Academic Master Plan Summary

The Academic Master Plan has been a project in the works since the fall of 2007. It is the second time the University of Alaska has written an academic plan; the first (called an Academic Development Plan) is dated December 1975.

The University of Alaska was encouraged to develop an academic master plan in the MacTaggart-Rogers Report and also by the Board of Regents on various occasions. The responsibility for drafting the plan was delegated to the Statewide Academic Council (SAC). That committee is currently comprised of the provost from each MAU, the chief research officers from UAA and UAF, and two Faculty Alliance representatives.

On November 20, 2008 the Statewide Academic Council and the Research Advisory Council (which have since been combined) approved the “charge” for the plan. The “charge” was subsequently approved by the Board of Regents in February 2009.

Over the past two and a half years the Statewide Academic Council, working with Faculty Alliance leaders, has prepared many drafts for review, comment and discussion. The timeline for completion of the plan has also been amended and is attached to this summary.

At this juncture, the most recent version of the plan will be presented to the Regents on June 3. It has been debated and reviewed by faculty and many other constituencies throughout the University of Alaska. On May 20 Faculty views and those from various other groups will be incorporated into the draft which will be presented to the Board on June 3. The Regents will have the summer (and longer if they so desire) to review this draft version and offer whatever feedback and comment they deem appropriate through Regent Pat Jacobson. Feedback from faculty and other stakeholder groups will continue in accordance with the timeline presented below.

Academic Master Plan Timeline

SAC amended the proposed timeline for development and final submission of the Academic Master Plan to the President’s Cabinet and Board of Regents.

AMP Proposed Schedule, March 2010 through December 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 5, 2010</td>
<td>Draft to Stakeholder groups (Senates, etc)</td>
</tr>
<tr>
<td>March 25, 2010</td>
<td>SAC meeting to discuss initial feedback on the plan</td>
</tr>
<tr>
<td>April 1, 2010</td>
<td>Revised timeline for discussion given to Stakeholder groups</td>
</tr>
</tbody>
</table>
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 produce a revised draft for distribution to Stakeholders and BOR)

June 2010  Draft given to BOR

September 2010  Feedback given by BOR through Regent Jacobson to SAC and discussed with various Stakeholder groups

October 2010  BOR feedback discussed at SAC and with Stakeholder groups

November 2010  President’s Cabinet discusses, reviews and possibly amends plan prior to forwarding plan to BOR. SAC should be notified of amendments

December 2010  Plan presented to the BOR
SAC continues to discuss reactions to the plan, particularly from faculty, and other various stakeholder groups. The initial “charge” framing the AMP process was not amended, although the timeline has been changed.

The charge and February BOR resolution are attached to this summary. A copy of the draft plan will be available at the June meeting.
University of Alaska

Academic Master Plan

December 2010 to December 2015
# UNIVERSITY OF ALASKA

## ACADEMIC MASTER PLAN

### TABLE OF CONTENTS

- List of Acronyms and Abbreviations ................................................................. 2
- Scope of the Academic Master Plan ................................................................. 3
- Vision ............................................................................................................... 3
- Goals ............................................................................................................ 4
- Plan ................................................................................................................ 5
  - Distance Education ................................................................................... 6
  - Engineering Programs ............................................................................. 6
  - Teacher Preparation ................................................................................ 6
  - Doctoral Programs .................................................................................. 7
  - Health Education Programs .................................................................. 7
  - Biomedical Research ............................................................................. 8
- Implementation ............................................................................................. 8
  - Academic Goals and Actions ................................................................. 9
  - Criteria for New Program Development or Program Augmentation .... 13
    - Mandatory Criteria for All New or Significantly Augmented Programs 13
    - Additional Criteria for Instructional Programs .................................. 14
    - Additional Criteria for Organized Research Programs .................... 14
    - Additional Criteria for Outreach, Engagement, and Service Programs 15
  - Credit for Program Execution ................................................................. 15
  - Assessment ............................................................................................... 16
- APPENDIX A: Alaska and its University ....................................................... 17
- APPENDIX B: Charge ................................................................................. 21
- APPENDIX C: AMP Revised Schedule, March 2010 through December 2010 23
- APPENDIX D: Definitions .......................................................................... 24
- APPENDIX E: Membership of the Statewide Academic Council 2008-2010 25
List of Acronyms and Abbreviations

AMP  Academic Master Plan
BOR  Board of Regents (of the University of Alaska)
MAU  Major Administrative Unit (one of UAA, UAF, UAS, UA)
NWCCU Northwest Commission on Colleges and Universities
PK-12  Pre-kindergarten to 12th grade
PSEP  Professional Student Exchange Program (for students in health fields, under the auspices of the Western Interstate Commission on Higher Education)
SAC  Statewide Academic Council
TRiO  U.S. Department of Education grant program that provides funding to colleges and universities to assist first-generation, minority, and disabled students.
UA  University of Alaska statewide system
UAA  University of Alaska Anchorage
UAF  University of Alaska Fairbanks
UArctic  University of the Arctic (an international collaborative network of institutions located in or near the Arctic or with interests in arctic research)
UAS  University of Alaska Southeast
U.S.  United States
WRGP  Western Regional Graduate Program (under the auspices of the Western Interstate Commission on Higher Education)
WUE  Western Undergraduate Exchange (under the auspices of the Western Interstate Commission on Higher Education)
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 integrated academic vision and broad academic direction for future students, faculty, and staff
- Clear and attainable goals for higher education in the University of Alaska system
- A plan which provides direction for future leaders of UA and the BOR for the assignment of programmatic resources
- An implementation strategy for the effective investment and management of public and private resources that will result in excellent academic programs, expanded educational opportunities, and service to the state through research, outreach, and engagement

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.

UA campuses strengthen both the hearts and minds of 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 diverse roles UA will help to prepare Alaskans and their communities to meet the challenges and opportunities of the 21st century.

UA community campuses will continue to have a special role in providing access to educational opportunities for place-committed students and underserved populations and responding to local and regional needs throughout Alaska. 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, staff, and students. 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 that fosters recruiting and retaining outstanding faculty, staff, 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 Universities’ expertise to Alaskans throughout the state. UA looks forward to working in partnership with all Alaskans to make this vision a reality.

Goals

- Provide access to excellent postsecondary education at all levels for all Alaskans who can benefit, 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 preserve Alaska Native cultures, languages, and values.
- Embrace the cultural diversity of Alaskans and promote understanding of others.
- Provide opportunities 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, and 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 future for Alaskans, communities, the University, and the state.
Plan

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. Each of Alaska’s universities has an overall strategic plan and additional, specific plans pertaining to units and programs, but communication and collaborative planning are also essential.

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 need 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.

The universities will share information regarding state or federal initiatives1 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 preparation2.

Further consultation and planning among the three universities, including 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.

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1 "Initiatives" refers to requests for state or federal support through agency, legislature, or congressionally directed funding. Sharing of information about competitive proposals is encouraged where appropriate, but is not feasible or necessary in all cases.

2 The following plans can be viewed at 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, and University of Alaska Teacher Education Plan. As of May 27, 2010, the Teacher Education Plan was still being edited and is not available for distribution, but it will be posted when available.
Distance Education

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 new duplication of distance programs, unless it is clearly demonstrated that a distinct state need will be addressed or distinct student group will be served.
- All new distance offerings of existing degree and certificate programs must be approved 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, more than doubling the annual number of current undergraduate trained engineers.3

- UA needs to demonstrate the success of the augmented engineering programs before expanding into new areas.
- Engineering degree programs will continue to be offered by UAA and UAF as listed in the Academic Year 2009-2010 Catalog of each institution, except that either institution may choose to discontinue a program based on the normal process of Program Review.
- Faculty, staff, and facilities need to be further augmented, to continue to provide high quality education to the increased number of students necessary to meet the goal.

Teacher Preparation

Because needs for many 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.

**Doctoral Programs**

In order to avoid large 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 by SAC in consultation with the 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 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.

**Health Education Programs**

Educating Alaskans for the health care 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 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 by the Office of the Vice Provost for Health Programs housed at UAA — the lead campus for coordinating health academic programs. 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.

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4 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.
• An updated health academic plan will be produced. UA planning will be cognizant of 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 infrastructure used to develop and implement the plan will be maintained and strengthened.

**Biomedical Research Programs**

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

- Commit to 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 fit of 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 program.

**Implementation**

The implementation of the Academic Master Plan is the responsibility of the Statewide Academic Council, the President’s Cabinet, the UA President, and the Board of Regents.

- The UA Board of Regents will develop a strategic plan based upon the Academic Master Plan, with consideration of emerging state needs, demographics, projected available resources, and other factors.
- 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.
- The Statewide Academic Council will evaluate new, proposed academic programs based upon the Criteria for New Program Development or Program Augmentation

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5 Nothing in this section is intended to supersede the statement concerning academic freedom on page 10.
6 In select cases MAUs may share leadership for a program or for components of a program.
Augmentation) in the Academic Master Plan and will forward them to the Board of Regents, with a recommendation for approval or disapproval based on those 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 will evaluate proposed academic and research programs requiring investment of new state appropriation dollars, will make a recommendation to the Board of Regents on priorities for the annual funding request to the Legislature, and will assure that the money appropriated is distributed to the academic and research programs named in the Board of Regents budget request.

- The Statewide Academic Council will evaluate proposed academic and research programs for potential philanthropic support and communicate with development offices about those priorities.

- The Board of Regents will review new academic program requests based on their Strategic Plan and recommendations of the Statewide Academic Council.

- The Board of Regents will annually review and approve a funding request to the state that aligns with both the Academic Master Plan and the Board of Regents strategic plan.

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

Academic Goals and Actions

The University of Alaska has a responsibility 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 who can benefit, 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 trends that will affect 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 Alaskans to participate in WRGP, WUE, PSEP, UArctic and other 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 jointly in a partnership of equals.

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:
• Deliver developmental education that prepares these students to succeed in degree programs or in reaching their educational goals.
• 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 who are prepared to do so.
• Articulate career pathways to PK-12 students, parents, and teachers, to increase their understanding of the preparation needed to succeed in postsecondary education and employment.
• Continue to promote increased funding of the Alaska Commission on Postsecondary Education for needs-based financial aid.
• Secure additional philanthropic support of scholarships.
• Provide students in PK-12 districts or schools with few college-graduate parents with academic support and enrichment, in collaboration with PK-12 schools. Provide targeted academic support to first generation university students, securing and using resources available through TRiO and other similar programs.
• Uphold and enforce the applicable BoR policy and regulations governing the transfer of credit between and within the University of Alaska. Ensure that college-level credits earned at any MAU 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; students’ understanding of the sciences, social institutions, and economic systems; and students’ knowledge and appreciation of the arts and humanities, diverse cultures, and values.
• Increase opportunities for community-based, engaged learning, including internships and service learning.

Goal: Respect and preserve 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 quality programs, in order to increase the diversity of the student body.

Goal: Provide opportunities 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.
• When demand warrants provide courses scheduled to meet the needs of full-time employees, such as evening, weekend, and compressed formats.
• Offer 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, and 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 to foster both their intellectual development and future generations of inquiry.
• Provide faculty with time and opportunities to engage in research, scholarship, or creative activity appropriate to their position and the mission of their institution.
• Invest in the infrastructure needed for research, including personnel, facilities, and equipment. UA cannot remain competitive at the federal level without these investments.
• 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, which include the natural world, people, cultures and societies, and their interactions with the environment.
• Develop research collaborations with other northern and Pacific Rim nations.

Goal: Engage communities and partner with businesses and industries to achieve a socially, environmentally, and economically sustainable future for Alaskans, communities, the University, and the state.

Actions:
• Increase 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 information to communities to assist them in meeting these challenges, through formal extension programs and a variety of other means.
• Reach out to children and youth, providing enrichment to the PK-12 curriculum, leadership education and opportunities, and transitions to postsecondary education.
• Increase externally funded research to provide direct and indirect economic benefits to Alaska.
• 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 guide the MAUs, SAC, President’s Cabinet, and the Board of Regents in decisions on whether to implement proposed new programs or significantly augment existing 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 if applicable:

• The proposed program aligns with the UA and the proposing MAU’s mission and strategic and 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, or outreach, engagement, or service activities will provide meaningful benefit to the state, communities, or the university.
• For instructional programs, student demand for the program exists appropriate to the program’s designed capacity.
• The education, research, or 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 require a faculty with substantial 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.
• UAA may award professional doctorates in education leadership and in nursing, provided these degree programs are approved by the Board of Regents and NWCCU.
• An outreach, engagement, or service program will primarily serve the region of the proposing MAU, except that UAF has particular statewide responsibilities mandated.

7 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.
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 a quality
program. Sufficiency of resources can be demonstrated through any combination of
the following:
  - There is little\(^8\) or no cost to augment the existing resources to the required level for
    a quality program.
  - The MAU identifies an internal resource reallocation to provide the required level
    for a quality program.
  - The program is capable of self-support via tuition and fee revenue.
  - 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.
  - 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 provide a potential mechanism for sustained funding.
  - 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.
- 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 enable more students to remain in Alaska for postsecondary
education.
- Collaborative programs should be used to meet significant 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.

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\(^8\) Approximately $50,000 or less.
There is substantial 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 prominence\(^9\). 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.

**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.

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\(^9\) 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 publication by faculty, graduate students and staff in leading journals and regular citation of the research articles published.
**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 Based Budgeting Metrics (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

**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)
- Operating Review (biannual) including report on philanthropic giving
- 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 1420 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 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 all three Universities. UA serves Alaskan 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 only 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 2000-08 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 outmigration. 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. Many of these individuals could benefit from additional education. 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 a substantial needs-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 Alaskan communities. Limited transportation and communication infrastructure not only limit Alaskan access to higher education, they limit access to economic opportunity as well. The state must adapt to a changing climate, which could affect subsistence and commercially-harvested natural resources, increase coastal erosion, thaw some permafrost, and result in other impacts to the state and circumpolar North. 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.

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 health care access remains very limited for many rural residents. Alaska has fewer health care providers per capita than any other 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 health care 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 substantial 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.

Enrollment in health care academic programs and participants in health training programs together grew 102% between FY2000 and FY2009, currently producing approximately 1200 certificates and degrees each year. Despite the University’s increased production of a skilled workforce, health care employment continues to be the fastest growing job sector of the Alaskan economy, with jobs at every level of education and in urban and rural communities. Between 2000-2008 health care employment increased 46 percent, about three times as fast as all other sectors of the economy. This trend is expected to

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14 “Improving the Health Status of Alaskans: University of Alaska’s Role”
http://www.alaska.edu/health/downloads/HealthStatusAlaskans.pdf
continue into the next decade. Currently, 11 of the top 15 fastest growing jobs in Alaska are in the health care 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 campus 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 is 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 Group. 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. In addition, UA graduates tend to remain in Alaska, and 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 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

- 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

17 The time line has been revised. See Appendix C.
### APPENDIX C: AMP Revised Schedule, March 2010 through December 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 5, 2010</td>
<td>Draft to Stakeholder groups (Senates, etc.)</td>
</tr>
<tr>
<td>March 25, 2010</td>
<td>SAC meeting to discuss initial feedback on the plan</td>
</tr>
<tr>
<td>April 1, 2010</td>
<td>Revised timeline for discussion given to Stakeholder groups (Senates, etc.)</td>
</tr>
<tr>
<td>April 15, 2010</td>
<td>MAU Senates and administrative constituencies discuss the Academic Master Plan</td>
</tr>
<tr>
<td>April 15, 2010</td>
<td>Target date for feedback from non-Senate stakeholder groups to Provost Henrichs, with a copy to SAC</td>
</tr>
<tr>
<td>April 19, 2010</td>
<td>Provost Henrichs sends revised draft to SAC (this is a working draft, not a draft for distribution)</td>
</tr>
<tr>
<td>April 22, 2010</td>
<td>SAC Meeting (at this meeting SAC will endeavor to produce a revised draft for distribution)</td>
</tr>
<tr>
<td>May 3-7, 2010</td>
<td>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</td>
</tr>
<tr>
<td>May 14, 2010</td>
<td>Last Faculty Alliance meeting; target date for Alliance feedback on the plan given to SAC</td>
</tr>
<tr>
<td>May 17, 2010</td>
<td>Provost Henrichs provides updated draft to SAC (this is a working draft, not a draft for distribution)</td>
</tr>
<tr>
<td>May 20, 2010</td>
<td>SAC Meeting (at this meeting SAC will endeavor to produce a revised draft for distribution to Stakeholders and BOR)</td>
</tr>
<tr>
<td>June 2010</td>
<td>Draft given to BOR</td>
</tr>
<tr>
<td>September 2010</td>
<td>Feedback given by BOR to SAC and discussed with various stakeholder groups</td>
</tr>
<tr>
<td>October 2010</td>
<td>BOR feedback discussed at SAC and with stakeholder groups</td>
</tr>
<tr>
<td>November 2010</td>
<td>President’s Cabinet discusses, reviews, and possibly amends plan prior to forwarding plan to BOR. SAC should be notified of amendments</td>
</tr>
<tr>
<td>December 2010</td>
<td>Plan presented to the BOR</td>
</tr>
</tbody>
</table>
APPENDIX D: Definitions

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.

Employer Demand: Need for employees with specified educational 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, 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.

Organized 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 communities, ranging from local communities and tribes to global causes, and other external audiences. 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, as well as making available to external organizations and groups the different resources and facilities of the university to address pressing problems and issues of concern to the community.

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.

Substantial: Of consequence or importance.
APPENDIX E: Membership of the Statewide Academic Council 2008-2010

Daniel Julius, Vice President for Academic Affairs, UA Statewide System
Jon Dehn, President-Elect and President of the Faculty Senate, UAF; Chair of the Faculty Alliance
Michael Driscoll, Provost, UAA
Jill Dumesnil, Chair of the Faculty Alliance, President of the Faculty Senate (AY 08-09), UAS
James Everett, Vice Provost and Interim Provost (AY 08-09), UAS
Susan Henrichs, Provost and Executive Vice Chancellor for Academic Affairs, UAF
John Petraitis, Faculty Alliance Representative to SAC for Research (AY 09-10)
Virgil Sharpton, Vice-Chancellor for Research, UAF
Roberta Stell, Provost (AY 09-10), UAS
Robert White, Vice-Provost for Research, UAA