University of Alaska

Academic Master Plan

December 2010 to December 2015
# UNIVERSITY OF ALASKA
## ACADEMIC MASTER PLAN

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1Appendices are part of the Academic Master Plan.
# List of Acronyms and Abbreviations

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<th>Definition</th>
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<tr>
<td>AMP</td>
<td>Academic Master Plan</td>
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<tr>
<td>BOR</td>
<td>Board of Regents (of the University of Alaska)</td>
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<td>MAU</td>
<td>Major Administrative Unit (one of UAA, UAF, UAS, UA)</td>
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<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
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<td>PK-12</td>
<td>Pre-kindergarten to 12th grade</td>
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<td>SAC</td>
<td>Statewide Academic Council</td>
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<tr>
<td>TRiO</td>
<td>U.S. Department of Education grant program that provides funding to colleges and universities to assist first-generation, minority, and disabled students.</td>
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<td>UA</td>
<td>University of Alaska statewide system</td>
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<td>UAA</td>
<td>University of Alaska Anchorage</td>
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<td>UAF</td>
<td>University of Alaska Fairbanks</td>
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<tr>
<td>UAS</td>
<td>University of Alaska Southeast</td>
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<tr>
<td>U.S.</td>
<td>United States</td>
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**Note**

Underlined words or phrases are defined or explained in Appendix D.
Scope of the Academic Master Plan

The University of Alaska Academic Master Plan is intended to provide a strategic, integrated vision for the university that preserves the strengths of the system and adapts to the changing demands on postsecondary institutions in Alaska (Appendix B). The University of Alaska Academic Master Plan was written with the expectation that it will be reviewed and updated by the Statewide Academic Council, with input from appropriate governance bodies, as defined in Regents’ Policy 03.01.01, five years from the date that it is initially approved by the Board of Regents.

The Academic Master Plan will articulate:

- An academic vision (see section below) encompassing the UA System and broad academic direction for future students, faculty, and staff.
- Clear and attainable goals for higher education (see page 4) in the University of Alaska system.
- A plan (see page 5) which provides direction for future leaders of UA and the BOR for the assignment of programmatic resources.
- A method of implementation (see page 10) that will foster the effective investment and management of public and private resources and result in excellent academic programs, expanded educational opportunities, and service to the state through research, outreach, and engagement.

Academic Vision

The University of Alaska system is a dynamic and engaged network of institutions that meets the needs of its students and the state. Through ongoing planning, change, assessment, and improvement, UA institutions will continue to be a key force in forging a successful future for Alaska and Alaskans.

Education will remain the core mission of the University of Alaska. UA will continue to offer a strong base of academic programs in the arts, humanities, mathematics, and sciences, and quality professional, career, and vocational programs. UA will offer postsecondary educational opportunities to all Alaskans, while maintaining rigorous standards for student performance. UA will continue to provide instruction in varied forms, emphasizing student-faculty interaction in classrooms, laboratories, community-based learning situations, and technology-assisted courses. Graduates will attain or exceed the learning outcomes established by faculty, based on national and international standards in their disciplines.

UA campuses strengthen the communities, regions, and state that they serve. UA campuses promote appreciation of the arts and understanding of and respect for diverse cultures and traditions. They prepare Alaskans for jobs and careers. They promote entrepreneurship and sustainable community development and provide research-based information to agencies, policymakers, and the public. In fulfilling these roles, UA will
help to prepare Alaskans and their communities to meet the challenges and opportunities of the 21\textsuperscript{st} century.

In addition to serving a community college student population and responding to local and regional needs throughout Alaska, UA community campuses will continue to have a special role in providing access to educational opportunities for place-committed students and underserved populations. Distance education will increasingly offer another option for place-committed, nontraditional, and mobile students. All campuses will be serving an increasingly diverse array of students and will continue to place special emphasis on programs serving Alaska Native peoples. UA graduates will augment Alaska's workforce and promote sustainable development of the state's economy. UA will build human capital with the skills and knowledge to help the state to adapt to the changing social, financial, and physical environment and to engage Alaskans with the global economy. Graduates will become Alaska's community and state leaders, and strengthen the state's social fabric through civic responsibility, volunteerism, and philanthropy.

Alaska is a natural laboratory that attracts researchers from across the globe and offers countless opportunities for research, insight, and creativity to UA faculty, students, and staff. UA research and creative activity will expand and increase its international stature, while addressing Alaska's and the nation's needs for knowledge and its practical applications. UA will be respected as a center of integrity and unbiased information that will guide important decisions about the future of Alaska, the circumpolar North, and the world.

UA will provide an environment of excellence, including regular and rigorous evaluations of performance, that fosters recruiting and retaining outstanding faculty, staff, administrators, post-doctoral researchers, and undergraduate and graduate students. Excellence requires development of new and improved academic programs that provide educational opportunities linked to scholarship, including creative activity, basic and applied research, and craft practice. Excellence requires developing partnerships with businesses and industries and increasing extension, outreach and engagement with communities to bring the University's expertise to Alaskans throughout the state. UA looks forward to working in partnership with all Alaskans to make this vision a reality.

\textbf{Goals for Higher Education in the University of Alaska System}

- Provide access to excellent postsecondary education at all levels for all Alaskans, including those in remote communities and those from underserved populations.
- Promote collaboration among MAUs and campuses to create stronger programs to serve Alaska.
- Develop Alaska's workforce.
- Increase persistence and graduation rates of students.
- Educate students to become informed and responsible citizens of their communities, the state, the nation, and the world.
• Respect and contribute to the preservation of Alaska Native cultures, languages, and values.

• Embrace the cultural diversity of Alaskans and promote understanding of others.

• Meet the demand for continuing education and lifelong learning, including both credit and non-credit courses and other educational activities.

• Advance scholarship, research, and creative activity by faculty, students, and staff.

• Address the particular needs and opportunities in Alaska for research, scholarship, and creative activity.

• Engage communities and partner with businesses and industries to achieve a socially, environmentally, and economically sustainable state.

Planning, Program Development, and Improvement

To reach these goals, new academic, research, outreach, engagement and service programs must be developed to respond strategically to changing workforce needs, the evolving role of Alaska in the U.S. and global economy, environmental and social changes, and many other factors that will impact Alaska and Alaskans. Existing programs must undergo continuous assessment and improvement to ensure that they address current needs, and some programs will be phased out if they are no longer cost effective in serving the needs of students and the state. UA universities have strategic plans and additional, specific plans pertaining to units and programs. Communication and collaborative planning are essential. Strategic plans must align with the direction set for the University of Alaska by the President and Board of Regents.

Before significant resources are expended on new program development, the responsible faculty and dean(s) will submit a pre-proposal to their provost, and the provost in turn will present that pre-proposal to SAC. SAC will identify any similar programs at other MAUs that need to be consulted, consider whether a joint or collaborative program might better serve state needs, identify concerns that ought to be addressed in a full program proposal, consider the Criteria for New Program Development or Program Augmentation, and recommend further program development, revision for reconsideration, or no additional development. Recommendations shall be communicated to all parties who developed the proposal.

The universities will share information regarding state or federal initiatives for planning and budget purposes and to ensure alignment of such initiatives throughout the system. In some cases two or more universities can deliver much better programs than one working alone. The universities have prepared collaborative plans in several important areas, including health, distance education, workforce development, and teacher preparation. Further consultation and planning among the three universities, including

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2 "Initiatives" refers to requests for state or federal support through agency, legislature, or congressionally directed funding. Sharing of information about competitive proposals is strongly encouraged.

3 The following plans can be viewed at [http://www.alaska.edu/swacad/sac.htm](http://www.alaska.edu/swacad/sac.htm):
University of Alaska Statewide Academic Plan for Health Programs, University of Alaska Distance Education Audit Response Plan, University of Alaska Workforce Development Priorities and Guidelines,
their community campuses, will be beneficial for all new programs that may be developed during the period covered by the Academic Master Plan. Current and perceived future needs indicate that consultation and planning are especially required in the areas discussed below. There is no intent to limit new program development to only the areas listed. All final approvals shall be made through a recommendation by SAC to the UA President.

**Distance Education Programs**

Distance education offers the opportunity to serve students who cannot attend face-to-face programs, to serve students who prefer the distance format, and to increase enrollments at each of the UA institutions. Therefore:

- SAC will inventory existing distance education programs, in order to identify additional program needs, opportunities for collaboration, and any unneeded duplication.
- There will be no duplication of distance programs, unless it is clearly demonstrated that a distinct state need will be addressed or distinct student group will be served.
- Chancellors and provosts will direct and facilitate business deans and faculty to collaborate in developing a proposal for one distance delivered MBA or executive MBA for Alaska that meets the requirements for accreditation.
- All new distance offerings of existing degree and certificate programs must be approved or disapproved by SAC. Factors to be considered in the SAC review include those listed in the *Criteria for New Program Development and Program Augmentation* section, plus impacts on existing face-to-face programs. Approval by SAC applies to distance programs but does not apply to individual distance courses.

**Engineering Programs**

UA has recently made substantial investments in engineering programs in response to industry needs. The goal is that by 2012, UAA and UAF will produce 200 undergraduate trained engineers annually.  

- Engineering degree programs will continue to be offered by UAA and UAF as listed in the Academic Year 2010-2011 Catalog of each institution, except that either institution may choose to discontinue a program based on the normal process of Program Review if necessary.
- Appropriate levels of faculty, staff, and facilities need to be determined, in order to continue to provide high quality education to the increased number of students necessary to meet the goal of awarding 200 undergraduate engineering degrees annually.
- UA universities need to demonstrate success in engineering programs before expanding into new areas of engineering.

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*and University of Alaska Teacher Education Plan. The Teacher Education Plan will be posted when available.*  

• Before a MAU expands into new program or degree areas, a proposal will be reviewed and approved by the President and Board of Regents. Facility implications will be included in the proposal.

**Teacher Preparation Programs**

Because unfilled needs for well-prepared teachers exist in every region of Alaska, replication of degree and certificate programs in education exists at all three universities and is expected to continue. The state has especially great needs for teachers in remote rural communities, for special education teachers, and for math and science teachers. The UA Statewide Educator Preparation Planning Group has developed a plan for addressing Alaska's needs. That plan includes four major goals, which are endorsed by SAC and incorporated into this plan:

- Recruit and retain more students in education.
- Increase program access through multiple delivery methods.
- Enhance educator preparation programs in special education and in math and science teaching.
- Conduct research to identify causes and propose solutions for education challenges in Alaska and make periodic reports to the President and Board of Regents.

**Health Education Programs**

Educating Alaskans for the healthcare workforce has been a major focus of the University of Alaska over the last decade, and investments in health academic programs are a priority of the President and Board of Regents. The UA Academic Plan for Health Programs outlines the future for over 70 health focused disciplines. The plan is being implemented and refined through the Statewide Office for Academic Affairs and the Office of the Vice Provost for Health Programs housed at UAA — the lead university for coordinating health academic programs. The Statewide Office for Academic Affairs shall continue to collaborate with UAA in providing strategic leadership for health education programs, in consultation with campus leaders and deans and directors from throughout the system. These degrees are among the most expensive the University offers due to high faculty to student ratios and the need for specialized equipment. Investments must be made carefully and in a planned way, in order to ensure both quality and sustainability.

- An updated health academic plan or progress report will be produced annually. UA planning will consider needs identified by the State of Alaska’s Workforce Investment Board 2010 Alaska Health Workforce Development Plan, which highlights the role of the University of Alaska in preparing Alaskans for jobs in 26 critical shortage occupations.
- The process used to develop and implement the plan will be maintained and strengthened.
Workforce Development Programs

The University of Alaska is the state’s most comprehensive source of workforce training and career and technical education. Each of UA’s campuses play an important role in preparing Alaskans for the workforce, a key part of the UA system’s community college mission. UA meets the needs of employers and community partners by preparing today’s students for high demand jobs and for the careers of tomorrow, including those in healthcare, mining, construction, oil and gas development, engineering, and teacher preparation. In our rapidly changing world, these careers will require advanced skills, greater knowledge, and more flexibility than ever before. To fulfill this mission, the UA system must:

- Support partnerships providing pre-college opportunities that connect youth with career pathways leading to UA programs, to guarantee them preparation for academic success and improved employability.
- Increase the number of graduates with occupational endorsements, certificates, and academic degrees that have prepared them for careers identified as vital to developing a sustainable Alaskan economy.
- Increase access to workforce and high demand programs by increasing the flexibility of delivery options, including, but not limited to, on-line and distance education.
- Support faculty professional development focused on meeting current industry standards and practices.
- Expand partnerships with industry and communities in order to maximize the use of public facilities for training, and to integrate education, training, research, and experiential opportunities for students.
- Provide credit- and non-credit offerings for professional development and lifelong learning for those already in the workplace, but seeking to improve their skills and opportunities.
- Partner with state and federal agencies, employers, the Alaska Workforce Investment Board, and other entities to anticipate workforce training needs in alignment with the Alaska Career and Technical Education Plan.
- Develop and support programs that meet current industry standards.
- Avoid unnecessary duplication of and encourage increased collaboration between workforce programs currently provided within the UA system or state-supported regional training centers.
- Strive to maximize the ability of students to transfer credit throughout the UA system in workforce and technical preparation (Tech Prep) programs, including programs of study that transition students from secondary education to the UA campuses.
- Report at least annually to the Board of Regents about progress in meeting UA system responsibilities for workforce development and securing sustainable funding for career and technical education for youth and adults.
Internationalization

UA aims to maintain and expand opportunities for students to learn about cultures other than their own and acquire international experience. Students will gain international literacy through exchange and study abroad programs and through diverse and vibrant campus communities that include international students and faculty. Special attention will be given to the Arctic, Pacific Rim, and India. UA will:

- Continue to implement agreements with institutions and consortia, including the University of the Arctic, to bring a varied group of international students to Fairbanks.
- Increase efforts to recruit international students for programs with current enrollments that are below capacity.
- Establish additional international 2+2 degree programs.
- Foster research partnerships with agencies and universities in other countries.
- Promote faculty exchange, student exchange, and experiences abroad.

Biomedical Research Programs

Both UAA and UAF have made substantial investments in biomedical and health research. Before further, substantial investments are made, chancellors, provosts, and vice chancellors or vice provosts for research will:

- Commit to ongoing collaboration and transparent discussions on the biomedical and health research agenda at regular meetings of UA administrators.
- Consider the following goals in deciding on priorities for capital and operating budget requests:
  - Increased UA success in securing federal research grants and contracts.
  - Effective and efficient use of capital and operating resources at UA.
  - Potential for partnerships with business, industry, or nonprofit groups.
  - Serving state needs, with consideration of Criteria for New Program Development or Program Augmentation.
- Appropriate new programs or facilities, based on capacity and mission of each MAU.
- Develop research program proposals with recommendations on which MAU should lead and house the programs.

Doctoral Programs

In order to avoid significant expenditures for development of new Ph.D. or professional doctoral program proposals that the Board of Regents may not approve, approval of a formal pre-proposal will be required before any significant resources are allocated to development of a full proposal. The format of the pre-proposal, including the content and the approval process, will be developed and approved or disapproved by SAC in

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5 All international degree programs must comply with MAU and UA policies and regulations and with NWCCU standards.
6 Nothing in this section is intended to supersede the statement concerning academic freedom on page 18.
7 In select cases MAUs may share leadership for a program or for components of a program.
consultation with the President, Board of Regents’ Academic Affairs Committee Chair and faculty governance. The approval process for a pre-proposal will include:

- Internal, preliminary approval per MAU guidelines.
- Determination by SAC whether or not the program will be more cost effective or higher quality if offered jointly by two or more MAUs; if yes, an agreement to collaborate on any program proposal will become part of the pre-proposal.
- Approval by SAC, based upon its assessment relative to the Criteria for New Program Development and Program Augmentation, inasmuch as those can be addressed without expending significant resources.
- Approval by the UA President and President’s Cabinet.
- Approval by the Academic and Student Affairs Committee of the Board of Regents.

Ph.D. degrees may be awarded only by UAF, with the exception that the clinical-community psychology Ph.D. will be awarded jointly by UAF and UAA when the joint award is approved by NWCCU. UA, UAF, and UAA will move forward in securing NWCCU approval of the joint award. UAA may award professional doctorates in education leadership and in nursing, provided these degree programs are approved by the Board of Regents and NWCCU following approval of the Academic Master Plan.

**New Professional Schools**

In the future, if demand for new programs is documented and resources become available, and with the recommendation of SAC, the approval of the President’s Cabinet, and the recommendation of the President to the Board of Regents, UA may consider the development of:

- Major new programs in the health sciences, including pharmacy, veterinary medicine, or a medical school.
- A school of design.
- A school of law.

**Method of Implementation**

The AMP serves as a general guide, not a detailed plan. An annual progress report on implementation of the plan will be made by the Vice President for Academic Affairs to the President’s Cabinet.

SAC shall begin discussions on a new or amended plan in the spring of 2014. All areas of the plan will be reviewed and reconsidered. A new or amended AMP will be submitted to the Board of Regents by December 2015. A comprehensive report on the implementation and assessment of the AMP shall be made to the Board of Regents by

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8A progress report on the PhD in Clinical-Community Psychology shall be made to the Academic and Student Affairs Committee of the Board of Regents. It may be necessary and appropriate for the Board of Regents to re-affirm their June 2005 approval of the degree as a fully joint degree.
December 2015, prior to approval or disapproval of a successor plan or a decision on extension of the existing AMP.

In all cases where a campus long-range plan or mission statement conflicts with the Academic Master Plan in effect, the latter shall supersede the campus plan or mission statement.

The implementation of the Academic Master Plan is the responsibility of the Statewide Academic Council and the President’s Cabinet. Final approval rests with the UA President, who shall recommend actions to the Board of Regents.

- The UA Board of Regents will develop a strategic plan based upon the Academic Master Plan. The strategic plan shall consider emerging state needs, demographics, projected available resources, and other factors as determined by the Board of Regents.
- Provosts will conduct Program Review as mandated by Board of Regents’ Policy, or more frequently if needed, and will monitor the needs and conditions of academic programs. Programs that do not meet acceptable standards of quality, efficiency, educational effectiveness, and contribution to MAU mission and goals will be improved, suspended, or eliminated. A progress report shall be submitted to the Academic and Student Affairs Committee once a year.
- The Statewide Academic Council will evaluate new, proposed academic programs based upon the Criteria for New Program Development or Program Augmentation in the Academic Master Plan and will forward recommendations through the President to the Board of Regents, with approval or disapproval based on those requirements and criteria. The criteria include but are not limited to economies of scale, academic capacity and infrastructure, demonstrated faculty expertise, enrollment demand, underserved populations, and availability of funding.
- The Statewide Academic Council, in consultation with the President’s Cabinet, will evaluate proposed academic and research programs requiring investment of new state appropriation dollars. Recommendations will be made to the Board of Regents on priorities, as determined by the President, for annual funding requests.
- The Statewide Academic Council will evaluate proposed academic and research programs for potential philanthropic support.
- The Board of Regents will review new academic program requests based on the Academic Master Plan and recommendations of the President.

The UA goals will be addressed by the actions described in the following section.

**Academic Goals and Actions**

The University of Alaska has an opportunity to improve the lives of Alaskans through education, research, and public service. The University is responsible for stewardship of the resources provided by the state and accountable for its performance. Within that broad set of responsibilities, the University is committed to the following goals and actions.
Goal: Provide access to excellent postsecondary education at all levels for all Alaskans, including those in remote communities and those from underserved populations.

Actions:
- Plan to meet the needs of future students and Alaska’s employers by examining demographic, economic, and other relevant trends that will help in forecasting future enrollments.
- Make all reasonable efforts to offer Alaskans in other locations the opportunity to benefit, if a program can be offered by only one or two of the Universities. Employ distance delivery, articulation with two-year programs, alternative schedules of offering and other approaches as needed.
- Continue to expand class schedules (such as weekend, evening, and early morning) that accommodate working students.
- Increase opportunities for UA students to participate in regional, national, and international exchange, partnership and collaborative programs.
- Enroll a diverse student body that reflects the population of Alaska.
- Reach out to middle and high schools to provide students and parents with information on the advantages of post-secondary education, academic preparation for college, financial aid options, and UA programs.
- Operate branch campuses and centers that provide classroom instruction in the larger communities, unless community or tribal colleges outside of UA exist to meet local needs.
- Provide accessible, student-centered distance education options for both rural students and those whose life and work commitments make class attendance difficult.

Goal: Promote collaboration among MAUs and campuses to create stronger programs to serve Alaska.

Actions:
- Create tangible incentives for collaboration.
- Share credit for educational programs, research, and outreach or service activities equitably.
- Consider opportunities for departments at different MAU’s to collaborate in a partnership of equals.
- Promote and facilitate enrollment and transfer between UA campuses.

Goal: Develop Alaska’s workforce.

Actions:
- Provide and expand degree or certificate programs, occupational endorsements, or workforce credentials that prepare Alaskans for high demand jobs in Alaska.
- Continuously evaluate the workforce needs of Alaska.
- Streamline the program approval process to meet urgent workforce needs.
- Recruit additional students to high demand job area programs.
- Educate teachers to meet Alaska’s needs.
**Goal: Increase persistence and graduation rates of students.**

**Actions:**
- Create a better environment for learning and student success.
- Deliver education that enables underprepared students to meet rigorous academic standards.
- Provide initial course placement, and articulate developmental education courses seamlessly with freshman-level courses.
- Work with the PK-12 education system in Alaska to increase the proportion of high school graduates who intend to attend college and who are prepared for college level work without developmental coursework.
- Develop accessible career pathways for PK-12 students, parents, and teachers, to increase their understanding of the preparation needed to succeed in postsecondary education and employment.
- Continue to support increased funding of the Alaska Commission on Postsecondary Education for additional needs-based financial aid.
- Secure additional philanthropic support.
- In collaboration with PK-12 schools, provide students in PK-12 schools that have few college-graduate parents with academic support and enrichment. Provide targeted academic support to first generation university students, securing and using resources available through TRiO and other similar programs.
- Uphold the applicable BOR policy and regulation governing the transfer of credit between and within the University of Alaska. Ensure that college-level credits earned at any MAU, including those obtained online, will transfer to another, and that those credits will meet degree program requirements to the maximum extent that is consistent with academic standards and specialized program accreditation.

**Goal: Educate students to become informed and responsible citizens of their communities, the state, the nation, and the world.**

**Actions:**
- Provide the resources to develop students’ skills in writing, verbal communication, and quantitative reasoning; improve students’ understanding of the physical, biological, and social sciences, technology, social institutions, and economic systems; and enhance students’ knowledge of and opportunity to appreciate the arts and humanities, diverse cultures, and values.
- Increase opportunities for community-based, engaged learning, including internships and service learning.
- Focus on developing leadership, management, and civic skills.

**Goal: Respect and contribute to the preservation of Alaska Native cultures, languages, and values.**

**Actions:**
- Continue and expand efforts to record and preserve languages, traditions, and knowledge of Alaska Native people.
• Continue and develop new programs of study of Alaska Native languages, cultures, and communities.
• Benefit from the knowledge and wisdom of Alaska Native elders in curricular and co-curricular activities.

Goal: Embrace the cultural diversity of Alaskans and promote understanding of others.
Actions:
• Include a wide variety of cultures in the curriculum and co-curricular activities.
• Recruit under-represented minority students in Alaska.
• Attract students from other states and internationally by providing excellent faculty and quality programs.
• Recruit and support professional development of Alaska Native and other minority faculty and staff.

Goal: Meet the demand for continuing education and lifelong learning, including both credit and non-credit courses and other educational activities.
Actions:
• Recruit, advise, and serve non-traditional students with attention to their differences from recent high school graduates.
• Provide courses scheduled to meet the needs of full-time employees, such as evening, weekend, and compressed formats.
• Offer high quality non-credit courses to meet community and workforce needs for information and skills.

Goal: Advance scholarship, research, and creative activity by faculty, students, and staff. Address the particular needs and opportunities in Alaska for research, scholarship, and creative activity.
Actions:
• Engage and involve both undergraduate and graduate students in research.
• Provide faculty with time and opportunities to engage in research, scholarship, or creative activity appropriate to their position and the mission of their institution.
• Improve the infrastructure needed for research, including personnel, facilities, and equipment.
• Improve access to library resources, including online databases, for faculty, staff and students statewide.
• Diversify sources of research support, including greater state support for those research areas that directly benefit the state, corporate and industry support, and philanthropic support.
• Prepare to compete effectively through awareness of trends in federal funding by discipline, targeted recruiting of faculty with strong research capabilities, and judicious use of start-up funding to foster new research directions.
• Focus organized research on areas in which special opportunities exist in Alaska, the circumpolar North, and the Pacific Rim.
• Develop research collaborations with other northern and Pacific Rim nations.

Goal: Engage communities and partner with businesses and industries to create a socially, environmentally, and economically sustainable state.

Actions:
• Increase the number of donors, with a focus on engaging alumni.
• Create solutions to social, economic, and environmental problems through research.
• Partner with businesses, industry, Native corporations, communities, and other entities to conduct applied research to meet specific needs.
• Provide research based information to communities, through formal extension programs and a variety of other means.
• Increase externally funded research to provide direct and indirect economic benefits to Alaska and to UA, through business and intellectual property development.
• Partner with businesses and industry to develop marketable products and services.

Criteria for New Program Development or Program Augmentation

The criteria in this section have been developed to assist and guide the MAUs, SAC, President’s Cabinet, and the Board of Regents. The criteria will inform decisions on whether to implement proposed new programs, significantly augment existing programs, or establish joint or collaborative programs. The criteria are designed to best meet the institutions’ missions, while optimizing the use of existing resources, limiting unnecessary duplication of efforts, and leveraging new resources to achieve program goals.

Mandatory Criteria for All New or Significantly Augmented Programs

New and significantly augmented programs will be established based on consideration of the following criteria, all of which must be met.

• The proposed program aligns with the UA and the proposing MAU's mission and strategic academic plans.
• Either the same or a similar program does not exist at another location within UA, or a sufficient justification, based on the additional criteria described in the next section, for replicating the program is provided.
• The education, research, outreach, engagement, and/or service activities will provide meaningful benefit to UA’s students, faculty, or staff; the state; or communities.
• For instructional programs, documented and verified student demand for the program exists or will exist appropriate to the program’s designed capacity.
• The education, research, outreach, engagement, or service program will be capable of achieving success based on criteria customarily used by UA and other universities nationally.
• If augmentation of an existing program is proposed, the program is successful, based
on the criteria normally used by UA to assess comparable programs and criteria used
by institutions nationally.
• Graduate degree programs that require a thesis or dissertation will require a faculty
with relevant experience, activity, and accomplishments in research or creative
activity.
• There will be no duplication of doctoral programs within UA.
• Ph.D. degrees may be awarded only by UAF, with the exception that the clinical-
community psychology Ph.D. will be awarded jointly by UAF and UAA when the
joint award is approved by NWCCU.9
• UAA may award professional doctorates in education leadership and in nursing.
• An outreach, engagement, or service program will primarily serve the region of the
proposing MAU, except that UAF has particular statewide responsibilities mandated
by its Land Grant, Sea Grant, and Space Grant status, and any of the MAUs may
demonstrate that it has special expertise that is needed outside its region.
• Sufficient resources, including but not limited to faculty, facilities, equipment, library
materials, and related academic programs, will be available to provide and support a
quality program. Note: Sufficiency of resources can be demonstrated through any
combination of the following:
  o There is little10 or no cost to augment the existing resources to the required level
    for a quality program.
  o The MAU identifies an internal resource reallocation to provide the required level
    for a quality program.
  o The program is capable of self-support via tuition and fee revenue.
  o A budget request has been made to achieve the required resource level for a
    quality program, and that request is a high priority of both the MAU and the UA
    Board of Regents.
  o The program has or will have external funding. However, if the external funding
    will not continue indefinitely, a financial sustainability plan must be provided.
    Endowments may provide a potential mechanism for sustained funding.
  o For research programs, a research group has demonstrated capability to acquire
    and sustain sufficient extramural support needed to maintain and expand the
    program.

Additional Criteria for Instructional Programs

Not all of these criteria must be met, but a new or significantly augmented program must
have at least one strong justification based on the following:

• Employer demand for program graduates exists in the state and nationally.
• There are non-employment related needs for the program, including those of families
  and communities.

9 It may be necessary and appropriate for the Board of Regents to re-affirm their June 2005 approval of the
degree as a fully joint degree. UA, UAF, and UAA will move forward in securing NWCCU approval of
the joint award.
10 Approximately $50,000 or less.
• Substantial demand from place-committed students exists, if the program will be delivered by a community campus or via distance, or if the program already exists within UA.

• The program is commonly offered by peer institutions outside Alaska, and its availability will motivate more students to remain in Alaska for postsecondary education.

• Collaborative programs can be used to meet substantial demand for high-cost programs, if collaboration improves cost-effectiveness.

Additional Criteria for Organized Research Programs

Not all of these criteria must be met, but a new or significantly augmented program must have at least one strong justification based on the following:

• The research will contribute information, technology, or training needed by the state.

• There is substantial, documented demand for related degree programs among baccalaureate and graduate degree-seeking students or prospective students.

• The research program has potential to achieve national or international prominence11.

• The research program has potential to generate a high ratio of external research funding/state dollars invested.

• The research program has potential for development of patentable technology or other intellectual property.

The freedom to pursue scholarship, including research and creative activity, is fundamental, and nothing in this plan is intended to limit that freedom. As a state-funded institution, however, UA must strive to meet the state’s academic research needs in the most effective and efficient way possible. Therefore, criteria are required to guide the development of organized research programs undertaken with investments of designated general fund monies or provision of other substantial resources, such as space, equipment, and general fund support of workload.

Additional Criteria for Outreach, Engagement, and Service Programs

Not all of these criteria must be met, but a new or significantly augmented program must have at least one strong justification based on the following:

• The outreach, engagement, or service program will contribute to the state’s economic development.

• The outreach, engagement, or service program will promote community resilience and sustainability.

• The outreach, engagement, or service program will foster positive youth development.

• The outreach, engagement, or service program will improve Alaskans’ health.

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11 National or international prominence as assessed by the criteria normally applying to a particular research area, which in the sciences and engineering normally include frequent articles by faculty, graduate students and staff in leading refereed publications and regular citation of the research articles published.
Credit for Program Execution

Each MAU and campus should receive credit for their contributions to programs and there should be incentives for collaboration. “Credit” includes all applicable UA metrics. It also includes appropriate recognition of cooperating units in internal publications (catalogs, course schedules, promotional materials) and public relations releases. If an academic, research, or outreach program is shared between MAUs, procedures for apportioning performance metrics should be included in the proposal at the time the program is submitted for approval. If no procedures exist (as for already-established programs), they should be negotiated by the MAUs and campuses involved, with approval of all administrators having responsibility for the program. The Statewide Academic Council shall establish a process and guidelines for apportionment of credit. The process and guidelines must be approved by the President’s Cabinet for systemwide programs or programs involving two MAUs.

Assessment

UA and UAA, UAF, and UAS will regularly assess performance in achieving the goals and effectively carrying out the actions described above. Certain assessments are conducted and reported because of laws or regulations of the state or UA policies. These assessments and reports are listed below, and are more fully described or are posted at the referenced websites.

UAA, UAF, and UAS will develop additional objectives and implement assessments in response to the standards for accreditation of the Northwest Commission on Colleges and Universities (NWCCU) and specialized accrediting organizations. All institutional accreditation documents and reports will be made available to the President’s Cabinet and the Board of Regents. To the extent required by NWCCU, objectives established and assessments conducted for accreditation purposes will be made public.

Performance Measures (reported annually):

- First-time Full-time Freshman Retention
- Number of High Demand Job Degree and Certificate Awards
- Student Credit Hour (SCH) Production
- Grant-funded Research Expenditures
- University Generated Revenue
- Non-credit Instructional Productivity
- Academic Program Outcome Assessment
- Strategic Enrollment Management Planning
- Graduation Data: numbers of graduates, graduation rate, time-to-degree, cost of attendance

Other Required Reports:

- List of certificate and degree programs (annual)
- List of separately accredited certificate and degree programs (annual)
Alaska’s University for Alaska’s Schools (annual)
Alaska Budget System (ABS) Report (annual)
UA in Review (annual)
Legislative Performance Measure Reporting (Missions and Measures Report)
(annual)
Program Review
APPENDIX A: Alaska and its University

Alaska is the last frontier of the United States, and its university system faces unique opportunities and challenges. Alaska is, by far, the largest and most sparsely populated state in the nation; 640,000 Alaskans occupy 570,374 square miles. The state extends 2,400 miles from east to west and 1,420 miles from north to south, similar to the geographic span of the entire continental U.S. Many of Alaska’s communities are not connected to the rest of the state by roads. Much of the state lacks broadband internet connectivity, and some households do not have access to community utilities. The vast distances, small population, and limited transportation and communications infrastructure make it a challenge for the University of Alaska to serve all Alaskans equitably. Yet, Alaska offers countless opportunities for discovery and innovation in education, research or creative activity, and collaboration with its diverse communities.

The University of Alaska system consists of the University of Alaska (UA) statewide administration and three separately accredited universities, the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF), and the University of Alaska Southeast (UAS). Each of the universities includes community campuses, and UAA incorporates the separately accredited Prince William Sound Community College (PWSCC). The University of Alaska serves Alaskans through a total of 17 campuses, spanning the state from Ketchikan to Kotzebue, and delivers services to many remote communities. The university helps the state provide stewardship for its rich resources, sensitive environment, and indigenous cultures, and plays a key role in shaping Alaska’s future.

Much of UA’s strength comes from its unique setting. UA programs have grown and gained international recognition while fulfilling specific needs in Alaska. In fields like engineering, biology, Alaska Native studies, and ocean and earth sciences, the state itself is a natural laboratory and classroom. UAA, UAF, and UAS all include units that focus on serving the workforce development and educational needs of communities and the state, through place-based and distance delivery. Each university delivers a range of baccalaureate and master’s degree programs that serve their regions of the state and meet statewide needs. Scholarship and creative activity are vital to the University of Alaska.

UA serves Alaska communities in a wide variety of ways, for example, providing lifelong learning opportunities, promoting economic development, and offering performances and exhibitions in the arts.

UA and its constituent institutions must plan for the future in order to enhance their resilience and capacity to adapt to change. Future challenges to UA and the state include low and declining numbers of recent high school graduates who immediately enroll in college. Over the next decade, Alaska will have decreasing numbers of high school graduates and fewer traditional-age freshmen. Also, without concerted corrective action, low high school graduation rates, and a very low proportion (28%) of graduates enrolling in college by age 19, will continue. UA, in conjunction with the PK-12 systems, must

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plan and implement strategies to increase the proportion of teens graduating from high school and attending college.

Alaska’s overall population is growing slowly, 1.0% per year for 2000-2008. Net population changes vary for different regions. Anchorage (1.1%), the Matanuska-Susitna Borough (4.0%), the Kenai Peninsula (0.8%), and Fairbanks (1.0%) are growing, while the populations of the Southeast, Southwest, and Northern regions are constant or decreasing. For 2000-2008 only the Matsu Borough had a significant increase (over 17,000) due to net in-migration. In other areas, any changes were due to the net effects of births and deaths, often coupled with substantial out-migration. These demographic trends predict a decline in the traditional-age UA student population. Only 27% of Alaskans aged 25 to 64 have a bachelor’s degree or higher. UA must continue to devise programs and delivery methods that will attract and serve this large population of potential students.

Alaska has the lowest baccalaureate degree completion rate, within six years, for first-time, full-time baccalaureate-seeking freshmen of any state. If this performance does not change, the next generation of Alaskans will be less well-educated than the current one. UA needs to develop and implement programs to increase timely graduation rates, including financial aid, advising, and academic support. Nationally, the three most successful approaches to increasing student retention and graduation rates for degree seeking first time freshmen are first-year experience courses, learning communities, and student engagement programs such as undergraduate research and community-based learning. UA will also need to consider initiatives to meet the special needs of Alaska’s population, including increased collaboration with PK-12 and support for lifelong learners and non-traditional students. Alaska currently lacks an adequate need-based financial aid program, and that problem is compounded by the fact that there is no low cost community college system; community campus tuition rates are the same as those at the baccalaureate-granting campuses.

The next decade will bring major changes in Alaska’s economy, including a transition from petroleum to natural gas as the major resource extraction industry, and a likely state income decrease as oil production declines before gas production increases or other revenue generating projects become significant. However, Alaska’s economy will remain based upon resource extraction, and such an economy yields dramatically different household incomes and tax revenues in different communities and regions of the state. In conjunction with the state, UA needs to consider how regional differences in the funding and cost of PK-12 education affect student preparation for college, and whether changes are needed to improve access to higher education across the state. As globalization of the economy continues, Alaska’s businesses and industries will need to

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adapt to remain competitive. As the economy changes, workforce needs will change, and
UA programs must change as needed to supply that workforce.

There are larger issues that impact the university, but also have much broader effects.
For example, high energy costs, and in remote locations, low energy availability, threaten
the viability of many Alaska communities. Limited transportation and communication
infrastructure not only limit Alaskans’ access to higher education, they limit access to
economic opportunity as well. The state is faced with questions concerning impacts of
exploiting non-renewable resources, such as minerals and petroleum, on sustainable
resources such as forests, wildlife, and fisheries. The state is subject to serious natural
hazards, including earthquakes, volcanic eruptions, tsunamis, floods, and severe weather,
which create special requirements for monitoring and prediction, as well as requiring
appropriate design of infrastructure. University-based research is crucial to help the state
make wise decisions about its future.

The Earth’s climate is subject to both natural and human-caused changes, which can be
particularly large in circumpolar regions. Climate research must be interdisciplinary,
linking changes in the atmosphere, oceans, and sea ice to changes in ecosystems and the
human communities that depend on them. Predicted climate changes and ocean
acidification over the next several decades could affect subsistence and commercially-
harvested natural resources, including forests, fish, and wildlife. Beyond ecological
changes, climate change can cause major effects on landscapes and infrastructure. For
example, drier climate leads to increased wildfires and attendant threats to rural and
suburban communities. Melting permafrost can damage roads, airfields, and buildings.
Decreasing sea ice leads to open water and storm wave-driven coastal erosion in winter.
UA climate research is extensive, ranging from field observations and experiments across
the Arctic to predictions of future changes using mathematical models. UA research is
leading to better understanding of the environmental changes and their effects, which will
enable forecasting of and adaptation to the new conditions.

Health-related issues also impact all Alaskans, but have particular implications for
university research and teaching programs that are aimed at understanding and
ameliorating health disparities and educating practitioners to serve Alaskans throughout
the state. Alaska has 1.1 persons per square mile, more than 70 times less than the U.S.
average, and healthcare access remains very limited for many rural residents. Alaska has
among the lowest number of healthcare providers per capita of any state, and Alaskans
need educational programs to qualify them for thousands of present and future jobs. Like
most other regions of the U.S., Alaska’s leading causes of death and disability are chronic
diseases such as heart disease, stroke and diabetes. As Alaska’s currently young
population ages, such diseases will become increasingly prevalent, creating greater
demands on its healthcare systems. However, Alaska has special health challenges as
well. Alaska has high rates of accidental death, suicide, child maltreatment, alcohol
abuse and violence, and the highest documented rate of fetal alcohol syndrome in the
nation. Alaska Natives have health disparities compared with other Alaskans on most
major health indicators, and hepatitis, tuberculosis, pneumonias, and *Helicobacter* are
major public health concerns. The environment, including extreme seasonality, cold, air
quality, and persistent organic pollutants transported from other regions, creates additional health challenges for Alaskans.16

Enrollment in healthcare academic programs and participants in health training programs together grew 102 percent between FY2000 and FY2009. The University of Alaska is currently producing approximately 1,200 certificates and degrees each year. Despite the university’s increased production of a skilled workforce, healthcare employment continues to be the fastest growing job sector of the Alaska economy, with jobs at every level of education and in urban and rural communities. Between 2000 and 2008 healthcare employment increased 46 percent, about three times as fast as all other sectors of the economy. This trend is expected to continue into the next decade. Currently, 11 of the top 15 fastest growing jobs in Alaska are in the healthcare sector. In 2007, the SAC adopted the Academic Plan for Health Programs, the first UA discipline-focused academic plan. The plan outlines a UA-wide systemic future for over 70 health-focused disciplines. The plan is being implemented and refined by the Office of the Vice Provost for Health Programs housed at UAA — the lead university for health academic programs. The university has developed research programs to assist the state in meeting its challenges and opportunities for development. However, the number and scope of research programs are not sufficient to meet the needs. In addition, most UA research is federally funded, and while federal research priorities align with those of Alaska in many cases, in others they are very different. The university needs to secure and direct state resources to the highest priority challenges and opportunities facing Alaska. In some instances, applied research and partnerships with industry can provide both targeted solutions and potential income to UA.

The University of Alaska system is a major economic force throughout the state, as documented in a recent report by the McDowell Group17. The University of Alaska’s annual economic impact in the state is nearly $1 billion including direct and indirect payroll, student and visitor spending, and millions in goods and services paid to 1,200 Alaska businesses in over 70 Alaska communities. More than 15,100 jobs are directly (8,000) and indirectly (7,100) linked to UA. Alaska’s investment in the university returns over $3 in total economic activity for every $1 from the state. The return for investments in research is even greater: $7.60 for every $1 in state funding.18 In addition, UA graduates tend to remain in Alaska, and collectively they earn about $2 billion annually.
There are less tangible but nonetheless vital effects of UA campuses in communities, ranging from engagement with PK-12 schools to athletic competitions, theatrical and musical performances, art exhibitions, and other cultural events. The two-thirds of UA graduates who remain in Alaska fill many of the leadership positions in business, government, education, and community service. UA campuses are at the heart of the

16 “Improving the Health Status of Alaskans: University of Alaska’s Role” http://www.alaska.edu/health/downloads/HealthStatusAlaskans.pdf
communities and regions they serve, and loss or reduction of a campus can have far-reaching economic and social impacts. Conversely, strengthening the university has multiple benefits for the communities it serves and for Alaska as a whole.
APPENDIX B: Charge

Academic Master Plan (AMP) Charge

(Agreement reached by Statewide Academic Council (SAC), Research Advisory Council (RAC), and Faculty Alliance on November 20, 2008)

I. Purpose

The SAC/RAC of the University of Alaska is charged with developing an academic master plan (AMP) that will provide a strategic vision for the continuing development of the University of Alaska’s academic programs. The plan will guide decisions that enhance collaboration between MAUs, build on the intellectual capital of the faculty and staff at each MAU, and provide expanding opportunities for students. The plan is a document that will enhance the University’s strategic management of both public and private resources.

II. Rationale

The University of Alaska has expanded significantly in the past 10 years. Many new programs have been developed at each MAU; a significant number of cross-MAU programs collaborations also exist. There are numerous challenges to the development of additional academic programs in the state: large geographic areas, relatively small numbers of students, limited access to community resources that would support some programs, limited funding, and inability of student populations to commute from one campus to another. It is in the best interest of the University, its faculty and students, and the state to develop a mechanism for making decisions regarding the development and location of current/future academic programs and spending wisely the resources that are apportioned to the university. In addition, the plan will provide an integrated academic vision, based on academic capacity, to define the respective roles of the three university’s and Community and Branch campuses. Lastly, the AMP will be used to assign current/future resources which reflect programmatic needs.

III. Plan for Development

A. Process

- SAC and RAC will meet jointly for purposes of developing the AMP.
- SAC /RAC will collaborate with faculty alliance, and faculty alliance will collaborate with each faculty senate to provide input to SAC during development.
- The process of developing the AMP will be open, collaborative, transparent and inclusive.
- All ideas and proposals brought to SAC/RAC through the Faculty Alliance or other councils and committees will be considered.
- Existing resource materials will be utilized in development of the AMP. Those resources include, but are not limited to, mission statements; vision statements, strategic plans, and academic plans that already exist at each MAU.
- SAC/RAC will seek guidance and input from other SW councils and other MAU committees and councils as appropriate.
• Additional ad hoc committees may be convened by SAC/RAC in the interest of efficiency as development of the AMP proceeds.
• Final approval of the AMP will be by consensus of the SAC/RAC. Faculty Alliance representatives to SAC/RAC will be voting members of the committee for development and approval of the AMP.
• The final plan will be presented to each faculty senate for their consideration prior to being forwarded by SAC to the President’s Cabinet and Board of Regents.

B. Time line\textsuperscript{19}
• Dec 15: Charge approved by Faculty Alliance, SAC/RAC, VP for Academic Affairs
• Dec 15 – Mar 31: SAC/RAC meets to develop plan. Meetings will be held frequently (every 2 weeks), ad hoc committees may be formed, additional input from SW Councils and Faculty Senates will be sought
• Mar 31: Draft AMP will be presented to all three Faculty Senates
• April: Faculty senates will respond through their formal representatives to SAC/RAC
• May 1: Final changes will be presented to all three Faculty Senates and Faculty Alliance for their consideration.
• May 15: AMP presented to President’s Cabinet
• June 1: AMP presented to BOR

IV. Expected Outcomes
• Clear and attainable goals for higher education in the state.
• Strategies for achieving those goals that may include assigning formal responsibility and authority to respective MAUs.
• Specific criteria that guide decisions regarding placement of programs at a particular MAU. Those criteria should include, but are not limited to, economies of scale, academic capacity and infrastructure, demonstrated faculty expertise, enrollment demand, and availability of funding.
• Broad academic direction for future generations of students, faculty and staff, which will result in the effective use of resources, service to the state, excellent academic programs and educational opportunity
• An integrated academic vision and implementation strategy for the investment and management of public and private resources
• A plan which provides direction for future leaders of UA and the BOR for the assignment of programmatic resources

\textsuperscript{19} The timeline has been revised. See Appendix C.
APPENDIX C: AMP Revised Schedule, March 2010 through December 2010

March 5, 2010  Draft to Stakeholder groups (Senates, etc.)
March 25, 2010  SAC meeting to discuss initial feedback on the plan
April 1, 2010  Revised timeline for discussion given to Stakeholder groups (Senates, etc.)
April 15, 2010  MAU Senates and administrative constituencies discuss the Academic Master Plan
April 15, 2010  Target date for feedback from non-Senate stakeholder groups to Provost Henrichs, with a copy to SAC
April 19, 2010  Provost Henrichs sends revised draft to SAC (this is a working draft, not a draft for distribution)
April 22, 2010  SAC Meeting (at this meeting SAC will endeavor to produce a revised draft for distribution)
May 3-7, 2010  Last MAU Senate meetings of the academic year; each Senate will endeavor to pass motions on the AMP. Motions and back-up information will be forwarded to the Faculty Alliance and SAC
May 14, 2010  Last Faculty Alliance meeting; target date for Alliance feedback on the plan given to SAC
May 17, 2010  Provost Henrichs provides updated draft to SAC (this is a working draft, not a draft for distribution)
May 20, 2010  SAC Meeting (at this meeting SAC will endeavor to produce a revised draft for distribution to Stakeholders and BOR)
June 2010  Draft given to BOR
September 2010  Feedback given by BOR to SAC and discussed with various stakeholder groups
October 2010  BOR feedback discussed at SAC and with stakeholder groups
October 27, 2010  President’s Cabinet discusses, reviews, and possibly amends plan prior to forwarding plan to the BOR. SAC should be notified of amendments. The AMP will be sent to UA senates for final review.
December 2010  Plan presented to the BOR
APPENDIX D: Definitions and Explanations

2 + 2 Degree Programs: College or university degree programs in which about two years of the program are completed at one institution, and the remaining, upper division requirements are completed at another institution. As used in this document, the first two years are completed at a university outside the United States, and the remaining requirements are completed at a UA institution.

Articulate [Developmental Education]: Align the academic content and standards of Developmental courses with those of freshman courses, so that students successfully completing the highest Developmental course will be prepared to succeed in the related freshman course(s).

Articulation [of a two-year program to a baccalaureate degree program]: The requirements of the two-year and baccalaureate program are established collaboratively, so that all or nearly all of the two-year program degree requirements also fulfill requirements of the baccalaureate program.

Capacity [in the context of new resources]: Number of students or researchers that can be accommodated by an existing academic or research program, considering the operating funds and facilities available.

Collaboration or Collaborate: In the UA context, collaboration means two or more MAUs working together to meet UA objectives.

Course Placement: Assignment of a student to an entry-level course based upon standardized test scores.

Creative Activity: Effort that yields an original work or performance of fine or applied art, music, theatre (including playwriting, acting and stagecraft), fiction, or poetry.

Craft Practice: The special skills and knowledge necessary to successful performance of an art, trade, or profession.

Demonstrate Success [with reference to engineering programs]: Meet established goals for numbers of engineering graduates and maintain ABET accreditation of currently accredited programs.

Developmental Education: Courses in mathematics, English, reading, and study skills that are not at college level, and are intended to prepare students to successfully complete college-level courses.

Diverse: Diversity refers to the variety of differences between people in an organization. Diversity encompasses race, gender, ethnic group, age, education, income, social background and more.

Duplication [relative to distance programs and workforce programs]: Programs will be considered duplicative if they compete for the same, or nearly the same, group of students.

Duplication [relative to doctoral programs]: Programs will be considered duplicative if they recruit faculty and students with the same or very similar qualifications, such
that they would compete for faculty and students. In addition, doctoral programs
will be considered duplicative if faculty research programs depend on the same
funding sources such that they will be in competition for the same funds.
Sameness of funding sources is not considered at the agency level (e.g., NSF or
NIH) nor at the level of major programs (e.g., Geosciences Directorate at NSF or
NIDDK (National Institute of Diabetes and Digestive and Kidney Diseases) at
NIH), but rather at the level where proposals would be considered by the same
program directors and/or panels.

Employer Demand: Need for employees with specified educational or workforce
credentials, as determined by objective information such as Alaska or US
Department of Labor statistics, or rigorously conducted employer surveys.

Engagement: Collaborations between institutions of higher education and individuals,
or organizations, and institutions in their larger communities (local, regional/state,
national, global) for the mutually beneficial exchange of knowledge and resources
in a context of partnership and reciprocity.

Exceptions: Actions that are not in accordance with established rules.

Joint [degrees]: Joint degrees are conferred by two or more universities, which share the
responsibility for program delivery and, therefore, share the credit for program
completion.

Mission: The purpose of an organization, in this case, of a university or campus. The
mission of each MAU is expressed in a Board-approved mission statement and
elaborated by the themes and objectives developed during the process of self-
study leading to accreditation.

New or Significantly Augmented Program: A new program is one that has not previously
been offered by the MAU proposing it. A significantly augmented program is one
that is requesting or receiving substantial (see definition below) new general fund
dollars from UA or the State of Alaska, either operating or capital funds.
Augmentation by internal reallocation within a MAU is not within the purview of
this document, except where specifically addressed.

Organized Research [versus individual research]: Organized research receives
considerable institutional general-fund financial support, above and beyond the
salary for the faculty member who conducts the research, facilities normally
provided to faculty in the faculty member’s field, and basic business operations
such as financial services and purchasing. “Above and beyond” resources include
specialized staff to provide pre- and post-award services, technical support staff,
and enhanced facilities. Individual research normally does not receive direct,
state appropriation financial support beyond the faculty member’s salary,
although it may receive considerable external funding and in that case will receive
institutional services and the use of facilities funded by indirect cost recovery.

Outreach: Refers to the many ways in which the University of Alaska extends its
resources for the welfare of groups of people, ranging from local communities
and tribes to global in size. It involves organizational units or departments of the
university and raising the public profile of the university as a whole. In outreach,
there is the development, integration, transmission, application, and preservation of knowledge. The resources and facilities of the university are made available to external organizations and groups to address pressing problems and issues of concern to the community.

Persistence: The proportion of students who, after enrolling for at least one credit during a given fiscal year, also enroll for at least one credit during the next fiscal year.

Research: The generation of new knowledge or insight.

Research program: See Organized versus Individual Research.

Scholarship or Scholarly Activity: Faculty work carried out to maintain currency of expertise.

Service: Faculty professional work dedicated to the betterment of an MAU, UA, or educational institutions more generally, an academic field, communities, other organizations, or people individually or collectively.

Significant [expenditures or resources]: More than $50,000\textsuperscript{20} total, even if expended in more than one fiscal year.

Special Expertise [of an MAU]: Faculty or staff group with knowledge or skills that do not exist elsewhere in the university system.

Strategic Plan: An organization’s definition of its direction and decisions on allocating its resources, including its capital and people, to pursue this direction.\textsuperscript{21}

Substantial: Of consequence or importance. Substantial [financial] resources or expenditures are those exceeding $200,000\textsuperscript{22} per year.

Substantial [student] demand for an academic program is evidence that sufficient new, qualified students will enroll each year to yield (after an initial period similar to the time required to earn the degree or certificate) a total headcount of majors that is equal to the minimal headcount specified in the program proposal. The minimal headcount of majors will (a) provide enough tuition revenue to cover program costs above those that will be covered by other revenue sources specified, and (b) be at least equal to the average enrollment of existing programs of a similar type. Further, new degree or certificate programs will normally not be approved if projected enrollments fall below the number guidelines below. Exceptions may be made in unusual circumstances, such as critical community needs for workforce training.

\textsuperscript{20} 2010 dollars.

\textsuperscript{21} The Academic Master Plan is not a strategic plan. It does not, for the most part, set specific directions for UA, nor does it allocate resources. Rather, it provides a framework and process that will enable these decisions.

\textsuperscript{22} 2010 dollars.
<table>
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<th>Program Type</th>
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<tr>
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<tr>
<td>Doctoral Degree**</td>
<td>15</td>
</tr>
</tbody>
</table>

*If a Certificate uses the same courses as an AAS, then aggregate projected enrollment of 30 students may be sufficient.

**Since interrelated graduate programs share faculty, courses, and other resources, if a unit demonstrates aggregate projected enrollment for related graduate programs of 30 students, that may be sufficient.

Underserved Population: A group whose members participate in higher education in a smaller proportion than the average for U.S. (or Alaska) residents of the same age. Alaska Native people and rural residents are among the underserved populations in Alaska. Low-income people and most racial and ethnic minorities (including Blacks, Hispanics, and American Indians) are underserved in the U.S. as a whole.
APPENDIX E: Participants

Membership of the Statewide Academic Council, 2008-2010

Daniel Julius, Vice President for Academic Affairs and Research, UA Statewide System (Chair) (AY 07-08 to present)

Jonathan Anderson, Faculty Alliance Representative to SAC for UAS (AY 10-11)

Richard Caulfield, Provost, UAS (AY 10-11 to present)

Jon Dehn, President-Elect (AY 08-09) and President of the Faculty Senate, UAF (AY 09-10 and AY 10-11); Chair of the Faculty Alliance (AY 09-10)

Michael Driscoll, Provost, UAA (AY 06-07 to present)

Jill Dumesnil, Chair of the Faculty Alliance, President of the Faculty Senate, UAS (AY 08-09)

James Everett, Vice Provost and Interim Provost, UAS (AY 08-09)

Susan Henrichs, Provost and Executive Vice Chancellor for Academic Affairs, UAF (AY07-08 to present)

Bogdan Hoanca, Chair of the Faculty Alliance and President of the Faculty Senate, UAA (AY 07-08)

Shirish Patil, Research Advisory Council Faculty Representative to SAC (AY 08-09)

John Petraitis, Faculty Alliance Representative to SAC for UAA (AY 09-10 and AY 10-11)

Virgil Sharpton, Vice-Chancellor for Research, UAF (AY 06-07 to AY 09-10)

Roberta Stell, Provost, UAS (AY 09-10)

Robert White, Vice-Provost for Research and Dean of the Graduate School, UAA (AY 08-09 to present)

Other Participants in Academic Master Plan Development

Patrick Gamble, President, University of Alaska (2010-present)

Mark Hamilton, President, University of Alaska (1998-2010)

John Pugh, Chancellor, University of Alaska Southeast

Brian Rogers, Chancellor, University of Alaska Fairbanks

Frances Ulmer, Chancellor, University of Alaska Anchorage

The Faculty Senates of UAA, UAF, and UAS

The Faculty Alliance

University of Alaska Board of Regents:

Cynthia Henry (chair), Timothy Brady, Ashton Compton, Fuller Cowell, Erik Drygas, Kenneth Fisher, Mary Hughes, Patricia Jacobson, Carl Marrs, Robert Martin, and Kirk Wickersham
Appendix F: Board of Regents Program Action Request  
University of Alaska  
Proposal to Add, Change, or Delete a Program of Study  
(University Regulation R10.04.020)

<table>
<thead>
<tr>
<th>1a. Major Academic Unit (choose one)</th>
<th>1b. School or College</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete Program Title  

3. Type of Program  

- [ ] Undergraduate Certificate  
- [ ] AA/AAS  
- [ ] Baccalaureate  
- [ ] Post-Baccalaureate Certificate  
- [ ] Masters  
- [ ] Graduate Certificate  
- [ ] Doctorate

4. Type of Action  

- [ ] Add  
- [ ] Change  
- [ ] Delete  

5. Implementation date (semester, year)  

- Fall, 2010

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.  
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master’s or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached).

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY</th>
<th>Projected Annual Expenditures in FY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
</tr>
<tr>
<td>General Fund</td>
<td>$</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restricted</th>
<th>Year 1</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Receipts</td>
<td>$</td>
<td>Year 2</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$</td>
<td>Year 3</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Other funding source Specify Type:</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Year 3:</th>
<th>Year 4:</th>
</tr>
</thead>
</table>
Page number of attached summary where demand for this program is discussed:

9. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

<table>
<thead>
<tr>
<th>Graduate TA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure track</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Number* of TAs or faculty to be reassigned:

<table>
<thead>
<tr>
<th>Graduate TA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure track</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Former assignment of any reassigned faculty:
For more information see page       of the attached summary.

11. Other programs affected by the proposed action (please list):

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed:

12. Specialized accreditation or other external program certification to needed or anticipated. List all that apply or ‘none’:

13. Aligns with University or campus mission, goals, and objectives (list):

Page in attached summary where alignment is discussed:

14. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed:

15. Program is initially planned to be:

- [ ] Available to students attending classes at       campus(es).
- [ ] Available to distance students.
- [ ] Partially available to distance students.
  (More than one box may be checked if applicable.)

Page # in attached summary where distance delivery is discussed:

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

_________________________________/_________
Authorized MAU Signature         Date

[ ] Approved
[ ] Disapproved
Chair, Academic and Student Affairs Committee / Date

[ ] Approved
[ ] Disapproved
Chair, Board of Regents / Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but their original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:  [ ] Summary of Degree or Certificate Program Proposal.
[ ] Other (optional)