

UNIVERSITY of ALASKA SOUTHEAST WHALESONG

February 22, 2017

The Official Student Newspaper of UAS



A LETTER FROM THE CHANCELLOR: Page 7

Chancellor Caulfield Responds to Jan. 25 Whalesong Editorial on the Budget

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Simplified
page 5

“The Vagina Monologues”
at UAS for V-Day
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The Next Generation of
Alaskan Business
page 12

ON THE COVER...

UAS Chancellor Rick Caulfield held an informal question and answer session with students at Spike's Cafe Feb. 8. Provost Karen Carey was also present at the UAS Student Government-organized event. Topics of interest included Strategic Pathways, scholarship deadlines, and hybrid classrooms. See more photos on page 6.

(Photo by Staff Writer Erin Laughlin)

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UAS Answers

everybody's got one ...

What do you want to do when you leave college?



"Start a company! Like Love Your Melon, but for addiction treatment."

-Jean Bennet, Business Administration



"No clue!"

-Cassy Chase, Bachelors Intended



"Travel and hopefully be an elementary school teacher in little villages."

-Keely Ewing, Elementary Education



"Work in environmental studies."

-Madeleine Hermans, Biology



"Pursue my major and open my own business."

-Daniel MacDonald, Business



"I would like to get a place of my own, probably in Juneau."

-Tim Wilson, Associates of Arts

— A Letter from the Editor —

The University's Forgotten Virtue

As responses to my last editorials have proven, UAS's strengths aren't limited to our proximity to the capitol, the sea, and our online students, but also include our proximity to each other and to the University administration.

BY DANIEL PISCOYA

Managing Editor, UAS Whalesong

Staff Writer Erin Laughlin's article on page 12 about the 2017 Innovation Summit includes a quote from a short interview of Chancellor Caulfield. Caulfield states that UAS's commitment to innovation can be seen "in terms of new, cutting-edge online degree programs, and high impact learning opportunities through internships, job shadowing, and field research opportunities."

These innovations play to UAS's strengths: our proximity to the capitol through internships, our proximity to the sea through field research opportunities, and our proximity to far-away students via online degree programs.

However, the interview itself is also a play towards UAS's strengths. Erin's conversation with the Chancellor was unscheduled - she simply walked over to the Hendrickson building and knocked on the door.

While Erin was lucky to find Chancellor Caulfield in his office and with a few spare minutes, the fact that she could do so in the first place seems indicative to me of a rarely remembered virtue at UAS - that we are

small enough to engage effectively with our University administration, yet large enough to matter on a Statewide scale.

Should UAS begin considering 'student engagement' on the same level of innovation as internships, field research, or eLearning, we might not only survive this budget crisis, but add to our good name in doing so.

Recent trends here at UAS seem to indicate that this is being taken advantage of for the better. UAS Student Government's Coffee with the Chancellor event and the

Chancellor and Vice Chancellor's Letters to the Editor on page 7 all seem definitive efforts by the University to engage and inform its students in local and statewide affairs. This is not only something that all universities should attempt, but something that UAS is particularly well-equipped to do.

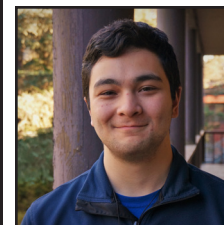
The University's path forward through the current budget crisis - Strategic Pathways - still has many drastic changes in store for the entire UA system, and students ought to be involved. It's our future, too.

However, understanding Strategic Pathways is currently challenging-to-impossible for the average student. Should the University administration begin considering 'student engagement' on the same level of innovation as internships at the capitol, field research with NOAA, or eLearning, we might not only survive this budget crisis, but add to our good name in doing so.

I'm proud of what UAS has proven capable of in the past few months, and I hope to see the trend continued in years to come.

Feel free to contact Managing Editor Daniel Piscoya at the Whalesong e-mail: uas.whalesong@alaska.edu.

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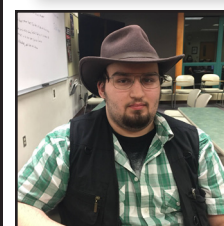
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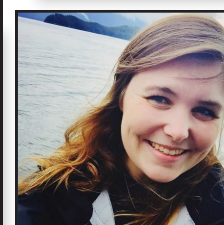
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Send your articles, comments, letters to the editor, photos, or poems to uas.whalesong@alaska.edu and you could be published in an issue of the school's newspaper!

Corrections

We here at the Whalesong strive for excellence in all areas, especially accuracy. If you read a statement that you believe is inaccurate or if you see a typo, please contact us at uas.whalesong@alaska.edu.

THE UNIVERSITY OF ALASKA SOUTHEAST
STUDENT NEWSPAPER, THE WHALESONG:

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Contact us via e-mail at uas.whalesong@alaska.edu

BY NATHAN BODENSTADT

*First Year Experience Advisor
For the UAS Whalesong*

In the Jan. 25 issue of the Whalesong, Student Activities Coordinator Tara Olson, wrote about microaggressions and how we can do something about everyday discrimination. It goes without saying that we are living in a particularly turbulent time - regardless of who you might believe is propagating it. The debates about what is “equitable” will continue for the foreseeable future, and it is easy to become exhausted, disenfranchised, or “checked out.”

So how do we address burnout and keep the conversation going? How do we raise the bar for discourse to avoid shouting matches? The UAS Power and Privilege Symposium is an important answer to those questions.

But a one-day event each year does not solve the entire problem.

Lets break down how we discuss Power and Privilege, and investigate how we can infuse compassion (from all sides) into the conversation. Microaggressions are a great example.

I recently saw an article posted by The Atlantic that reviewed a 2014 scholarly paper on microaggressions and how we respond to them. I encourage you to look up the full text (titled Microaggression and Moral Cultures, buy Campbell and Manning) if you’re interested! In this paper, the victim of a microaggression shares their experience in a public forum and lashes out against the individual who offended them. That individual, then on the defensive,

The Symposium Continued: It’s Not a Race to the Bottom

Conversations on privilege cannot simply be profanity-laden tirades, but instead should engage on the basis of dignity.

lashes out in return. This action is attributed to victimhood culture, with the goal being to exercise social control. Victimhood culture is when we address conflict by placing ourselves in the position of a victim with the intent to paint the other party as an aggressor. It is important to note that someone can be a victim of something and not be propagating victimhood culture.

The profanity-laden tirade does not educate either side, and reads as though the two are jockeying for position. This redirects the conversation from one of equity to one of stratification. It places the recipient of a microaggression into a subservient role to separate oneself from the aggressor, who is portrayed in a privileged role.

This is problematic because it takes us away from educating and causes conflict. While it is important to learn about how different groups are treated historically and to understand how microaggressions occur today, it is also important to remember that we are all learning and growing. We all come from diverse backgrounds and experiences - regardless of what you see standing in front of you. Some might argue that we are in a “race to the bottom” - to identify who is the most oppressed, the least privileged, etc. A select few in the world engage in this behavior. Yet most humans are compassionate and caring individuals who are being dragged into the quagmire of this phenomenon.

So how do we avoid racing each other to

Change happens often
at an individual level.
Recognize that you will
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than by “racing each
other to the bottom.”

the bottom? How to we avoid victimhood culture? We return to dignity culture. In dignity culture, the offended individual might connect with authorities for egregious offenses (i.e. discriminatory behavior), pull aside an individual 1:1 for a respectful conversation for minor offenses (i.e. microaggressions), and even avoid conflict for situations where they realize that the individual made a mistake but did not intend harm. In dignity culture, we share an experience with third parties for educational purposes, but not for combative ones. Sharing this way protects the victim and offender from further conflict. The behavior, not the person, is what is relevant.

I encourage you, the next time you have a conversation about power and privilege, to engage in dignity culture instead of victimhood culture. Change happens often at an individual level. Recognize that you will both learn far more by having a respectful conversation than by “racing each other to the bottom.” We all have past experiences, identities, and more that people do not know about. Keep that in mind and your conversations will be more productive and educational.

If you are interested in helping us promote dignity culture, let us know! The UAS Faculty Senate has recently approved a date for the Second Annual Power and Privilege Symposium: Tuesday, Nov. 7, 2017. We need students interested in presenting or helping us plan! Contact Tara Olson at tmolson4@alaska.edu for more information.

UAS Students Team Up for WorldQuest



A UAS team affectionately titled “Marsha and the Halibuts” participated in the JWAC’s annual fundraiser.

BY MARSHA SQUIRES

*Academic Exchange and Study Away Coordinator
For the UAS Whalesong*

Six brave and knowledgeable UAS students and the Semester at Sea representative to the university accompanied Academic Exchange and Study Away Coordinator Marsha Squires to the annual Juneau World Affairs Council’s (JWAC) WorldQuest fundraiser event Friday, Feb. 3.

The team, calling themselves “Marsha and the Halibuts,” wracked their brains with world trivia related to current affairs, geography, history, Alaskan facts, pop culture, and random nonsense.

For their efforts, their bellies were filled with a catered international feast, and their hearts carried a pride, knowing they survived the age gap of knowledge in the room.

Several team members also walked away with silent auction winnings such as pottery, foreign textiles, and two Alaskan airline tickets.

Thank you to UAS team students Elizabeth Rumpfelt, Jenna Allen, John Taylor, Madeleine Hermans, Madison Tomony, and Tori Vouk!

Tori Vouk, John Taylor, Elizabeth Rumpfelt, Madeleine Hermans, Jenna Allen, Madison Tomony, and Marsha Squires made up the UAS WorldQuest team “Marsha and the Halibuts.”
Photo courtesy of Marsha Squires.

Strategic Pathways In Brief

Few students have time or energy to sort through Strategic Pathways, so here are four of the review areas simplified.

BY HOLLY FISHER

Staff Writer, UAS Whalesong

Strategic Pathways Phase 2 is currently in full swing reviewing possible changes to numerous elements within the UA system. Preliminary reports have been submitted for consideration on eight areas, four academic and four administrative.

In this and the next issue, I will endeavor to provide a succinct summary of what is on the table for each of the affected departments. My hope is to keep you informed until such a time as the information is more accessible to students.

Each area of concern has a list of suggests for possible changes, with detailed pro/con lists for each. Each idea is judged on its ability to meet the concerns of fostering higher enrollment, including non-traditional students and those from outside of the state, improving on-campus and online student experiences, and decreasing how long it takes students to earn degrees.

The first area of academic concern is **eLearning**. The review team focused on meeting the goals of improving system-wide access, decreasing redundancy, and increasing efficiency. Based on the pro/con list, out of the five ideas presented, the review team's top suggestion is an **Inter-University Consortium**. The Inter-University Consortium would bring all of the individual universities together into an eLearning-focused partnership. All members would have a say in programs, and share all responsibilities and resources. Obstacles that would need to be addressed include more time to design and implement the idea, a need for more staff attached to the program, and adding more layers to the decision making process.

The next area of focus is the **Fisheries program**. The intention is strengthening all of the certificate, associate, and bachelor programs across the board. The main goal is to prepare students to meet up to 90% of the projected labor demand of 2025. Out of seven proposals, the choice with the most pros is to **jointly offer programs**, with greater integration between UAF and UAS. This would allow the UA system to take better advantage of the benefits of both campuses, including UAS' superior natural resources and UAF's state-of-the-art research facilities. Negative concerns include a need for more front end investment, problems coordinating upper division classes, and possible difficulty recruiting students to new

joint programs. A second suggestion includes UAA in the greater integration, but this would incur significant front-end costs and resource reallocation for the Anchorage campus.

Community Campuses are being considered for restructuring, single administration consolidation, or greater integration with the larger universities. These changes are hoped to foster increased enrollment, lower tuition costs, and to better prepare students for a variety of fields. They have the same labor market projection goals as the Fisheries department. When considering which of the six suggestions has the highest number of benefits, the forerunner is **Enhanced Collaboration and Alignment Among Community Campuses Across UA System**. This would hopefully widen the number of areas that can offer programs, encourage more interschool collaboration and cooperation, and have a minimal startup cost. The main issues are how to equal distribute authority and resources, and how to facilitate such a major cultural change within the schools.

The main focus of **Health Team** reviews was how to restructure the programs to best prepare nursing and other health profession students for jobs in the high demand field. Like the previous two, they have a 90% by 2025 labor market goal. Unlike the other programs, the review teams did not present a list of oppositional ideas. Instead, they suggested either **expanding the current model** of coordinated programs on different campuses, **or replacing it with a single College of Health**. This does not address the desire to restructure, but it would allow more change with less cost. The second option would combine all programs under one school's administration, with local campuses maintaining course offerings. This would improve efficiency and program contact, but would impact accreditation and increase front end costs. A complementary proposal was to create a Vice President of Health programs position to represent the programs on an executive level, addressing a concern about the lack of upper-level representation. All of these ideas have an equal number of pros and cons, so there does not appear to be a frontrunner at this time.

All of this information is available on the Strategic Pathways website. There are also feedback forums, which all students and faculty are encouraged to use should they have comments or suggestions on these proposals.

JIRP at Fireside Lecture

Representatives of the Juneau Icefield Research Program spoke Feb. 3 at the Forest Service's Fireside Lecture Series.

BY ERIN LAUGHLIN

Staff Writer, UAS Whalesong

Dr. Erin Whitney, Executive Director of the Juneau Icefield Research Program (JIRP), spoke at the Forest Service's long running Fireside Lecture Series on Feb. 3 at the Mendenhall Glacier visitor center.

JIRP is an eight-week immersion in the wilderness of the Juneau Icefield, which manages the longest running study of any glacier in the world. During the program, high school and college students navigate from Juneau, Alaska, to Atlin, British Columbia. During this trek, students collaborate with staff on research projects that will be presented at the conclusion of the program. JIRP is described amongst participants as "the greatest earth science classroom in the world."

The research program began in 1948, when founding father Maynard Miller lead a small group of explorers onto the Juneau Icefield. Their purpose for the expedition was to investigate the icefield's potential for climate research and the possibility of establishing a long-term glaciological research program.

Now in its 7th decade, JIRP continues to attract students and scientists from around the world.

JIRP Director of Academics and Research, Dr. Matthew Beedle describes what makes the program unique: "the immersion of students in the rugged environment of the northern Coast Mountains that makes JIRP so special, I don't know of another experience for undergraduates that is of that duration in such an amazing landscape.

"As such, the team forms incredibly strong bonds each year and the community that develops during the summer is really special, an inclusive, supportive, caring community that really is idealistic, each cohort becomes a tightly-knit family and life-long memories and friendships are formed."

Scientists propose potential project ideas to JIRP, which then decides what topics will serve its students best. Projects tend to vary from year

to year. Some of the projects have been running since the 1940s, including glacier mass balance, GPS survey work, and survey of the Taku Glacier. Other project topics include botany with plant succession, geophysics by probing glacier depth, biogeochemistry and the chemical signatures in water, and one of the more recent topics isotope chemistry.

"UAS applications were dramatically up last year, largely due (I think) to the joint scholarship offered by JIRP and UAS to cover the full tuition of one UAS student. It was the most Alaskan applicants we've had in some time, and certainly the most participants" according to Beedle. Mo Michels was the recipient of this and will be returning as a staff member in 2017.

Laurie Craig, Lead Naturalist at the Mendenhall Glacier Visitor Center, coordinates

"I don't know of another experience for undergraduates that is of that duration in such an amazing landscape."

the Fireside Lecture Series. Craig says the Forest Service's goal by hosting the series is to, "Educate and provide opportunity to share information from scientists to the community, and provide Juneau residents the opportunity to socialize."

Selecting JIRP was an effortless choice for the Series since it "plays an integral role in glacier research and the entire Juneau community," according to Craig.

Whitney says, when looking toward the program's future, "we want more involvement with local organizations, further development in our science communication studies, scholarships for Alaskan students, and continued updates and maintenances of facilities and equipment."

The diversity in the majors of the students who participate in the program varies greatly from geology, glaciology, pre-med, public policy, to sociology. Whitney urges, "the major should not limit potential applicants."

For more information on JIRP head to <http://juneauicefield.com/> or contact Dr. Erin Whitney at edubbs.jirp@gmail.com

The Fireside Lectures Series continues until March 24 for more information contact Laurie Craig by phone (907) 789-6635 or email lcraig@fs.fed.us.

— UAS In Brief —

A selection of press releases from the University of Alaska Southeast.

UNIVERSITY OF ALASKA SOUTHEAST SPRING EVENT: ART OF PLACE – LEARNING FROM OUR ELDERS

Juneau – A special event featuring renowned Alaska Native artists has been organized by UAS faculty Ernestine Hayes. “Art of Place – Learning from our Elders” was held Friday, February 17 from 10 a.m. to 12:30 p.m. in the Glacier View Room on the second floor of the Egan Classroom Wing on the UAS Auke Lake campus. A potluck followed. The event featured elders Della Cheney and Ed Kunz. Cheney shared her knowledge of basketry. Kunz taught carving.

Future Art of Place events are planned for spring.

For more about events at the University of

Alaska Southeast in Juneau, visit the Juneau Campus Calendar at <http://uas.alaska.edu/juneau/activities/calendar/>.

UAS NAMED ONE OF THE TOP LGBTQ- FRIENDLY ONLINE SCHOOLS

JUNEAU, SITKA, KETCHIKAN – The University of Alaska Southeast (UAS) has been named one of the Top LGBTQ-Friendly Online Schools for 2017 by SR Education Group. UAS is one of 58 schools that made the list. Each of these schools is accredited and has policies and practices that show a commitment to inclusivity. Each school has scored three stars or higher on the Campus Pride Index, a non-profit that works with researchers to create tools for assessment

and national standards for LGBTQ-friendly institutions of higher education.

Students at UAS find a community of supportive peers, staff, and faculty through programs like Safe Zone, which aims to reduce homophobia and heterosexism on campus, to provide a safer and freer environment for all members of the UAS community regardless of sexual orientation or gender identity. Staff and faculty are trained to serve as a resource for lesbian, gay, bisexual, transgender, intersex, and questioning issues. Margie Thomson, who coordinates the program, along with disability and counseling services, notes, “Safe Zone Training, offered each semester, has trained over 175 staff, faculty and student employees in the past three years. This has helped to create a visible component of allies for the LGBTQ student and staff on our UAS campus.” Complete information about Safe Zone and other community resources for LGBTQ students can be found at uas.alaska.edu/juneau/activities/safezone.

Along with Safe Zone, resources available

to students include the Green Dot Initiative, the Campus Inclusivity Alliance, and its Care Team. The Care Team includes representation from residence life, student conduct, and counseling services. The team supports student success and campus safety by assessing, evaluating and responding to reports of student behavior that causes concern for their personal well-being or the well-being of others. Counseling services are available to all UAS students taking one or more credits. This includes Sitka and Ketchikan campuses, as well as distance counseling if needed through video or telephone.

Chancellor Rick Caulfield notes, “This is terrific news, and a nice recognition of the work our staff and many others do to show support for all students, and especially those of the LGBTQ community.”

More information about services available to students at UAS can be found at the Activities and Involvement website uas.alaska.edu/Juneau/activities.

Permission to print these releases was given by the Office of the Chancellor. For more information, contact Keni Campbell, Executive Assistant to the Chancellor / Public Information Officer.



UAS Chancellor Rick Caulfield talked with students at an informal question and answer forum at Spike's Cafe on Feb. 8. Chancellor Caulfield and Provost Karen Carey spoke with students about topics from Strategic Pathways to scholarship application deadlines and hybrid classrooms. The event was organized by the University of Alaska SE Student Government.

Photos by Staff Writer Erin Laughlin

— Letters to the Editor —

In Response to the Editorial: Is the University Forgetting its Purpose?

BY RICHARD CAULFIELD

*Chancellor, University of Alaska Southeast
For the UAS Whalesong*

As UAS Chancellor I appreciate the questions raised in the recent Whalesong editorial: Is the University Forgetting its Purpose? The editorial focused on costs of the new UAS entrance sign and other facilities, and about budget priorities when UA budgets are reduced.

The writer wonders if building renovations come at the expense of courses, degrees, faculty, and staff that are the heart of any university.

In response, first let me say that I'm pleased that you appreciate our new entrance sign, including the Tlingit language which reminds us all of our location on the ancestral land of the Áak'w Kwáan. We've had very positive response to this new sign, which replaced one that was 30 years old and was damaged and worn.

The budget challenges we face at UAS are real. We've seen a nearly 18 percent cut in our state general fund support over the past three years. It's impossible to take cuts of this size without having an impact. But there are two important facts that I'd like to share about how we use our available funding.

First, state dollars for faculty, staff, and academic programs come to us as an 'operating budget'. For the most part, these funds are completely separate from the 'capital budget', which is intended for construction, renewal, renovation, and maintenance. By definition, capital funds cannot be transferred to the operating budget.

Until recently UAS received some \$2-3M annually for facilities construction and renovation. These funds were used in part for the sign, for our new residence hall, and for renovation of the 40-year old Whitehead Building. These projects are part of our Juneau campus master plan, approved by the Board of Regents that guides facilities expenditures. Lately, we've received no capital budget at all, so the projects underway now were those already in the pipeline. The state's budget climate now means it's unlikely we'll see funding for a new student union for the foreseeable future.

Importantly, renovating older buildings reduces

energy costs and allows us to make more efficient use of space. UAS has been able to hold the line on any new electrical costs because of improved heating systems and better insulation. Consolidating administrative services in the Hendrickson Building reduces our overall facilities footprint, saving dollars spent on the old bookstore building. These capital investments help us create a more cost-effective and sustainable campus.

The second point has to do with funding academic programs, which comes from tuition and the operating budget. You are correct that we've seen some course and degree reductions, and some personnel cuts. In the last two years UAS lost fulltime 23 positions, mostly through attrition. Such cuts are tough to make, but we do our best to be strategic and transparent about them.

In recent years cuts have largely been in administrative areas. But by strategically reinvesting funds, we've actually added several faculty positions, including in biology/fisheries, Alaska Native studies/Northwest Coast arts, and teacher education. The fact that UAS will serve as lead statewide in teacher preparation will almost certainly grow offerings in both Education and the School of Arts and Sciences. Moreover, we still have our business and public administration programs which I expect will grow in the years ahead. So, even though we're in a tough budget climate, we're doing our best to serve students well and provide quality programs.

In making these tough budget decisions, we use the UAS Strategic Planning and Budget Advisory Committee (SPBAC) which includes faculty, staff, and student

representation. I invite you to review the website for that Committee, which includes a wealth of budget information. You'll find that at <http://www.uas.alaska.edu/admin/spbac.html>

I also invite you to share your ideas and concerns directly with me and with university leaders. We have several open forums planned this spring on budget priorities, and I encourage you to attend those, ask questions, and share your ideas. Input from students in recent years have had a very real positive impact on decisions we made.

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The Strategic Path: Student Success

BY JOE NELSON

*Vice Chancellor of Enrollment Management and Student Affairs
For the UAS Whalesong*

We are entering year four of significant budget cuts. When the largest budget item is the payroll, it is no wonder we are feeling a little stressed out. Budget reductions result in workforce reductions. We are also roughly half way through a cumbersome reorganization (aka, Strategic Pathways). Up to this point, the endgame has been vague and the logic behind some of the changes has been elusive. As a result, the appetite for change seems to be shrinking.

Reorgs are stressful, that is a given. Budget reductions are stressful, that is a given. To some, this might feel like a rock and a hard place. In this place of higher learning, we can find a constructive path forward if we focus on the one reason we are here - student learning.

Today we need to get comfortable with a course correction. Strategic Pathways and the initial budget reduction decisions did not start with a clear focus on improving student success, but we are refocusing efforts there now. Enrollment meetings have been happening. People are starting to better understand the fact that 'enrollment' is really about 'student success' - which really is just code for 'effective education' - everyone has a role in delivering it.

We can find a constructive path forward
if we focus on the reason we are here:
student learning.

Given the fact that we anticipate a few more years of budget reductions, we (the University) should be expending much of our precious time and energy shoring up the base of students we have right now. We do that by doing our core jobs better than we ever have, with a passion and curiosity equal to the passion we had during our first and second year on the job.

Students are here to learn by working hard in and out of the classroom. For many, being a college student is stressful with or without a fiscal crisis.

Strategic Pathways is somewhat like a divorce. Similar to the family structure, the university structure will change, for better or worse. Ideally the kids (students) are shielded from most of the negative, unnecessary stress involved in the always ugly process. Of course there are places for the kids' full participation in the process, but those are in safe places intended for the tough conversations, they are not over the dinner table.

Students are here to engage in learning. To the extent that Strategic Pathways is bleeding into the classroom or areas where students are expecting to be students, rather than casualties of a messy process, I apologize to you - the students.

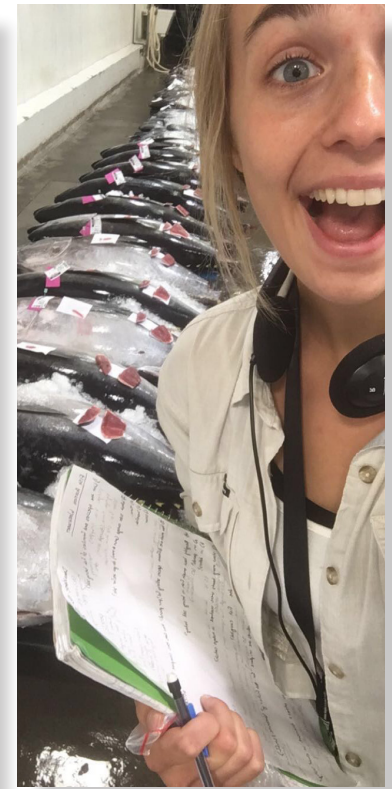
There is plenty of national, state and local toxicity out there in cyberspace, radio, and television - in places you can tune out (if you have self-control and a positive disposition). In those places where you are captive (e.g., classrooms, conference rooms...) it is incumbent on the leaders to stay constructive. We are all human, however. So, if you find yourself in a position where the toxicity is seeping in to your classroom/meeting unnecessarily, feel free to gently redirect the conversation by reminding people why we are here.

If you have ideas for improvement or you enjoy the pathways conversations - there are plenty of channels for communicating your suggestions. We should be thankful for those opportunities, as well.



Study Abroad:

A Semester in Honolulu, Hawaii



“My semester away introduced me to a community of people and natural resources alike and renewed in me a sense of purpose for my education. I encourage everyone and anyone to take advantage of the affordable and exceptional national exchange program offered here at UAS,” says Dawn Wehde on her semester at the University of Hawaii at Manoa.

Photos courtesy of Marsha Squires

Dawn Wehde, a UAS Student shares her experiences at the University of Hawaii at Manoa as part of the National Student Exchange (NSE) program. Interested in NSE? Contact Marsha Squires in Academic Exchanges.

BY DAWN WEHDE

For the UAS Whalesong

My exchange opportunity took me from wintery Juneau to the sunny shores of Honolulu and qualified as the ‘through the looking glass’ experience of my college career.

From the classroom studies of tropical fish anatomy to the gaping awe at the same brilliant species through my snorkel goggles, my exchange experience was all smiles.

The faculty at my host campus, University of Hawaii at Manoa, brought my program of study into the international arena of awareness.

I was impressed at my professor’s dedication to the entire planet. They showed my fellow undergraduates and me that as robust as the marine ecosystems are, the pressure we as humans impose on the oceans has created a definite dynamic of fragility. With that in mind, each class was a day of discovery.

One of the most interesting class field trips was when we visited the national fish market and auction. My Alaskan upbringing has provided experience in salmon and crab but the Hawaiian market’s diverse harvest expanded my perspective on how eco-responsible practices can coexist with marine

commerce. This experience along with many others contributed greatly towards my goal of bringing my education to bear on the issues and challenges yet to be addressed regarding the protection of Alaska’s fishing resources for the generations to come.

And as one may expect, any Alaskan who does a semester in Honolulu, once thawed out, will seek out a location called “the beach.” The surfing, snorkeling, and hiking on the island made for regular study break outings. These outings were usually accompanied by pit stops to local dives that offered fresh fruit and ahi- raw tuna. Where ever I went there

was never a lack of people asking about igloos, polar bears, and Sarah Plain.

My semester away introduced me to a community of people and natural resources alike and renewed in me a sense of purpose for my education. I encourage everyone and anyone to take advantage of the affordable and exceptional national exchange program offered here at UAS. It enhanced education and offered a new outlook. My love for the marine sciences brought me to Hawaii. Now you need to ask yourself: where will your passions take you?

“The Vagina Monologues” At UAS



This isn't the first time “The Vagina Monologues” has been held at UAS, although it is the first time any current undergraduate students would have heard about it. Some of the performers were current students, prominent community members, or staff here at UAS.

Photos by Photographer Madi Willard

A production of Eve Ensler’s famous feminist play was held at UAS as part of the global V-Day movement.

BY DYLYN PETERSON

Staff Writer, UAS Whalesong

On Feb. 10, UAS put on a production of Eve Ensler’s feminist play “The Vagina Monologues” as part of the V-Day movement, which seeks to end violence against women.

V-Day was also created by Ensler, and started as a nationwide group of performances of “The Vagina Monologues” on Feb. 14, 1998. The performances were royalty-free, and proceeds benefited women suffering from violence and sexual abuse. It became international a few years later, eventually spawning the One Billion Rising movement - the “one billion” in reference to the statistic that one in three women are beaten or raped in their lifetime. One Billion Rising has organized protests in over 100 countries.

The play, “The Vagina Monologues” is a collection of monologues from women, adapted from 200 interviews with a variety of women that Eve Ensler conducted in 1996. It is updated regularly with new monologues. The performance at UAS featured some of the most popular and well-liked of them.

Its subjects vary from a litany of responses to questions asked of interviewees, such as “If your vagina wore clothes, what would they look like?” and, “If your vagina could speak, what two words would it say?” to descriptions of sexual experiences (including an hilarious one from a lesbian sex worker), to very graphic details of the rape camps in the Bosnian war.

Naturally, the play is controversial. It has been widely criticized for a perceived bias against heterosexual intercourse - every positive sexual experience being lesbian in nature - as well as its complete lack of favorable depictions of men. One monologue, particularly disturbing to some, features answers from a six-year-old girl.

The most well-known criticism of the play comes from Robert Swope, who wrote a review of the play in 2000 for a university newspaper called *The Hoya*. He took issue with one story about a thirteen-year-old (who is now written as sixteen) who was given alcohol and seduced by a twenty-four-year-old woman. Swope

took issue particularly with the last line of the monologue (now removed), saying that even if it was statutory rape, it was a good one. He was fired from the paper before the article was ever printed.

Personally, I have some issues with it, too, but more from a creative writing perspective. The monologues vary wildly in tone, from funny to tragic to deeply emotional, without any sort of build-up or direction. In fairness, I can’t find any preferred order to the play, so this might just be a problem we had in town.

My biggest issue, and I’ve already gotten in a number of arguments with friends over it, is that some of the segments aren’t notable enough for the time they’re given, and some of sections with

the most important statements are very brief by comparison.

Having said all that, I think now is a good time to go into the performance I attended. This isn’t the first time “The Vagina Monologues” has been held at UAS, although it is the first time any current undergraduate students would have heard about it. It was held in the Egan Lecture Hall. The

ratio of women to men in the audience was maybe four to one.

Our performance was different from some in that almost every monologue was performed by a different woman; originally, it was all Eve Ensler. Everybody who performed did a great job, although they were all reading off of a script. Some of the women were current students, prominent community members, or staff here at UAS (some of whom I see on a daily basis). It’s not every day I see people I know spend four minutes mimicking different orgasm styles in front of a hundred people. This was mitigated significantly by most of the performers’ confidence, although some of the more nervous ones made me feel pretty uncomfortable after a while.

In all, it was a good event, although anybody who didn’t already know what V-Day is (myself, for example) would’ve been confused by the posters advertising it. I hope to see similar events around town next year.

Our performance was different: almost every monologue was given by a different woman. Some of the performers were current students, community members, or UAS staff and faculty.

BY HOLLY FISHER*Staff Writer, UAS Whalesong*

1917 was a year of rapid turnovers, and massive leadership upheavals that set the stage for who would be in power when the Great War finally drew to its exhausted conclusion. No country demonstrated this better than France, who suffered disagreements, distrust, and internal battles that almost destroyed her.

France started 1917 with a domino-effect shift of authority that rattled the country continually throughout the twelve-month period. Though this added weight to what was already the bleakest, lowest point of the conflict, it also facilitated the appointment of the man who would finally see the country through to victory.

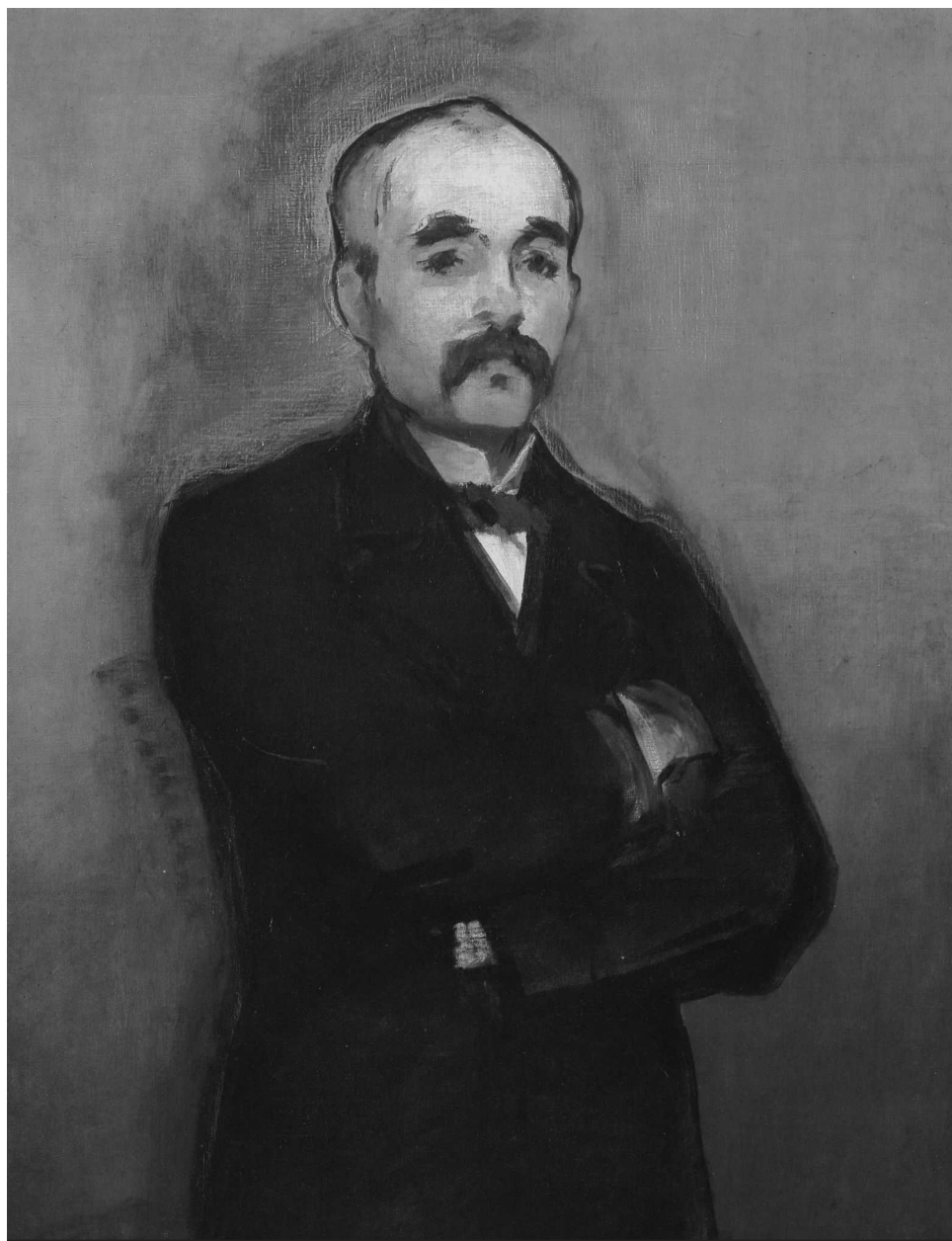
Though the conflict had never been easy on them, France had been feeling the pains of war even more acutely since the Somme and Verdun campaigns wore to their bloody conclusions. Adding to the exhaustion were resource shortages, ravaged land, and rapidly increasing complaints and desertions among soldiers who were tired of being thrown into meat grinder campaigns for no real result. This boiling stew of problems increased in intensity to a fever pitch over the summer and fall, threatening to take France out of the war all together. With Russia vanishing from the field by the end of July, this would have been a blow the Allies could not have recovered from.

The French government of 1917 resembled less a ruling body, and more a desperate game of “hot potato” as shifts and changes jockeyed the Prime Minister, the Commander-in-Chief of the French Army, the War Minister, and others back and forth throughout the legislature. The position of Prime Minister, held since October of 1915 by Aristide Briand, was up in the air as the ruling body scrambled to calm the populace and assure their allies of their continued viability. Briand’s term came to a dismal end on March 20 when public pressure, and lack of faith in his already-reduced cabinet reached too high a point. Alexandre Ribot, a man who had already held the position for a short while at the start of the war, replaced him with what proved to be a very short administration. His resigned just six months later when the collapse of the Nivelle Offensive sparked the infamous soldier mutinies that rattled the army to its core. Paul Painlevé took up the office on September 12 with the unenviable task of dealing with the

A Time to Remember:

— The Tiger of France —

1917 marked a low point for the French government — until one man was appointed Prime Minister and rallied the nation.



Nicknamed “Le Tigre” (The Tiger), Georges Clemenceau was known for his “Will to Victory,” with which he challenged the lethargy that gripped the country.
Portrait by artist Édouard Manet. Retrieved from the Wikimedia Commons. Public Domain.

“We believed in Clemenceau rather in the way that our ancestors believed in Joan of Arc.”

- Novelist Maurice Barrès

repercussions of the mutinies, the Russian Revolution, and the collapse of multiple major campaigns. His time in office ended at just nine weeks duration, with a political defeat that forced him to step down.

The position next passed to Georges Clemenceau, who was appointed on November 13 as the fourth body to fill the slot since the start of the infamous year. A doctor, journalist, newspaper owner, and politician, Clemenceau was not short of opinion, or stubbornness.

Nicknamed “Le Tigre” (The Tiger), he was an outspoken critic of previous French War policies, and held views different from, or even in complete opposition to previous Ministers. He was known for his “will to victory” with which he challenged the lethargy that had gripped the wearied government and country. Though he was 76 at the time of his appointment, he served as both Prime Minister and Minister of War throughout the remaining year of the conflict.

He cracked down on issues within the military and government, court-marshaled or arrested for treason those in command positions who agitated for peace with Germany, and sought to reignite French fighting spirit. Some accused him of setting up a dictatorship, citing how many arrests had happened, and that his holding multiple government positions could be a ploy for greater control. However, the majority of people supported the renewed administration. His fiery disposition and indomitable will spread to soldiers and civilians alike, bringing France back together, and ready to make the final push to victory. “We believed in Clemenceau rather in the way that our ancestors believed in Joan of Arc.” Novelist Maurice Barrès’ quote summed up the attitude of the French People as they began to reunite under the stronger, stricter, victory-determined leadership.

Unlike the rapid passing of power before his time, Clemenceau held the role of Prime Minister until the end of the war. He was one of the major players in the creation of the Treaty of Versailles, though his aggressive desire to impose economic destruction on Germany had to be tempered by the other Allied leaders. He continued in his leadership role until he was voted out in 1920. He chose to retire from politics, taking time instead to write a memoir of his term as the wartime leader who saw France through the darkest hours of the Great War.

**WELLS
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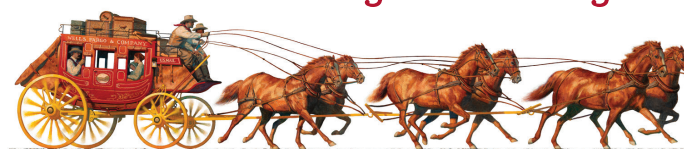
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The Next Generation of Alaskan Business



Photo by Staff Writer Erin Laughlin

UAS students, staff, and faculty learn from Alaska's business community at JEDC's 2017 Innovation Summit.

BY ERIN LAUGHLIN

Staff Writer, UAS Whalesong

Entrepreneurs, students, UAS faculty and staff were all in attendance at the 2017 Innovation Summit produced by the Juneau Economic Development Council (JEDC) to learn from leaders in the business community.

The Innovation Summit has been an annual event for six years, the last two of which UAS

has been a sponsor. UAS sponsors the Summit in accordance with a grant from Northrim Bank, promising to connect students to business professionals.

This year, there were 17 UAS students from all over Alaska in attendance. While a majority of students were from the Juneau campus, there were also UAS students from other cities, including Sitka, Copper Center, and Fairbanks.

The Northrim Bank grant covered registration fees and travel costs to Juneau if eligibility requirements were met.

Advising Coordinator for the UAS School of Management Shayla Sulser hopes students who attended experienced “the opportunity to connect with professionals in their field of study, in terms with our state and entrepreneurship.”

The two-day event began with the option to attend a variety of tours, each highlighting innovation in Alaska. Tours included a variety of topics from manufacturing to history, at places like Alaskan Brewing Co., the historic Treadwell Mine, Rainforest Farms, and the Ted Stevens Marine Research Institute.

The Innovation Summit invited experts to speak; such as author Robert B. Tucker, CEO of the PFD Angela Rodell, and Co-founder of Alaska Brewing Co. Geoff Larson.

The Summit also included a contest directed towards Alaskan startups and entrepreneurs. Five entrepreneurs took the stage to pitch an original business idea to a panel of experts. The winner was then decided by votes from the audience. The 2017 Pitch Contest was also noteworthy in that three out of the five contestants were from the Juneau area.

Sulser says the Pitch Contest was her favorite part. “You get to see entrepreneurs put their best foot forward, and as a crowd we are able to vote, in result, giving helpful start up money.”

Another interesting aspect to the Summit

was the “Innovation Shorts.” 30 presenters showcased 10-minute presentations aimed to offer attendees a multitude of topics within an allotted amount of time to learn and stimulate their curiosity. Presenters also gained experience speaking publicly on their topics while growing their network and creating buzz.

UAS faculty who presented “Innovation Shorts” included Assistant Professors of Public Administration LJ Mendencia and James Powel, and Chair of the Business Administration Program & Assistant Professor of Human Resource Management Charla Brown.

UA President Jim Johnsen and UAS Chancellor Richard Caulfield also spoke at the conference, both focusing on the need for commitment to student recruitment and retention.

According to Chancellor Caulfield, UAS's commitment to innovation can be seen “in terms of new, cutting-edge online degree programs, and high impact learning opportunities through internships, job shadowing, and field research opportunities.” Examples of unique high impact learning opportunities include the Legislative Internship Program and the biology program at the Auke Creek under the supervision of NOAA.

For more information on the JEDC Innovation Summit visit their website at <http://www.jedc.org/innovation/>.

For more photos, check out the Whalesong's Facebook page at [facebook.com/uaswhalesong](https://www.facebook.com/uaswhalesong).

BY ADELLE LABRECQUE

Staff Writer, UAS Whalesong

Aloha, Readers!

Perhaps it's from the upcoming Hawaii trip I'm taking, or maybe it's my body's way of telling me to stop eating my weight in pasta, but for whatever reason, I keep feeling as if I can't escape thoughts of “Healthier Nutrition” these days.

If you are someone who actively keeps up-to-date with diet fads, you're already well aware of how often “healthy standards” are in-flux. Phrases like: “going paleo,” “eating clean,” and “gluten-free” are old news to you.

For some of us, upsetting feelings about food are directly related to a lack of discipline with unhealthy foods, making us feel insecure that we're not in control of our diet. For others, it may be related to health problems that force us into strict, limited diets that in turn, make us feel even more anxious about foods and eating. And for others, it may be directly related to weight gain. If you constantly think to yourself, “I can't have that because it will make me gain weight,” you are definitely not alone.

Eventually, after my own “trial-and-error” experiments with nutrition, it was clearly revealed

to me that I felt and functioned the absolute best when I chose to eat and whole-food, plant-based diet.

As some of you already know, I have been 99% vegan for almost four years now. What do I mean by 99% vegan? Well—though my body disagrees with consuming any animal foods at this point, I have felt from the very beginning of this lifestyle change, that I must follow one particular rule: If someone offers me a gift, without the knowledge that I am vegan, I will always take their gift in appreciation.

If you, like many people suffer from mild to severe discomfort due to food sensitivities and allergies, problems with digestion, heartburn, headaches, bloating, etc. I highly recommend that you speak with a nutritionist, and discuss eating a whole-food plant-based diet for at least 60 days.

So, as a personal challenge, I have decided try juicing for a short period. “Juicing” is, in short, eating 100% fruits and vegetables in juiced-form—and that's it. Just fruits. Just vegetables. If you are interested in “keeping tabs” on this project and monitoring my personal progress, I will be recording my notes in a food journal, and

A Liquid Experiment

Health-related diet regimens may have a tastier alternative in “juicing” - drinking fruits and veggies and nothing else.

am happy to share them in a future Whalesong article.

For this juicing period, I have decided on the following personal rules:

1. My personal goal is juicing 85-90% of my meals. I'd like to “ween into” this at first, as I mentioned earlier, I have always had a sensitive digestive system, and I don't want to “shock” my body, so-to-speak.

2. Gradually “ween off” my so-loved morning, noon, and night beverage, A.K.A. coffee. My reasoning for this is that I want to know exactly how I'm feeling without the effects of caffeine in my body. I want to report this “cleanse” in its truest accuracy.

3. Do it strictly for the health and well-being benefits it offers, not to “lose weight.” Taking care of our bodies is crucial. Well-being has direct relationships with nutrition and if we can

use these relationships to benefit our lives, why wouldn't we?

So, hold me accountable! When you see me out-and-about, ask me how the juicing is going and what I've eaten today. If you feel like doing a bit of juicing as well (through if looking to do an intense juice, certainly speak with a nutritionist beforehand to get the best information on how you can be successful!), these are the materials you will need:

1. Juicer
 2. Blender (optional, but works great for making healthy vegan desserts)
 3. Two Decent Water Bottles
 4. Fruits
 5. Vegetables
 6. P.M.A. (Positive Mental Attitude)
- Good luck!

The “Lego Batman” We Deserve

Although the film tends to focus more on the ‘Lego’ aspect than the ‘Batman,’ it is difficult to fault its charm and hilarity.

BY DYLYN PETERSON

Staff Writer, UAS Whalesong

I probably don't have to tell you, but DC superhero movies are in a bad spot right now. We haven't seen a really good one since 2008's *The Dark Knight*. Movies for kids are in even worse shape, with app adaptations, suspiciously similar premises, and franchises based around tiny yellow idiots. With this in mind, I was understandably nervous about a hundred-minute expansion film based on a gag from “The Lego Movie”.

However, I liked “Lego Batman”. It's filled with great jokes, from Batman microwaving a lobster dinner in silence for about a minute, to the sound of gunfire just being whoever's holding the gun yelling, “bang,” over and over, to my favorite, the glorious theatrical return of the bat-shark repellent. The animation is just as high-quality as in *Lego Movie*, with realistic wear marks on the figures, and an extreme adherence to the idea that all of this could theoretically be done with actual Legos in stop-motion.

The plot is relatively straightforward. Batman's quest for justice and vengeance is ended prematurely by Barbara Gordon taking over as Police Commissioner of Gotham City from her dad, bringing with her an increased skillset and knowledge base that renders Batman a little pointless. Additionally, the Joker, dissatisfied by Batman's insistence that he doesn't have an archenemy (and, if he does, that it's Superman), turns himself and all of his supervillain buddies in, and they're all locked up in Arkham Asylum.

Batman and Barbara both realize that there's some funny business going down, but he refuses to work with her, and instead decides he's going to steal Superman's portal gun to the Phantom Zone and lock the Joker away forever. Unfortunately, Batman's too big and slow to break into the Fortress of Solitude alone, so he sends in Dick Grayson, an orphan he adopted by accident, to get it for him. This goes poorly, and the Joker ends up releasing a ton of antagonists from other franchises into Gotham City.

This leads to one of my biggest gripes with the film: it invests far more time and creative energy into the “Lego” part of its name than the “Batman.” While it is cool that

we get to see some classic monsters and villains (some of whom can't be named, but can still use their catchphrases, I guess), it undermines a lot of what the movie was doing right. It could've played up more on the Batman/Superman rivalry (hey, we might've gotten a good Batman vs. Superman movie), or spent some time developing Gotham City, maybe have a Robin training montage, or, perhaps, actually show Batman being Batman.

Aside from the beginning of the movie, wherein he fights just about every Batman villain of note (for good reasons or bad; both Crazy Quilt and Condiment Man are featured), he spends a lot more time sulking, staring at pictures of his parents, and talking to his computer (who is voiced by Siri), than stopping crime. This is a real wasted opportunity. Wouldn't it have been funny if, for example, after his entire rogues gallery went to prison, Batman

intervened in obscure or petty crimes, taking people down for Internet piracy or unpaid taxes?

On the topic of characters, I'm extremely disappointed that Wonder Woman only appeared for five seconds and got no lines, considering that “The Lego Movie” was her first theatrical appearance ever. However, Batman gets more character development here than he's arguably ever gotten in a movie before. His arc centered around his reluctance to work with others or create a family

because of the tragedy of his parents' deaths. Dick Grayson is adorable and funny, but less awesome than he is traditionally. Also, I guess this version wears big glasses, because... reasons? Alfred is Alfred, although he dresses up as '60s Batman at one point. Barbara has nothing to do with comics-Barbara, and she's also not very memorable, sadly. The Joker is... fine. I liked him better than Jared Leto, for sure, but he isn't intimidating, or particularly crazy. He just has the traditional hate-crush on Batman. Otherwise, it could've been anybody in a purple tuxedo.

I can't fault the film too much for not being the movie I'd make, though. I find it difficult to fault at all, seeing as Billy Dee Williams, who played Harvey Dent in the 1989 *Batman* movie (my favorite), finally got to play Two-Face. Judging it on how successfully it manages to be the movie it wants to be, which is still a charming and funny one, I'm forced to rate it six villains-worth-a-Google out of seven.

The film is filled with great jokes, from Batman microwaving a lobster dinner in silence for about a minute, to the sound of gunfire literally being whoever is holding the gun yelling “bang” over and over, to my favorite: the glorious return of the bat-shark repellent.

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Have your eye on Spring 2017 advertising slots? E-mail Holly at hfisher12@alaska.edu for more information about advertising before room runs out!

Black and White	Color
¼ page (5"x5") for \$30	¼ page (5"x5") for \$50
½ page (5"x10.5") for \$45	½ page (5"x10.5") for \$75
¾ page (10.5"x 7.75") for \$65	¾ page (10.5"x 7.75") for \$100
Full page (10.25"x10.5") for \$90	Full page (10.25"x10.5") for \$120

Note: The Whalesong does not construct advertisements. All ads must be in .pdf or .psd format.

WHALESONG PUBLICATION SCHEDULE (SPRING 2017)

SUBMISSION DEADLINE	ISSUE #	PUBLICATION DATE
JAN. 16, 2017	1	JAN. 25, 2017
JAN. 30, 2017	2	FEB. 8, 2017
FEB. 13, 2017	3	FEB. 22, 2017
FEB. 27, 2017	4	MAR. 8, 2017
MAR. 13, 2017	5	MAR. 22, 2017
MAR. 27, 2017	6	APR. 5, 2017
APR. 10, 2017	7	APR. 19, 2017

Advertising and Article Submissions are due by noon on the deadline. Submit to uas.whalesong@alaska.edu

OFF CAMPUS CALENDAR

WEDNESDAY, FEB. 22

Write For Your Life, 10 a.m., Mendenhall Valley Library. The "Write For Your Life" group meets every Wednesday to share journal entries, memoir, letters, or poetry. Contact Dixie at 907-789-2068.

Raincountry Flyfishers, 7 p.m., Thunder Mountain High School Library. Monthly "Tie and Lie" meeting. Come share tall tails and tie up some flies for next summer. For more information, visit raincountryflyfishers.com or e-mail tsoltys@aol.com.

THURSDAY, FEB. 23

Political Leadership and Civility, UAS MPA Lecture, 5:30 p.m., m KTOO, @360 North. What is civility? How do you do it? Does it matter? Are Alaskans more civil? Come join four Alaskan leaders: State Senators Anna MacKinnon and Berta Gardner, Mayor of the Kenai Peninsula Borough Mike Navarre, and author and journalist Dermot Cole as they discuss civility in the Last Frontier and their personal experiences in leadership." For more information, visit uas.alaska.edu/som or contact Katy Jordan at kjordan@alaska.edu or 907-796-6477.

SATURDAY, FEB. 25

Mardi Gras at Nugget Mall, 11 a.m., Nugget Mall Shopping Center. Makeup/Dress Up, Photo Booth, Shoebox Float Decorating Booth, Coloring/Painting Booth, Mask Decorating Booth. Mardi PAWS Parade, dress our furry family friend in Mardi Gras themed beads, hats, use your imagination. A prize will be awarded to the best dress Mardi Gras Pet. Taste of Mardi Gras food including shrimp po-boys, king cake, cup cakes, virgin hurricanes and more!

Sm'algax Language Learners Group, noon, Edward K. Thomas Building. Every Saturday. All who wish to speak Sm'algax, the language of the Tsimshian people, are welcome.

West Side Story, 7:30 p.m., Juneau-Douglas High School. Juneau Dance

Theatre Orpheus Project Amalga Chamber Orchestra Tickets available at Vendini Locations and OrpheusProject.org.

SUNDAY, FEB. 26

West Side Story, 3 p.m., Juneau-Douglas High School. Juneau Dance Theatre Orpheus Project Amalga Chamber Orchestra Tickets available at Vendini Locations and OrpheusProject.org.

MONDAY, FEB. 27

Tlingit Language Learner's Group, 6 p.m., Downtown Juneau Public Library. This group, run by Tlingit language learners, is free and open to the community, regardless of language experience. For more information, e-mail tingitlearners@gmail.com.

Northern Lights - Also Called Aurora Borealis, 6:30 p.m., Marie Drake Planetarium. Learn how they are formed, where to view them and enjoy images and video of their majesty. Followed by 'The Sky Tonight' on the Spitz projector. Free, all ages. Visit mariedrakeplanetarium.org for more information, or contact Steve Kocsis at 907-500-2941.

WEDNESDAY, MAR. 1

Wildlife Wednesday "Humpback Whales are Smarter than you Think," 7 p.m., Mendenhall Valley Public Library. Whale watching is one of the favorite activities of tourists and locals during the summer here in Southeast Alaska. There are indications, however, that these animals are far more intelligent than many of us would expect. Doug Jones. Free. For more information, visit akwildlife.org, or e-mail wherry.patricia@gamil.com.

FRIDAY, MAR. 3

First Friday Reception: 12x12 Community Art Exhibit, 4:30 p.m., Juneau-Douglas City Museum. Come see the creative interpretations of your friends and neighbors for this year's theme – ink – with artwork that measures 12"x12" (x12"). The exhibit will be on view from March 3rd-April 22nd. For more information, visit juneau.org/library/museum/index.php, or contact Kaia Henrickson at 907-586-0966 or kaia.henrickson@juneau.org.

Bless the Lord, O My Soul Meditations on Worship & Prayer, 6:30 p.m. Fri. and Sat. 10 a.m. Sun, Chapel By the Lake. Rev. Dr. Todd Johnson Associate Professor of Worship, Theology and the Arts Fuller Theological Seminary. Child care provided for evening sessions & Sunday morning for ages up to 10 years

old. For more information, call 789-7592 or e-mail chapelbythelake.org.

SATURDAY, MAR. 4

Coffee & Collections: The Empty Chair, 10:30 a.m., Juneau-Douglas City Museum. Join us for a screening of the documentary "The Empty Chair," which tells the story of how Japanese Americans from Juneau were sent to internment camps during World War II, and how the community of Juneau "stood in quiet defiance against the internment of its citizens." For more information, visit juneau.org/library/museum/index.php, or contact Kaia Henrickson at 907-586-0966 or kaia.henrickson@juneau.org.

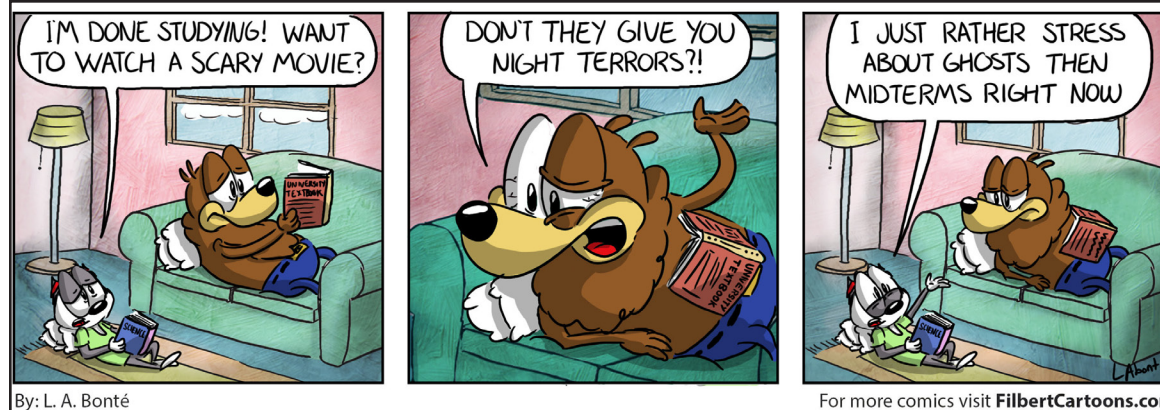
Live Acoustic Bluegrass @ Bullwinkle's, 4 p.m., Bullwinkle's Pizza Parlor. Bluegrass with Jeremy & Nathan & Friends Every Saturday. Bring your friends and family for pizza, beer and Bluegrass music.

Women of Distinction, 5:30 p.m., Centennial Hall Convention Center. AWARE's 21st Annual Women of Distinction dinner and silent auction this year honors Andrea Cesar, Sioux Douglas, Kris Sell-Gullufsen, and Rena Sims! Tickets at AWARE, online, and at the JAHC. \$70 Individual Ticket \$800 Reserved table of 10. For more information, contact Mandi Canady at 586-6623.

Family Pistol League, 6 p.m., Juneau Hunter Ed Facility. Indoor pistol League for all levels. Registration is \$40 per person. E-mail juneaupistolleague@gmail.com for more information.

SUNDAY, MAR. 5

Gospel Celebrations, 2:30 p.m., TMHS Auditorium. GOSPEL CELEBRATIONS: two shows! 2 p.m. & 5:30 p.m. Tickets available at the JACC, Hearthside Books, and online at jahc.org.



By: L. A. Bonté

For more comics visit FilbertCartoons.com



For more comics, visit www.alaskarobotics.com

ON CAMPUS CALENDAR

CAMPUS CLUBS

(**Club name:** meeting time, day, place, contact information)

Student Government: 1:30 p.m., Mondays, Egan 219. jypres@uas.alaska.edu

Adventure Club: check facebook, hkelchner@alaska.edu

Alaskapella: Saturday Evenings, em.rademaker@gmail.com

Baptist Campus Ministries: 9 p.m., Thursdays, Chapel By the Lake. uasbcm@gmail.com

Campus Inclusivity Alliance: 3:30 p.m., Fridays, NRSC. kejamess@uas.alaska.edu

Disk Golf Club: TBA, bafletcher@uas.alaska.edu

Flying University @ UAS: TBA, galindomarcos1@gmail.com

Gaming Club: 5 p.m., Saturdays, Egan Classroom Wing. czowal12@live.com

Liberty Library: 5 p.m., Fridays, stefann.paddock@gmail.com

Math Club: 4 p.m., 1st and 3rd Fridays, Egan 219. dontplaywow@gmail.com

Mycology Club: TBA, anjohnson18@uas.alaska.edu

Pre-Health Professions Club: TBA, eric_3_fagerstrom@hotmail.com.

Psychology Club: TBA, ehawkins3@alaska.edu

Radio UAS: TBA, fathillet@alaska.edu

SE Alaskan Prospective Accountants: Twice per term, jcmack2@uas.alaska.edu

Spanish Club: 1:30 p.m., Tuesdays, Lakeside Grill. mcedeno2@uas.alaska.edu

Sustainability Club: 9 a.m., every other Wednesday. odonnell.gretchyn@gmail.com

Veterans and Family Student

Association: Once per Month, norix.mangual@gmail.com

Wooch.een: 11 a.m., Fridays, NRSC. brandonjohnson44@hotmail.com

UAS World Affairs Council: please contact, elcarnaha@alaska.edu

Young Americans for Liberty: 3:30 p.m., Fridays, caseyb1989@gmail.com

WEDNESDAY, FEB. 22

Noontime Cardio, noon, Recreation Center. Every Mon. and Wed. Total body workouts that fit into your noon lunch hour. Intervals, various forms of aerobic training, core elements and flexibility each class. All abilities welcome! Instructors change during the semester, all dedicated to your fitness goals. Members \$5, Affiliates \$10, Punch Passes Available. Free to full-time students. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

Open Gym: Soccer, 7 p.m., Recreation Center. Join your friends or make friends playing soccer at the REC. A fast paced, fun sport...all skill levels welcome! Wednesday evenings at the REC. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

Climbing Cert Night, 7 p.m., Recreation Center. Free climb (boulder) or on belay every Mon. or Wed. It's a great time. Jam to our house audio system as you traverse the wall. All climbing equipment is available for use. If you need to be certified this would be the night. Speak to our help desk for scheduling. Once certified you're good to climb! Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

THURSDAY, FEB. 23

Open Gym: Basketball, 7 p.m., Recreation Center. Basketball this spring semester will be on Tuesday & Thursday nights. Visit the intramural website for more information. Team members must be a REC Center Member or a guest (18 years of age and older) of a REC Center Member to compete. Guest team members: Season passes are highly recommended to guests of UAS members. Speak to the REC about membership options for access outside of Basketball Intramurals. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

FRIDAY, FEB. 24

SAB Meeting, 11:30 a.m., Egan 109. The Student Activities Board (SAB) is a student run organization aimed at offering students the opportunity to plan, organize, and put on campus events. If you want to pitch an idea or simply learn more, stop by our weekly meetings in Egan 109. For more information, e-mail sab@uas.alaska.edu.

Open Gym: Volleyball, 7 p.m., Recreation Center. Join your friends or make friends playing volleyball at the REC. All skill levels welcome! Friday evenings at the REC. Join our Facebook group page and meet other UAS volleyball players: www.facebook.com/uasVolleyball. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

MONDAY, FEB. 27

Open Gym: Dodgeball, 7 p.m., Recreation Center. This isn't your grade school game of dodgeball! Never played Skatterball? Let us teach you. It's fast, it's fun, and it's at the REC. Prepare for the Spring Black Light Dodgeball Tournament on March 3, 2017. Mondays evenings at the REC this spring. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

TUESDAY, FEB. 28

Student Government Meeting, 11:30 a.m., Egan 224. Please join us for our weekly senate meetings! If you have an idea, issue, or concern you'd like to share with Student Government feel free to drop by the meeting, or contact us below to be added to the agenda. All students, staff, and faculty are welcome. For more information, call 796-6313 or e-mail krhood@alaska.edu.

WEDNESDAY, MAR. 1

Deadline for Late Applications for Spring Graduation, all day, all campuses. Additional fees apply. For more information, e-mail registrar@uas.alaska.edu.

Whale Wednesday, all day, campus-wide. Show your school spirit by wearing blue and white or UAS swag on the first Wednesday of every month! Post your photos to social media with #UASWhaleWednesday. Keep an eye out for the snackin' wagon and prize wheel on campus at various points in the day. For more information, e-mail sab@uas.alaska.edu.

FRIDAY, MAR. 3

The 4th Annual NRSC Food Sovereignty Friday Series, 1 p.m., NRSC. The Native and Rural Student Center invites YOU to stop by and sample some of the finest food harvested around Alaska! Sponsored by the NRSC and PITAAAS. For more information, call 796-6454 or e-mail nrsc@uas.alaska.edu.

Black Light Dodgeball, 9 p.m., Recreation Center. As if dodgeball isn't exciting enough! Bathed in high intensity black lighting from our UV Canons, play our high adrenaline game. This is not grade school! There will be team sign-ups this semester with team colors. Colors will be applied previous to the start of the games. Be sure to wear white/neon colors to the event, bracelets and other bling will be available. If you haven't been practicing, now's the time-see calendar for Open Gym times. Members Free, Guests of members \$5. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

SATURDAY, MAR. 4

UAS 15th Annual Oratory Event, 10 a.m., TBD. UAS is preparing for their 15th Annual Oratory event, the theme is Equity. Here are the following categories for students consideration: Oratory - A speech from memory or limited notes that demonstrates mastery in the art of public speaking using reasoning, elocution, and evidence to support the opinion. Dramatic Declamation - A recitation of an indigenous speech, or persuasive document. Storytelling - A recitation of one or more indigenous stories. Each story should be published, recorded, or transcribed with permission from the author, clan, elder, or tribe when appropriate. Interpretation of 2 or more characters, appropriate costuming, limited props, and dramatic movement may be incorporated. Native Language - A presentation from memory or limited notes in an indigenous language. Please stay tuned. There are more event details on the horizon! For more information, call 796-6454 or e-mail nrsc@uas.alaska.edu.

MONDAY, MAR. 6

Summer 2017 Registration Open, all day, all campuses. Information for registration and course offerings are available at uas.alaska.edu, or contact the Registrar's Office in the Novatney One Stop, at 796-6100, or e-mail at registrar@uas.alaska.edu.

To submit a calendar event or club, send the event/club name, meeting time, date, location, and contact information to whalesong@uas.alaska.edu.

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