

# UNIVERSITY of ALASKA SOUTHEAST WHALESONG

October 14, 2021

Volume 41 Issue 6



## The future of voting in Alaska - 4

Learn about the ranked choice voting system

## Success is our mission - 10

The Alaska Native Success Initiative report

## Where is the College of Education? - 14

Tracing the future of Alaska's teachers



# What do you mean Facebook is down?

## What the recent outage shows about news access

by **MIKE FLUNKER**, Editor-in-Chief, Whalesong

Recent Whalesong editorials have emphasized a balanced media diet, critical thinking, and news engagement. It is time to look at access to news. We live in a time when media saturates our everyday lives, beamed straight to our phones, computers, radios, and televisions. We may take that for granted. What happens when part of that system vanishes?

On Oct. 4, Facebook and associated services Instagram, WhatsApp, Messenger, and Oculus, went down. For about six hours no one could access the apps, websites, or even use Facebook credentials to log into other services not owned by Facebook.

So what do we do when a section of the internet closes itself off to us?

I found myself routinely opening my Instagram, only to find the same three posts. It took over an hour to break that habit of checking it when I felt bored. Other social media users took to alternative platforms like Twitter or TikTok to discuss what was going on.

"I hope Instagram never comes back," a close friend confided in me.

For some of us, social media may feel like a social connection space, for others, myself included, it's a bad habit that I spend too much time on. Beyond that, this outage affected millions of people worldwide as they lost the ability to communicate and do business, Associated Press reported.

And despite other social media and communication platforms being present, this outage demonstrated just how much the world depends on Facebook as the internet has evolved in the 17 years since Facebook was created.

On the day of the outage, Facebook had asked a federal judge to dismiss an antitrust complaint from the Federal Trade Commission.

Facebook's reasoning was that it "faces vigorous competition from other services," according to Associated Press.

The FTC's antitrust suit claims that Facebook's anti-competitive policy of buying potential competitors like Instagram and WhatsApp before they became larger violates trust law. In places like Latin America, WhatsApp is relied on heavily for communication, and this outage left many unable to communicate, according to Bloomberg.

"It's almost as if Facebook's monopolistic mission to either own, copy, or destroy any competing platform has incredibly destructive effects on free society and democracy. WhatsApp wasn't created by Facebook. It was an independent success. FB got scared & bought it," Rep. Alexandria Ocasio-Cortez, D-New York, wrote on Twitter the day of the outage.

Aside from a new perspective on antitrust regulations, the outage came the day after Facebook whistleblower Frances Haugen appeared on "60 Minutes", a news magazine program on CBS. She provided thousands of documents putting Facebook on blast for a number of issues. Haugen, a former data scientist at Facebook, appeared before the Senate Oct. 5 to give further testimony on these issues.

Haugen said Facebook harms children, sows division and undermines democracy in pursuit of breakneck growth and "astronomical profits," NPR reported about Haugen's Senate testimony. The Wall Street Journal published a number of investigative reports that they dubbed "The Facebook Files" in October 2021.

"Facebook Inc. knows, in acute detail, that its platforms are riddled with flaws that cause harm, often in ways only the company fully understands," the beginning of the "Facebook Files" reads, published on Oct. 1.

You can expect more coverage from Whalesong as this story develops.



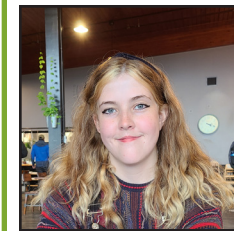
*"Facebook Inc. knows, in acute detail, that its platforms are riddled with flaws that cause harm, often in ways only the company fully understands."*  
- "The Facebook Files,"  
*Wall Street Journal*

## EDITOR-IN-CHIEF



**MIKE FLUNKER**

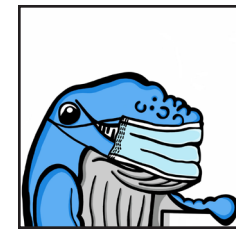
## STAFF WRITERS



**MARGARET EVERSON**



**KENEDY WILLIAMS**



**LUCAS STEWART**

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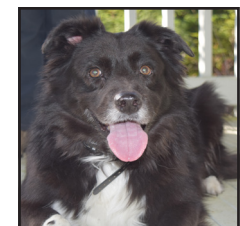


**SIERRA LISSICK**  
*Photographer*



**JON CALLEJA**  
*Ad Manager*

## NEWSHOUNDS



**SMOKEY**  
*Distribution*

***In this Issue of the Whalesong....***

Page:

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- 14. What happened to the College of Education?: A breakdown of a vital program to Alaska

***Coming up next month...***

The Facebook Files  
Indigenous People’s Month  
Indigenous Language Revitalization

**Photo Consent and Release**

Whalesong abides by the UAS Social Media Manual, which states that photos taken “at public events, it is not necessary to obtain photo releases or permission.” Permission to take photos of individuals is not required, however, consent must be obtained to share photos on our platform. If you do not want your photo to be used in the Whalesong, please address the staff member on site to not use your photo in the school paper.

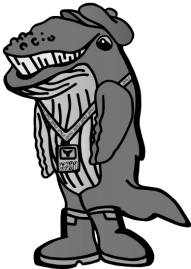
**Puzzle Corner Solutions Vol 41, Issue 5.**

Across

- 2. One Hundred
- 3. Otolith
- 6. Uganda
- 8. Olympus Mons
- 10. Ironman
- 12. Texas
- 13. Black Bear
- 17. Herbert

Down

- 1. Robert Redford
- 4. Logan
- 5. Hydrogen
- 7. Blue’s Clues
- 9. Smack
- 11. Ochre
- 14. Rush
- 15. Pierce
- 16. Breath



**Burning questions? Need some advice? Write to Spike the Whale!**

Responses will be featured in November’s “Ask Spike” column.  
Send your questions for Spike to [uas.whalesong@alaska.edu](mailto:uas.whalesong@alaska.edu) with the subject “Ask Spike”.

***ON THE COVER...***

Fall colors are in full swing on campus in Juneau

*Photograph by Sierra Lissick*

**Corrections**

We aim for accuracy at the Whalesong. Please email the editor with any corrections at [uas.whalesong@alaska.edu](mailto:uas.whalesong@alaska.edu)

***WANT TO WRITE TO THE WHALESONG?***

Send your articles, comments, letters to the editor, comics, ideas, or photos to [uas.whalesong@alaska.edu](mailto:uas.whalesong@alaska.edu) and be published!

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	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice
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<b>Chick Hicks</b> (Registered Republican)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Naomi Jackson</b> (Nonpartisan)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Tiffany Strait</b> (Registered AK Indep)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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# News Engagement Day

*Further tips to help you spot misinformation*

by **MIKE FLUNKER**, Editor-in-Chief,  
Whalesong

On behalf of the Whalesong, thank you to all the students who participated in our misinformation activity, and to our campus partners for making this possible. Egan Library provided the SIFT method, and Residence Life provided the prizes for the raffle.

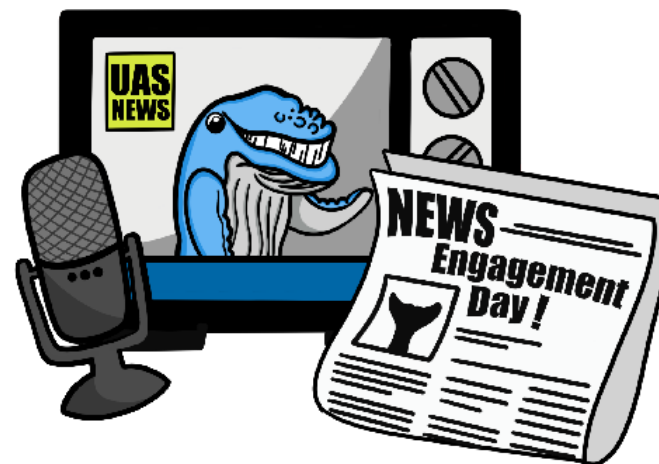
The problem of misinformation isn't going away any time soon. Here are some additional tips to stay informed and to think critically about your media. Engage with news every day!

## Tips to spot misinformation

Use the SIFT Method! Found below, this method is a valuable and comprehensive approach to vetting the news you see or hear.

Think about the context. Who produced or shared this information? Are you in a Facebook group where misinformation is often shared? False information is easily spread through social media.

Find sources you trust. Having two or three balanced news sources that you've already vetted is very useful. Compare them when you think there may be misinformation.



## Stop

Does this make you angry? Do you see "cheap signs" of authenticity: .org website, commonly used tropes, or "professional" look? Is the date current?

## Investigate the source

Look up the source on Wikipedia - Who owns the source? Is it known to have bias? Is it legitimate or a hoax site?

## Find better coverage

Search on Google News to see who else is reporting the story and read an article from a source you trust.

## Trace back to the original

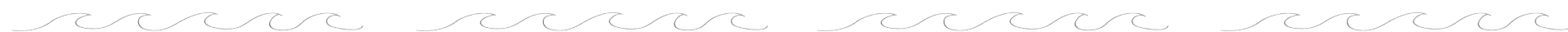
Read primary sources or original reporting when possible. Find the full video for media clips & sources of quotes.

# NEWS

## Engagement Day

Tues. Oct. 5, 2021

**Use SIFT  
strategies to  
avoid mis- and  
disinformation:**



# Alaska Native Success Initiative

## *What the most recent report tells us*

by **KENEDY WILLIAMS**, Staff Writer,  
WHALESONG

The Alaska Native Success Initiative committee recommends a multi-faceted approach to diversify and increase Alaska Native student, staff, and faculty recruitment, identify the key barriers to recruitment, establish coordination with tribal organizations, and eliminate institutional racism.

The Initiative was put forth by the Board of Regents. The goal is to have the UA student, staff, and faculty population represent Alaska's population as a whole. UAS, UAF, and UAA each have an Alaska Native Success Initiative committee. Together, this initiative will develop an anti-racist vision statement to establish a standard for the UA system.

The most recent report, released June 2021, entails key UAS findings, goals and supporting actions for attracting and retaining Alaska Native students and faculty, and institutional changes in vision, leadership, and messaging.

Even in times of low enrollment and retention, UAS has maintained its status as a Native American Serving Nontribal Institution based on 20% Alaska Native student enrollment. UAS is one of fewer than 100 higher education institutions with this status.

Additionally, the Northwest Commission on Colleges and Universities has recognized UAS for how Alaska Native cultures and studies enrich the university.

### **The Report**

ANSI found that cultural engagement, student belongingness, and other such factors increase retention and graduation rates of American Indian/Alaska Native students.

The committee also found that academic success is rooted in the recognition of diverse and unique cultures and experiences of American

Indian/Alaska Native students. The finalized report will be presented in November to the Board of Regents.

"I want to see front and center an increase in Alaska Native faculty and staff hire and that it be an articulated goal," said Ronalda Cadiente Brown, Associate Vice Chancellor for Alaska Native Programs.

The President's office has hired Pearl Brower to work with UA Interim President Pat Pitney, and the ANSI committees from all three sister campuses. Brower will be Senior Advisor for Alaska Native Success, Institutional Diversity and Student Engagement, according to UA press release. So far, Cadiente Brown has met with Brower three times.

In an email to Juneau employees on Indigenous People's Day, Chancellor Karen Carey said, "We are so fortunate to live and work on the ancestral lands of the Tlingit, Haida, and Tsimshian peoples. With our work on the Alaska Native Success Initiative (special thanks to Ronalda) we have a number of goals we want to accomplish including retention of our Alaska Native students and making sure our faculty and staff are represented by Indigenous peoples." Carey has been actively participating in ANSI committee meetings.

### **ANSI Committee Details**

According to Cadiente Brown, the next step for the committee is to determine areas that have unmet needs, like budget appropriations. Right now the committee is putting report recommendations into practice.

Cadiente Brown and Brower will share more about the report and ANSI work at Evening at Egan on Friday, Nov. 12.

Cadiente Brown said SEAlaska Corporation board chairman Joe Nelson will join the committee as co-chair. Nelson is a former UAS Vice Chancellor of Enrollment Management.

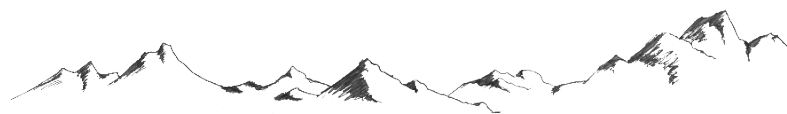
"The public accounting of this progress is what I anticipate this will bring to the system," Cadiente Brown said.

She said the ANSI committee may survey faculty and students to ensure the initiative is meeting expectations.

"I see that this report is continuing to affirm what we are doing, and then ideally we will use it as a measurement so that the work is not driven by one person or one committee but owned as part of the infrastructure of the statewide program and UAS program," Cadiente Brown said.

*"I want to see front and center an increase in Alaska Native faculty and staff hire and that it be an articulated goal."*

*Ronalda Cadiente Brown,  
Associate Vice Chancellor for  
Alaska Native Programs*





# Wildlife Corner

by **MIKE FLUNKER**, Editor-in-Chief,  
WHALESONG

What is that up there on the cliff? A rock? A patch of snow? Or is it North America's only wild goat?

Mountain goats might look like your average farm goat, but they're actually more closely related to the native wild goats of Asia instead of domestic goat families. Limited fossil evidence shows that mountain goats arrived in North America nearly two million years ago during the Pleistocene.

With their specialized hooves and powerful neck and shoulders, mountain goats can easily traverse the high peaks where they make their homes. They are able to climb slopes of over 60 degrees.

While they may look cute and cuddly, don't approach them! Mountain goats will defend their personal space with their sharp horns. It's best to observe them from a distance.

A mountain goat mother and her kid look down from the high walls of the Tracy Arm Fjord.  
PHOTO BY MIKE FLUNKER





# FALL CAREER FAIR

OCTOBER 27, 2021 | 11AM-3PM

Virtual on  Handshake



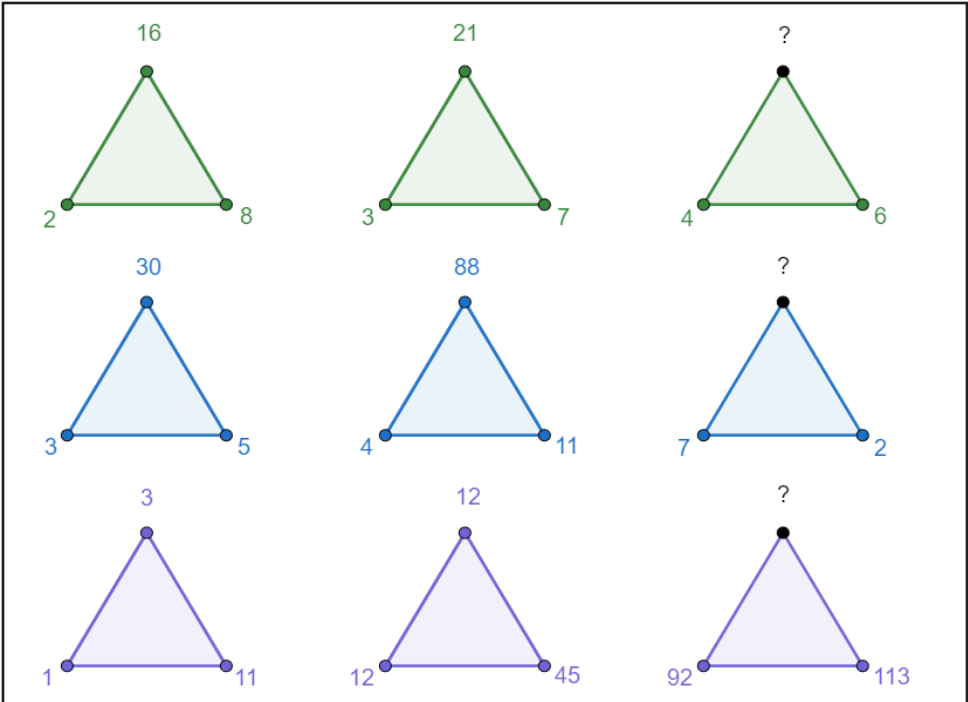
## Registration is NOW open!

Over **60** employers participating!

Employers are recruiting **NOW** for summer opportunities

[alaska.joinhandshake.com](https://alaska.joinhandshake.com) - use your UAS username & password to log in, register for the fair, and sign up for sessions, or use the QR code above

## UAS Math Club Presents: A Triple-Triangle Task



There is a hidden pattern in each row of triangles. Discover the pattern to determine what the value at the top of the last triangle should be. Answers will be posted in the next edition of the Whalesong, or can be discussed in person at UAS Math Club meetings (view the schedule at [http://uashome.alaska.edu/~apiotrowski/math\\_club.html](http://uashome.alaska.edu/~apiotrowski/math_club.html)).

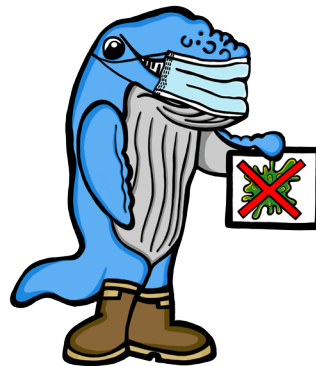


# A Month in Review



**At right:** Residence Life got students out and moving at the East Glacier trail during the first of several hiking events planned for this year.  
(Photo courtesy of Pres Chase)

**Below:** The Environmental Studies program hosted a barbecue for students out at Auke Rec.



**Above right:** Intro to Marine Biology students encountered a variety of critters at the Anderson Beach during class on Oct. 5.  
(Photo courtesy of Kenedy Williams)

**At left:** As fall kicks into high gear, campus is filled with colors.







*At left:* Students gather in the Student Housing Lodge to embroider during Strings for Hispanic Heritage event put on by UAS Residence Life.  
*Below:* Students gathered rose hips during a foraging event hosted by Residence Life and the Native and Rural Student Center.



*Above:* Many trees came down around campus during the large storm that hit Juneau on Oct. 1.  
*At right:* The ODS Backcountry Navigation Class ventured deep into the Bessie Lake Basin on an overnight outing. They didn't stay this dry for long.  
(Photo courtesy of Jessica Whitney)





**CLASSES IN  
JUNEAU  
SITKA  
KETCHIKAN  
& ONLINE**

**2022  
SPRING  
CLASSES**

**SCHEDULE IS AVAILABLE  
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OUTDOOR STUDIES  
PROGRAM ON THE ENVIRONMENT  
TEACHER EDUCATION



**UNIVERSITY  
of ALASKA  
SOUTHEAST**



# Counseling Corner

## All about SAD

by **BECKY IVERSON** UAS Counseling Services

If you’ve looked outside lately, you’ve no doubt noticed by now that the days are getting shorter and “termination dust” has been spotted on the mountains. Winter is fast approaching and we all feel the inclination to hunker down and cozy up.

Its natural to feel that hibernation instinct this time of year, but when the old “winter blues” feel like much more than that, it could be Seasonal Affective Disorder.

Seasonal Affective Disorder, (SAD), is a type of depression that is often characterized by fatigue, lack of interest in normal activities, social withdrawal, craving foods high in carbohydrates and weight gain.

Every Fall and Winter, thousands of us suffer from SAD. It is widely accepted that the decreased exposure to the sunlight during the winter months is the main cause of SAD.

The good news is that SAD is treatable in most people. “Light Therapy” is the preferred treatment for SAD. Light Therapy involves daily exposure through the eyes to full spectrum light. You can get this by going outdoors for approximately 30 minutes on days with sunlight or by exposing yourself to artificially produced full spectrum light.

You can loan out a SAD Light through the UAS Counseling Office or you can purchase your own “SAD” light box in a price range of \$40.00-80.00. During a “session”, the individual sits in front of the light box with lights on and eyes open.

Never look directly at sunlight or any other form of full spectrum light. Most people show improvement by using the light box in 15 to 30 minute increments.

Individuals with cataracts or other eye problems should exercise caution in using light therapy. It is best to get medical approval before doing so. Individuals suffering from lupus or those with bi-polar disorder suffering a manic phase should not use light therapy.

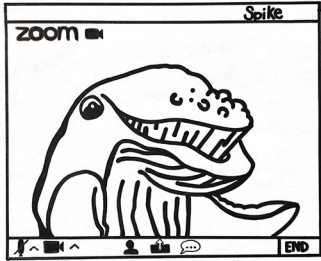
Other more affordable treatments for SAD include increasing your daily exercise, reduce your fat intake and take daily vitamin D, (recommended dose 2000 IU).

Individuals should get as much natural light as possible, which might include: allowing light to shine through your windows and doors, sitting in front of a south facing window for short but frequent periods during the day; rearranging work space to be near a window; sitting next to windows in classrooms and arranging social outings to be outdoors when possible and walking or biking to class whenever possible.

Put your lights on a timer in the bedroom to switch on 30 minutes before awakening or use a “dawn simulator”. Installing brighter light bulbs is a relatively inexpensive and simple solution as well. If these solutions do

not provide relief from SAD symptoms, antidepressants are also available.

Please contact the Counseling or Health Center for appointments if you are concerned about SAD.



### SAD Screening Checklist

The following is a sample screening checklist for SAD if you are concerned that you may be experiencing symptoms of SAD that go beyond the ordinary “winter blues”.

- Recently, have you been experiencing :
- Depressed mood(sad, blue, down)?
  - Loss of interest or pleasure in things?
  - Weight gain?
  - Overeating?
  - Craving for Carbohydrates?
  - Fatigue(low energy, unusually tired)?
  - Increased need for sleep?
  - Desire to withdraw from social activity?
  - Irritability?
  - Slowness in thinking, speech or actions?
  - Increased self-criticism or self-doubt?
  - Thoughts of suicide?

Checklist was provided by University of Alaska Fairbanks

If you responded to several of these items and you would like to explore methods of treatment, contact the Student Counseling Services at 796-6000.



# An update to the UAS Master Plan

## Looking into the future of our facilities

by **SAM KITO III**, Project Manager,  
UAS FACILITIES SERVICES

During these times of fiscal uncertainty, it is important to consider how the University of Alaska Southeast maintains existing facilities and infrastructure on our campuses, while also planning for evolving academic needs.

We must consider the need to design new buildings, trails and other infrastructure development necessary to enhance the collegiate environment. A campus master plan is an extremely useful tool, documenting how we can most effectively and efficiently use the facilities we have to deliver our educational mission to UAS students.

For UAS, it's a road map to 2032, improving facility operations, and adding new technology to our facilities to decrease our operating and maintenance costs.

### Purpose

The University of Alaska Southeast is updating the Campus Master Plan for campus facilities, open space and infrastructure at all three UAS campus locations including Juneau, Sitka and Ketchikan.

Its purpose is to guide and shape the physical environment to support the UAS Mission, providing a framework for implementing academic, strategic and capital plans across a 7-10 year planning horizon.

This is a required document under University of Alaska Board of Regents Policy 5.12 that stipulates the master plan for each of the UA system campuses be updated every 5-7 years. Our last master plan update occurred in 2012, but due to the fiscal challenges experienced by the university in 2019, the planning process was delayed until this year.

*“A campus master plan is an extremely useful tool, documentary how we can most effectively and efficiently use the facilities we have to deliver our educational mission to UAS students.”*

*- Sam Kito III, Project Manager*

### Process

UAS has hired local architecture firm Jensen Yorba Wall, who has partnered with DLR Group and Welsh Whitely Architects to assist with development of our 2022 Campus Master Plan.

The UAS Master Planning Advisory Committee is tasked with assisting in the implementation and update of the UAS CMP, through the use of a core working team. The following timeline will support a completion goal of June 2022:

Fall 2021: Kicking off in September, the team has begun data collection on existing UAS facilities and infrastructure, and stakeholder meetings over Zoom to gather information from various UAS user groups including Faculty, Students, Staff and Campus Advisory Councils.

Focus is given to drafting goals and objectives that will align with renewed planning principles for achieving the visionary road map for the future of UAS campuses.

Winter 2021/22: The data will be analyzed to provide a comprehensive picture of UAS that will be brought back before the committee at meetings in mid-November to receive additional input. Based on the data collected, the consultant will assemble information

and concepts for presentation to stakeholders in mid-January.

By this time, many aspects of the plan will be pretty clearly defined, so work will begin on the preliminary plan and ideas for implementation.

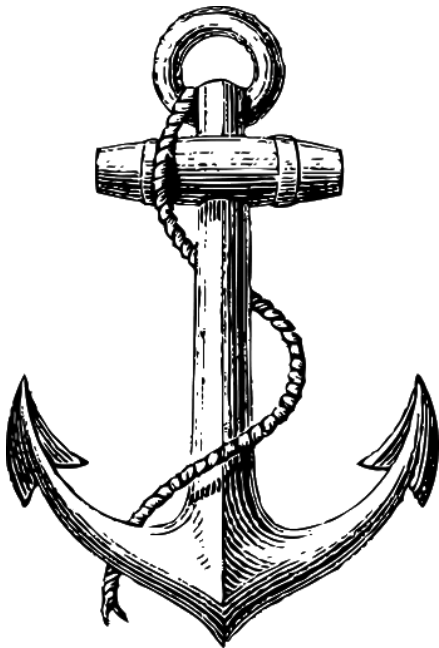
Spring 2022: By early April, a draft will be reviewed and refined, with the final report completed by the Board of Regents meeting in June.

Throughout the planning process, we invite the campus community to engage in open forums and listening sessions planned over the next several months. While the nuts and bolts of the planning process may not seem that engaging, the overall process is important and necessary so that we can plan for the future use of the campus facilities and infrastructure.

### Then and now

Examples of key projects implemented successfully through previous master planning efforts include reorienting the main entrance of the Juneau Campus to create a more campus focused arrival along Auke Lake Way, and construction of the freshman dorm on the main Juneau campus (Pugh Hall).

Past Master Plans have also highlighted the desire to consolidate campus facilities, which resulted in the



disposal of the Bill Ray Center, and the Campus Bookstore.

As we look towards the future, it is important that we engage as many users as possible so that we can develop a comprehensive vision and roadmap for the future of the three UAS campus communities.

For more information about the planning process, to provide thoughts or feedback, or to view the previous 2012 master plan document, we have set up a webpage with more information ([uas.alaska.edu/pub/masterplan](https://uas.alaska.edu/pub/masterplan)).





# Egan Library is fresh this fall

## *And definitely not scary!*

by **MARY GLAVES**, Egan Library

What's New at Egan Library this fall? Well, a lot. And that includes a lot of fresh blood!

First, our non-human news: As Halloween approaches, we wish to give a proper sendoff to Gilbert, our old microfilm reader, in hopes that he and his mysterious and clunky ways will not haunt Egan Library anymore.

Gilbert, who lived near the library microfilm catalog, was a quiet, faded, and temperamental machine, if not downright cantankerous at times. He was a listed parts donor and believed passionately in recycling so when he recently passed on, he was repurposed for his parts.

We could never really replace Gilbert, but we have upgraded him. The new ST ViewScan 4 Microfilm Workstation is now located at the student computer bank near the back stairs on the main floor of the library.

Ask a reference librarian how to use the microfilm reader then they will log you in to the machine. RIP Gilbert, and welcome shiny, new ViewScan!

A special thank you to Peter Sommers for being instrumental in obtaining the new scanner.

### **The Writing Center...It's Alive!**

The UAS Juneau Writing Center has not only been open in person all semester, but we also have some fresh blood in the form of new tutors.

Our veteran tutor, Computer Science major Braden File, is still kicking after five semesters in the WC (we won't let him graduate and leave us!), and we've added three fantastic tutors and one intrepid intern to the mix.

New Writing Center tutors are Shaelene Moler (senior), Sabrina Croft (senior), and Rhayne Loggins (freshman). With interests and majors across the humanities and sciences, they can help you with any writing, from Shakespearean poetry to research papers about whales or anything in between.

Shaelene is from Kake and recently relocated to Juneau. She's double major in English and Environmental Studies. On a personal note, she's a fan of historical fiction and photography, and is very outdoorsy. If you need someone to build a fire then help you revise an essay by firelight, give Shaelene a call.

Sabrina is a Marine Biology major. Like any good future marine biologist, she has a favorite cetacean: the Commerson's dolphin. Sabrina also loves the sci-fi, fantasy, and horror genres (and punk rock!). Always one to improve her own skill set, she recently created a Writing Center handout about the difference between "who" and "whom."

Our other Marine Bio major is Rhayne, who loves orcas as much as she loves *The Office*. Far from being our resident Dwight Schrute, Rhayne has a great attitude and a welcoming personality. She's quick to laugh and loves interacting with passionate people. She'll help you write about the things you really care about while keeping it fun.

Jurny Hinz is the Writing Center's new (and first!) intern. As the right-hand woman to Writing Specialist Jessy Goodman, Jurny is learning all the ins and outs of running a writing center while also contending with a very busy tutoring schedule.

She's an English major on the creative writing track, and her eyes light up when a student brings in a creative piece for her to work on. Creative writers: don't disappoint her!



**New Writing Center Tutors from left to right: Sabrina Croft, Jurny Hinz, Braden File, Rhayne Loggins, and Shaelene Moler.** PHOTO COURTESY OF MARY GLAVES

Come visit our incredible new team on the bottom floor of Egan Library in room 105. In-person tutoring appointments are available Monday through Friday, and we still offer remote appointments via Zoom, phone, or email. By the end of October, the Writing Center hopes to be open on Sundays.

Schedule an appointment by visiting <https://uas.alaska.edu/juneau/writing-center>

Stay tuned for more Egan Library updates in the next issue of Whalesong -- our treat, no tricks!



We are currently developing a new selection of handouts and workshops to help everyone become stronger writers.



**The new ViewScan 4 microfilm reader in Egan Library.** PHOTO COURTESY OF MARY GLAVES

# Where did the College of Education go?

Tracing the evolution of the Alaska College of Education

by **MARGARET EVERSON**,  
Staff Writer, WHALESONG

After several years of attempts to consolidate UA education programs into the Alaska College of Education, Interim President Pat Pitney announced that all three UA campuses would have their own program.

According to a 2016 UA press release, the consolidated college was to be at University of Alaska Fairbanks, but the UA Board of Regents was persuaded to move it to Juneau instead, accessible to students statewide via distance learning.

This was good news for UAS. The City and Borough of Juneau promised to support the school by endowing the university with \$1 million. By 2018, CBJ was still working to fulfill the endowment, and the Juneau community was called upon to assist with funding. UA also granted \$1.15 million to UAS for the new college.

In 2019, the University of Alaska Anchorage School of Education lost accreditation from the Council for the Accreditation of Educator Preparation. That led then-UA President Jim Johnsen to push for its closure. A wave of UAA education students transferred to UAS, and coordinated efforts between the three main campuses became necessary for Anchorage students who wanted to complete their degree programs.

At this point, it seemed as though the foundation of UAS' Alaska College of Education was on the horizon.

However, the Board of Regents' June 2021 session reversed this narrative. It was at this meeting when Pitney officially announced the creation of the Alaska College of Education Consortium.

According to Pitney, the goals of the ACEC were to strengthen the educational programs at all three major UA campuses, to increase the number of UA-educated teachers in Alaska, and to re-engage with the Anchorage student population following the loss of accreditation. The programs available at each campus were to be unique from one another in order to strengthen cooperation throughout the UA system.

To this day, a variety of education courses and programs are available through all three major UA campuses. A collaborative approach among the three campuses is used to instruct nearly 90% of Alaska's future educators.

**CBJ Impacts**

State Senator Jesse Kiehl was part of the Assembly when the CBJ endowment for the Alaska CoE was being created. According to Kiehl, the push for UA system-wide collaboration on education programs did not have significant negative impacts on the CBJ community.

"We were never pushing to be the center of the consolidation," said Kiehl, "we were working to prevent UA from ending the teacher education program in Juneau."

**UA Impacts**

The money from the CBJ endowment was put into the

Juneau Community Foundation, and it is still being used to support teacher education at UAS.

Following the announcement of the ACEC's strategy, Pitney announced that Executive Dean Steve Atwater would be retiring from his post.

Atwater served as a Dean for two of the UA Schools of Education and helped the UAS teacher education program gain accreditation. According to Interim School of Education Director Mary Lou Madden, once the consolidation process was reversed, Atwater felt that it was time to move on from UA.

**UAS Impacts**

Madden stated that no tangible benefits were apparent during the initial consolidation process. No significant increase in enrollment or funding resulted from the effort to found the Alaska CoE.

Among UAS education faculty, there is a generally positive attitude toward cross-campus collaboration.

"I was wary because I knew it [consolidation] was going to cause a lot of contentious feelings across the state," said Dr. Lisa Richardson, who is the coordinator for the Masters in Education Reading Specialist program at UAS.

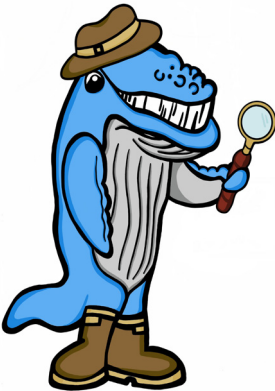
Ideally, the future of the UA education program would include a richer dialogue across the state, Richardson said.

Dr. Virgil Fredenberg, who is UAS's Professor of Math Education, noted that there was not a clear need for a consoli-

dated college.

"I think this [collaboration] is what should have happened at the start," Fredenberg said. "It is something the faculty have wanted for many years. They have collaborated often in the past, so it is nice to see that it will increase now."

The general attitude of UA education faculty is reflected in Richardson's closing statement: "All we really care about is preparing and supporting teachers in Alaska."



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**FRIDAY, OCTOBER 15, 7 PM**

### THE INTERRELATIONSHIPS BETWEEN TRIBES, CORPORATIONS, AND CITY, STATE AND FEDERAL GOVERNMENTS

*Richard Chalyee Éesh Peterson, President, Central Council Tlingit & Haida Indian Tribes of Alaska*

Chalyee Éesh will speak about the interrelationships between tribes, corporations, and city, state and federal governments. He will discuss understanding tribal sovereignty and being good neighbors. He will also talk about how healthy tribes make healthy communities.



**FRIDAY, OCTOBER 22, 7 PM**

### FISHERIES, AQUACULTURE AND MARICULTURE IN SOUTHEAST ALASKA

*Joel Markis, Associate Professor and Program Director, Applied Fisheries*

Markis will discuss why fisheries are important, especially in Alaska. He will provide a history of Alaskan fishery enhancement and aquaculture in Alaska. An overview of mariculture will include information about species that are cultivated in Alaska, production numbers in Alaska and nationwide.



**FRIDAY, OCTOBER 29, 7 PM**

### THE 'REAL' WORLD, FROM ONE MATHEMATICIAN'S POINT OF VIEW

*Dr. Megan Buzby, Associate Professor of Mathematics*

What does a mathematics professor do on sabbatical? This one co-wrote an open-access textbook for mathematical modeling. Mathematical modeling is the process of describing phenomena found in the real world using mathematics. The more mathematical tools you have under your belt and the more you learn about the world around you, the more possibilities you have for describing and analyzing a changing system from this quantitative perspective. What may be learned from a quantitative approach, and what details are inherently lost or camouflaged? In this talk, I will give you some insight into one professor's sabbatical, provide examples of some useful mathematical models with mostly biological applications, discuss the inherent assumptions that go into developing these models, and the interesting outcomes that follow.

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