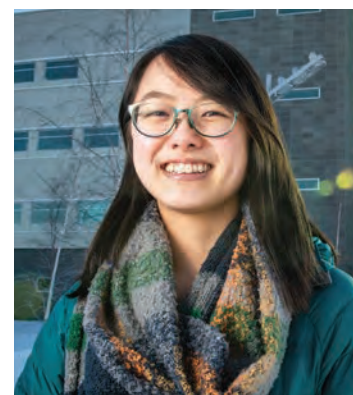
FAITH ITTA, a social work major, is only the second UAA student to receive the prestigious Udall Undergraduate Scholarship. The \$7,000 scholarship is awarded to college sophomores and juniors who demonstrate skills in leadership, public service or commitment to Native American nations or the environment. The scholarship was awarded under the category of tribal public policy. Recipients also receive a trip to Arizona for a leadership-style retreat focusing on Alaska Native and American Indian issues, though this year's conference was moved online.

Tracey Burke, a professor in the School of Social Work, and Francisco Miranda, an associate professor of Spanish, nominated Itta for the award. Itta grew up in Barrow and chose UAA because she wanted to stay in Alaska. Her first job was working in the social services department of the tribal office in Barrow where she realized what social workers can do to help families. She knew she'd found her calling. She fulfilled her practicum with the Chickaloon Village Traditional Council's child welfare department. She is the secretary for UAA's Social Work Coalition, an Alaska Area Health Education Centers (AHEC) scholar, a project coordinator with the National Resource Center for Alaska Native Elders under the College of Health, and is researching African American infant mortality under Ashley O'Connor, an assistant professor in the School of Social Work.



2020 NEW FACES OF CIVIL ENGINEERING RECOGNITION

KACY GRUNDHAUSER was recognized by the American Society of Civil Engineers (ASCE), a national association of professional engineers, as one of the 2020 New Faces of Civil Engineering – Collegiate Edition. Grundhauser, who graduated in spring 2020, is the first UAA student to receive this honor. In her senior year, she served as president of the ASCE's UAA student chapter, which she joined in her freshman year. Last year, she participated in the Chapter's team in the Steel Bridge competition that went on to earn the Frank J. Hatfield Ingenuity award for their innovation.



SEAWOLF DEBATER WINS ONLINE TOURNAMENT

HENRY MILDON, economics major and member of the Seawolf Debate Program, won the International Public Debate Association Tournament hosted by Seattle University in late March. Due to COVID-19, the tournament was held online. "It's the first time we have ever participated in an online debate tournament," said Steve Johnson, associate professor in the Department of Communications and director of the Seawolf Debate Program. "He's [Mildon] a very talented debater, progressed through the five preliminary rounds and then three single-elimination rounds to win the whole event — all from the comfort of his bedroom," said Johnson. "I was coaching him from my home office and the rest of the team was watching him online from their locations."



COMMENCEMENT SPEAKERS



ROSE KRUGER, fall 2019 Commencement Speaker, graduated cum laude with a B.A. in English and Languages. Born and raised in Palmer, Kruger developed her interest in the fundamentals of language and rhetoric while taking speech therapy and witnessed firsthand the life-changing impact a teacher can have on a student. One of the four jobs she juggled while attending UAA, was teaching preschoolers at a German immersion program. In addition to working, Kruger held a number of student leadership positions including co-founder of the Society of Physics and Astronomy Students at UAA, business manager and vice chair of Club Council, and sergeant-at-arms, and chair of the USUAA Rules Committee. As an older student who took some time off from her college studies, she felt she represented UAA's nontraditional students. "I think all of our nontraditional students are a sign that UAA is actually ingrained in the community. Being open access allows any Alaskan who's willing to put in the time and effort to chase their dreams and graduate."

Due to the COVID-19 pandemic, UAA's spring 2020 commencement was held virtually, and featured taped messages from two undergraduate students and a graduate student.

CLARE BALDWIN graduated magna cum laude with a B.A. in Economics. An Alaskan since she was two years old, Baldwin originally enrolled at UAA as a psychology major, but her job in the dean's office at the College of Business and Public Policy and a macroeconomics course inspired her to change her major. Baldwin took an active role at UAA from the beginning. She served as a senator, vice president, and then president of the Union of Students at the University of Alaska Anchorage. "I learned a lot with my degree, but I've learned so much more in the student organizations," she said. "Especially the last two years, having to do so much to keep our university here. Sharing our stories and telling people about how great our professors are, how great the research is here, how great the community is, that's how we're going to make our university even more integrated into our community."

ALEX JORGENSEN graduated cum laude with a B.A. in Political Science. Jorgensen has been a huge advocate of the university and its students throughout his time at UAA. He served as a resident assistant for three years, a peer health educator, was a Community Engaged Student Assistant, and served nearly three years as a senator and speaker of the assembly for the Union of Students at the University of Alaska Anchorage (USUAA). Throughout, Jorgensen has been on the front lines of advocating for his peers and fighting for their "right to an education." In the summer of 2019, he mobilized students, faculty, staff, and the community to protest the proposed cuts to the FY20 budget. That effort produced more than 2,500 text messages to lawmakers. He's proud that the graduating class of 2020 persevered through continued budget issues and now a global pandemic. "I think that's an incredible accomplishment, that we've overcome this systemic pressure against us in our journey to graduate. I think that's only been made more important, now that we're graduating during a pandemic."



VIRGINIA GROESCHEL was the graduate hooding ceremony student speaker this spring as she received her M.S. in Project Management. She had earned her B.S. in Civil Engineering in 2006, and began work at the Alaska Department of Transportation and Public Facilities (DOT&PF) as an aviation design engineer nearly seven years ago. Currently, she serves as a consultant coordinator for the department's aviation and highway design projects. In addition, she manages the Central Region's Design and Engineering Services Internship Program. Her leadership earned her UAA's 2014 Alumni Emerging Leader award. While working as an engineer and studying for her master's degree, Groeschel stayed active in her volunteer roles, serving as president of the UAA College of Engineering Alumni Chapter, a member of the College of Engineering Advisory Board, and helping out the PTA at her son's school. She has always focused on giving back to her community, and is especially interested in being a positive role model for kids as they begin exploring their career and education options. "That's one of the things my parents instilled in us as kids, that education will offer opportunities. The more education, the more opportunities," said Groeschel.

Honors & Awards

AHAINA STUDENTS OF EXCELLENCE SCHOLARSHIP RECIPIENTS

Nine students were named Students of Excellence by the African American, Hispanic, Asian, International, and American Indian (AHAINA) and LEAH PACARRO and QUACYYA CUARESMA were selected to receive the accompanying scholarship.

LEAH PACARRO, a kinesiology major in UAA's Department of Health, Physical Education and Recreation, was born and raised in Anchorage, and a graduate of Service High School. She is a first-generation college student whose parents moved to Alaska from Hawaii. She is the oldest of five siblings and has been working a full-time job to pay for her tuition and fees while also taking a full course load each semester. The scholarship will help her cut back on her work hours so she can be more involved in campus activities, including being a mentor through AHAINA.

QUACYYA CUARESMA is a health sciences major, a field she selected after getting involved in the Union of Students at the University of Alaska Anchorage (USUAA). She enrolled as a nursing student, but her work with student government introduced her to policy and advocacy, and she decided to pursue the policy aspect of health. She is scheduled to graduate in spring 2021 and hopes to work as a public health education specialist. She grew up in Anchorage, taking on leadership roles in middle school and beyond with encouragement from her immigrant parents and her teachers. "I have a very rich Asian American identity that led to my achievements in life because of the resilience of my family members and their embodying the American dream," said Cuaresma.



Quacyya Cuaresma

SECOND BRIDGE AWARD

LAUREN CRISS-CARBOY received the Second Bridge Scholarship for her project, "Culture and Social Movements in Cape Town, South Africa." Criss-Carboy is an International Studies student who is double minoring in Sociology and History. She is also earning a Certificate in Civic Engagement, which has allowed her to merge her coursework with interest in community-engaged social research and advocacy. The Second Bridge Scholarship allowed her to pursue a six-week study abroad experience in Cape Town, South Africa, where she learned about local political issues, religious diversity, and social movements in a post-Apartheid context. Her faculty sponsor was Zeynip Kilic, professor and chair, Sociology.



ALEX HILLS ENGINEERING & CIVIC ENGAGEMENT AWARD

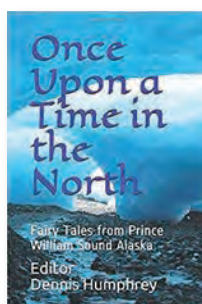
MICHAEL LANDON and KORY TURNER, mechanical engineering students, received the 2020 Dr. Alex Hills Engineering & Civic Engagement Award for their project, "Electric Vehicle Conversion: 15-Passenger Utility Van," for a rural Alaskan campus where gas prices are high, but electricity is more available. Jifeng Peng, associate professor and chair, Mechanical Engineering, served as the faculty advisor for the project.



Kory Turner (l) and Michael Landon (r)

PRINCE WILLIAM SOUND CREATIVE WRITING CLASS PRODUCES BOOK

Prince William Sound College (PWSC), Associate Professor of English DENNIS HUMPHREY and his creative writing class collaborated to create a collection of fairy tales with Alaskan connections. They edited the collection and published it through Amazon's self-publishing website. KERRA APOLLO, one of the contributing students, wrote, "I have been writing fairytales since I was little. But the challenging part of this class was trying to figure out a story based in Alaska or that has an Alaskan-esq feel to it without being culturally insensitive." *Once Upon a Time in the North, Fairy Tales from Prince William Sound Alaska* is available through Amazon. All royalties from sales will be donated to PWSC.



Seawolf Athletics 2019-2020

STUDENT ATHLETES

- UAA student-athletes' combined GPA climbed to 3.42 in fall 2019, another record for the department.
- 26 student-athletes earned a 4.0 GPA in the fall.
- 32 student-athletes graduated in 2020.
- 58 earned academic all-conference honors.
- 2,100 hours of community service logged by the athletic department.

COMPETITION HIGHLIGHTS

- The **women's basketball** team won their 6th straight GNAC regular-season title, finishing the season with a 31-2 record and was No. 4 in the final rankings. SAFIYYAH YASIN was named the GNAC Tournament MVP, and UAA took the No. 2 seed into the West Regional Championships prior to the COVID-19-caused cancellation of the NCAA playoffs.
- The **men's basketball** team reached the GNAC Tournament championship game against Western Washington, losing in the final seconds 81-78.
- The **women's cross country** team remained one of just three programs in NCAA Division II to finish in the top 10 at the NCAA Championships every year since 2008.
- The **hockey** team qualified for the WCHA Playoffs for the first time since the 2013-14 season.
- Led by a 3.96 overall GPA from LOUISA MARIE KNAPP, all eligible members of the Seawolf **gymnastics** team earned Mountain Pacific Sports Federation All-Academic Team awards for the second year in a row.



NCAA ELITE 90 AWARD

YVONNE JESCHKE, Cross Country, and MARIE RIES, Indoor Track and Field, received the NCAA Elite 90 Award, given to the student-athlete with the highest GPA at each NCAA Championships event.



SENIOR CLASS AWARD

NOLAN NICHOLAS (pictured left), captain of the hockey team, earned the Senior Class Award, the first UAA athlete to earn this national award that recognizes one recipient for their work in the community and classroom, character and competition.

THREE COACHES OF THE YEAR

MARINE DUSSER: Nordic Coach of the Year by Rocky Mountain Intercollegiate Ski Association (RMISA).

CHRIS GREEN: Great Northwest Athletic Conference Coach of the Year, Volleyball.

RYAN MCCARTHY: both the Great Northwest Athletic Conference and NCAA West Region Women's Basketball Coach of the Year.

ATHLETES OF THE YEAR

EMMAH CHELIMO, Cross Country and Track and Field, was named the GNAC Athlete of the Year. She also earned All-America honors with a fifth-place finish at the NCAA Championships.

FELIX KEMBOI was named the GNAC Cross Country Athlete of the Year after winning the GNAC individual title. He also earned All-West Region and All-America honors.

SIGURD ROENNING was named the Male Nordic Athlete of the Year by the Rocky Mountain Intercollegiate Ski Association.

The Alaska Airlines Center hosted the sold out, nationally televised ESPN Armed Forces Classic. The matchups featured UAA vs. Coast Guard and Washington vs. Baylor.



Honors & Awards

FACULTY AND STAFF HONORS AND AWARDS

FACULTY FULBRIGHT SCHOLARS

Two UAA faculty members received J. William Fulbright Foreign Scholarships to study and work outside the United States in spring 2021. Recipients choose where in the world they want to study as part of the organization's emphasis on the cross-pollination of ideas across the international community.

PHILIPPE AMSTISLAVSKI, associate professor of Public Health, will spend his time in Finland working with the biomaterials group at VTT Technical Research Centre to further development on bio-based alternatives to plastic, including his own mycelium-based solution to traditional plastic packaging and insulation materials. He and JOEY YANG, professor of Engineering, identified the underground network of mushroom roots as a key ingredient for an all-natural and biodegradable substitute. Together they secured a \$25,000 INNOVATE AWARD to found Rhizoform LLC, which is developing the biodegradable insulation for use in seafood packaging and other uses. The company was named one of the best university start-ups in 2016 and was recently highlighted in a report on curbing global marine plastic pollution published by the Belfer Center for Science and International Affairs at the Harvard Kennedy School.



MARIA WILLIAMS, professor of Alaska Native Studies, will travel to Vancouver Island University to study similarities and differences between Canada's settlement with its First Nations people and the Alaska Native Claims Settlement Act (ANCSA) that resulted in the 12 Alaska Native corporations. "I'll be looking at this period of activism in Alaska in the 1960s and how the land claims movement led up to this monumental federal legislation. Canada is a little different, so I'll be comparing and contrasting how Canada has dealt with their First Nations people," said Williams. "They don't have corporations, they have something similar to reservations but not quite. Their First Nations governance is managed differently than Alaska or the Lower 48, so I found myself wanting to learn more." Her goal is to integrate what she learns into the curriculum of the UAA classes she teaches, Alaska Native Perspectives and Introduction to ANCSA.

FIRST-EVER INTERSTELLAR COMET IMAGE

TRAVIS RECTOR, chair and professor in the Department of Physics and Astronomy, used data from the Gemini Observatory to create a new composite image capturing the first recorded interstellar comet. The image of the newly discovered object, denoted C/2019 QR (Borisov), was obtained using the Gemini North Telescope on Hawaii's Maunakea. Comet Borisov is only the second visitor from beyond our solar system to ever be detected.



Composite image by Travis Rector.
Image credit: Gemini Observatory/NSF/AURA

TRELIS FELLOW

CAIXIA WANG, assistant professor of Geomatics, was one of 16 women across the U.S. selected to participate in the NSF-funded Training and Retaining Leaders in STEM-Geospatial Sciences program (TRELIS) as part of the 2019-2020 cohort. The



program builds leadership capacity and skills around the topics of career retention strategies, mentoring training, career transitions, technical professional development, and work-life balance through a series of workshops.

BIOLOGICAL SCIENCES PROFESSOR'S WORK FEATURED IN NEWSWEEK

SARAH GERKEN, professor of Biological Sciences, along with her research partner Yale post-doctoral fellow Javier Luque received national attention last fall after their study of ancient

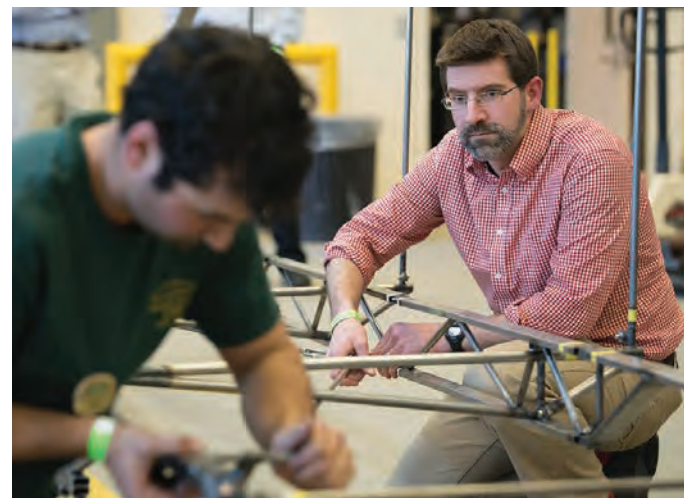


fossilized comma shrimp was published in the *Proceedings of the Royal Society B: Biological Sciences*. Luque discovered the fossils in 2005 during a field expedition to the Andes Mountains in Columbia. The unearthed specimens lived some 90 million years ago. Luque wasn't sure what he had found, and after a colleague suggested they might be cumaceans, commonly called comma shrimp, he found Gerken, a national expert on the species. Together they spent the last 10 years analyzing the specimens. With hundreds of perfectly preserved specimens which showed no sign of trauma, the pair determined that most were males. Their theory is that they were likely swarming to attract females, a behavior found in their contemporary species. When something occurred in the water column, such as a sudden loss of oxygen, the shrimp died instantly and gently floated down to the ocean floor. The discovery helped fill in some gaps in the geological time table and will help scientists make predictions about our oceans in the future.



OUTSTANDING FACULTY ADVISOR AWARD

SCOTT HAMEL, assistant professor of Civil Engineering, is one of two recipients nationwide to receive the Outstanding Faculty Advisor Award. The award is presented by the American Society of Civil Engineers (ASCE) to student chapter faculty advisors who have demonstrated outstanding leadership and support to their ASCE Student Chapter. The UAA Chapter of ASCE submitted the nomination that led to the award, citing Hamel's work to help students think like engineers and build a sense of community among students who are not necessarily "traditional." Hamel believes that his role as the chapter's faculty advisor is to show students how to navigate the decision-making process, how to shift perspectives, and think about long-term ramifications. He wants the students to be prepared for the "real world" of engineering. One of the Chapter's biggest projects is the steel bridge competition where the team competed each of the last four years regionally. In 2019, they advanced to the national competition and won the Frank J. Hatfield Ingenuity Award.



Scott Hamel (right) assists a student during preparation for last year's Steel Bridge Competition.

COLLEAGUE TO COLLEAGUE FACULTY EXCELLENCE AWARDS 2019-2020

The Center for Advancing Faculty Excellence (CAFE) has presented awards recognizing colleague-to-colleague faculty development excellence since 2008.

BEN MORTON, MICHAEL VOTAVA, MEGAN WILBUR, ANYON TURNER, professionals in the Dean of Students Office, and others (particularly those connected with the Care Team) have worked with individual faculty and offered workshops at CAFE Teaching Academy events, supporting faculty development that results in a better experience for students.

AGATHA JOHN-SHIELDS (Education) was honored for her work supporting faculty to develop culturally responsive online classes for Alaska's Native students and her willingness to share her cultural expertise with her colleagues.

NANCY NIX (Population Health Sciences) was recognized for her work incorporating high impact teaching practices including the use of e-Portfolios into the Masters of Public Health program.

Honors & Awards

STAFF MAKE STUDENTS COUNT

CAROLINE VENUTI, coordinator of the Learning Resource Center on the Kachemak Bay Campus (KBC), is the UAA winner of the Staff Make Students Count award. Venuti is also a writing tutor and the advisor for the KBC Student Association. A letter of support from one of her students stated that Venuti is “the reason why I am still in school...she assured me that I could do this.” The Staff Make Students Count award recognizes outstanding service to UA students by personnel from UAA, UAF, and UAS. Each recipient receives an award plaque, \$1,000, and two domestic airline vouchers from Alaska Airlines.



BILL ROSE MEMORIAL AWARD

JOE KELLEY and PATRICK WILCOX were honored with the annual Bill Rose Memorial Award which recognizes excellence and above-and-beyond service at UAA, presented by UAA Administrative Services.

KELLEY, desktop lead technician at Information Technology Services, was recognized for his leadership and dedication to helping faculty, staff, and students work through several projects, including the Windows 7 upgrade, the Eagle River campus closure, KRUA data recovery and more.

WILCOX, fleet services mechanic with Facilities and Campus Services, was honored for his willingness to step in and step up when needed, serving as shop lead and acting supervisor, in addition to his regular duties that include an average of up to 1,400 work orders each year.

STAFF RECOGNITION AWARDS

The Staff Council's Staff Recognition Awards acknowledge and recognize staff who go above and beyond expectations. AY20's winners include:

CARRIE ZIOLKOWSKI, Administrative Specialist, College of Business and Public Policy

LUIS CHAVEZ, Administrative Assistant and Program Coordinator, Center for Advancing Faculty Excellence

ANA HINKLE, Director, Student Affairs, Prince William Sound College

TAMMIE WILLIS, Associate Director of Residence Life at Kenai Peninsula College

JUNLAND NAVARRO, Coordinator, Health, Physical Education & Recreation Department's Therapeutic Lab

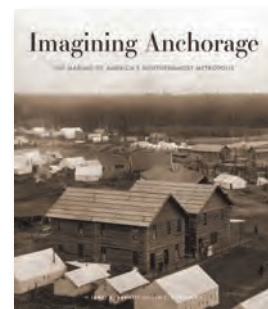
SELKREGG COMMUNITY ENGAGEMENT & SERVICE LEARNING AWARD

BRITTENY HOWELL, an assistant professor in the Division of Population Health, received the 2020 Selkregg Community Engagement & Service Learning Award, a \$5,000 award that recognizes community engagement projects with significant discipline-based scholarship, community partnership, and student leadership development. Howell, who is also director of the UAA Healthy Aging Research Laboratory, received the award to support her project, “Improv to Improve: An Improvisational Communications Training Program for Dementia Caregivers in Anchorage.” Project partners are the Alzheimer's Resource of Alaska and Last Frontier Comedy. In addition to helping improve caregiver communications skills, the project is intended to build resiliency among those who care for patients with dementia.

COMMUNITY-ENGAGED WRITING AWARD

IAN HARTMAN, associate professor of History, received the Center for Community Engagement and Learning's Community-Engaged Writing Award for his co-edited book, *Imagining Anchorage: The Making of America's Northernmost Metropolis*, a collection of writings from 20 historians and locals, and illustrated with more than 100

images. The Community-Engaged Writing award was created in 2019 to honor a UAA faculty member's published article, chapter or book that demonstrates community partnership, can inspire community-engaged work and leadership, and fosters public awareness or builds upon the academic literature.



UAA RANKED IN TOP 15% FOR RETURN ON INVESTMENT

UAA ranked 696 out of 4,529 placing it in the top 15% of all institutions for best long-term return (ROI) on investment in college education, and first among UAA peer institutions.

Georgetown University's Center on Education and the Workforce new report, *A First*

Try at ROI: Ranking 4,500 Colleges, used data from the national College Scorecard to determine the long-term (40-year) ROI.



COMMUNITY BUILDER AWARD

This year, the Center for Community Engagement and Learning presented the Community Builder Award to MARSHA OLSON and JACKIE CASON, in recognition of their ongoing efforts to foster a sense of civic community at UAA. They received a Campus Compact Fund for Positive Engagement grant in 2017 for their project “Global Engagement: Democracy, Deliberation, and Diversity in Anchorage, Alaska”. Both are active members of the UAA Dialogues for Public Life Program and play a pivotal role in UAA's annual Democracy & Civic Action Week. OLSON is an instructor in the Department of Journalism and Communications and has engaged COMM A111 students in a service-learning project to foster voter engagement and education since 2016. CASON, associate professor of English, created the Democracy & Civic Action Week Essay Contest in 2018 that is open to UAA and Anchorage School District High School students.

2020 Chancellor's Awards for Excellence

Chancellor's Awards recognize exceptional commitment and contributions to UAA.

EXCELLENCE IN TEACHING

Awarded to faculty who demonstrate exceptional commitment to advancing student achievement through excellence in teaching.

- ROGER HULL, Assistant Professor, Engineering, Science and Project Management

EXCELLENCE IN ACADEMIC RESEARCH-CREATIVE ACTIVITY

Contributions have an outstanding and significant impact in a field of study and to UAA through research, engagement or creative activities.

- RAYMOND ANTHONY, Professor, Philosophy

PROMOTING STUDENT ACHIEVEMENT

Outstanding contribution to student achievement that improves transition to higher education, performance, grades and or completion rates. Demonstrated innovative and creative approaches in advising, programming, partnerships, outreach, and support services that promote student achievement.

- D'ARCY HUTCHINGS, Instructional Design Librarian, UAA/APU Consortium Library

STAFF EXCELLENCE

Exercises leadership, initiative, outstanding teamwork capabilities that create a positive atmosphere, and consistently performs at a level above normal job requirements.

- KIM MORTON, Director, Student Life and Leadership

DIVERSITY

Outstanding contribution to the advancement of diversity of UAA students, staff, and faculty through increasing the visibility and representation of diverse voices, creating an atmosphere of inclusiveness and community.

- ERIN HICKS, Associate Professor, Physics and Astronomy
- THOMAS CHUNG, Assistant Professor, Art

COMMUNITY ENGAGEMENT AND SERVICE

Outstanding contribution to advancing partnerships between the university and Alaska's schools, public and private industries, and community organizations.

- CHAD FARRELL, Professor, Sociology

TRANSFORMATION & CHANGE AGENT

Awarded to an individual faculty or staff member for making a significant and positive contribution toward support and implementation of a major organizational change.

- AARON DOTSON, Associate Vice Chancellor for Research; Director, Applied Environmental Research Center

FRIEND AND ADVOCATE

Awarded for support of (other than financial) and advocacy for the university and its mission.

- ALEX HILLS, College of Engineering

CLIMATE CHANGE IMPACT

For demonstrating outstanding commitment to reducing UAA's impact on the environment or increasing our understanding or the impacts of climate change through teaching, research, or community service.

- LIBBY RODERICK, Associate Director, Center for Advancing Faculty Excellence

SPECIAL CHANCELLOR TEAM AWARD

For creating an outstanding alternative celebration for the Class of 2020 despite challenges posed by time constraints and social distancing mandates.

- GRADUATION WEBSITE (UAA Spring 2020 Graduation Day Celebration) TEAM
 - Tami Choquette, College of Engineering
 - Cedar Cussins, Division of Performing & Fine Arts
 - James Evans, University Advancement
 - Chris Huston, ITS Web Applications
 - Chad Solberg, ITS Web Applications
 - Melanie Donhauser, Office of the Registrar
 - Kirstin Olmstead, University Advancement
 - Austin Osborne, University Advancement
 - Joe Nedland, University Advancement
 - Tanya Pont, Alumni Relations
 - Jennifer Wisel, Alumni Relations
 - Chelsea Avichayil, Alumni Relations
 - Mariah DeJesus-Remaklus, University Advancement
 - Matt Jardin, University Advancement
 - Michelle Saport, University Advancement
 - Catalina Myers, University Advancement

For more information on the chancellor's awards and a list of previous winners, visit the chancellor's webpage.

2019-20 Year in Review



BUDGET CUTS AND CORONAVIRUS TRANSFORM UAA

UAA's academic year 2019-2020 began under a dark cloud as the legislature and the governor struggled over the levels of funding for many state programs, including the university and scholarships for Alaska students. Fortunately, just before the fall semester started, a compromise between Alaska's Governor and the University of Alaska Board of Regents reduced the cuts and spread them over three years. While still substantial, the \$25 million cut for FY20 across UAA, UAF, and UAS was manageable compared to the \$134 million cut the governor had proposed. The agreement also forestalled financial exigency and a proposal to bring all three universities under one accreditation. Another \$25 million cut was planned for FY21, followed by \$20 million for FY22.

In addition to the decline in funding from the state, income from tuition and fees dropped due to a steep decline in enrollment in fall 2019. In a survey of students who did not return in the fall, a majority of respondents cited the uncertainty about the budget and scholarship funding as a major reason they did not return.

To adapt to the new budget realities, administrators and faculty rolled up their sleeves and began work on how to manage the funding cuts. Throughout the year, the Chancellor and Cabinet hosted several "Ask Me Anything" sessions with students, faculty, and staff to talk about concerns. By March, academic and administrative units completed expedited reviews to identify how to operate with less, which functions and programs could be consolidated or eliminated. These reviews identified \$8.6 million in cuts to administrative areas and \$3.2 million in cuts to academic areas.

Just as the results of the administrative and academic reviews were being finalized, concern was growing about the spread of COVID-19, the illness caused by a novel coronavirus. During spring break, UAA announced measures to ensure the health and safety of students, faculty, and staff, including the switch to alternate delivery methods (online, audio conference or web conference) for most classes rather than traditional classroom instruction. Spring break was extended by one week to give faculty time to prepare their courses for alternate delivery. Students living on campus were notified that the residence halls were closing, though few exceptions were granted for students who had no other housing alternatives. With Anchorage Mayor Ethan Berkowitz's "Hunker Down" order that began on March 22, all non-essential UAA employees were asked to work remotely and access to UAA facilities was restricted.

Buildings and parking lots were empty, but employees working from spare bedrooms, kitchen tables, and maybe even home offices, were conducting classes and moving projects forward. Information Technology staff rallied to assist people in setting up a telework site, expand network access, and provide online resources. This year-in-review begins with a look at how UAA adapted to this unprecedented situation and stepped up to help its students, faculty, and staff and the state of Alaska.



HELPING OUR HOME COMMUNITIES DURING THE PANDEMIC

PERSONAL PROTECTIVE EQUIPMENT DONATION

To alleviate shortages of personal protective equipment (PPE) for health care workers on the front lines of treating COVID-19, the College of Health donated 37 cases of PPE to the Alaska Department of Health and Social Services. Kenai Peninsula College donated PPE to the Central Peninsula Hospital in Soldotna and South Peninsula Hospital in Homer.



NEW AIMS CORE FACILITY PRODUCING KEY COMPONENTS FOR COVID-TESTING KITS

The Advanced Instrumentation for Microbiome Studies (AIMS) Core Facility at UAA opened in March 2020 and almost immediately answered a call to labs across the country to help address the shortage of viral transport media needed for COVID-19 testing kits. The facility hired a lab manager and two more students to increase production, and they are producing about 1,000 kits a day, according to BRANDON BRIGGS, associate professor in Biological Sciences and AIMS director. Two external National Institutes of Health (NIH) Grants—Institutional Development Award (IDeA) Network of Biomedical Research Excellence (INBRE) and Transformative Research in Metabolism (TRIM) COBRE—provided funding for the remodel of the space and purchase of the equipment.



TYLER FOX, a December 2019 biological sciences graduate, and one of the facility's first technicians.

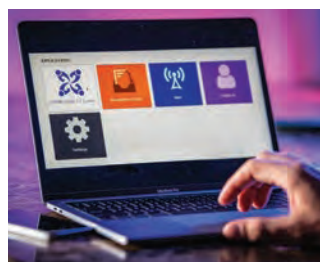
ALASKA AIRLINES CENTER CONVERTED

As basketball tournaments were cancelled across the state and the nation, the Alaska Airlines Center, located near Providence Hospital, was transformed to an alternate care site if needed for COVID-19 patients. Managed by the Municipality of Anchorage, the center will remain available through fall 2020 if bed shortages occur.



COLLEGE OF HEALTH OFFERS CONTACT TRACING TRAINING

The College of Health began offering a contact tracing certification training through a partnership with the Alaska Department of Health and Social Services to help meet the



growing demand for qualified individuals to do this work. The training

was developed and implemented by the college's Division of Population Health Sciences and Alaska Center for Rural Health and Health Workforce. The partnership was made possible by federal funding provided by the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Individuals who complete the 14-16 hours of training are prepared for positions in the state's contact tracing workforce.

STUDENTS VOLUNTEER AS CALL SPECIALISTS

Students in the WWAMI School of Medical Education volunteered as call specialists for Alaska's 2-1-1 information line volunteers to accommodate the increase in call volumes during the pandemic. Students assisted 2-1-1 callers with questions about COVID-19-related services, resources and information.

CENTER FOR HUMAN DEVELOPMENT HOSTS PUBLIC FORUMS

The Center for Human Development (CHD) hosted medical and public health experts in a series of online forums as part of Project ECHO (Extension for Community Healthcare Outcomes). In these open-to-the-public weekly forums experts discussed the latest updates and scientific findings around COVID-19 in Alaska. They were designed for health care specialists across the state, to transfer knowledge and improve health care in underserved rural and urban communities.

ASK A UAA EXPERT VIDEO SERIES



In this series, 23 faculty and staff with relevant expertise related to the COVID-19 pandemic, present 5-10-minute videos addressing topics from questions about the economics and history of pandemics, to tips for talking to children and setting up homeschool activities, advice about how to take care of our mental health during quarantine, and more. These videos are available on the UAA website and on UAA's YouTube Channel.

2019-20 Year in Review



Coronavirus Research Team (from left): Maile Branson, Elaina Milton, William George, and Eric Bortz.

UAA RESEARCHERS' MODELING AND ANALYSIS INFORM LOCAL AND STATE RESPONSE TO COVID-19

The Municipality of Anchorage requested help from public health researchers at the University of Alaska Anchorage in assessing modeling of COVID-19 infections based on a variety of possible interventions to “flatten the curve” of the spread. The team led by TOM HENNESSY, affiliate faculty in the Department of Health Sciences, got the call on March 19 and released the report on March 25. “The UAA modeling team gathered data, synthesized best practice modeling and provided critical analysis,” said Mayor Ethan Berkowitz. “We will continue to work with them to inform decisions moving forward.” In June, as Anchorage and the state relaxed restrictions on gatherings and movement, the model showed Alaska was 16-20 weeks from reaching intensive care unit capacity based on the rate of infection at that time. A month later, with the rate of infection rising, the same model showed the capacity would be reached in 8 weeks.

In May, faculty from the Colleges of Health, Arts and Sciences, and researchers at the Institute of Social and Economic Research conducted a survey of Anchorage residents to assess knowledge, attitudes, perceptions, and behavior related to the epidemic. The survey found the majority, at that time, did not have physical contact with anyone outside their household, more than half felt that COVID-19 was a serious threat, and the majority rated the Municipality’s response as good to very good. Future surveys are planned to track changes in behavior.

In June, UAA’s College of Health’s Division of Population Health Sciences, Department of Health Studies and the Institute for Circumpolar Health Studies presented a report that compared community mitigation strategies in Anchorage, the state of Alaska, and other communities around the world. It also examined population movement trends and COVID-19 infection rates, and found areas with decreasing infection rates had little population movement and banned gatherings of 2-10 people.

The College of Health Division of Population Health Sciences and the Institute of Social and Economic Research prepared a series of white papers focusing on specific areas impacted by the pandemic and its response in Anchorage. These include education, food security, housing, mental health, and substance use disorders. The publications also provide recommendations for monitoring impacts and potential interventions.



CORONAVIRUS RESEARCHERS READY TO HELP IN CURRENT PANDEMIC RESPONSE

When news of the new coronavirus outbreak surfaced in late January, a team of researchers at UAA were well-prepared. Led by Biological Sciences Associate Professor ERIC BORTZ, the team’s current coronavirus research is a progression of work started in 2014. Back then, UAA researchers swabbed bats in Southcentral Alaska to search for traces of various diseases, including coronavirus.

“Chance favors the prepared mind,” said Bortz. “Our ability to understand this new coronavirus is because people have been working on coronaviruses in bats and human populations for a long time. Really since SARS broke in 2003, it was put on the radar as a potential novel human epidemic virus in a way it hadn’t really been before. Because of that, we’ve been looking for bat coronaviruses in Alaska and developing tools that can then be applied to the novel coronavirus or other emergences of viruses out of nature.”

The team has partnered with the Centers of Excellence for Influenza Research and Surveillance to standardize, catalog, and make accessible coronavirus data to everyone around the world, with the hope of painting a clearer picture of regional coronavirus variants and contributing to a global pandemic response plan.

HEALTH SCIENCES AWARDED NSF GRANT

Researchers in the Division of Population Health Sciences have been awarded a grant from the National Science Foundation to investigate the ways in which COVID-19 is affecting daily life in remote Alaska Native communities, and the ways in which members of those communities are responding. The research will be conducted in partnership with researchers from the Alaska Native Tribal Health Consortium.

BUSINESS ENTERPRISE INSTITUTE

The UAA Business Enterprise Institute (BEI) portfolio of programs provides technical assistance and services to business and communities to advance economic development and link them with expertise and talent at the university. Here are a few highlights from this year.

ALASKA SMALL BUSINESS DEVELOPMENT CENTER

The Alaska SBDC partnered with private and nonprofit business organizations to revamp the BuyAlaska program created in the early 2000s to encourage Alaskans to support local businesses. Through marketing campaigns, sponsorship of regional buy local programs and outreach, the BuyAlaska program brought together dozens of organizations across the state and helped focus attention on the importance of keeping dollars in Alaska at a time when Alaskans need them most.

CENTER FOR STRATEGIC PARTNERSHIPS AND RESEARCH

Projects include:

- Expanding Community College Apprenticeships initiative in Alaska. This grant operates in conjunction with the American Association for Community Colleges.
- Working with Governor Dunleavy's office on the national "reskilling and recovery network" initiative led by the National Governors Association and the American Association of Community Colleges. Multiple state teams are being convened in a collaborative network for coordinated discussions and technical assistance regarding strategic economic solutions and workforce reskilling strategies post-COVID-19.
- Leading work to develop COVID-19 wastewater testing capacity at UA. This test will be used to supplement clinical diagnosis and evaluate broad community viral spread.



Upstart Alpha introductory meeting.

CENTER FOR ECONOMIC DEVELOPMENT

Upstart Alpha is a new program offered to UAA students and community members who wish to learn more about startup businesses. The program, provided through BEI's Center for Economic Development (CED), consists of two cohort groups, interns and entrepreneurs. The internship, only open to UAA students, places them with startups across the state for a personalized and enriching internship experience, while the accelerator—the entrepreneurial program—is open to both students and community members wishing to make their startup dreams a reality.

The first cohort of interns started in January with placements at startups including tech and aerospace companies, a coworking space company based in Anchorage, and an Alaska-based outdoor clothing company. Upstart Alpha's ability to pay each of its program interns reduces the stress that many businesses face when hiring interns and allows them to focus solely on the students they mentor and provide them with a more positive internship experience.

Additionally, CED launched a one-time summer iteration of the Upstart Internship program to pair students with startups impacted by the pandemic, and offered an idea lab for people wanting to create their own job or pursue their quarantine ideas. The CED also launched a workshop for businesses needing to pivot their method of reaching customers or delivering services.

BUSINESS ENTERPRISE INSTITUTE SUPPORTS COVID-19 RESPONSE

The Business Enterprise Institute (BEI) programs mobilized to assist businesses and communities responding to COVID-19. Below is a recap of some of those initiatives.

- Small Business Development Center advisors helped Alaska businesses secure nearly \$24 million in COVID-19 relief funding. The Center also made all workshops and trainings free of charge and developed two COVID-19 specific training channels online where businesses could learn about various funding resources available, how to move their businesses online effectively, and how to reopen once lockdown restrictions were eased.
- The Center for Economic Development participated in the Municipality of Anchorage's Economic Resiliency Task Force, analyzed data to help inform decision-making and understand the economy, and wrote articles about business in the time of coronavirus.
- Alaska Manufacturing Extension Partnership helped address the need for locally manufactured personal protective equipment caused by the pandemic.

2019-20 Year in Review

ADAPTING AND SUPPORTING OUR STUDENTS, FACULTY, AND STAFF

The University of Alaska and UAA began communicating with students, faculty, and staff about the novel coronavirus at the end of January. Weekly, if not daily, communications followed with updates on guidance and policies to keep everyone safe. By March 23, UAA's campuses shifted to alternate delivery for all courses and closed facilities, followed by instructions to all non-essential employees to work from home. This enormous shift required extraordinary efforts under unprecedented conditions.

PROVIDING STUDENTS EMERGENCY FUNDS

The UAA Student Support Fund was established 20 years ago to help students experiencing a financial emergency due to unexpected events, such as unanticipated medical bills or loss of housing. Over the years, not that many students had requested help. Then as the pandemic hit, the need increased. University administration worked to secure funding from federal, state and local donors to help students. Since the pandemic crisis began, UAA received 340 applications requesting financial assistance from students, many of whom could not work because of the closures, and needed help paying for academic course materials, covering rent, and purchasing food.

The response to the Student Support Fund has been tremendous. Students are grateful for the financial relief and donors have been incredibly generous, according to Bruce Schultz, vice chancellor for Student Affairs. "We do whatever we can to help students persist and not let the chaos of the day get in the way of their aspirations of graduating from UAA," Schultz said. "Looking at the number of people who have chosen to donate to this fund — it just shows that we're a caring community."

HOWL DAYS RESOURCE WEEK

HOWL Days went virtual this year with days devoted to introducing clubs and departments, Student Life and Leadership, Career Services, centers that specialize in academic and personal support for all students, and sessions for military students.

HELPING FACULTY ADAPT TO ALTERNATE DELIVERY

The Center for Advancing Faculty Excellence, Academic Innovations & eLearning, and the Center for Community Engagement and Learning mobilized to help faculty make the enormous "pivot" to alternate delivery in just one week. The Centers provided guidance and resources to faculty, including web links, webinars, resource guides, one-on-one support sessions, and ongoing workshops. They also collaborated closely with numerous units and individuals to create a faculty development intensive to help faculty on all campuses make the shift to online. #Pivot Intensive addressed topics ranging from which form of technology best serves learning outcomes to how to respond to microaggressions in an online context. More than 100 faculty participated in the May intensive, and it was so well-received that #Pivot 2 was offered the last week of July to prepare for the upcoming semester.



SIMON KATTENHORN, professor and director of the Department of Geological Sciences, reflected on the shift from in-person classes to online. Kattenhorn had to figure out how to move his two 75-minute lectures and one lab online — and provide the same type of hands-on experience his students receive in his classes each week. "I've had a lot of conversations with our instructional faculty on how to do that in an effective way that doesn't compromise student learning outcomes," said Kattenhorn. "I'm not going to lie, it's been challenging, but it's been a good challenge in many ways — it makes us think about the future of higher education."

CORRIE WHITMORE, assistant professor in the Department of Health Sciences, like many others, was hunkered down with children. She decided to present her introduction to program evaluation course, which centered around face-to-face discussions and community-engaged learning in an asynchronous format. "I am recording lectures and putting up assignments — and that's to increase my students' flexibility and reduce technical issues," she said. With the rapid change in course delivery, not all students were able to pivot as quickly to acquire the technology or resources to attend Zoom lectures or other types of video conferencing formats. "For my students, this just made sense to try and dial the stress down and let them manage their own time."



UAA/APU CONSORTIUM LIBRARY REMAINED OPEN TO SERVE STUDENTS, FACULTY, AND STAFF

As an essential service, the Consortium Library restricted building access to only UA or APU students, staff, and faculty by using a card-swipe entry system. The library staff worked very hard in keeping the building in compliance with university and CDC COVID-19 policies. To help students who may have limited access to the internet, the library offered laptops and headphones for their online classes using the library's reliable high-speed internet connections. The library also provided online instructional sessions for courses delivered both synchronously and asynchronously. Librarians staffed a Virtual Information and Research Help Desk using multiple communication



technologies to help students and faculty with their class and research needs. Virtual appointments were also available for in-depth research help. In addition to the library's online collections, faculty and students could get library materials through document-delivery services which electronically delivered copies of selected book chapters or articles from the print collection. As a result of the work of the library faculty and staff over the years to incorporate technology throughout its systems, the UAA/APU Consortium Library was well positioned to provide high-quality services and collections to the campus community during a time of alternate course-delivery.

SPRING 2020 COMMENCEMENT CELEBRATES STUDENTS' ACHIEVEMENTS ONLINE

In March, university leaders reluctantly announced that the traditional commencement ceremony would not be possible given safety concerns and restrictions on events. With the same can-do attitude that made the pivot to alternate class delivery and working remotely successful, each campus created videos and special webpages to celebrate the spring Class of 2020. These tribute pages feature pre-recorded messages from leaders and students, and complete listings of all graduates. The Anchorage site showcases the biographies of Honorary Degree recipients and the Meritorious Service Award recipients. Retiring faculty who received emeritus status are also listed.

"Our students embody resilience," UAA Chancellor Cathy Sandeen said. "Completing a degree alone is a significant achievement. The spring Class of 2020 faced unprecedented challenges this semester due to COVID-19. In spite of this, they managed to transition to online learning and other course delivery forms for themselves and their school-age children, while still working and managing other commitments. They are a tenacious group, and we are pleased to welcome them to our family of Seawolf alumni — more than 57,000 strong."



NURSING STUDENTS GRADUATE EARLY TO HELP

Early graduation for College of Health nursing students was arranged to enable these students to enter the workforce as soon as possible to help with the COVID-19 pandemic. The college coordinated with relevant university offices, the Alaska Board of Nursing and the accrediting agency to make this possible. Students completed course requirements on an expedited timeline so they could apply for temporary licensure qualifying them to practice for six months. They will follow up with completion of the licensing exam that all nursing students take to become a permanent RN.

FIRST DOCTOR OF PHARMACY PROGRAM GRADUATES CELEBRATED

Anchorage celebrated the first cohort of six students from the Doctor of Pharmacy Program through Idaho State University College of Pharmacy, a partnership with the College of Health that allows students to remain in Alaska while completing their degree.

2019-20 Year in Review



RESEARCH AND CREATIVE ACTIVITY

ARCTIC GROUND SQUIRREL RESEARCH

KHRYS DUDDLESTON is a professor and director of Biological Sciences with a concentration on microbial communities. Her recent work is focused on arctic ground squirrels, which she notes are remarkable compared to other animals that hibernate. Specifically, Duddleston is studying how the gut microbes found in arctic ground squirrels help them maintain muscle mass during hibernation. She is hoping that her study will reveal a way to prevent or lessen muscle mass loss in humans. The research is made possible through a five-year, \$11.8 million grant from the National Institutes of Health to fund the Center for Transformative Research in Metabolism. Led by professors at the University of Alaska Fairbanks with participation from UAA professors like Duddleston, the new center was created to learn more about how the unique metabolism of hibernating animals can treat human health conditions.

EXTRACTING RARE EARTH ELEMENTS FROM COAL

Over the last two years, Biological Sciences major MICHAEL MARTINEZ, along with a handful of other students, have been researching how to extract rare earth elements from Alaska coal in Assistant Professor of Biological Sciences BRANDON BRIGGS' lab. The work is a continuation of initial research conducted by UAF to determine the rare earth element content in Alaska's coal. Now the UAA researchers are trying to identify different bacteria that can extract rare earth elements from the coal without producing hazardous materials or damaging the environment. "If we can develop this—something new, something revolutionary—this will change the field of bio-mining," Martinez said. The researchers are exploring options for involving investors in commercial and industrial development of the work. They have also been contacted by several research institutions at universities across the country who are interested in joining the project.



CONOCOPHILLIPS ARCTIC SCIENCE AND ENGINEERING AWARDS

Created in 2008 as part of a \$15 million gift from ConocoPhillips Alaska, the ConocoPhillips Arctic Science and Engineering Endowment provides annual support to Arctic science and engineering programs and research at UAA and is the largest endowment in the University of Alaska system. In 2020, the university awarded support to seven exploratory research projects totaling more than \$500,000.

JIFENG PENG, Professor and Chair, Mechanical Engineering: *Analysis of drill string stick-slip vibration.*

SCOTT HAMEL, Associate Professor and Chair, Civil Engineering, with JON ZUFELT, Affiliate Professor, Civil Engineering and JOSEPH JAKES: *Determination of ice crushing forces on vertical piles with tidal-accreted ice.*

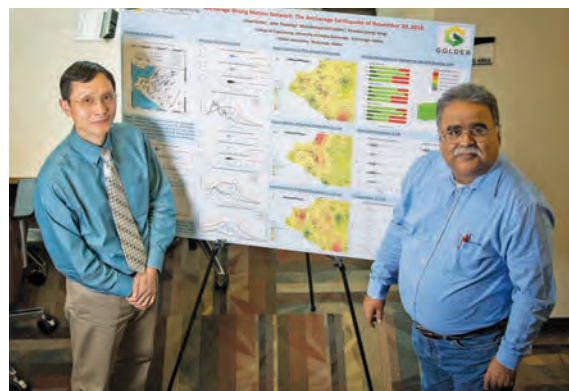
OLEG SHIRYAYEV, Assistant Professor, Mechanical Engineering; RAGHU SRINIVASAN, Assistant Professor, Mechanical Engineering; MATTHEW CULLIN, Associate Professor, Mechanical Engineering; and NICOLAE LOBONTIU, Professor, Mechanical Engineering: *Detection of internal metal loss in pipelines based on magnetostatic force.*

UTPAL DUTTA, Associate Professor, Civil Engineering; JOEY YANG, Professor, Civil Engineering; SHUVAJIT BHATTACHARYA: *Filling major data gap in Southcentral Alaska for assessment of seismic risks considering frozen ground effects.*

ERIC KLEIN, Assistant Professor, Geological Sciences; LEEANN MUNK, Professor, Geological Sciences: *Follow the water: Exploring hydrological connections between glacier meltwater and permafrost in the Alaskan arctic.*

RAGHU SRINIVASAN, Assistant Professor, Mechanical Engineering: *Measuring aerosol chlorides for atmospheric corrosion studies in cold Alaska climate.*

PATRICK TOMCO, Assistant Professor, Chemistry: *Oxyhydrocarbon detection in petroleum-contaminated surface waters.*



Joey Yang and Utpal Dutta

TESTING METAL CORROSION IN ARCTIC CLIMATES

On the roof of UAA's Engineering Parking Garage, Assistant Professor of Mechanical Engineering RAGHU SRINIVASAN has three modular atmospheric corrosion test racks set up with samples of various metal alloys for an ongoing research project. The recipient of an Alaska NASA EPSCoR 2019 Research Infrastructure Development award, Srinivasan is testing atmospheric corrosion of metal alloys in arctic climates. He was also awarded the 2019 National Association of Corrosion Engineers (NACE) Research Seed Grant earlier this year to "Predict Atmospheric Galvanic Corrosion of Aluminum using Accelerated Laboratory Electrochemical Experiments."

Srinivasan's corrosion test racks are a pilot project. Ideally, in the future, he would like to place similar test racks to test corrosion on materials across the state, since Alaska's climate varies so drastically from region to region.



GROWING A CATALOG OF LIFE

Within Beatrice McDonald Hall, the University of Alaska Anchorage Herbarium houses a collection of about 20,000 plant specimens, that



Justin Fulkerson, lead botanist at the UAA Herbarium.

MATT CARLSON describes as a "well-organized plant tomb" or inventory of life. Carlson, an associate professor of Biological Sciences, has managed the Herbarium through his role as director of the Alaska Center for Conservation Science since 2002, and has helped grow the collection from about 5,000 to 20,000 specimens—all stored in plant presses and in filing cabinets. Each specimen is cataloged with information on where it was collected. In addition to the physical specimens, all the information is entered into databases that make the information available for scientific study, Carlson explained.

UAA's Herbarium is part of the Consortium of Pacific Northwest Herbaria, a network of 36 herbaria hosted by the University of Washington. The Herbarium serves students and the public, with public agencies using the facility and the scientists to help determine the health of a particular habitat and identify invasive species. Much of the funding for the facility comes from external sources.

INDIGENOUS VOICES HONORED

English Professor RONALD SPATZ collaborated with a Canadian editorial team and founders of the Canadian Indigenous Voices Awards Program to develop and publish an anthology feature *Carrying the Fire: Celebrating the Indigenous Voices of Canada, focused on contemporary Canadian Indigenous literary art*—including First Nations, Métis, and Inuit literary artists from across Canada. *AQR* periodical dissemination of the project involved additional coordination with six Canadian universities, the Council on the Native American and Indigenous Studies Association, Blue Metropole Literary Festival (Montreal), and the Indigenous Literary Studies Association. Alaska State Writer Laureate Nancy Lord wrote in the *Anchorage Daily News* that this project extends the reach of Professor Spatz's other work with Alaska Native writers "to honor and contextualize the work of neighbors who share so much of our northern environment and colonial heritage."



UAA'S GOT TALENT CONTEST

UAA held its first ever UAA's Got Talent in April as a virtual competition on Facebook. Categories included vocal, instrumental, variety (comedy, dance, performance), and art (painting, culinary, fashion). The competition attracted 25 submissions from current and prospective students, staff, and faculty. A panel of judges including alumni, staff, and students selected SKY KELSEY for the \$500 grand prize. He performed "Broken Bow", a composition of three traditional Irish pieces on fiddle, bouzouki, banjo, and guitar. A sophomore, Kelsey is an alpine skier on the UAA ski team.

JURIED STUDENT ART SHOW

This year's Juried Art Show moved online. It featured 16 entries from students. David Joel's piece, "And then there was light" was named Best in Show.



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IN THE COMMUNITY

BABY BOXES FOR RURAL COMMUNITIES

Alaska Area Health Education Center's (AHEC) Scholars Program partnered with Premera Blue Cross Blue Shield to distribute baby boxes to rural communities in Alaska. In this pilot project, members of the AHEC Scholars Program helped Premera address a need it had identified after analyzing data that revealed troubling infant mortality numbers in rural Alaska. The company created a program that would provide new parents in rural Alaska with infant education and baby boxes filled with essentials for newborns. The boxes are intended to reduce stress on new parents with the long-term goal of decreasing infant mortality rates.

Eight members of the AHEC Scholars Program helped assemble the boxes and delivered them to their remote sites when they went for their rural village rotation. Health Sciences faculty CORRIE WHITMORE provided the group's training, tailoring existing curriculum to make it more Alaska-specific. The AHEC Scholars Program is open to any healthcare student in a program statewide. Participants commit to two years and take part in a community-based experiential learning opportunity in a rural community.



COMMUNITY-ENGAGED FELLOWS

The Center for Community Engagement and Learning kicked off a new one-year program, **Community Engagement Research Fellows** at a May 2020 Intensive. Led by HATTIE HARVEY and BRITTENY HOWELL, the program will support community-engaged research efforts by UAA faculty by facilitating the exchange of ideas and knowledge about community-engaged partnerships and research throughout the year.

Members of the 2020-2021 cohort include: DONNA AGUINIGA, HEIDI BROCIOS and AMANA MBISE in Social Work; YVONNE CHASE, Human Services; SARA BUCKINGHAM, Psychology; HERMINIA DIN, Art; IAN HARTMAN, History; MARYANN HOKE, Health, Physical Education, & Recreation; KATHERINE KYSAR, Humanities at Mat-Su College; JENNIFER MCCURDY, Philosophy; GABRIELA ALEJANDRO OLMOS ROSAS, Languages; MARSHA OLSON, University Studies/Communication; EVAN SHENKIN, Sociology; ZHAOHUI (JOEY) YANG, Civil Engineering.

DEMOCRACY & CIVIC ACTION WEEK

The Center for Community Engagement and Learning presented a weeklong series of events that were free and open to the public September 16-21. **Democracy & Civic Action Week 2019** was sponsored by the UAA Office of the Chancellor, with additional support from UAA Seawolf Debate and its partners, the Atwood Foundation and Northrim Bank.

UNDERSTANDING HOMICIDE RATES IN ALASKA

The Alaska Justice Information Center released *Homicide in Alaska 1976-2016, A Descriptive Analysis of the Federal Bureau of Investigation's Supplemental Homicide Reports*. The analysis of 41 years of data and 1,709 homicides, found that Alaska Natives and Blacks died at a higher rate than other demographic groups. The study began as the call for more information about missing and murdered indigenous women was getting more attention in Alaska and beyond. The full study is available on ScholarWorks Alaska.

EXPANDING QUALITY CHILDCARE IN VALDEZ

At Prince William Sound College, Adult Education Coordinator TERESA BARTON and Information Technology Specialist MEGAN GUNDERSON, who was a K-12 teacher for 10 years, teamed up to create the Early Childhood Development Project to address a need for child care in Valdez. The non-credit program will meet certification requirements of working as a childcare provider in Alaska.

"The early learning series we are creating at Prince William Sound College will provide current childcare professionals the opportunity to dive deeper into their field and explore research-driven topics," Gunderson said. "I believe this new professional development series will also recruit new childcare professionals to the field, eventually increasing the Valdez childcare network."

BOOKS OF THE YEAR - BUILDING COMMUNITY RESILIENCE

Throughout the 2019-2020 academic year, the UAA/APU Books of the Year Program, coordinated by the Center for Advancing Faculty Excellence, hosted a number of special programs. The 2018-2020 Books of the Year theme, Building Community Resilience, and many of the programs this year focused on understanding and adapting to climate change. Additional programs were sponsored by the College of Business and Public Policy.

Shaping Alaska's Energy Future: How Alaskans Can Meet their Energy Needs and Tackle Climate Change was presented by Evangelical Climate Scientist **Katharine Hayhoe** in September at the Wendy Williamson Auditorium. She also talked with



scientists about their role in the climate crisis at the UAA/APU Consortium Library and presented two public events at the Faith Christian Community Church.

Hayhoe is a professor at Texas Tech University, directs its Climate Science Center, and has served as a lead author for the last three U.S. National Climate Assessments.

Threadbare at UAA: Supporting First Generation Students Inside and Outside of the Classroom was one of two

presentations in October by author **Mary Kudenov**, whose book *Threadbare: Class and Crime in Urban Alaska*, is one of the books-of-the-year selections.

Kudenov's book is a series of essays exploring some of the human stories behind the statistics of high alcoholism, suicide, and violent crime in Anchorage.



Rick Thoman, climate scientist with the International Arctic Research Center and Alaska Center for Climate Assessment and Policy, presented **Communicating Climate Science**, which addressed the growing need to communicate science-based information in meaningful ways across the populations, and **Going Up: On the Elevator of Climate Change**, which focused on the short- and medium-term impacts of accelerating climate and environmental change in Alaska.



Dahr Jamail, journalist and author of *The End of Ice: Bearing Witness and Finding Meaning in the Path of Climate Disruption*, presented a talk based on his book in November.

In a January **Showcase on Teaching and Research on Climate Change** UAA faculty shared their work addressing climate change.

Presenting were: **Tim Hinterberger**, WWAMI; **Mary Dallas Allen**, Social Work; **Brandon Briggs**, Biology; **Travis Rector**, Physics and Astronomy; **Kimberly Pace**, Political Science; **Mark Martinson**, Chemistry; **Paul Ongtooguk**, Alaska Native Studies; **Eric Klein**, Geological Sciences; **Kevin Berry**, Economics; **Micah Hahn**, Public Health; **Ryan Buchholdt**, Facilities; and **Syverine Bentz**, Alaska Center for Conservation Science.

Kate Troll, columnist, author, and speaker on conservation and climate issues, presented **Alaska Beyond Oil**. Troll is the former executive director of the Alaska Conservation Voters and has served on the board of directors for the Renewable Energy Project.

Environmentalist and author **Paul Hawken**, editor of a books-of-the-year selection, *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*, was at UAA for two presentations, **Climate Change Initiatives in Alaska** and **Drawdown: Solutions for Ending the Climate Crisis**.



Travis Rector, professor of Physics and Astronomy, led **Teaching Climate Change Across the Curriculum**, part of the Center for Advancing Faculty Excellence's learning community for faculty who perceive a connection between their courses and any aspect of climate change.

Miriam Matejova, an economist with Environment Canada and a fellow at Norman Paterson School of International Affairs at Carleton University, presented **Thawing Relations: How Climate Change Shapes Canada's National Security in the Arctic and Pacific Northwest**. The Master's of Public Administration program hosted the lecture with support from the Tower Endowment and the College of Business and Public Policy.

BOOKS OF THE YEAR ART EXHIBITION GOES ONLINE

Eleven students from Art Professor **HERMINIA DIN's** Senior Seminar created and curated a show around the Books of the Year theme, Building Community Resilience. This year's show, **Reconnect: Reflection, Deflection and Harmony**, featured works in a variety of mediums, such as painting, ceramics, and digital art. The students demonstrated their own resilience when they shifted to present the show on Facebook at the end of March.



RECONNECT: reflection | deflection | harmony

2019-20 Year in Review

PHILANTHROPY



Adam McCullough of Quantum Spatial, a donor (left), with Kenrick Mock, and Jayna Combs.

DONORS STEP UP TO SUPPORT GEOMATICS

UAA's Geomatics program is the only one in the state, and it has a 100 percent placement rate for its graduates. When FY20 budget cuts combined with a hiring freeze left the department unable to fill two key instructor positions, the community stepped up. A grassroots fundraising campaign generated enough funds to fill the vacancies so courses could proceed as planned in fall 2019.

Department Chair CAIXIA WANG worked with JAYNA COMBS, senior development officer, KENRICK MOCK, interim dean in College of Engineering, and STEVE BUCHANAN, chair of the Geomatics Advisory Board to organize the fundraiser. "People really stepped up," said Combs. Donations poured in from large companies like ConocoPhillips, to smaller ones and individual alumni, with donations ranging from \$10 to \$40,000.

COLLEGE OF HEALTH AWARDED \$1.77 MILLION

Premera Blue Cross Blue Shield of Alaska, a leading health plan in the state, granted \$1.77 million to UAA's College of Health to expand associate and bachelor's nursing degree programs at four UAA campuses as part of its \$5.7 million investment supporting access to rural health care in Alaska. The grant will enhance the college's Recruitment & Retention of Alaska Natives into Nursing (RRANN) program across rural Alaska.

Premera is providing funds to the Alaska Native Tribal Health Consortium (ANTHC) to build an Anchorage-based Education and Development Center, a state-of-the-art integrated health care institution, and grants to support Community Health Aide/Practitioner programs across Alaska. Premera also will distribute \$3 million in partnership with Rasmuson Foundation through the Rural Health Fund for projects addressing equity and access to quality health care in rural Alaska.



Chief Executive Officer and President of Premera Blue Cross Jeff Roe.

ATWOOD FOUNDATION COMPLETES PLEDGE TO ATWOOD CHAIR

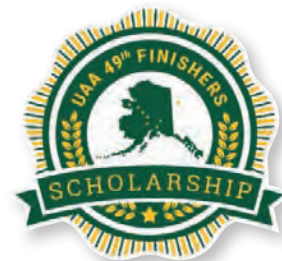
Journalism and Public Communications at UAA received the last installment of a \$2.4 million pledge from the Atwood Foundation towards the Atwood Chair of Journalism. Robert and Evangeline Atwood established the chair here at UAA in 1979 to help promote quality journalism in Alaska.



From left: Former Atwood Chair Tim Bradner, Chairman Ed Rasmuson, Chancellor Cathy Sandeen and Journalism & Communications Chair Elizabeth Arnold. Photo by Katie Behnke.

ALASKANS WITH SOME COLLEGE HAVE NEW SCHOLARSHIP TO HELP THEM FINISH

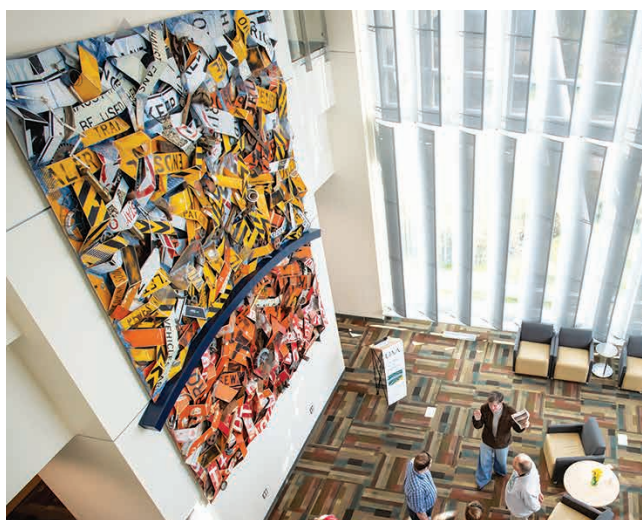
UAA unveiled a new scholarship program for students looking to come back to school or transfer from another institution. The 49th Finishers scholarship is available to Alaska residents who have earned college credits but either studied elsewhere or took a break from school to focus on family, work or other endeavors.



NEW FACILITIES AND NEW ART

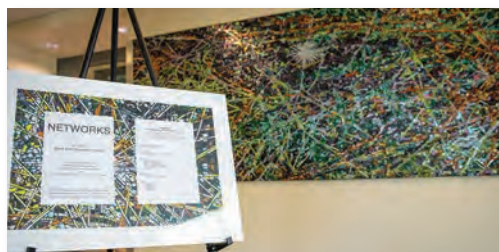
ENROLLMENT SERVICES RETURNS TO CAMPUS

In spring 2020, Enrollment Services relocated to the former Bookstore Building on campus. The move to the renamed Enrollment Services Center brings back to campus vital student services that had been provided off campus at the University Center since the early 2000s. The reconfigured space houses Admissions, Military & Veteran Student Services, Office of Financial Aid, and Office of the Registrar which includes registration, records, degree services, and transfer evaluation. General Support Services, which includes the mailroom, copy/print center, and surplus/recycling, remains in its basement location in the same building.



NEW ART INSTALLATIONS

"Ingenerare" and "Networks" by Alaska artist Sheila Wyne were dedicated on September 2019 on the 2nd floor of the Engineering and Industry Building. The art was made possible by the State of Alaska's 1% for Art program, which allocates approximately 1% of a public building's construction budget to the commission, purchase, and maintenance of permanent art installations in public spaces.



A recreational ESPORTS lounge opened in the UAA Student Union last August. It features 18 computers, Nintendo, PlayStation and Xbox console stations, and a table-top gaming area. The official grand opening and ribbon cutting ceremony was held during Homecoming Week in October 2019. The Alaska Army National Guard and Resource Data, a custom software development company with offices in Anchorage, provided funding to support the Lounge operations.

Esports refers to competitive professional video game playing, which has exploded in recent years. The billion dollar industry now encompasses world cups, state finals, team sponsorships, athletic scholarships, and other benchmarks traditionally associated with sports like football and basketball.

SAFE CAMPUS



UAA was ranked No. 8 by the National Campus Safety Summit. The top 25 universities were recognized for having increased safety and security for their campus communities.

TREE CAMPUS USA

UAA received the Tree Campus USA recognition for the 11th year in a row from the Arbor Day Foundation.



MILITARY FRIENDLY

UAA earned the Military Friendly School designation for the 12th consecutive year. The survey used to determine the designation is the most comprehensive review of college and university investments in serving military and veteran students.



Focus on Equity, Diversity, and Inclusion

PROGRAMMING PROMOTES INCLUSIVITY AT UAA

PANIGKAG AGATHA JOHN-SHIELDS



(Education) was a Faculty Associate this year co-sponsored by CAFE and AI&e. She led several sessions exploring Alaska Native perspectives on the dynamics and considerations in teaching, particularly in online courses and face-to-face courses with an e-learning component.

Culturally Responsive Teaching, a 3-part series on framing language diversity, led by Professors CARRIE ALDRICH, JENNIFER STONE, and SARAH PRIELIPP.

Overcoming Implicit Bias training led by LIBBY RODERICK was available to both faculty and staff throughout the year.



Stop Talking: Indigenous Ways of Teaching and Learning led by ILARION "LARRY" MERCULIEFF and LIBBY RODERICK.

Start Talking, led by LIBBY RODERICK, is an approach that opens conversations related to diversity, equity, and inclusivity issues and topics.



Responding to Microaggressions was offered by LIBBY RODERICK in the fall at the Mat-Su campus (for faculty, staff, and students) and in the spring in Anchorage (for faculty and staff).

SafeZone Ally Training sessions featured BRIDGET COFFOU and invited presenters.



A COMMITMENT TO EQUITY, DIVERSITY, AND INCLUSION

The Diversity Action Council, a resource committee to the Chancellor, was charged with oversight of the Diversity and Inclusion Action Plan adopted in 2017. Now in its second full year of implementation, progress has been made on many of the goals and objectives identified. Here are just a few highlights of progress achieved in AY20.

- **UAA's first chief diversity officer hired.** JENNIFER BOOZ will serve as a principal advisor to the chancellor and cabinet on diversity matters as UAA's chief diversity officer. This new position was a key component of the recommendations of the Diversity and Inclusion Action Plan.
- **Diversity Action Council (DAC) restructured** to broaden membership and improve accountability and communications. For AY20, membership expanded to include an additional Cabinet member, more faculty, academic deans, the Dean of Students, Vice Provost for Student Success, and the Associate Vice Chancellor of Facilities and Campus Services.
- **A Diversity and Inclusion General Education Requirement (GER) was approved** by the Faculty Senate in April 2020 for implementation in fall 2020. The Faculty Senate Diversity Committee finalized the Student Learning Outcomes and a catalog description of the new GER in collaboration with Director of General Education, Professor DANIEL KLINE. More than 100 existing UAA GER courses have been approved to satisfy this new requirement.
- **Faculty Diversity Activities Database:** In spring semester 2019, the Faculty Senate Diversity Committee conducted a survey of UAA faculty to determine their participation in diversity-related activities in teaching, research/creative activity, and service.
- **Creating Inclusive Facilities:** All single occupancy restrooms across campus will be identified as gender-neutral with inclusive signage for All-Gender Restrooms. The signage reflects a formally updated standard at UAA.
- **Student data:** *IR-Reports* include data on student enrollment, retention, and graduation rates that can be filtered by race/ethnicity, and certain financial data such as Pell Grant recipients. A dedicated dashboard focused on student race and ethnicity was launched in spring 2020. In addition, a dedicated dashboard on military students is also now available.

SHARING ALASKA NATIVE PERSPECTIVES

KNOWING WHO YOU ARE (BECOMING)

Native Student Services hosted a panel of speakers sharing information on a new elder-led identity program. The November event was part of Alaska Native/Native American Heritage month. Presenters included JAMES LABELLE SR., EVA GREGG, SHEILA RANDAZZO, JACY HUTCHINSON, TIERA SHROEDER, PAUL WASKO, and SARA BUCKINGHAM. That same evening, the short film *Yuuyaraq* was shown followed by a discussion about the film and the 1996 book by Harold Napoleon upon which the film is based.

CROSS-CULTURAL EDUCATION

Canadian scholar and educator Verna St. Denis presented three free, public lectures in Anchorage and at UAA in September 2019. At UAA, she presented *Canada's Truth and Reconciliation* as a guest lecturer for two Alaska Native Studies classes, AKNS 201: Alaska Native Perspectives, and AKNS 313: Tribes, Nations and People. St. Denis is a professor of education at the University of Saskatchewan where she teaches undergraduate and graduate courses in integrated and anti-racist education. She is both Cree and Metis and a member of the Beard's and Okemasis' First Nation.

Focus on Student Success

ADVANCING INITIATIVES AND EMBEDDING A CULTURE OF STUDENT SUCCESS

The goals of *UAA 2020*, a 3-year strategic plan adopted in spring 2017, focused on improving student success at UAA. In fall 2017, CLAUDIA LAMPMAN was named vice provost for student success and in 2018, VALERIE ROBIDEAUX was named director of the newly opened Office of First Year Student Advising and Success. This page recaps key accomplishments of the efforts in the 2019-20 academic year. *For more student success data see pages 37-40.*

FIRST YEAR STUDENT ADVISING & SUCCESS

- Established a first year student success institutional research dashboard to track metrics.
- First Year Experience Committee recommended UAA pursue the nationally identified best practices of first year seminars, cohorts, and mentoring.
- Hired a First Year Advisor specifically to advise exploratory students.
- Spring-to-fall persistence rates increased 2 percentage points among first year freshman students in bachelor's and associate degree programs.
- Improved placement measures resulted in fewer placements in 0-level courses, saving nearly \$250,000 in tuition for students.

ACADEMIC PATHWAYS

- Created academic pathways for exploratory (undeclared) students and associate of arts students in AY20, following development and implementation of academic pathways for baccalaureate students.
- Saw gains in first time freshman pass rates and credit completion as a result of pathway advising.

SEAWOLF TRACKS

- Launched the progress report function of Seawolf Tracks across UAA, identifying 4,336 students in need of interventions across six progress reports over two semesters.
- 30% increase in advisor adoption of Seawolf Tracks.
- 74% increase in number of advising appointment summaries logged.
- 130% increase in the number of students using the Seawolf Tracks mobile app.



First year advisors Quentin Simeon and Kae Hartman during the campus resource fair.

PEER INITIATIVES

- Hired and trained 18 peer learning assistants to help in 15 courses with high enrollment and high percentage of students who drop, fail, or withdraw from the class.
- Implemented Seawolf Mentor in partnership with the Mentor Collective, and recruited 144 mentors and 204 mentee students for the program.
- Integrated program with Native Student Services and Multicultural Center.

ELIMINATING BARRIERS TO STUDENT SUCCESS

- Provided one-time emergency grant funding to financial aid.
- Conducted RISC survey with a representative sample of UAA students to identify and eliminate barriers to student success.
- Quickly responded to COVID-19 by launching a targeted faculty progress report campaign to identify students needing technology and engagement support, repurposed the Student Success website with student success resources during COVID-19, conducted an academic advisor survey to assess student needs, surveyed students on specific COVID-19 barriers to student success, and transitioned Seawolf Tracks mobile appointment scheduling for academic advising to remote services.

NWCCU ACADEMY FOR RETENTION, COMPLETION, AND STUDENT SUCCESS

UAA was selected as one of 20 institutions to participate in the Northwest Commission on Colleges and University's Academy for Retention, Completion, and Student Success. The two-year program supports institutional efforts around retention, completion, and the use of data to create and implement interventions to drive positive student success results. UAA's project is to strengthen and develop interventions to get more students into GER-level writing and math classes within their first 30 credits. UAA's Academy project has already resulted in the implementation of multiple measures for course placement, a proven student success best practice. The UAA Academy team is led by Vice Provost for Student Success.

Focus on Institutional Accreditation

In July, UAA received official notice from the Northwest Commission on Colleges and Universities (NWCCU) that UAA's AdHoc Report, submitted in March, had successfully addressed two areas the commission had identified as in substantial compliance, but in need of improvement—planning of graduate programs and continued focus on collaborative student success. These were identified during NWCCU's comprehensive review in 2017-18 in which UAA's institutional accreditation was reaffirmed with four commendations.

New Accreditation Cycle: As UAA moved into the new accreditation cycle, the institution engaged stakeholders in a broad and inclusive process to identify a set of four institutional-level Core Competencies for student learning (*Effective Communication; Creative and Critical Thinking; Intercultural Fluency; Personal, Professional, and Community Responsibility*), and a set of disaggregated student achievement metrics and key indicators. Endorsed by the Faculty Senate, Staff Council, and USUAA, these core competencies and metrics will serve as the framework for assessing mission fulfillment. In the coming year, UAA will pilot the *Personal, Professional, and Community Responsibility* core competency.



Accreditation Open Forum held in September 2019.

Mid-cycle Evaluation: In AY21, UAA will prepare for its Mid-Cycle Evaluation. This evaluation is conducted in the third year of the seven-year accreditation cycle by a team of two evaluators from NWCCU. They will assess UAA's progress in mission fulfillment and provide feedback as to the institution's progress towards the Year Seven Evaluation of Institutional Effectiveness.

Mission Fulfillment Fellows: UAA was selected to participate in a second year of Mission Fulfillment Fellows, a unique opportunity. AY21 Mission Fulfillment Fellows are TERRY KELLY (Philosophy) and CARRIE KING (Dietetics and Nutrition).

CURRICULUM, AGREEMENTS, AND SPECIALIZED ACCREDITATION

NEW PROGRAMS APPROVED

College of Arts and Sciences

- Alaska Native Studies AA
- Behavior Analysis Minor

College of Business and Public Policy

- Public Policy MPP

Community and Technical College

- Computer Systems & Network Technology AAS (*merged Computer and Networking Technology AAS and Computer Systems Technology AAS*)
- Culinary Arts OEC

PROGRAM ACCREDITATION

College of Arts and Sciences

- Clinical-Community Psychology PhD – reaffirmed

College of Engineering

- Computer Science BS – reaffirmed

College of Health

- Paramedical Technology AAS, delivered at UAA's Kenai Peninsula College – initial accreditation
- Paramedical Technology AAS, delivered at UAA's Mat-Su College – reaffirmed

NEW AGREEMENTS

UAA signed a cooperative agreement to explore the development of collaborative educational and research projects, joint academic and scientific activities, publications, and faculty and student exchanges with University of Lapland in Finland.

UAA also signed a cooperative agreement with the University of the Arctic for Chancellor Sandeen to serve as UArctic Vice-President Academic.




DISCONTINUED PROGRAMS


Following an expedited program review requested by the University of Alaska Board of Regents to respond to reduced funding from the State of Alaska, UAA identified 19 degree and certificate programs for discontinuation (4 occupational endorsement certificates, 3 undergraduate certificates, 3 associate degrees, 5 baccalaureate degrees, and 3 master's degrees). At its June 2020 meeting, the Board of Regents approved UAA's recommendations. The discontinued programs will be eliminated after any required teach-outs.


Performance Summary

This section describes how UAA performed during the 2019-20 fiscal/academic year on a number of performance and accreditation measures organized within the framework of the four values identified in the *UAA 2020 Strategic Plan*. New student success measures identified by the accreditation team to track over the new accreditation cycle have been added this year, including several leading indicators for student success.

 Access	Status 2019-20	Change from 2018-19
Enrollment	20,974	-11.1%
Diversity: Students	37.7%	+1.3 pts
Student Credit Hours	304,483	-11.8%
eLearning Credit Hours as Percent of Total Credit Hours	36.7%	+3.3 pts

 Student Success		
Leading Indicator: % Completing Tier 1 GERs	40.3%	+5.5 pts
Leading Indicator: Gateway Course Pass Rate (Full-time)	61.6%	-3.1 pts
Leading Indicator: Gateway Course Pass Rate (Part-time)	49.6%	-8.2 pts
Leading Indicator: % Credits Earned to Credits Attempted	84.8%	-0.7 pts
Leading Indicator: First Fall to Spring Persistence (Associate/Bachelors)	80.1%	+2.4 pts
Retention: 1st to 2nd Fall, First-time Full-time (Baccalaureate)	66.4%	-0.5 pts
Retention: 1st to 2nd Fall, First-time Full-time (Associate)	47.1%	-9.1 pts
Persistence: 1st to 3rd Fall, First-time, Full-time (Baccalaureate)	53.2%	-3.6 pts
Persistence: 1st to 3rd Fall, First-time, Full-time (Associate)	36.6%	+2.1 pts
Completion: Graduation Rate, First-time, Full time (Baccalaureate)	31.5%	-0.5 pts
Completion: Graduation Rate, First-time Full-time (Associate)	19.1%	+4.0 pts
Completion: Total Degrees and Certificates Awarded	2,339	+0.9%
Completion: Awards in Health areas	636	+11.8%
Completion: Awards in STEM areas	335	-8.7%

 Excellence		
Research Expenditures	\$19.7 M	+10.9%
Total Grant Awards	\$35.2 M	-22.3%
Academic Program Outcomes Assessment-Student Learning	99.0%	+1.0 pt

 Resource Stewardship		
University-Generated Revenue	\$16.2 M	-7.6%
Percent Contribution of Tuition & Fees	27.1%	-1.5 pts
Cost per Award	\$76.7K	+0.8%

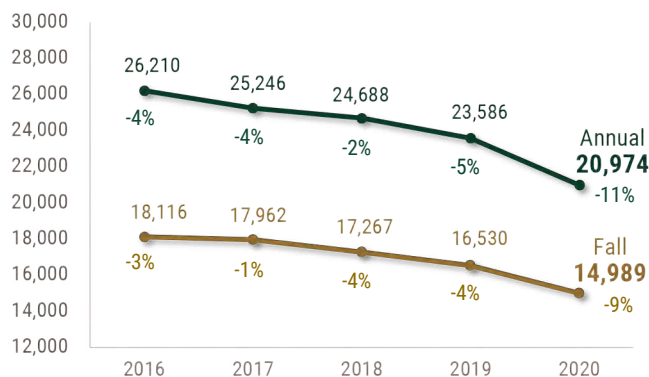
SOURCES: UAA Office of Institutional Research compiled from the UA Data Strategy and Institutional Research DSD data system and *IR-Reports*, UAA Office of Budget, and the UAA Office of Academic Affairs.



ENROLLMENT/HEADCOUNT

DEFINITION: Headcount at UAA represents the total number of students who enroll at any campus. It is an unduplicated count of all students regardless of degree-seeking status or whether they are taking classes for credit or auditing a course during a given academic year or term.

ANNUAL/FALL HEADCOUNT TRENDS



PERFORMANCE NOTES: UAA's annual headcount in AY20 fell sharply by 11.1%, the steepest decline since 1990, and more than twice the annual declines seen in the last five years. Part of the decline can be attributed to a shrinking number of Alaska residents age 20-24, which was down 10% from 5 years ago.

STUDENT DIVERSITY

DEFINITION: The degree to which the UAA student population reflects the racial and ethnic diversity of the communities in UAA service area (from July 2019 U.S. Census Estimates).

RACE/ETHNICITY	AY19	AY20	% of Total AY19	% of Total AY20	% of UAA Service Area*
African American	611	541	3%	3%	4%
Alaska Native/ American Indian	3,185	2,917	10%	10%	9%
Asian	1,249	1,086	5%	5%	7%
Hispanic	2,890	2,763	7%	7%	8%
Native Hawaiian/ Pacific Islander	357	444	2%	2%	2%
Non Hispanic Two or More Races	1,176	1,062	5%	5%	8%
White	13,633	11,825	58%	56%	70%
Non Resident Alien	371	329	2%	2%	N/A
Not Reported	2,519	2,434	11%	12%	N/A

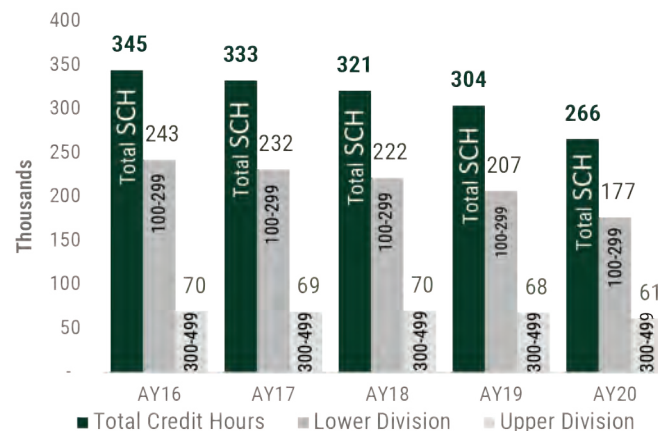
NOTE: Percentage total is higher than 100 due to duplicate counts in the Non Hispanic 2 or More Races category.

PERFORMANCE NOTES: UAA racial and ethnic diversity changed little from AY19 to AY20, and its student population remains more diverse overall than the areas in the state it serves (Anchorage, Kenai, Kodiak, Mat-Su, and Valdez-Cordova).

STUDENT CREDIT HOURS

DEFINITION: The number of student credit hours attempted, all levels, including auditors. It is measured annually. AY20 includes summer 2019, fall 2019, and spring 2020 semesters.

STUDENT CREDIT HOUR TRENDS

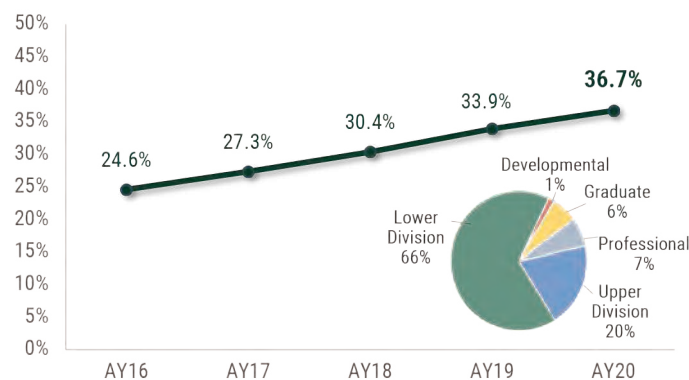


PERFORMANCE NOTES: As expected with a decline in headcount, student credit hour production also declines. However, for the second consecutive year, the rate of decline in credit hours (-11.8%) is greater than for headcount (down 11.1%). Students are taking fewer credits per semester, and this could impact timely graduation.

eLEARNING CREDIT HOURS

DEFINITION: eLearning courses include those that are designated as 0% to 50% location-based in Banner.

eLEARNING AS PERCENT OF TOTAL STUDENT CREDIT HOUR TREND



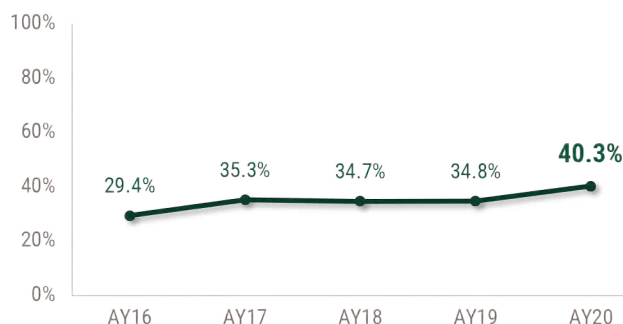
PERFORMANCE NOTES: Credit hours produced by courses delivered via eLearning declined from 103,294 to 97,826 in AY20, yet still produced a greater proportion of all student credit hours at UAA. The majority (66%) of eLearning credit hours is produced by lower division courses (100-299 level).



LEADING INDICATORS OF STUDENT SUCCESS

UAA tracks performance on retention and graduation rates as measures of student success. As the institution works to improve performance on these measures, it identified a number of indicators that mark progress and provide opportunities for early intervention, if needed. Below we introduce these leading indicators. The following pages provide updates on performance for retention, persistence, and graduation rates.

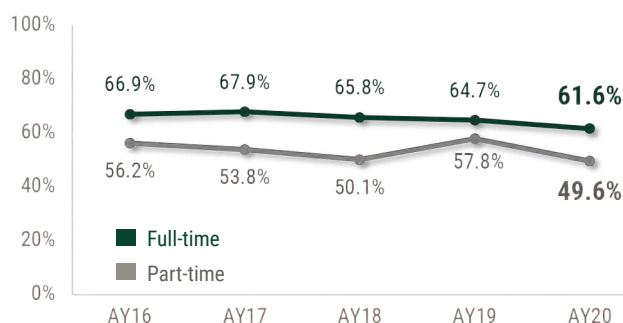
% OF STUDENTS COMPLETING TIER 1 GERS WITHIN FIRST 30 CREDITS



DEFINITION: The percentage of baccalaureate degree-seeking students who complete their Tier 1 General Education Requirements (GERs) within their first 30 credits earned.

PERFORMANCE NOTES: This indicator shows significant improvement from AY19 to AY20. Improved advising and the academic pathways developed by the Student Success Initiative likely influenced this positive change, and should continue to improve performance on this measure. This rate was relatively consistent across all student characteristics.

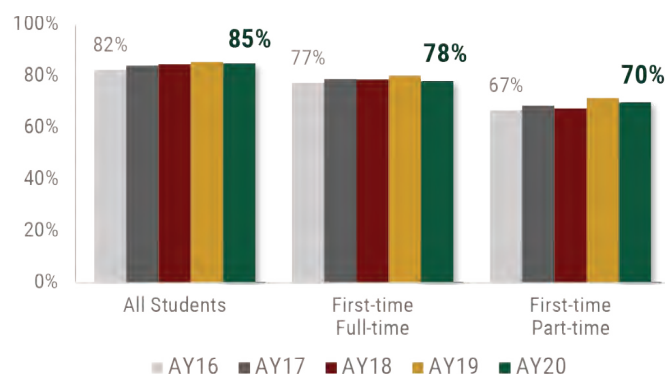
GATEWAY COURSE PASS RATES



DEFINITION: The percentage of gateway courses passed by first-time freshmen in their first 30 credits (summer to following fall and spring semesters). Gateway courses are defined as lower division courses with high enrollment (100+) and a Drop/Fail/Withdraw (DFW) rate of 25% or more.

PERFORMANCE NOTES: In AY20, the Student Success Initiative refined the definition of this indicator and co-hosted with the Center for Advancing Faculty Excellence an intensive to help faculty teaching large courses with high DFW rates.

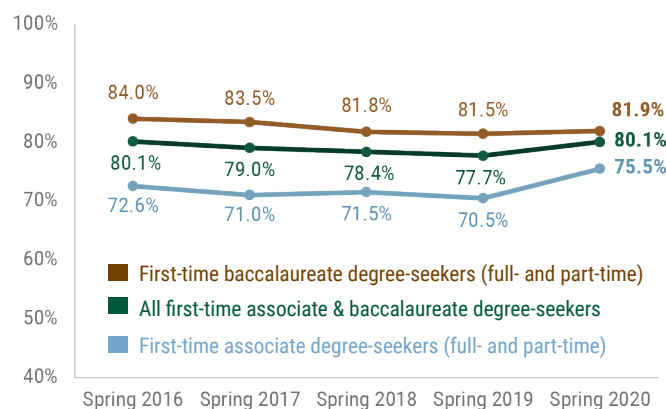
% OF CREDITS EARNED TO CREDITS ATTEMPTED



DEFINITION: The percentage of total credits earned to the total credits attempted by all students.

PERFORMANCE NOTES: Students overall improved the ratio of credits earned to credits attempted. Both first-time, full-time and first-time, part-time students saw slight declines in the ratio in AY20 from AY19, however, the rates have remained relatively stable.

FIRST FALL TO SPRING PERSISTENCE RATES



DEFINITION: The percentage of first-time degree-seeking students who enroll in a particular fall semester who then enroll in the following spring term.

PERFORMANCE NOTES: After several years of declines in the fall-to-spring persistence rate, UAA saw a noticeable increase from fall 2019 to spring 2020, with a nearly 6 point increase among associate degree seekers, driving an overall increase of 2.4 percentage points.

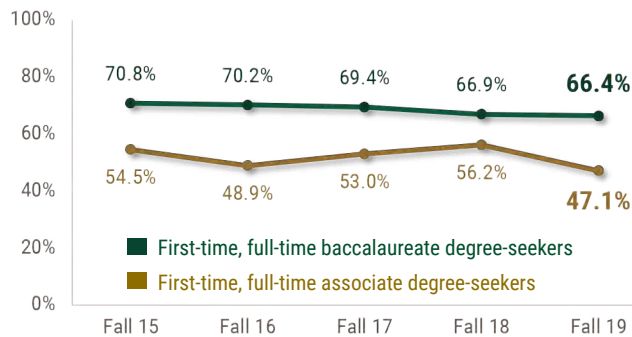
Student Success



FIRST-TO-SECOND FALL RETENTION

DEFINITION: First-to-second fall retention measures the percentage of students who enter the institution for the first time in a given fall semester and return the following fall term.

FIRST-TO-SECOND FALL RETENTION RATE



PERFORMANCE NOTES: Despite reductions over the past two years, UAA's rate is well above the most recent rate of 63% cited by the National Center for Education Statistics for 4-year, public, open admission institutions. Considering the historic drop in enrollment in fall 2019, the relatively stable retention rate for baccalaureate degree-seekers reflects the positive impact of the implementation of the Student Success Initiative that began in fall 2018. However, the rates for associate degree-seekers fell to its lowest point in five years.

RETENTION BY CHARACTERISTIC

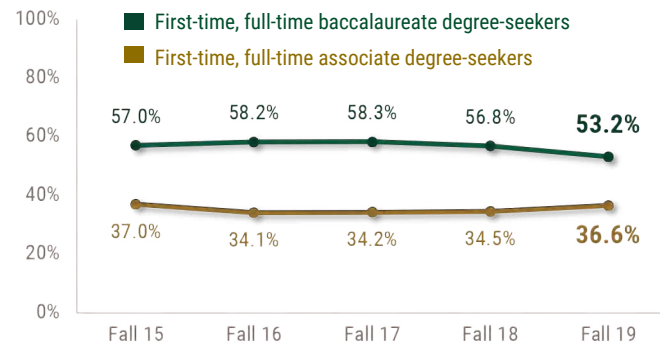
CHARACTERISTIC	First-time Baccalaureate		First-time Associate	
	FALL 18	FALL 19	FALL 18	FALL 19
Full-time	66.9%	66.4%	56.2%	47.1%
Part-time	47.2%	41.8%	31.3%	45.1%
African American	67.9%	66.7%	38.5%	75.0%
Alaska Native/American Indian	50.0%	49.6%	35.5%	30.0%
Asian	79.2%	74.4%	71.1%	46.2%
Hispanic	64.1%	60.5%	71.0%	52.0%
Native Hawaiian/Pacific Islander	60.0%	77.8%	60.0%	70.0%
Non Hispanic Two or More Races	62.3%	69.7%	44.8%	60.0%
White	70.4%	69.2%	60.2%	51.6%
Non Resident Alien	75.7%	63.2%	80.0%	75.0%
Not Reported	52.4%	75.0%	50.0%	30.8%
Traditional Age (20-24)	67.0%	65.6%	56.7%	44.4%
Non-Traditional Age	66.1%	78.4%	52.8%	62.5%
Pell Recipient	59.7%	59.9%	51.2%	41.7%
Non-Pell Recipient	69.8%	69.9%	60.0%	50.6%
First Generation	64.3%	55.8%	56.1%	53.4%
Non-First Generation	68.3%	69.5%	56.3%	45.2%

NOTE: These rates reflect full-time students, except in the part-time category.

FIRST-TO-THIRD FALL PERSISTENCE

DEFINITION: First-to-third year persistence measures the percentage of students who enter the institution for the first time in a given fall semester and return for a third fall term two years later.

FIRST-TO-THIRD FALL PERSISTENCE RATE



PERFORMANCE NOTES: This rate typically corresponds to the first-to-second fall retention. The goal is to retain a greater percentage of students from the second-to-third fall semester. The decline in the bachelor's rate from fall 18 to fall 19 is 3.6 percentage points, more than two times higher than the 1.5 point drop from fall 17 to fall 18. The increase in the associate rate of 2.1 percentage points is the largest gain over the last five years.

PERSISTENCE BY CHARACTERISTIC

CHARACTERISTIC	First-time Baccalaureate		First-time Associate	
	FALL 18	FALL 19	FALL 18	FALL 19
Full-time	56.8%	53.2%	34.5%	36.6%
Part-time	37.7%	29.8%	23.8%	24.2%
African American	52.0%	57.1%	45.5%	15.4%
Alaska Native/American Indian	35.5%	32.6%	23.1%	25.8%
Asian	68.7%	63.2%	37.5%	55.3%
Hispanic	61.4%	50.0%	30.0%	51.6%
Native Hawaiian/Pacific Islander	60.0%	33.3%	50.0%	60.0%
Non Hispanic Two or More Races	50.8%	55.8%	30.8%	31.0%
White	58.3%	56.9%	39.5%	34.3%
Non Resident Alien	85.7%	62.2%	-	60.0%
Not Reported	63.0%	47.6%	17.6%	50.0%
Traditional Age (20-24)	57.1%	53.6%	34.5%	36.1%
Non-Traditional Age	53.3%	46.4%	34.5%	39.6%
Pell Recipient	54.8%	47.8%	35.4%	30.2%
Non-Pell Recipient	57.6%	55.3%	33.9%	41.4%
First Generation	49.1%	47.3%	40.0%	33.6%
Non-First Generation	59.4%	54.7%	34.4%	37.4%

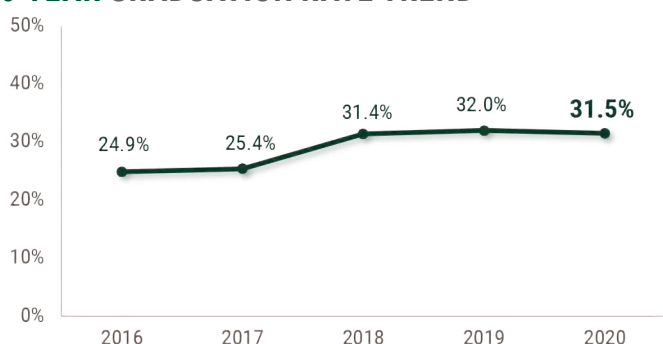
NOTE: These rates reflect full-time students, except in the part-time category.

GRADUATION RATE

DEFINITION: The percentage of first-time, full-time undergraduate degree-seeking students enrolled in a given fall semester who earn their degree within 150% of the time to complete (six years for a four-year baccalaureate degree and three years for a two-year degree).

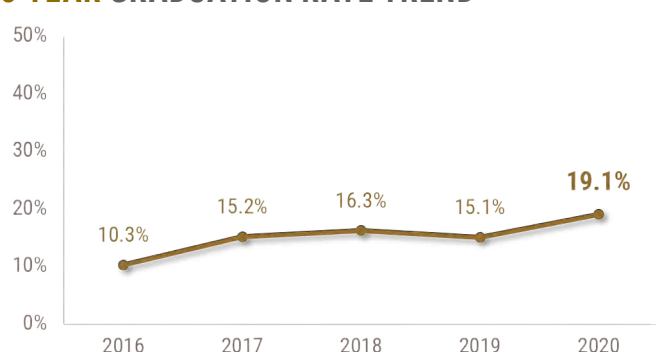
The 2020 rate measures the cohorts who completed their degree by August 2020 (entering UAA in fall 2014).

FIRST-TIME FULL-TIME BACCALAUREATE 6-YEAR GRADUATION RATE TREND



PERFORMANCE NOTES: UAA's 6-year graduation rate held steady in AY20. The rate remains above the 27.4% rate for open admission, public 4-year institutions, but below the average rate of 42.2% among UAA's peer institutions. Tracking 4- and 5-year graduation rates of each cohort can help forecast the 6-year rate. Those rates for this year's cohort suggested the rate should have been higher. More research is needed to determine what impact, if any, enrollment declines in fall 2019 and disruptions from COVID-19 in spring 2020 had on the rates.

FIRST-TIME FULL-TIME ASSOCIATE 3-YEAR GRADUATION RATE TREND



PERFORMANCE NOTES: UAA's AY20 3-year graduation rate was the highest of any cohort over the last 12 years. The 3-year graduation rate at community campuses improved from 18% in AY19 to 28% in AY20, with increases at each campus. The rate at the Anchorage campus also improved, from 13% to 14%.

GRADUATION RATE BY CHARACTERISTIC

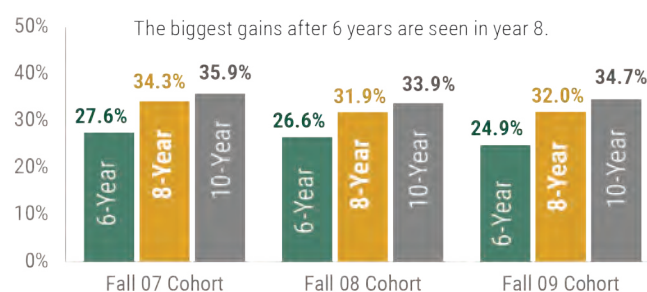
CHARACTERISTIC	First-time Baccalaureate		First-time Associate	
	AY19	AY20	AY19	AY20
Full-time	32.0%	31.5%	15.1%	19.1%
Part-time	5.7%	7.3%	4.2%	5.6%
African American	28.0%	15.2%	9.1%	30.8%
Alaska Native/American Indian	18.3%	9.6%	3.8%	8.1%
Asian	27.8%	33.9%	12.5%	15.8%
Hispanic	25.6%	30.6%	15.0%	16.1%
Native Hawaiian/Pacific Islander	-	10.0%	50.0%	20.0%
Non Hispanic Two or More Races	32.3%	36.8%	11.5%	6.9%
White	38.2%	36.8%	19.5%	25.4%
Non Resident Alien	36.4%	46.2%	-	-
Not Reported	20.0%	34.6%	11.8%	25.0%
Traditional Age (20-24)	31.8%	32.5%	15.5%	18.2%
Non-Traditional Age	34.1%	19.5%	12.7%	24.5%
Pell Recipient	19.3%	17.5%	11.5%	14.8%
Non-Pell Recipient	37.6%	37.5%	17.2%	22.4%
First Generation	26.9%	23.5%	11.8%	15.0%
Non-First Generation	33.9%	34.1%	16.2%	20.8%

NOTE: These rates reflect full-time students, except in the part-time category.

INTRODUCING NEW RELATED MEASURES

8-YEAR AND 10-YEAR GRADUATION RATES: These measures follow first-time, full-time baccalaureate students who enter in a given fall term and earn their degrees in eight years and ten years.

COMPARING BACCALAUREATE 6-, 8-, AND 10-YEAR GRADUATION RATES



JUNIOR GRADUATION RATE: The percentage of students who graduate in four years after achieving junior class status (60 credits). In AY20, the first year for this new measure, the percent was 64% for all students, up from 57% in AY19.

TIME TO DEGREE BY GRADUATE STUDENTS: This measures the average number of semesters from the first year enrolled to graduation in master's and doctoral academic programs. In AY20, the first year for this new measure, the average was 7.6 semesters for master's students and 10.6 semesters for doctoral students.

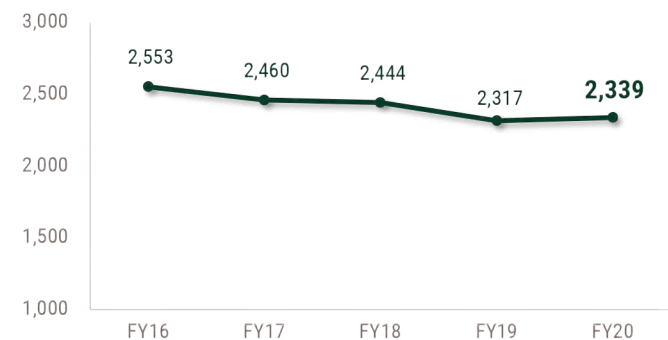
Student Success



ALL DEGREES & CERTIFICATES

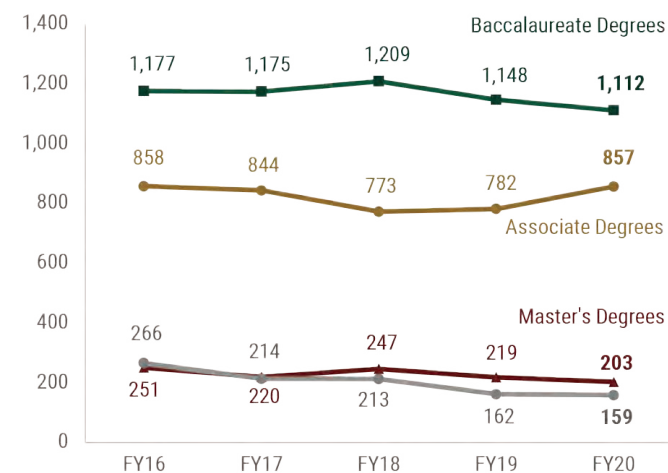
DEFINITION: The total number of certificates and degrees conferred during the fiscal year (July 1, 2019 through June 30, 2020). Includes occupational endorsement certificates, undergraduate, post-baccalaureate, graduate and post-graduate certificates, associate, baccalaureate, master's and doctoral degrees.

UAA TOTAL AWARDS TREND



PERFORMANCE NOTES: The total awards conferred in AY20 increased slightly (+22) from AY19. The General Program Associate of Arts (AA) showed the greatest increase (+74) to 374, a record number for the last 10 years.

TREND BY AWARD TYPE



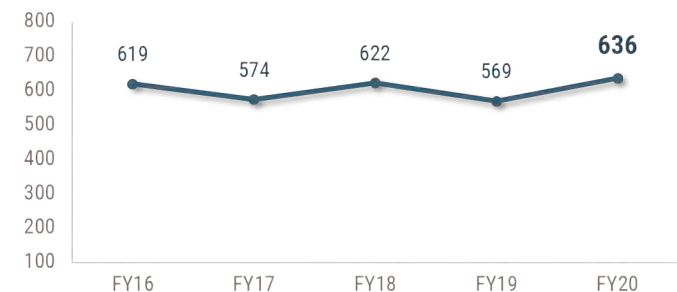
NOTE: Doctoral degrees produced 8 awards in AY20.

PERFORMANCE NOTES: As noted above, Associate of Arts degrees showed the greatest increase. In addition, Doctoral awards increased from 6 in AY19 to 8 in AY20. The number of occupational endorsement certificates awarded saw the first increase since AY14, (up 2 awards), though the total certificates and endorsements were down slightly. Baccalaureate degrees were down by 36 awards, and represented 48% of all awards in AY20. Loss of education programs accounted for part of the decline in baccalaureate awards in AY20.

HEALTH & RELATED AWARDS

DEFINITION: The total number of certificates and degrees conferred during the academic year in programs assigned the Classification of Instructional Program (CIP) codes: 51-Health Professions and Related fields; and 42-Psychology.

HEALTH & PSYCHOLOGY AWARDS TREND

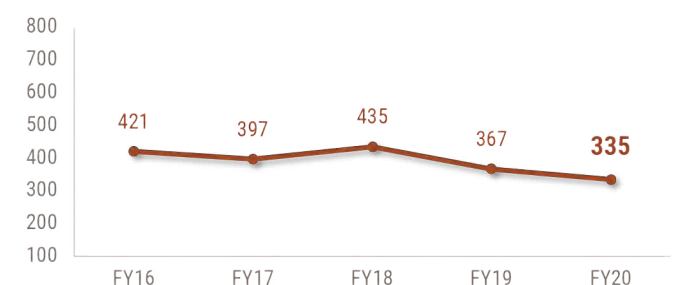


PERFORMANCE NOTES: Health and related awards were up nearly 12% over AY19, and represented 27% of all awards conferred by UAA in AY20. Nursing degrees (AAS 117, BS 151, MS 13, and PhD 4), totalled 285 awards, up from 255 in AY19, and contributed 45% of all health awards. The Health Sciences BS produced 60 awards, up from 40 in AY19. The BA and BS in Psychology produced 61 awards in AY20, up from 50 in AY19.

STEM AWARDS (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS)

DEFINITION: The total number of certificates and degrees conferred during the academic year in programs assigned the Classification of Instructional Program (CIP) codes: 11-Computer, 14-Engineering, 15-Engineering Technology, 26-Biology, 27-Mathematics, 40-Physical Sciences, and 41-Science/Technologies.

STEM AWARDS TREND



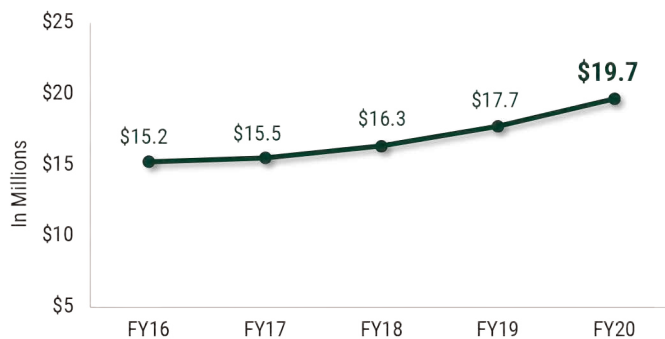
PERFORMANCE NOTES: Awards in STEM fields contributed 14% of all degrees and certificates awarded by UAA in AY20. Engineering and engineering technology fields produced 61% of STEM awards in AY20. Mechanical and Electrical Engineering programs combined produced 12 more awards in AY20, while the BS in Civil Engineering fell by 13 awards.



GRANT-FUNDED RESEARCH EXPENDITURES

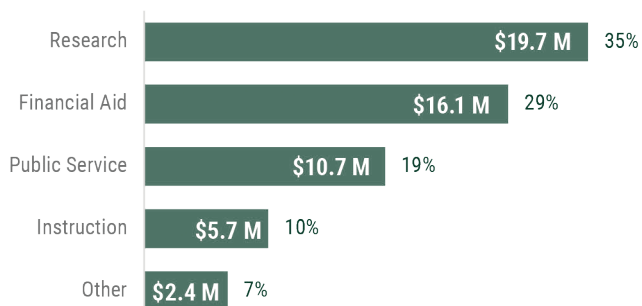
DEFINITION: Restricted expenditures made from the National Association of College and University Business Officers (NACUBO) category of Research, including indirect cost recovery. Funds are counted at the university where the funds are expended, not at the university associated with the grant award.

GRANT-FUNDED RESEARCH EXPENDITURES TREND



PERFORMANCE NOTES: Grant-funded research expenditures were up 10.9% from FY19, driven largely by an increase through the Arctic Domain Awareness Center, up \$1.6 million (+44.7%). Other increases were seen in the College of Engineering, up \$105,000 (+8.9%) and at the Business Enterprise Institute, up \$406,000 (+22.5%).

ALL RESTRICTED EXPENDITURES BY NACUBO CATEGORY



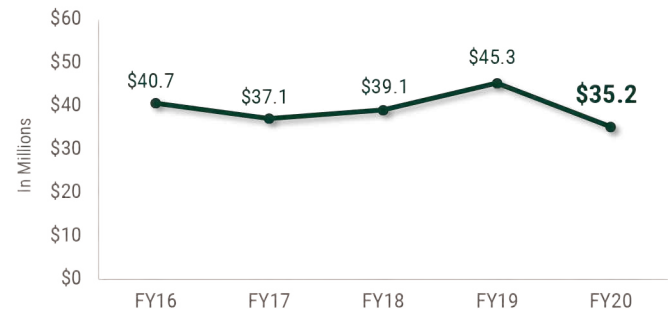
Other includes: Academic Support, Institutional Support, and Student Services.

PERFORMANCE NOTES: Research expenditures represented 35% of all restricted expenditures in FY20, up from 32% in FY19. All non-research restricted expenditures were down 3.7%. Institutional Support, Financial Aid, and Academic Support categories showed increases. Categories that declined included Instruction, Public Service, Student Service, and Auxiliary.

TOTAL GRANT AWARDS

DEFINITION: The total dollar amount of grant awards in a fiscal year as indicated by award letters sorted by the National Association of College and University Business Officers (NACUBO) categories of Academic Support, Instruction, Public Service, Research, Scholarship/Fellowship, and Student Services.

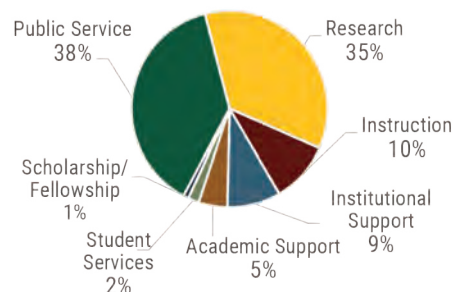
GRANT AWARD TOTAL TREND



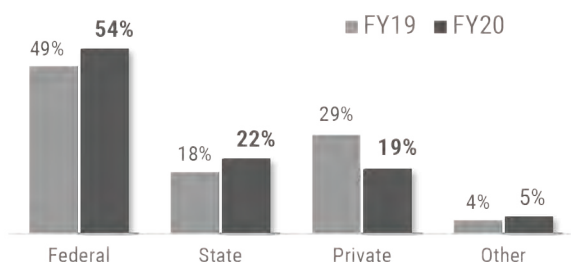
PERFORMANCE NOTES: In FY20, 278 grant proposals received award letters that will generate \$35.2 million. Successful proposals were down 14.2% from FY19 and awards were down 22.4%.

Increases in awards were seen in Academic Support, Institutional Support, and Public Service totalling an increase of \$3.6 million. The largest decline was seen in the Instruction category, down nearly \$7 million from FY19, with the largest declines in awards to the Alaska Native Science and Engineering Program and the College of Health. Research awards also declined significantly, down \$6.3 million, a 34% drop from FY19.

GRANT AWARDS BY NACUBO CATEGORY



GRANT-FUNDING SOURCES



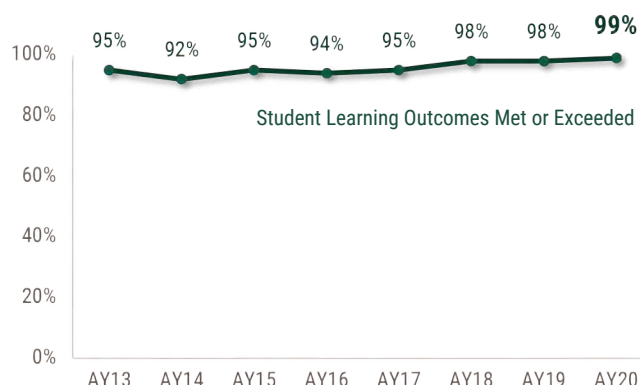


ACADEMIC PROGRAM OUTCOMES ASSESSMENT: FOCUS ON STUDENT LEARNING

DEFINITION: For this measure, “program” may refer to a group of programs that are assessed together and submit only one report.

PERFORMANCE: Assessment of student learning is an expectation of faculty at UAA, and each academic program is required to establish student learning outcomes. Since AY13, the Academic Assessment Committee of the Faculty Senate has conducted an Annual Academic Assessment Survey to gather information about actions faculty have taken to enhance student learning and make program improvements. In this process, all active programs complete an online survey. For the fourth consecutive year, 100% of the surveys were completed. Survey data indicate a high level of student learning at UAA. Out of 335 program student learning outcomes measured, students met or exceeded 99% of the outcomes. Out of the 109 active programs, 62% of survey respondents reported using assessment results to make program improvements this past year.

SURVEY RESULTS TRENDS 2013-2020



LEARNING OUTCOMES: Survey data indicate a consistently high level of student learning in their programs. The AY20 survey showed 99% of measured outcomes in which students met or exceeded faculty expectations.

PROGRAM IMPROVEMENTS: In 2013, a question was added to the survey to capture the kinds of program improvements resulting from assessment.

The majority of faculty reported making program improvements based on the survey data. The top three most frequently used interventions:

- Course-level curriculum changes
- Changes to teaching methods
- Adjustments in advising practices

BRIEF HISTORY OF ASSESSMENT AT UAA

2020	UAA identified four core competencies for student learning to be realized, supported, and assessed across the institution.
2019	UAA joined the Interstate Passport, a lower-division GenEd block transfer program based on student learning outcomes.
2015-19	General Education assessment used rubrics based on AAC&U VALUE rubric. Annual survey added General Education question.
2015	Faculty Senate approved shared GER assessment plan.
2014	Faculty Senate approved General Education Values based on AAC&U LEAP Outcomes. Included in the 2015-2016 Catalog.
2013	Annual Academic Assessment Seminar with national keynote speakers established.
2012	Annual Academic Assessment Survey established.
2011	Faculty Senate Academic Assessment Committee created first Academic Assessment Handbook.
2009	Faculty Senate Academic Assessment Committee established.
1999	Nine GER Student Learning Outcomes first approved and incorporated into the 2001 Catalog.
1997-2000	Program Student Learning Outcomes approved for all programs.

AY20 UAA'S NEW CORE COMPETENCIES

In response to the new NWCCU Accreditation Standards in 2020, following a year-long broad and inclusive process, UAA identified a set of Core Competencies to be realized, supported, and assessed across the institution, from assignments in courses, to learning experiences in the co-curriculum, to enabling learning through support offices. These Core Competencies are:

- **Effective Communication:** The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.
- **Creative and Critical Thinking:** The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.
- **Intercultural Fluency:** The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.
- **Personal, Professional, and Community Responsibility:** The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

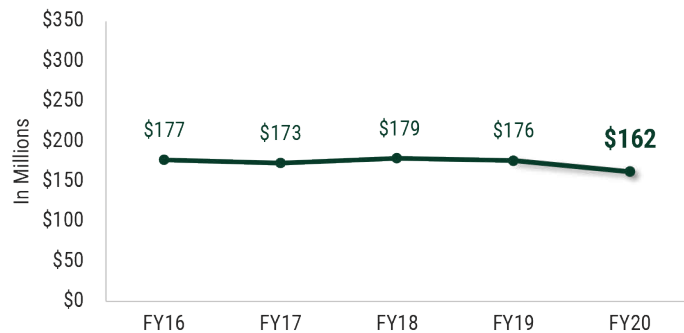


Resource Stewardship

UNIVERSITY-GENERATED REVENUE

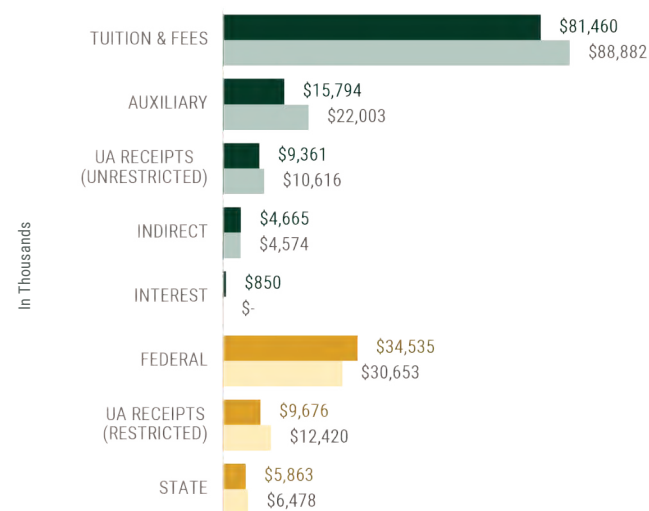
DEFINITION: The total of university-generated revenue (UGR), including university receipts (interest income, auxiliary receipts, gross tuition and fees, indirect cost recovery, and other university receipts), federal receipts, capital improvement project receipts, and state interagency receipts.

UNIVERSITY-GENERATED REVENUE TREND



PERFORMANCE NOTES: University-generated revenue (UGR) contributed 54% of UAA's total authorized budget in FY20. Total UGR was down 7.6% from FY19. More than half of the decline was due to lower enrollments that led to a loss of \$7.4 million in tuition and fees. Revenue from housing, food, and other auxiliary services, and from athletics was also down, likely due to COVID-19 closures in spring 2020.

RESTRICTED & UNRESTRICTED REVENUE SOURCES

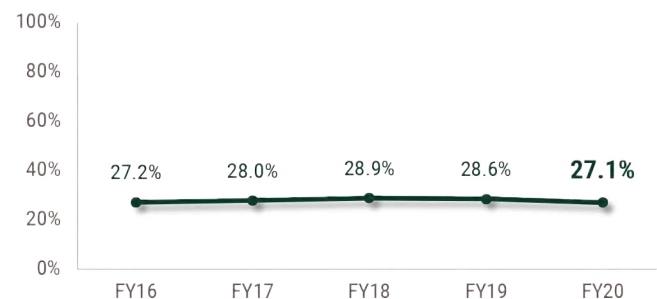


PERFORMANCE NOTES: Unrestricted revenue represents 69% of the total UGR at UAA, the first time that ratio has dropped below 70% in more than 10 years. Federal restricted revenue was up \$3.9 million from FY19, a 12.7% increase.

CONTRIBUTION OF TUITION & FEES TO TOTAL BUDGET

DEFINITION: This measures the percent contribution of gross tuition and fees collected by the institution to the total annual budget authorized by the UA Board of Regents.

TUITION & FEES AS PERCENT OF TOTAL AUTHORIZED BUDGET

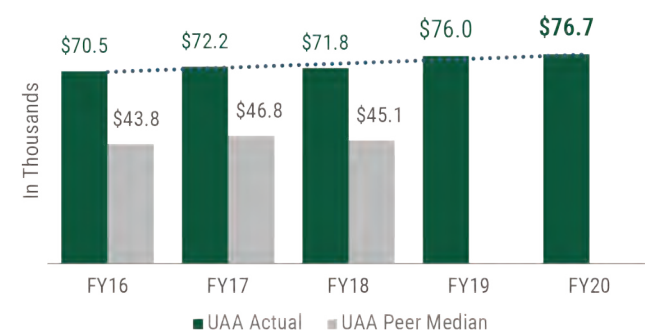


PERFORMANCE NOTES: As indicated on the previous page, tuition and fees account for 50% of all university-generated revenue and 27.1% of the total authorized budget (\$301 million for FY20).

COST PER AWARD

DEFINITION: This metric presents the annual ratio of Academic Support, Instruction, Intercollegiate Athletics, Library Services, Scholarships, and Student Services, referred to as Instruction and Student-Related Expenditures, to the total number of certificates and degrees awarded by UAA.

INSTRUCTIONAL & STUDENT RELATED EXPENDITURES PER DEGREE AWARDED



PERFORMANCE NOTES: While UAA's budget was reduced in FY20, instructional and student related expenditures increased from FY19. The small increase in the number of degrees and certificates awarded this year was not sufficient to offset the rise in expenditures.

Fast Facts

UAA TOTAL

STUDENTS

AY 19-20	Student Credit Hours	266,473
	Headcount	20,974
	Full-time Equivalent	9,062
	Awards Granted	2,339
Fall 2019	Headcount	14,989
	Full-time	5,679
	Part-time	9,310

FACULTY AND STAFF—FALL 2019

Regular Faculty	557
Adjunct Faculty	465
Staff	1,151

FACILITIES

Square Feet	3,342,007
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FINANCE—FY 2020 (IN \$000)

University Generated Revenue	\$162,205.6
Research Focus Expenditure	\$19,652.1
Total Budget Authority	\$287,884.7
Gross Tuition	\$66,779.3
TVEP Awards	\$2,465.4

KODIAK COLLEGE

STUDENTS

AY 19-20	Student Credit Hours	5,869
	Headcount	1,204
	Full-time Equivalent	196
	Awards Granted	27
Fall 2019	Headcount	641
	Full-time	202
	Part-time	439

FACULTY AND STAFF—FALL 2019

Regular Faculty	13
Adjunct Faculty	16
Staff	26

FACILITIES

Square Feet	44,981
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FINANCE—FY 2020 (IN \$000)

University Generated Revenue	\$1,657.7
Research Focus Expenditure	\$0.0
Total Budget Authority	\$5,331.1
Gross Tuition	\$1,230.1
TVEP Awards	\$70.4

ANCHORAGE CAMPUS

STUDENTS

AY 19-20	Student Credit Hours	212,763
	Headcount	17,172
	Full-time Equivalent	7,276
	Awards Granted	2,097
Fall 2019	Headcount	11,879
	Full-time	5,105
	Part-time	6,774

FACULTY AND STAFF—FALL 2019

Regular Faculty	483
Adjunct Faculty	281
Staff	945

FACILITIES

Square Feet	2,894,400
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FINANCE—FY 2020 (IN \$000)

University Generated Revenue	\$145,294.0
Research Focus Expenditure	\$19,652.1
Total Budget Authority	\$251,260.5
Gross Tuition	\$55,419.7
TVEP Awards	\$1,932.9

MATANUSKA-SUSITNA COLLEGE

STUDENTS

AY 19-20	Student Credit Hours	19,691
	Headcount	2,150
	Full-time Equivalent	655
	Awards Granted	114
Fall 2019	Headcount	1,409
	Full-time	577
	Part-time	832

FACULTY AND STAFF—FALL 2019

Regular Faculty	22
Adjunct Faculty	59
Staff	47

FACILITIES

Square Feet	152,145
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FINANCE—FY 2020 (IN \$000)

University Generated Revenue	\$5,176.7
Research Focus Expenditure	\$0.0
Total Budget Authority	\$11,147.5
Gross Tuition	\$4,252.3
TVEP Awards	\$193.1

KENAI PENINSULA COLLEGE

STUDENTS

AY 19-20	Student Credit Hours	22,886
	Headcount	3,579
	Full-time Equivalent	760
	Awards Granted	85
Fall 2019	Headcount	2,142
	Full-time	702
	Part-time	1,440

FACULTY AND STAFF—FALL 2019

Regular Faculty	32
Adjunct Faculty	83
Staff	91

FACILITIES

Square Feet	183,214
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FINANCE—FY 2020 (IN \$000)

University Generated Revenue	\$7,544.3
Research Focus Expenditure	\$0.0
Total Budget Authority	\$14,723.7
Gross Tuition	\$5,064.1
TVEP Awards	\$189.5

PRINCE WILLIAM SOUND COLLEGE

STUDENTS

AY 19-20	Student Credit Hours	5,264
	Headcount	1,229
	Full-time Equivalent	176
	Awards Granted	16
Fall 2019	Headcount	821
	Full-time	130
	Part-time	691

FACULTY AND STAFF—FALL 2019

Regular Faculty	7
Adjunct Faculty	26
Staff	42

FACILITIES

Square Feet	67,267
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FINANCE—FY 2020 (IN \$000)

University Generated Revenue	\$2,532.8
Research Focus Expenditure	\$0.0
Total Budget Authority	\$5,421.9
Gross Tuition	\$813.1
TVEP Awards	\$79.5

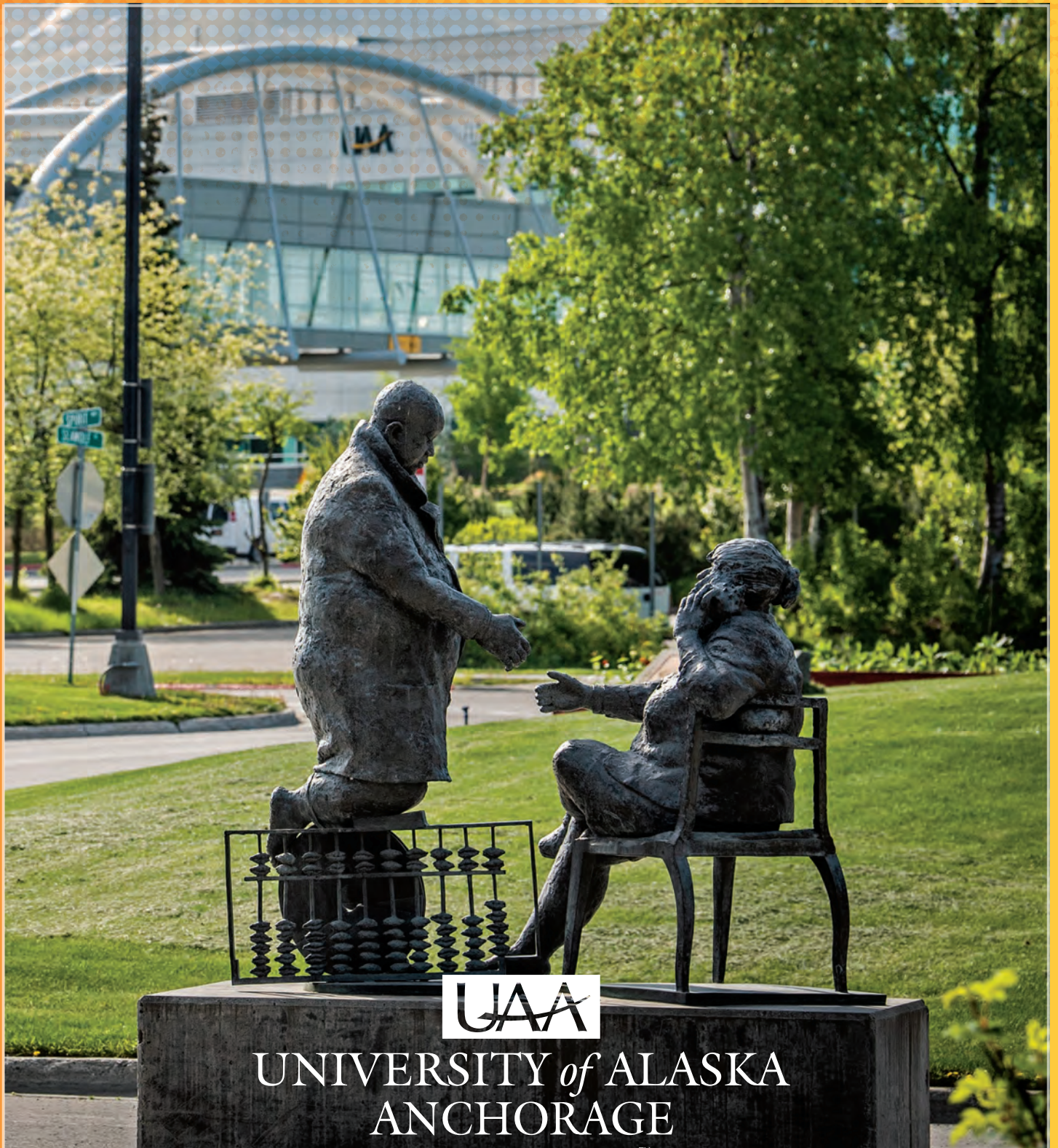
SOURCES AND NOTES:

Students: UA Data Strategy and Institutional Research (DSIR) Decision Support Database (DSD) data at semester closing. Student Credit Hours include auditors. Awards Granted include: Undergraduate Certificates, Associate, Bachelor, Master, Doctorate, Endorsements, Licensure, Post Graduate, Post Baccalaureate, and Graduate Certificates. Headcount is for credit students only; students who enrolled in multiple campuses have been counted only once in the UAA total.

Faculty & Staff: UA Data Strategy and Institutional Research DSD data at Fall Freeze. Staff includes full-time and part-time employees but does not include graduate or student assistants.

Facilities: UAA Facilities and Campus Services.

Finance: UAA Office of Budget. Research Focus Expenditure is defined by UA Statewide as Basic Research. TVEP stands for Technical/Vocational Education Program.



AMAZING STORIES BEING WRITTEN
EVERY DAY.

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