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Application Summary

Competition Details

Competition Title: Funding Opportunity: IRA Applications for 2021-2022

Category:

Award Cycle:

Submission Deadline: 11/12/2021 11:59 PM

Application Information

Submitted By: Tracylee Clarke

Application ID: 1229

Application Title: UNIV 391: Environmental Policy in Alaska (Student Travel Experience)

Date Submitted: 10/19/2021 1:03 PM

Personal Details

Applicant First Name: Tracylee

Applicant Last Name: Clarke

Applicant Department: Communication

Email Address: tracylee.clarke@csuci.edu

Phone Number:

Additional Applicant Name:

Additional Applicant Email:

Additional Applicant Department:

Application Details

Proposal Title

UNIV 391: Environmental Policy in Alaska (Student Travel Experience)

Total Amount Request from IRA

33,604.9

Brief Activity Description

This travel experience course focuses on the process of environmental decision-making and policy development under the National Environmental Policy Act (NEPA) in Alaska. NEPA establishes environmental policy for the United States, provides an interdisciplinary framework for federal agencies as they assess and disclose environmental impacts, and contains “action-forcing” procedures to ensure that federal agency decision-makers take environmental factors into account and conform to environmental regulations. Using Alaska as a context, students will engage in discussions of current environmental issues and environmental policy development facing Alaska and our nation. Specific environmental issues addressed included; subsistence, climate change, climigration, water quality / rights, land management, cultural resources and indigenous rights, oil and gas development, and alternative energy production.

Student learning outcomes included:

- Comprehend the origins, legislative history and process of NEPA;
- Articulate issue driven policy formation in the context of current Alaska environmental issues;
- Identify how NEPA interacts with other environmental laws such as the Endangered Species Act (sec. 7), the Clean Water Act (sec. 404) and the Alaska National Interests Lands Conservation Act (ANILCA);
- Understand NEPA public engagement and stakeholder involvement specifically with Native Alaskans and Indigenous Communities in Alaska.

15 students whose interests focus on environmental issues or policy development will travel to Fairbanks Alaska to engage with specialists from various government agencies, tribes, and professors from the University of Alaska to learn about the cultural, political and environmental implications of policy development. Specifically students will visit with Central Yukon and Eastern Yukon Bureau of Land Management to learn about land management issues under NEPA, ANILCA focused on the use of traditional ecological knowledge (TEK) in collaborative policy development and implementation of subsistence rights for local Alaskans and Native communities. Students will also spent time with representatives from the Arctic National Wildlife Refuge and the Yukon Flats National Wildlife Refuge of the US Fish & Wildlife Services to learn about the Endangered Species Act, the impacts of climate change on Alaskan wildlife and the role of the FWS in environmental policy development. A visit to the Cold Climate Housing Research Center will help students understand how the environment impacts local citizens and the current challenge of permafrost thaw. Students will also travel to Denali National Park and met with resource specialists to learn about human impact on park land specifically vehicle use as it relates to wolf and moose populations. In addition to visits with government resource agencies, students will attend lectures at the University of Alaska from faculty whose specialties focus on environmental issues and policy development. They will also visit the Large Animal Research Station at the University of Alaska (LARS) to learn about Muskox and Caribou, the Geophysical Institute at the University of Alaska, and attend the University of Alaska Museum of the North to learn about cultural issues. To further understand the impact of environmental policy and to appreciate environmental issues and the nuances of living in Alaska, students will engage in a number of cultural activities and outdoor experiences including dog-sledding, snowboarding, snowshoeing, sledding, snow-machining, hiking and cross-country skiing.

Activity or Event Date

02/12/2022

List all classes that relate to proposal

This travel experience course relates to classes offered in Environmental Communication (COMM), Environmental Science & Resource Management (ESRM), Political Science (POLS), Biology (BIO), Chemistry (CHEM), and Global Studies (GS).

Learning Outcomes & Relation to Course Offering

This travel experience course relates to classes offered in Environmental Communication (COMM), Environmental Science & Resource Management (ESRM), Political Science (POLS), Biology (BIO), Chemistry (CHEM), and Global Studies (GS). Specific Student learning outcomes included:

- Comprehend the origins, legislative history and process of NEPA;
- Articulate issue driven policy formation in the context of current Alaska environmental issues;
- Identify how NEPA interacts with other environmental laws such as the Endangered Species Act (sec. 7), the Clean Water Act (sec. 404) and the Alaska National Interests Lands Conservation Act (ANILCA);
- Understand NEPA public engagement and stakeholder involvement specifically with Native Alaskans and Indigenous Communities in Alaska.

Is this activity off campus ?

Yes

Off Campus - Describe benefit brought back to campus

This experience strengthens relationships between our university and community organizations or government agencies in Alaska. It contextualizes course concepts and theoretical policy understandings. It enriches our understanding of not only environmental and cultural issues, but how laws and policies govern the natural world.

CSUCI - IRA Travel Activity Budget

2021 - 2022

Proposal/Activity Title: UNIV 391: Environmental Policy Development in Alaska Spring 2022

IRA Applicant's Name: Tracylee Clarke

Number of Students Participating:	15	Where- Location	Fairbanks & Anchorage Alaska
Number of Faculty:	1	When - Month/Year	March 12, 2022 through March 19

IRA Planning Travel Budget 2020-2021

I.	Student traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,100.00	15	\$16,500.00	This is based on past airfare fees and includes baggage fees. We will fly in to Fairbanks and out of Anchorage
	Cal Travel Store fee per Ticked	\$10.00	15	\$150.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$0.00		\$0.00	Students will be responsible to get themselves to and from the airport (LAX)
	Boat Transportation			\$0.00	boat trips to the Channel Islands via Island Packers; rates for CI = \$54/person to Santa Cruz Island, \$104/person for Santa Rosa Island (SRI)
	Lodging	\$8,000.00		\$8,000.00	We will rent an AirB&B Cabin and stay together so we can share meals. This creates a sense of community and inclusion on the trip
	Registration Fees			\$0.00	
	Entrance Fees	\$110.00	17	\$1,870.00	Hot Springs Entrance fee (\$35 ea); Ice Museum Entrance fee (\$25 ea); Cultural Museum Entrance Fee (\$25 ea); Ice Sculpting Entrance Fee (\$25 ea) Also includes guides entrance fees
	Meals (included)	\$2,500.00	1	\$2,500.00	There are limited places to eat and our days are full of experiences. We will cook all meals together in the cabin purchasing food when we arrive. Lunches will be packed each day.
	Cultural Activities	\$600.00	17	\$10,200.00	Group Celebration Alaska Moose Dinner (\$35 ea); Aurora Snow Coach tour (\$105 ea); Cross Country Skiing rental and guide (\$50 ea); Snow Shoeing rental and guide ((\$35 ea); Dog Sled Tour (\$75 ea); Snowmobile Tour (\$200 ea); Snowboarding (\$100 ea) Also includes guides cultural activities fee
	Vehicle/Van Rental	\$1,250.00	3	\$3,750.00	We will rent 3 8-passenger vans to be driven by myself and two local guides. Students are not equipped to drive in the Alaska winter snow.
	Other: Gas	\$500.00	3	\$1,500.00	Gas for Vehicle
	STUDENT TRAVEL TOTALS	\$14,070.00		\$44,470.00	
II.	Faculty Traveling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,100.00	1	\$1,100.00	
	Cal Travel Store fee per Ticked	\$10.00	1	\$10.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$125.00	2	\$250.00	Uber to/from LaX
	Lodging	\$0.00		\$0.00	I will be staying with the students in the Cabin Air BnB
	Registration Fees			\$0.00	
	Entrance Fees	\$100.00	1	\$100.00	same as listed above in student section
	Meals (included)	\$0.00		\$0.00	included above
	Cultural Activities	\$600.00	1	\$600.00	same as listed above in student section
	Other:			\$0.00	
	FACULTY TRAVEL TOTALS	\$1,935.00		\$2,060.00	
III.	Operating Expense Budget	Cost/ea	# Requested	Total	Comments/Additional Notes
	Supplies	\$500.00	1	\$500.00	emotional Items to give to Federal Agency Representatives and University Professors who host and speak to our stud
	CI Facilities Chargebacks			\$0.00	[charges for large campus rooms: 1) Grand Salon \$395/day; 2) Petit Salon \$265/day; 3) Malibu #100 \$265/day]
	Other: Honorarium	\$1,250.00	2	\$2,500.00	Honorarium to be given to local guides who drive the vans and attend all events daily with students and myself.
	OPERATING EXP. TOTALS	\$1,750.00		\$1,750.00	
IV.	Out of Pocket Student Expenses	Cost/ea	# Requested	Total	Comments/Additional Notes
	Health Insurance			\$0.00	
	Tuition/Registration			\$0.00	
	Travel Insurance			\$0.00	
	Out of Pocket Meals	\$60.00	15	\$900.00	Most meals will be together cooked in the cabin. However, there are a few meals that will need to be purchased.
	Other:			\$0.00	
	STUDENT EXP. TOTALS	\$60.00		\$900.00	
V. Please note that Line "B" below is for UNIV 391 and 392 trips ONLY; IRA funds 2/3rds of these, course/lab fees funds the other 1/3rd.					
A	Total Fundable Student Traveling Expenses			\$44,470.00	
B	UNIV 391/392: Max IRA funding is 2/3rd of total			\$29,794.90	
C	Total Faculty Travel Expenses			\$2,060.00	
D	Operating Expenses			\$1,750.00	
	TOTAL TRIP COST for Non-UNIV 391/392 (total of A,C,D)			\$48,280.00	
	UNIV 391/392 TOTAL IRA FUND REQUEST (total of B,C,D)			\$33,604.90	
	UNIV 391/392: 1/3 of costs payable by students via lab fee			\$14,675.10	
	If course fee is setup differently, list here				

IRA Travel Activity Budget

2020 - 2021

SAMPLE

Proposal/Activity Title:

UNIV 392 Intercultural Communication

IRA Applicant Name:

Joe Smith

Number of Students Participating:	15	Where	London
Number of Faculty:	2	When - Month/Year	Dec-20

IRA Planning Travel Budget 2020-2021

I.	Student traveling expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,200.00	15	\$18,000.00	
	Cal Travel Store fee per Ticked	\$10.00	15	\$150.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$170.00	15	\$2,550.00	12-Day Travel Card for Zones 1-6 (\$75), Train to and from Brighton, England
	Boat Transportation			\$0.00	boat trips to the Channel Islands via Island Packers; rates for CI = \$54/person to Santa Cruz Island, \$104/person for Santa Rosa Island (SRI)
	Lodging	\$799.00	15	\$11,985.00	This is the same hotel we've stayed at the last 2 times I've led this course; located in Borough Market w/ free Wifi & hot breakfast for buffet students; triple occupancy; close proximity to public transportation
	Registration Fees			\$0.00	
	Entrance Fees	\$350.00	15	\$5,250.00	Special tour guide and entry for Westminster Abbey
	Meals (included)	\$50.00	15	\$750.00	if traveling to SRI, please note a \$15 per person/per day fee (i.e. budget \$45/person for 3-day trips)
	Cultural Activities	\$177.00	15	\$2,655.00	Westminster Abbey (\$25), Buckingham Palace (\$25), London Eye (\$37), Towe
	Vehicle/Van Rental			\$0.00	
	Other:			\$0.00	
	STUDENT TRAVEL TOTALS	\$2,756.00		\$41,340.00	
II.	Faculty Traveling Expenses:	Cost/ea	# Requested	Total	Comments/Additional Notes
	Airfare	\$1,200.00	1	\$1,200.00	
	Cal Travel Store fee per Ticked	\$10.00	1	\$10.00	(\$10/ticket automatically added when using Cal Travel Store)
	Ground Transportation	\$170.00	1	\$170.00	
	Lodging	\$1,600.00	1	\$1,600.00	This is the same hotel we've stayed at the last 2 times I've led this course; located in Borough Market w/ free Wifi & hot breakfast for buffet students; triple occupancy; close proximity to public transportation
	Registration Fees			\$0.00	
	Entrance Fees			\$0.00	
	Meals (included)	\$900.00	1	\$900.00	\$90/day for 10 days (slightly less than CSU's actual per diem)
	Cultural Activities	\$177.00	1	\$177.00	Westminster Abbey (\$25), Buckingham Palace (\$25), London Eye (\$37), Towe
	Other:			\$0.00	
	FACULTY TRAVEL TOTALS	\$4,057.00		\$4,057.00	
III.	Operating Expense Budget	Cost/ea	# Requested	Total	Comments/Additional Notes
	Supplies			\$0.00	
	CI Facilities Chargebacks			\$0.00	[charges for large campus rooms: 1) Grand Salon \$395/day; 2) Petit Salon \$265/day; 3) Malibu #100 \$265/day]
	Other:			\$0.00	
	OPERATING EXP. TOTALS	\$0.00		\$0.00	
IV.	Out of Pocket Student Expenses	Cost/ea	# Requested	Total	Comments/Additional Notes
	Health Insurance			\$0.00	
	Tuition/Registration			\$0.00	
	Travel Insurance			\$0.00	
	Out of Pocket Meals			\$0.00	

CSU Channel Island

	Other:		\$0.00	
	STUDENT EXP. TOTALS	\$0.00	\$0.00	
V. Please note that Line "B" below is for UNIV 391 and 392 trips ONLY; IRA funds 2/3rds of these, course/lab fees funds the other 1/3rd.				
A	Total Fundable Student Traveling Expenses		\$41,340.00	
B	UNIV 391/392: Max IRA funding is 2/3rd of total		\$27,697.80	
C	Total Faculty Travel Expenses		\$4,057.00	
D	Operating Expenses		\$0.00	
	TOTAL TRIP COST for Non-UNIV 391/392 (total of A,C,D)		\$45,397.00	
	UNIV 391/392 TOTAL IRA FUND REQUEST (total of B,C,D)		\$31,754.80	
	UNIV 391/392: 1/3 of costs payable by students via lab fee		\$13,642.20	
	If course fee is setup differently, list here			

Instructor: Tracylee Clarke, PhD
Office: Bell Tower W 1164
Office Hours: TBD & by appointment
Email: Tracylee.Clarke@csuci.edu

Course Description: This course focuses on the process of environmental decision-making and policy development under the National Environmental Policy Act (NEPA) in Alaska. NEPA establishes environmental policy for the United States, provides an interdisciplinary framework for federal agencies as they assess and disclose environmental impacts, and contains “action-forcing” procedures to ensure that federal agency decision-makers take environmental factors into account and conform to environmental regulations. Using Alaska as a context, students will engage in discussions of current environmental issues and environmental policy development facing Alaska and our nation. Specific environmental issues to be addressed include, water quality / rights, land management, cultural resources and indigenous rights, oil and gas, and alternative energy production.

Required Readings: Assigned research articles on Canvas.



Student Learning Outcomes: Upon completion of this course, students will

- ✓ Comprehend the origins, legislative history and process of NEPA;
- ✓ Articulate issue driven policy formation in the context of current Alaska environmental issues;
- ✓ Identify how NEPA interacts with other environmental laws such as the Endangered Species Act (sec. 7) and the Clean Water Act (sec. 404);
- ✓ Understand NEPA public engagement and stakeholder involvement specifically with Native Alaskans and Indigenous Communities in Alaska.

COURSE POLICIES & PROCEDURES

Attendance, Participation and Professionalism: All class sessions and the trip to Alaska is mandatory and your full participation is vital to your role as a learner. When interacting with agency or community members, you are representing CSUCI and should be respectful, professional, and articulate.

Late Work and Missed Assignments: Be prepared to turn in your assignments on the day assigned. I will not accept late work.

Assignment Formatting: Papers must use APA formatting, typed with 12-point font, double-spaced, 1-inch margins with a page#.

Academic Honesty: All students are expected to complete assignments in this course as their own work. If academic dishonesty occurs, an incident report will be filed with the Dean of the Faculty, the Provost, and the Vice-President for Student Affairs. You will receive a failing grade on the assignment and course.

Disabilities: Students with disabilities needing accommodation should make requests to Disability Accommodation Services.

COURSE ASSIGNMENTS

Assignments	Points
1. Article Outlines (13 @ 10 pts. ea)	130
2. Reflective Journal/ Experience Response (3 entries @ 25 pts. ea.)	75
3. Exam	50
4. Policy Analysis/ Issue Paper	100
5. Policy Research Forum Presentation	20
Total	375

Reading Outlines: Weekly article reading outlines (13 total).

Reflective Journal: Students will be given journal prompts during our trip to Alaska for a guided reflective writing exercise. Students must complete 3 journal entries (500 words ea.).

Policy Analysis/ Issue Paper: Students will write a 15-page research paper analyzing an environmental issue in Alaska from a NEPA policy development perspective.

Research Presentation: Students will present their policy analysis research at a Research Forum.

Exam: There will be one in-class exam covering material from articles and lectures.

CLASS SCHEDULE (Wednesday 6-9 PM Spring 2022)

Wednesday	Topic	Assignment Due
Jan 26	Orientation & Introduction to NEPA	–
Feb 2	Legislative History / Process Overview	Haycox (2017) Article Outline Zentner (2019) Article Outline
Feb 9	Current Policy Issues in Alaska	Herman-Mercer et. al. (2016) Article Outline Hamilton (2016) Article Outline Rawlings (2015) Article Outline
Feb 16	NEPA Public Engagement & Stakeholder Involvement	Rutherford & Schutlz (2019) Article Outline Himes-Cornell & Hoelting (2015) Article Outline
Feb 23	NEPA & Cultural Resource Management	Herman-Mercer et. al. (2019) Article Outline Birchall & Bonnett (2019) Article Outline
Mar 2	Native American Sovereignty	Robards et. al (2018) Article Outline Loring, Gerlach & Penn (2016) Article Outline
Mar 9	Exam & Trip Details & Prep	Oaks, Ardoin & Labmin (2016) Article Outline Sakakibara (2017) Article Outline
Spring Break Trip to Alaska: Saturday, March 12th, 2022, through Saturday, March 19th 2022		
Mar 23	Trip follow up & workshop (policy papers)	Journal Entries
Mar 30	In class workshop (presentations)	Policy Paper
Apr 6	In class workshop	Alaska Research Forum & Student Presentations

To: IRA Granting Committee; David Daniels (Instructionally Related Activities Coordinator); Christina Smith (Communication Program Chair); Scott Frisch (University Studies Program Chair); Jim Meriwether (Dean of Arts & Sciences)

From: Tracylee Clarke, Associate Professor of Environmental Communication, Communication Program

Re: IRA Grant Report #888: Travel Experience (UNIV 391: Environmental Policy in Alaska)

Date: April 9, 2018

This document provides a report and assessment of Instructionally Related Activities (IRA) grant funding used to support curriculum development and travel to Alaska with 14 students, one faculty and one guide to study environmental policy development. What follows is a description of the course curriculum, travel activities, use of funding, and assessment of student learning as it relates to learning outcomes. Faculty and student evaluations of the course and travel events are also included.

I. Course Overview

This course focused on the process of environmental decision-making and policy development under the National Environmental Policy Act (NEPA) in Alaska. NEPA establishes environmental policy for the United States, provides an interdisciplinary framework for federal agencies as they assess and disclose environmental impacts, and contains “action-forcing” procedures to ensure that federal agency decision-makers take environmental factors into account and conform to environmental regulations. Using Alaska as a context, students engaged in discussions of current environmental issues and environmental policy development facing Alaska and our nation. Specific environmental issues addressed included; subsistence, climate change, climate migration, water quality / rights, land management, cultural resources and indigenous rights, oil and gas development, and alternative energy production. Student learning outcomes included:

- ✓ Comprehend the origins, legislative history and process of NEPA;
- ✓ Articulate issue driven policy formation in the context of current Alaska environmental issues;
- ✓ Identify how NEPA interacts with other environmental laws such as the Endangered Species Act (sec. 7), the Clean Water Act (sec. 404) and the Alaska National Interests Lands Conservation Act (ANILCA);
- ✓ Understand NEPA public engagement and stakeholder involvement specifically with Native Alaskans and Indigenous Communities in Alaska.

II. Travel Experience

To contextualize course discussion on environmental policy in Alaska, students traveled to Fairbanks, Alaska over spring break (March 17th-March 25th, 2018). We participated in academic lectures by faculty at the University of Alaska Fairbanks, multiple resource management agencies and local nonprofits focused on addressing environmental issues. To compliment lectures, we also engaged in cultural experiences and outdoor activities.

A. Academic Lecture Presentations @ The University of Alaska Fairbanks

To better understand current environmental issues and environmental policy development in Alaska, we met with a number of faculty and toured relevant facilities at the University of Alaska Fairbanks.

Dr. Eugénie Euskirchen, Associate Research Professor, Institute of Arctic Biology, University of Alaska Fairbanks spoke to students about climate change, permafrost and shrubification of Alaska's Tundra. Discussion also included the role of science in policy decision- making specific to climate change and climigration.

Dr. Karen Taylor, Associate Professor of Communication, University of Alaska Fairbanks spoke to students about her research focused on network analysis for environmental policy development specifically within Alaskan Natives and indigenous communities.

Dr. Terry Chapin, Professor Emeritus of Ecology, Department of Biology and Wildlife, Institute of Arctic Biology at the University of Alaska Fairbanks presented on climate change policy and communicating science and policy to various audiences.

In addition to faculty research presentations, students visited the **Large Animal Research Station at the University of Alaska (LARS)** where they learned about Muskox and Caribou. And finally, students took a tour of the **Geophysical Institute at the University of Alaska** where they learned about permafrost and the geophysical and technical challenges related to climate change underscored by changing political dynamics.

B. Federal Resource Agency Presentations

To compliment academic research presentations, we also met with various government agencies and nonprofit organizations specializing in environmental policy development and project implementation.

Students spent a morning with members of the **Central Yukon and Eastern Yukon Bureau of Land Management** to learn about land management issues under NEPA, ANILCA focused on the use of traditional ecological knowledge (TEK) in collaborative policy development and implementation of subsistence rights for local Alaskans and Native communities. Students also spent a morning with representatives from the **Arctic National Wildlife Refuge and the Yukon Flats National Wildlife Refuge of the US Fish & Wildlife Services** to learn about the Endangered Species Act, the impacts of

climate change on Alaskan wildlife and the role of the FWS in environmental policy development. A visit to the **Cold Climate Housing Research Center** helped students understand how the environment impacts local citizens and the current challenge of permafrost thaw. Finally, students traveled to **Denali National Park** and met with two resource specialists to learn about human impact on park land specifically vehicle use as it relates to wolf and moose populations.

B. Cultural Experiences

To further understand the impact of environmental policy and to appreciate environmental issues and the nuances of living in Alaska, students engaged in a number of cultural activities and outdoor experiences including **dog-sledding, snowboarding, snowshoeing, sledding, snow-machining, hiking and cross-country skiing**. These tours were led by local groups who took the opportunity to discuss living in Alaska and the changing environment. Students also spent an afternoon learning about the culture of Alaska at the University of Alaska **Museum of the North**, an afternoon at **Chena Hot Springs** and multiple evenings enjoying the **aurora borealis**.

III. Assessment of Student Learning

To meet student learning outcomes, assignments included academic article outlines, an exam covering course material, experiential journal entries to engage reflection and assess student's ability to link experiences to course readings, an environmental research policy paper focused on Alaska, and a presentation at Sage Research Forum to present policy findings. Student paper and Sage presentation titles include:

- *The Greening of the Arctic: The Impacts of Shrubification in Alaska*
- *A.N.I.L.C.A.: Alaska's Kryptonite*
- *Effectively Communicating Climate Change Science and Policy*
- *Increased Tourism Impacts on Wildlife in Denali National Park*
- *Alaska as "The Last Frontier": Wilderness Policy Development and Preserving the Last of our Wilderness*
- *The History and Practice of Subsistence under the Alaska National Interest Lands Conservation Act (ANILCA)*
- *Alaskan Subsistence Policy and the Impacts of Climate Change*
- *Permafrost: Alaska's Methane Bomb*
- *Implications of Permafrost on Indigenous Communities in Alaska*
- *Community Activism as a Tool for Environmental Policy Change in Alaska*
- *Policy Facilitated Ecological Adaptation in Alaska*
- *Traditional Ecological Knowledge: Alaska's Greatest Untapped Resource and How It Affects Policy*
- *Climigration: Alaska's Environmental Eviction Notice*
- *Subsistence by Oil and Gas Development in Relation to Alaskan Native Sovereignty*

IV. Course and Travel Experience Evaluations

A. Student Evaluation of Course

Upon their return to the lower 48, students participated in a focus group to assess their experience. Several themes emerged in their evaluation of the course and experiential activities. These themes presented below are supported by student quotes:

Understanding of Course Content (Environmental Policy Development)

“Before departing on this trip, my knowledge and experience with anything involving policy was limited. I had no idea how complex and intricate the processes were. After the trip to Fairbanks, I feel that I’ve gained a great understanding of the importance of environmental policy, and I’ve seen its effects first hand. The Alaskan environment was the perfect place to further my knowledge and experience a way of life different than I’ve known.”

“The visit to Alaska has given me more knowledge about environmental policy and has allowed me to view the complexity of environmental conflict first hand.”

“Not only did it give me a real life representation of the concepts we have been discussing all semester, it also made me care about the people we met along the journey. Going there made the environmental issues from class have personal significance increasing my level of investment.”

Professional Development & Career Opportunity

“This motivated me to get involved in resource management and a potential career opportunity with Fish and Wildlife. Personally, I would advocate to current policy in California and implement successful policies that reflect the spirit of Alaskan conservation Burt implement in the lower 48. This course has single-handedly shifted my interest in managing resources in a way that incorporates the spirit of Alaskan stewardship of their Natural resources.”

“This trip to Alaska has definitely made me question my future career (in a good way). I pictured myself working for the government, specifically in social services, but the research we have done in this class has shown me how intrinsically tied environmental plus social justice are. I’m attending USC’s Price School of Public Policy in the fall where I plan on studying policy regarding homelessness in Los Angeles with a focus on race and gender. Many of the articles from this class exposed me to an incredibly interesting area- political ecology.”

“Prior to the trip I know I wanted to focus on conservation biology, but I wasn’t sure how I’d be able to make a career or it. On the trip, we had the privilege of meeting with the fish and wildlife services. Due to their informative presentation on their services and impacts, I decided I wanted to pursue a career working for the fish and wildlife services.”

“Hearing the perspectives of the Bureau of Land Management. The U.S. Fish and Wildlife and the National Parks Service on how they manage environmental issues in person inspired me to pursue research in environmental policy and want to make a difference in the environment.”

“Meeting with people from the BLM and USFW inspired me to dive deeper into my own research and strive to pursue my career with an environmental policy resource agency”

“My experiences during the university 391 trip to Alaska, has motivated me to seek a career in environmental science. This experience was very moving in that I got to see the effects of climate change, hear the stories first hand by those affected, and apply the knowledge I had gained from my courses. I would like to continue my academic career with an emphasis in environmental chemistry so that I may make a difference in our future.”

“Prior to meeting employees of Fish and Wildlife service and the BLM, I had no clue how to pursue a career in these fields. Thanks to CI and Tracylee Clarke, I have added a new idea to my “possible legitimate career options” list!”

Personal Growth

“You learn who are based on the environments you’re in and the occurrences that happen within. I believe that the incredible experiences and knowledge taught in Alaska further increased my understanding of life and the needed resources required to survive adequately.”

“Our trip to Alaska with Dr. Clarke allowed us to step outside our comfort zone of southern California into the wild to gain a new appreciation for wilderness and the policies in place to protect it.”

B. Faculty Evaluation of Course

I have taken students on dozens of university trips and this experience in Alaska was by far the most rewarding. Students were engaged, gracious and respectful during all class and travel activities. Factors that contributed to this dynamic include the strict screening process of applicants, rigorous and clearly communicated expectations, and the logistical set up of staying together at a cabin sharing all meals. Time together created a sense of community and respect. This course was an incredible amount of work to organize but my efforts were highly rewarded.

I was struck at how generous faculty at the University Alaska and resource agency personnel were with their time and willingness to engage with my students about their careers and current projects. They were honored to be asked about their work and proud to discuss their role in policy development in Alaska. Their passion for their roles, the environment, and their home state of Alaska was apparent and contagious.

V. Budget

This travel research experience was funding through both IRA grant contribution (\$19,962) and student course fees (\$650 per student x 14 students = \$9100) for a total budget of **\$29,062**. Total cost and expenditures came to \$29427.80. Breakdown is outlined below:

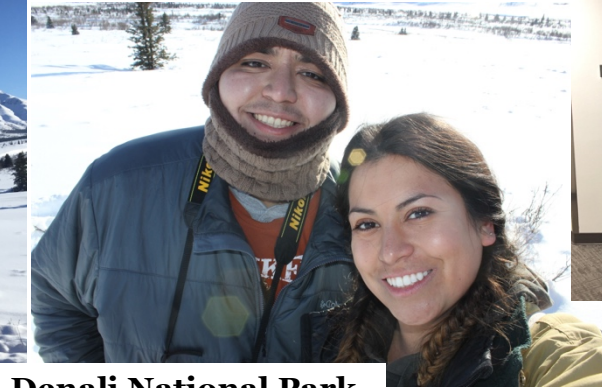
Cost	Item	Price
Air Travel	Airline Tickets	\$12483.30
	Airline Baggage Fees	\$675.00
	Airport Roadrunner Shuttle	\$124.20
Lodging	Air BnB	\$4024.05
Transportation in Alaska	Vehicle Rentals	\$1964.04
	Gas	\$383.62
	University Parking	\$24.50
Food	Communal Eating	\$1736.37
Guide Assistance	Stipend	\$1200
Thank You Items for Presenters	CI Shirts & Water Bottles	\$326.72
Cultural Experiences	Dogsledding	\$1040
	Snowmobiling	\$2472
	Chena Hot Springs	\$240
	Cross Country Ski Rental	\$222
	Snowshoe Rental	\$54
	Aroura Viewing Experience	\$1600
	Museum of the North	\$192
	Snowboarding	\$666
Total Expenses:		\$29427.80

VI. Student Attendance by Major

Students participating in this trip represented Environmental Communication, Political Science, Environmental Science and Resource Management, Biology and Chemistry. The following table outlines each student by major and year.

Name	Major	Grade Level
Philip Patino	ESRM & Environmental COMM	Senior
Bradley Garcia	Environmental COMM	Senior
Kalani Villegas	Environmental COMM	Senior
Kaylee Maddux	Environmental COMM	Junior
Robyn Gorecki	Environmental COMM	Senior
Adrienne Ashley	Environmental COMM	Senior
Hailee Nolte	Global Studies & Environmental COMM	Senior
Sophia Velasco	Environmental COMM	Junior
Sophie Orellana	Biology	Senior
Mia Fernandez	Political Science ((Environmental focus)	Senior
Kayla Zeppeiro	Chemistry (Environmental focus)	Junior
Christian Lefay	Environmental COMM	Senior
Hunter Riegert	Environmental COMM	Junior
Noah Williams	Environmental COMM	Senior

VII. Sample of Tip Pictures



Denali National Park



US Fish & Wildlife



Large Animal Research Center



Cultural Experiences



Aurora Borealis

