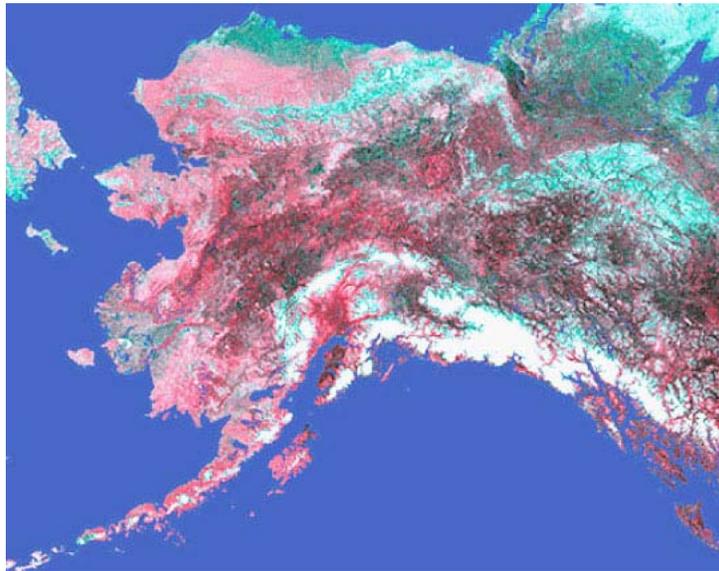


June 15, 2011

University of Alaska



Composite AVHRR Image, U.S. Geological Survey

Statewide Academic Council Operating Procedures

**UNIVERSITY OF ALASKA
STATEWIDE ACADEMIC COUNCIL OPERATING PROCEDURES**

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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 12 th grade
SAC	Statewide Academic Council
SACOP	Statewide Academic Council Operating Procedures
UA	University of Alaska statewide system
UAA	University of Alaska Anchorage
UAF	University of Alaska Fairbanks
UAS	University of Alaska Southeast
U.S.	United States

Implementation of the Statewide Academic Council Operating Procedures

The operating procedures set forth herein govern the use, interpretation, and implementation of the Academic Master Plan (AMP) and all actions of SAC. The initial version of the AMP, which is appended to this document, was accepted by the UA Board of Regents on February 17, 2011. The SAC Operating Procedures (SACOP) shall remain in full force and effect subject to the following caveats:

1. The SACOP will expire on the expiration date of the AMP. The SACOP may be amended by consensus of SAC members, and a reasonable effort will be made to achieve consensus concerning changes. If consensus cannot be achieved, the SACOP may be amended in cases where two-thirds plus one of SAC members vote yes on the proposed amendment. To ensure that all SAC members have the opportunity to vote, proposed changes will be sent via e-mail to all members, and at least one month will be provided for members to vote.
2. In cases where, in the opinion of SAC members, a conflict exists between the SACOP and the AMP, the AMP accepted by the Board on February 17th, 2011, or the current Board-accepted version of the AMP, shall supersede these guidelines.
3. Board of Regents Policy and Regulation shall supersede SACOP.
4. A standard test of “reasonableness” shall exist in regard to the use of both the SACOP and the AMP.

Planning, Program Development, and Improvement

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. Strategic plans must align with the direction set for the University of Alaska by the President and Board of Regents. Communication and collaborative planning are 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 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 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, e-learning, workforce development, and teacher preparation². Further consultation and planning among the three universities, including their community campuses, will be beneficial for all new programs. 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 and Board of Regents³.

E-Learning Programs

E-Learning offers the opportunity to serve students who cannot attend face-to-face programs, to serve students who prefer the e-learning format, and to increase enrollments at each of the UA institutions. Therefore:

- SAC will inventory existing e-learning programs, in order to identify additional program needs, opportunities for collaboration, and any unneeded duplication.
- There will be no duplication of e-learning 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 MBA or executive MBA for Alaska that is delivered via e-learning and that meets the requirements for accreditation.

¹ "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.

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*. The *Teacher Education Plan* will be posted when available.

³ For degree and certificate programs, NWCCU approval is required also.

- All new e-learning 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 e-learning programs but does not apply to individual e-learning 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.⁴

- 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.
- 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.
- UA universities need to demonstrate success in engineering programs before expanding into new areas of engineering.
- 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.

⁴<http://www.alaska.edu/swbir/budget/publications/redbook/FY09RedBookFullDocumentFinal.pdf>

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 has 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, e-learning.
-

- 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 knowledge 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 UA.
- Increase efforts to recruit international students for programs with current enrollments that are below capacity.
- Establish additional international 2+2 degree programs⁵.
- Foster research partnerships with agencies and universities in other countries.
- Promote faculty exchange, student exchange, and experiences abroad.

⁵ All international degree programs must comply with MAU and UA policies and regulations and with NWCCU standards.

Biomedical Research Programs

Both UAA and UAF have made substantial investments in biomedical and health research. Before further, substantial investments are made⁶, 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*.
 - Appropriateness of new programs or facilities, based on capacity and mission of each MAU.
- Develop research program proposals with recommendations on which MAU⁷ 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 might 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 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.

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.

- Approval by the Academic and Student Affairs Committee of the Board of Regents.

All new degree programs at the doctoral level are subject to the processes of the SACOP and the approval of the UA President, Board of Regents, and the NWCCU. Subject to these approvals, UAA may award professional doctorates in education leadership and in nursing. Ph.D. degrees may be awarded only by UAF, with the exception of the clinical-community psychology Ph.D., which will be awarded jointly by UAF and UAA if the joint award is reaffirmed by the Board of Regents and approved by the current UA President and NWCCU. UA, UAF, and UAA will move forward in securing approval of the joint award. Also, UAF, UAA, or UAS may agree to the award of a joint Ph.D. degree in biomedical sciences or in education.

Method of Implementation of the Academic Master Plan

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 will be made to the Board of Regents by 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. All actions approved by SAC shall be submitted to the President, who will recommend actions to the Board of Regents as he deems appropriate.

- 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 SACOP 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.

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 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, 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.
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- 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 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 following exceptions:
 - The clinical-community psychology Ph.D. will be awarded jointly by UAF and UAA if the joint award is reaffirmed by the Board of Regents and approved by the current UA President and the NWCCU. UA, UAF, and UAA will move forward in securing approval of the joint award.
 - Subject to the required approvals, UAF, UAA, or UAS may agree to the award of a joint Ph.D. degree in biomedical sciences or in education.
- Subject to the required approvals, 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. Sufficiency of resources can be demonstrated through any combination of the following:
 - There is little⁸ 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 may 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.

⁸ Approximately \$50,000 or less.

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 e-learning, 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 prominence⁹.
- 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

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 articles by faculty, graduate students and staff in leading refereed publications and regular citation of the research articles published.

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. 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: Academic Master Plan

University of Alaska

Academic Master Plan

Spring 2011 to Fall 2015

Introduction

*The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.
(UA Mission Statement)*

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 these has community campuses across the state. The UA offers educational opportunities ranging from certificates and associate degrees, through bachelor's degrees, to master's and doctoral degrees. Much of UA's strength comes from its unique geographic and cultural setting. In fields like engineering, biology, Alaska Native studies, and ocean and earth sciences, the state itself is a natural laboratory and classroom. UA programs have grown and gained international recognition while addressing specific needs in Alaska.

The University of Alaska system is a major economic force throughout the state with an annual economic impact of nearly \$1 billion¹⁰. 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.¹¹ The two-thirds of UA graduates who remain in Alaska fill many leadership positions in business, government, education, and community service. There are also important tangible effects brought about by UA campuses in communities, ranging from granting degrees, to engagement with PK-12 schools, to hosting athletic competitions, theatrical and musical performances, art exhibitions, and other cultural events. UA campuses are integrated into the heart of the communities and regions they serve. Strengthening UA pays benefits to these communities and to Alaska as a whole.

The Academic Master Plan (AMP) of the University of Alaska sets the system academic priorities for the next five years. The plan provides a vision for the continuing development of UA's academic programs, guides enhanced collaboration between UA's three major academic units (MAUs: UAA, UAF, UAS), suggests expanded opportunities for students, and structures UA's management of both public and private resources. Because UA needs to be responsive to real-world events that might happen during the span of this plan, this plan is a flexible guide rather than an inflexible blueprint.

The AMP aligns major goals with measurable objectives, and provides the concrete activities designed to meet the objectives. Because the goals are interrelated, some activities will apply to objectives under more than one goal. The five major goals for the UA system are:

Goal 1: Educate students to become informed and responsible citizens.

UA is a publically-funded university with special responsibility to prepare Alaskans for the state's future. The University of Alaska has identified several activities that, over the next five years, will educate more Alaskans, provide them with a range of educational experiences, and benefit from Alaska's cultural diversity.

Goal 2: Advance research, scholarship, and creative activity.

The University of Alaska also has a responsibility to produce and disseminate new knowledge. In this document, UA outlines objectives to promote basic research, applied research, scholarship, creative activity, and partnerships with communities and businesses in Alaska, in the circumpolar North, and around the Pacific Rim.

Goal 3: Engage Alaskans via lifelong learning, outreach, and community development.

¹⁰ The McDowell Group. *The Economic Impact of the University of Alaska, 2007 Update.*

<http://www.alaska.edu/opa/downloads/McDowell-2008-EconomicImpact.pdf>

¹¹ Goldsmith, Scott. 2007. University of Alaska Research: An Economic Enterprise. Institute of Social and Economic Research, University of Alaska Anchorage.

Because UA's mission to advance and disseminate knowledge applies to all Alaskans, UA has identified several ways in which it will address more of the needs of life-long learners and place-based students across the state, partner with PK-12 schools, and strengthen connections with Alaska's communities.

Goal 4: Develop and enhance programs to respond to state needs.

UA has identified activities that will focus on Alaska Native topics, the preparation of PK-12 teachers, technical training, engineering, natural hazards assessment, biomedical and health research, and healthcare professions.

Goal 5: Increase consultation, collaboration, and coordination across UA.

The UA system encompasses three thriving, separately accredited universities that serve the nation's largest state. Some duplication of programs and curricula is necessary to meet UA's mission. This document identifies some ways in which the three universities can consult, cooperate, and collaborate during the next five years to avoid unnecessary duplication.

**Goals, Objectives, and Activities:
Spring 2011-Fall 2015**

Goal 1: Educate students to become informed and responsible citizens.

To prepare students to contribute to a sustainable future in Alaska, UA must focus on developing students' leadership and civic skills, and prepare them for careers in our unique Alaskan economy. UA will provide the resources to develop students' skills in writing, oral communication, critical thinking, and quantitative reasoning; improve students' understanding of the physical, biological, and social sciences, technology, social institutions, and economic systems; advance their understanding of and involvement in government; and enhance students' knowledge of and opportunities to appreciate the arts and humanities, diverse cultures, and values.

In this effort, UA will work to recruit and retain more students, shorten the average time to graduation, increase access to post-secondary education in all parts of the state, integrate different types of educational experiences, and benefit from Alaska's cultural diversity. For the next five years, UA will concentrate on these objectives.

Objective 1: Increase student retention and timely graduation rates.

Activity: Use initial course placement and developmental education courses to ensure student success in freshman-level courses.

Activity: Provide developmental education courses that enable underprepared students to meet rigorous academic standards.

Activity: Provide targeted academic support to first-generation university students and encourage course selection that shortens the average time to graduation.

Activity: Evaluate and implement the most successful retention approaches, such as first-year experience courses, learning communities, student-engagement programs, mentoring, student advisors, undergraduate research, and community-based learning.

Activity: Provide opportunities for faculty to explore innovative teaching methods.

Objective 2: Increase access to post-secondary education in all parts of the state.

Activity: Employ e-learning, articulation with two-year programs, and other approaches to accommodate place-based students.

Activity: Continue to adjust class schedules to accommodate lifestyle-driven schedules of non-traditional students.

Objective 3: Integrate education, training, research, and hands-on opportunities for students.

Activity: Expand partnership with industry and communities for student training including the use of public facilities.

Activity: Increase student opportunities for community-based, engaged learning, including internships and service learning.

Objective 4: Embrace the cultural diversity of Alaskans and promote cross-cultural understanding.

Activity: Recruit, retain, and graduate a diverse student body that reflects the population of Alaska.

Activity: Recruit and support professional development of Alaska Native and other minorities as faculty and staff.

Activity: Include a wide variety of cultures in the curriculum and co-curricular activities.

Activity: Incorporate the knowledge and wisdom of Alaska Native elders in curricular and co-curricular activities.

Activity: Maintain and expand opportunities for students to gain global knowledge and experience.

GOAL 2: Advance research, scholarship, and creative activity.

One of the core missions of any university is the production, dissemination and application of knowledge gained from research, scholarship and creative activity. Basic research increases our fundamental understanding of the world around us, and provides the basis for applied research that addresses issues of current concern. UA will continue to support faculty, staff, and students engaged in a broad range of these efforts.

In addition to enhancing research and scholarship capacity, UA will respond to emerging opportunities and needs in the circumpolar North, the Pacific Rim and Alaska. UA will work with communities and businesses across Alaska. The following objectives address the goal of advancing research, scholarship, and creative activity.

Objective 1: Support faculty research, scholarship, and creative activity.

Activity: Provide sufficient time and opportunities for faculty to engage in research, scholarship, or creative activity appropriate to their position and the mission of their institution.

Activity: Provide adequate resources for the professional development of faculty.

Activity: Improve the infrastructure for research, including personnel, facilities, and equipment.

Activity: Implement processes to increase success in growing and maintaining research grants and contracts.

Objective 2: Engage students in research, scholarship, and creative activity.

Activity: Introduce undergraduate students to research, scholarship, and creative activity through hands-on experiences.

Activity: Encourage students to progress from undergraduate experience to more advanced levels of research, scholarship, and creative activities, including graduate education and professional activities.

Activity: Mentor graduate students for professional success in world-class research.

Objective 3: Focus organized research on areas in which special opportunities exist in Alaska, the circumpolar North, and the Pacific Rim.

Activity: Lead research on Alaska-specific topics, such as natural hazards, climate change, rural health issues, and Alaska Native language and culture.

Activity: Foster research partnerships with international agencies and universities in other countries, especially northern and Pacific Rim nations.

Objective 4: Conduct research on state needs and priorities.

Activity: Expand research on topics that support basic Alaska industries, such as fisheries, natural resources, and energy, as well as others important to the state such as transportation, gas/oil exploration and drilling technology, and aerospace applications.

Activity: Engage in research, scholarship, and creative activity on topics that enrich Alaska society, such as arts, culture and language.

Activity: Study the causes and propose solutions for education challenges in Alaska.

Objective 5: Contribute to the preservation and perpetuation of Alaska Native cultures, languages, and values.

Activity: Continue and expand efforts to record and preserve Alaska Native languages.

Activity: Improve understanding of and knowledge about Alaska Native peoples and their cultures.

Objective 6: Engage communities, and partner with businesses and industries to achieve a socially, environmentally, and economically sustainable State.

Activity: Conduct applied research to meet the specific needs of businesses, industry, Native corporations, communities, federal government departments, state agencies, and other entities.

Activity: Partner with businesses and industry to develop marketable products and services.

Goal 3: Engage Alaskans via lifelong learning, outreach, and community development.

The University of Alaska serves Alaskan communities by fostering a culture of learning and promoting community development. This includes formal and informal education for people of all ages. The geographic scale of the state makes place-based education particularly important.

For PK-12 students, UA can support the Alaska Education Plan and partner with local school systems to help open doors and show career pathways. More broadly, UA will help cultivate an environment of learning within communities by offering opportunities for continuing education and lifelong learning. Alumni can assist in this effort as ambassadors who connect their communities with the University of Alaska. The following objectives describe how UA will engage Alaskans in lifelong learning, outreach and community development over the next five years.

Objective 1: Encourage partnerships and pre-college opportunities that connect youth with career pathways supported by UA programs.

Activity: Provide academic support and enrichment for students from PK-12 schools where few parents have college degrees.

Activity: Inform PK-12 students, parents, and teachers about the academic preparation needed to succeed in college and in career pathways.

Activity: Work with the PK-12 education system in Alaska, including early college programs, to increase the proportion of high school graduates who attend college and are prepared for college-level work without developmental coursework.

Activity: 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.

Objective 2: Cultivate an environment for place-based students in which learning is encouraged and supported.

Activity: Examine local and regional needs for university courses and programs, basing additions and expansions of programs on demonstrated needs.

Activity: Increase community involvement through internships and service.

Activity: Expand partnerships with industry and communities to maximize the use of public facilities for training of place-based students.

Objective 3: Meet the demand for continuing education and lifelong learning, including both credit and non-credit courses, and other educational activities.

Activity: Provide courses scheduled to meet the needs of community learners.

Activity: Support faculty development of teaching technologies, including those for e-learning.

Activity: Provide research-based information to communities, through formal extension programs and outreach.

Activity: Recruit, advise, and serve non-traditional students with attention to their differences from recent high school graduates.

Objective 4: Strengthen connections with Alaska communities.

Activity: Maintain connections with students after graduation.

Activity: Engage alumni as university ambassadors.

Goal 4: Develop and enhance programs to respond to state needs.

A state university should be responsive to current and emerging state needs, in addition to its traditional roles. UA has recognized current needs in Alaska Native topics, teacher preparation, technical training, engineering, natural hazards assessment, biomedical and health research, and healthcare professions. By 2015, UA will undertake to develop or enhance programs in these areas. For new and enhanced programs, UA must determine appropriate levels of faculty, staff, and facilities required to sustain high quality education of an increased number of students.

To deliver these programs, the strengths of each MAU should be leveraged, resources should be used efficiently, and unnecessary duplication has to be avoided. During the next five years, there will be no duplication of doctoral programs within UA. PhD degrees will be awarded by UAF, with the exception that the clinical-community psychology PhD may be awarded jointly by UAF and UAA. UAA will be the lead MAU for coordinating health academic programs, in consultation with campus leaders, deans and directors from throughout the UA system.

Objective 1: Support new programs of study of Alaska Native languages, cultures, and communities.

Activity: Consult with Alaska Native communities, corporations, and tribes about their needs for new programs.

Objective 2: Educate teachers for the PK-12 school system across Alaska.

Activity: Recruit and retain more students in education.

Activity: Enhance educator-preparation programs in special education, and in math and science teaching.

Activity: Promote and support participation of Alaska Native students in teacher-education programs.

Activity: Increase access to teacher-preparation programs through multiple delivery methods.

Activity: Proceed with UAA's development of a professional doctorate in education leadership (EdD), with application for approval of this program by the Board of Regents and the Northwest Commission on Colleges and Universities (NWCCU).

Objective 3: Meet the demands for technical and workforce training in Alaska.

Activity: Anticipate workforce training needs in alignment with the Alaska Career and Technical Education Plan.

Activity: Recruit more students to high demand job area programs.

Activity: Increase the number of graduates with occupational endorsements, certificates, and academic degrees.

Activity: Partner with state and federal agencies, employers, the Alaska Workforce Investment Board, and other entities to develop training programs.

Activity: Maximize the ability of students to transfer credit in workforce programs, including programs of study that transition students from secondary education to the UA campuses.

Activity: Assess and meet the workforce and leadership needs for Alaska Native corporations.

Activity: Investigate the viability of new or enhanced programs in emerging areas of Alaska's economy, for example environmental chemistry, fisheries, tourism, and film production.

Objective 4: Train engineers in Alaska to build the infrastructure and development of the state.

Activity: Produce at least 200 undergraduate engineers annually by 2014.

Activity: Determine appropriate levels of faculty, staff, and facilities to provide high quality education to this increased number of students.

Objective 5: Develop biomedical and health research programs, building on the programs that are currently in place.

Activity: Propose new, enhanced and/or collaborative programs in biomedical research.

Activity: Recommend which MAU should lead and house each program.

Objective 6: Increase the number of healthcare professionals educated by UA.

Activity: Update the health academic plan or progress report annually, with reference to state needs.

Activity: Proceed with the development of a UAA professional doctorate program in nursing practice (DNP), with application for approval of this program by the Board of Regents and NWCCU.

Activity: Proceed with securing NWCCU approval of a joint UAF/UAA PhD program in clinical-community psychology.

Goal 5: Increase consultation, collaboration, and coordination across UA.

The missions of the MAUs provide the foundation for integrated policies to guide growth of the entire university system. The UA system is comprised of three separately accredited universities, and some duplication is required to serve widespread populations. UAA, UAF, and UAS will work together so that resources are allocated carefully and programs are operated equitably, efficiently, and in alignment with system plans, policy, and regulation. With that in mind, the MAUs will consult, collaborate, and cooperate to meet UA's missions without unnecessary duplication.

A range of efforts may be employed to meet this goal. One level of effort is to clarify course-credit transfer among MAUs, and how that applies to program degree requirements. Another level of effort is to facilitate inter-MAU collaboration on specific programs. For the next five years, UA will focus on the following objectives.

Objective 1: Assist students with registration, and facilitate their understanding of how credits transfer between MAUs.

Activity: Provide additional clear and readily accessible assistance on which courses from one MAU satisfy degree requirements at another MAU.

Activity: Improve individual advising to promote student success in meeting degree requirements via transfer options.

Objective 2: Reduce institutional barriers to collaboration among MAUs and campuses.

Activity: Create tangible incentives and opportunities for collaboration.

Activity: Equitably share credit for educational programs, research, and outreach or service activities.

Activity: Provide system-wide access to academic resources, such as library materials and software, with commensurate cost sharing by MAUs.

Objective 3: Commit to ongoing collaboration and transparent discussions on areas of potential collaborative academic programs.

Activity: Coordinate programs that utilize distance education at UA.

Activity: Encourage collaboration between workforce programs within the UA system or between UA and state-supported regional training centers.

Activity: Examine coordination of distance-delivered MBA program(s).

Activity: Collaborate on biomedical and health research at UA, with focus on the following:

- Increased UA success in securing research grants and contracts.
- Effective and efficient use of capital and operating resources.
- Partnerships with business, industry, or nonprofit groups.
- State needs.
- Capacity and mission of each MAU.

Additional Resources

Mission statements:

University of Alaska (UA)

<http://www.alaska.edu/bor/>

University of Alaska Anchorage (UAA)

<http://www.uaa.alaska.edu/chancellor/uaa-mission-statement.cfm>

University of Alaska Fairbanks (UAF)

<http://www.uaf.edu/uaf/about/mission/>

University of Alaska Southeast (UAS)

http://www.uas.alaska.edu/UAS_StrategicPlan/core-values.html

Statewide Academic Council Operating Plan (SACOP), formerly the University of Alaska Academic Master Plan, Version Number 28, September 3, 2010.

University of Alaska Board of Regents, *Policies & Regulations, Chapter 10 - Academic Policy and Regulation*.
<http://www.alaska.edu/bor/policy-regulations/>

The McDowell Group. *The Economic Impact of the University of Alaska, 2007 Update*.
<http://www.alaska.edu/opa/downloads/McDowell-2008-EconomicImpact.pdf>

Goldsmith, Scott. (2007). *University of Alaska Research: An Economic Enterprise*. Institute of Social and Economic Research, University of Alaska Anchorage. http://www.iser.uaa.alaska.edu/Publications/ua_econent.pdf

Alaska Education Plan: Building Alaska's Future One Student at a Time. (August, 2009). Alaska Department of Education and Early Development. http://www.eed.state.ak.us/edsummit/pdf/AK_Education_Plan.pdf

APPENDIX B: 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.

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.

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 e-learning 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, 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.

Exception: Action that is 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.

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 \$50,000¹² 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.¹³

Substantial: Of consequence or importance. *Substantial [financial] resources or expenditures* are those exceeding \$200,000¹⁴ 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.

Program Type	Total Majors Headcount Guideline
Undergraduate Certificate*	15
AAS Degree	30
Baccalaureate Degree	30
Graduate Certificate**	15
Master's Degree**	30
Doctoral Degree**	15

*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.

¹² 2010 dollars.

¹³ 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.

¹⁴ 2010 dollars.

APPENDIX C: Participants**Membership of the Statewide Academic Council, 2008-2010**

Daniel Julius, Vice President for Academic Affairs and Research, UA Statewide System
(Chair) (AY 08-09 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)

Marsha Sousa, Faculty Alliance Representative to SAC, AY08-09.

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)

APPENDIX D: Program Action Request Form



**Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study**

1a. Major Academic Unit (choose one) UAA	1b. School or College	1c. Department
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2. Complete Program Title

3. Type of Program

Undergraduate Certificate
 AA/AAS
 Baccalaureate
 Post-Baccalaureate Certificate
 Master's
 Graduate Certificate
 Doctorate

4. Type of Action <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	5. Implementation date (semester, year) Fall, 2010
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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). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY		Projected Annual Expenditures in FY	
Unrestricted		Salaries & benefits (faculty and staff)	\$
General Fund	\$	Other (commodities, services, etc.)	\$
Student Tuition & Fees	\$	TOTAL EXPENDITURES	\$
Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	\$
Federal Receipts	\$	Year 2	\$
TVEP or Other (specify):	\$	Year 3	\$
TOTAL REVENUES	\$	Year 4	\$

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.

Revenue source	Continuing	One-time
a. In current legislative budget request	\$	\$
b. Additional appropriation required	\$	\$
c. Funded through new internal MAU redistribution	\$	\$
d. Funds already committed to the program by the MAU ¹⁵	\$	\$
e. Funded all or in part by external funds, expiration date	\$	\$
f. Other funding source Specify Type:	\$	\$

¹⁵Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. Yes No
 If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1:	Year 2:	Year 3:	Year 4:
---------	---------	---------	---------

Page number of attached summary where demand for this program is discussed:

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

Graduate TA	
Adjunct	
Term	
Tenure track	

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

Graduate TA	
Adjunct	
Term	
Tenure track	

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

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect

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

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

Page in attached summary where alignment is discussed:

15. State needs met by this program (list):
 Page in the attached summary where the state needs to be met are discussed:

16. Program is initially planned to be: (check all that apply)

- Available to students attending classes at campus(es).
- Available to students via e-learning.
- Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

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

_____/_____
 Provost Date

_____/_____
 Chancellor Date

<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____ / _____ UA Vice President for Academic Affairs on behalf of the Statewide Academic Council	_____ Date
<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____ / _____ Chair, Academic and Student Affairs Committee	_____ Date
<input type="checkbox"/> Recommend Approval <input type="checkbox"/> Recommend Disapproval	_____ / _____ UA President	_____ Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ / _____ Chair, Board of Regents	_____ Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her 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)