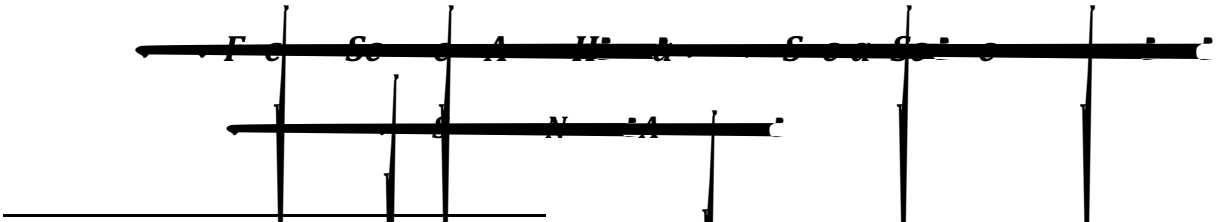

In a focused s stematic wa address changes being advanced b the Universit of Alaska Board of Regents in response to the current financial crisis and in service of the long term vision for the universit

Surface and address conflicting interests identif and advance common interests
Generate constructive options and to the extent possible consensus recommendations

This document is the product of brainstorming and dialogue It is designed to be generative not definitive as a wa of providing broader input into the responses to the Board of Regents than might have happened otherwise It does include options and some consensus recommendations all of which need to be understood as the inputs of a diverse set of participants but not the final word on an of these issues

This is to talk about science arts and humanities at the universit of Alaska
A conversation about the universit and the future
We have had a lot of turmoil and stress with the budget
That will still be a challenge going forward
But what can we do for the universit

Focus on interest and options avoid jumping to positions
Be hard on the issues not each other
Operate with transparenc

!

The decision making process will not be only driven by finances that we will keep student needs at the core

A hope to organize the diversity to educate the leaders to face the challenges of the st century

With more coast line than the rest of the states combined we need to lead on fisheries and other topics

We need to learn to be systems thinkers so we can educate students as systems thinkers for the future

This is foundational for who we are

Be agile in organizing ourselves to match the effect we want to have in society

Hope there is sufficient administrative support should we move to single accreditation

Hope that the voices of students FTEs and the many community members are heard in this process

Hope that we can continue to serve students well including those without access GER process was helpful but limited by finances

Appreciation that the faculty senate has supported the ANT graduation requirement

Hast, decisions without thorough anal, sis and data to support taken into account
A fear of job loss for ourselves and our colleagues facult, and staff
The cost of the process will not be appropriatel, evaluated this meeting alone could cost

Continuous process improvement business models
A world class indigenous studies entit college program research etc
Founded on the basis of critical learning and critical thinking
A leaner administration with resources being put toward the academic programs
There ma be a shared vision for higher education in Alaska with distinct visions on separate campuses

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Explanation of I R data
Draft August AM B John Petraitis
Data Sources
The following two data sources were used to pull official I R data for each arts sciences and humanities program across the state inb

the number of doctoral students in Spring

The three IR officers should review the data before sharing the data warehouses are not

Important to attend to additional responsibilities of full time faculty relative to adjuncts
The models for cuts were made with data there was a state wide plan that already exists

!

	Continued focus on high impact job areas in Alaska Stabilit⌡ of the trained workforce emplo⌡ees who know what it is like to live in Alaska Developing the next generation of professionals long term hori on Partnerships connected to research activities and local campuses Human skills to navigate changes across one s career
Board of Regents	Simultaneousl⌡ being responsive to the current financial situation to the governor legislature and citi ens of the state and responsive to universit⌡ s⌡stems and processes for governance and dec sion making Ensuring accreditation Independence for political processes the original intent for having a Board of Regents Avoiding sanction b⌡ AAUP Focusing on the mission of the universit⌡ s⌡stem Responsible to the communit⌡ of Alaska with transparenc⌡ Audited and un filtered information on the state of the universit⌡ s finances Protecting their legitimac⌡ and reputation in this process able to make adjustments given the change in the situation
Legislature and Governor	Timel⌡ constructive and effective actions b⌡ the Universit⌡ of Alaska demonstrating responsiveness to the needs of the state Acknowledgement of the Legislature s authorit⌡ in appropriating funds An interest in a population of graduates who will remain in the state Maintaining the Ted Stevens legislative internships soon to be open to graduate students Advancing economic and resource development identif⌡ing new sources of revenue for the state that can come from the universit⌡ Understanding full⌡ what a modern universit⌡ is and can be in Alaska as a connector to the people the⌡ serve Being able to do less with less according to the Governor the legislature did not agree
Funding agencies	A source of innovation with new proposals and ideas Confidence that the Universit⌡ will deliver on commitments under grants and contracts stabilit⌡ Compliance with research policies and procedures Title IX IRB etc
Arts	Arts continue to be embedded successfull⌡ and deepl⌡ in communit⌡ Universit⌡ as a source of collaboration with arts organi ations including student pathwa⌡s to future careers Significant facilit⌡ needs addressed studio concert halls etc and class si es matched to learning in these settings Importance of protecting free inquir⌡ particularl⌡ research on environmental impacts and climate change

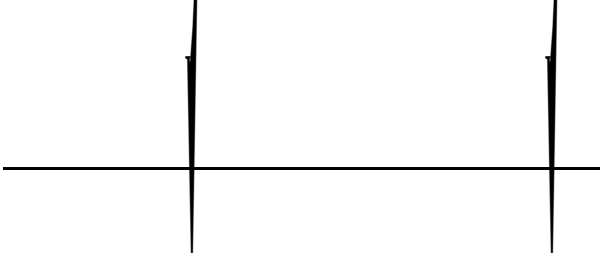
The importance of collaboration between the humanities sciences social sciences and the arts
Special accreditation
Integration of Indigenous and local knowledge into all research and disciplines
Interrogation of values and ethical obligations

P A

A sustainable higher education s stem and a sustainable societ
Maintaining the reputation and excellence of the universit s stem

P M a

Understanding of appropriate levels of state support for the universit
Misalignment around the appreciation for the complementar roles of workforce development and liberal education
The distinct missions of the three universities at present
The question of the nature and roles of leadership in programs across the campuses
A misalignment between a desire to centrali e and the diversit across the universit



Thank ou to all for being here toda

The process following this session includes the following

A Board meeting on Sept with the request to prepare a strategic approach as a unive

- Immediate glide path or longer with accreditation timing

How

- Reduced state wide more reliance on faculty governance chancellor led process

Research more integrated into academic units rather than separate institites and caners

Making sure that there is single academic oversight of distance offerings in the system

A multi part option as part of the way forward

Slow down the current process

develop big picture view of what is a good great university I have strong views on this

decide on some reasonable metrics if possible for those qualities

institute a process for developing a set of plans to move forward which can be evaluated against the agreed to metrics

work out the way forward toward the best plan

I can imagine various structures BUT there is no necessity to destroy a basically good working structure just for the sake of change Existing systems can often be improved without changing the basic structure thereby avoiding the trauma associated with major structural change the destruction of the good parts and the unexpected impacts of those major structural changes

Focusing on process and timeline

Don t make a decision on the th about a single accreditation but instead adopt a time line for fuller consideration

Agreement on taking more time

Look at INDS interdisciplinary studies degrees models working within campuses to see what works locally to see what the strengths are

Like the idea of lateral councils

Example of an honors program

Climate studies is an example of a cross disciplinary model

- Option for minors

Exploration of models like ASU that allows for both disciplines and new interdisciplinary program degree options

Note that this was implemented in a top down way at ASU and that was problematic

Consider different modalities of education within existing programs

A challenge for a group this large with the breadth of disciplines makes it hard to reach consensus

Reductions come from within similar departments from the ground up

With a facilitated retreat with faculty from all institutions teaching that subject get to know one another talk about the students who might be similar or different across institutions and come up with the best ways to collaborate and coordinate

Do so in a way to address the fiscal issues

We all fear the email that says this is what is happening to your program

Adopt a more gradual glide path for restructuring to allow consideration of a wider range of options and to gather data on the costs and benefits of all proposed restructuring options

Importance of data on costs and benefits of options one UA back office consolidation etc

Importance of regional sovereignty

A mix of in person on line and hybrid modalities

Explore areas of complementary expertise

Use this not only to rethink the university but also STEAM programs and others that can bring in new revenue with A for arts and possibly H for SHTEAM

Regardless of system accreditation consolidate similar programs for statewide coordination such as in health or aquodic ecosystems

There is an org chart that is out there with research separated into separate entities slide of the Board of Regents presentation

Have an integrated college of environment

As part of the process we should be able to meet in person with the other programs that we are asked to collaborate with Without knowing our potential partners it is hard to evaluate the utilit of collaboration versus competition

Multiple structures that support collaborative interdisciplinar student directed place based education and draws from indigenous intellectual authorit and Humanities Arts Natural Sciences Social Sciences and outdoor studies

Better financial anal sis and disaggregated accounting of institutional support spending across the s stem including Statewide differentiated from instructional spending academic support student services and student aid Student services and student aid took almost each in cuts in the period from

Collect data from representative samples of students across the s stem what the want and what the need not imposing our view as the onl one that matters

In a careful good s stematic wa not just the student government leaders but a true cross section done in wa consistent with scientific practices

Example of a surve planned on barriers to student success

The importance of maintaining traditional disciplines as well as interdisciplinar domains

Interdisciplinar minors can serve students to be exposed to a broader cultural context

Use the current structure to make the budget cuts as needed take the one universit off the table decouple it from the three ear budget time frame

Remove the pressure cooker on the structure discussions

There is need for a clear sense of the process and where the leadership will come from

A view of a bottom up process plus a collaborative proces s through the Chancellors

An issue about bu in when change comes from the top

A need to use the wisdom in the universit so that the strategic plan can be built together

There is discussion on distance education which needs academic oversight in disciplinar areas

Right now an one can offer an course an where in the s stem without oversight

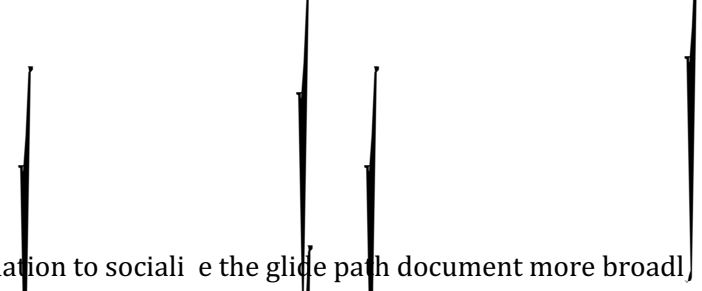
smaller program So we definitel need to slow the process down to make sure makor mistakes are not made

- This ma be useful when there are duplicate and random offerings of online classes but when there are integrated departments and programs this would be disastrous The problem is lack of coordination
- Regarding oversight and distance I don t disagree with the comments but some programs do have coordination of distance classes

We need to get a better sense of the process of how these decisions will be made in a wa that takes advantages of the wisdom embodied in the universities and our communities

Add the glide path plan to the notes document

- Glide path document



A recommendation to sociali e the glide path document more broadl
The Board does feel a sense of urgenc
Appreciation for the work to give real thought and consideration of real action
This is a journe to reimagine the universit
These views will be taken into accoun
There are both long term and short term fiscal challenges
There will be challenges with small and large programs
There will be issues of services that are and are not centrali ed
The engagement of all groups is gratif ing
Use this as springboard to facilitate cross governance and cross departmental conversation
This is an experiment in technolog and appreciate the efforts of all with this

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and consolidation into UAF s School of Education #
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</%7;6#)/'#!%+&6#%:#9'8'2)(#'4'2)7+;;"#6'506'#02#:+4%&#%:#+#G;+2#%:#(028;'#+55&'60)+)0%2-#5%2(%;06+)0%2(#)/+)#+&'#0 1 G;' 1 '2)'6#,"#)/'#('G+&+)'#F>=(# I 0;;# 1 +?'#)/'#)&+2(0)0%2#)%#+#(028;'#7204'&(0)"#;'((#60(&7G)04'#)%#()76'2)(K##.%2(%;06+)0%2(#+;(%# I 0;;#G%('#;'((#%:#+#)/&'+)#)%#7204'&(0)"#+55&'60)+)0%2K##

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X'#&'5%1 1 '26#)/+)#67&028#)/'#>^AC-#+;)'&2+)04'#&'()&75)7&028#G;+2(#+&'#6'4';%G'6-#025;76028#+#5%1G&'/'2(04'#5%()H,'2':0)#+2+;"(0(#%:#'+5/#+;)'&2+)04'#+26#+#6')+0;'6#+55%72)#%:#/%I#'+5/#1%6';#(+)0(:0'(#5%1 1 %2#5&0)'&0+#:%&#'4+;7+)028#'+5/#+;)'&2+)04'K##

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X'#&'5%1 1 '26#)/+)#)/'#:%726+)0%2+;#5&0)'&0+#:%&#'4+;7+)028#)/''(#G;+2(#(#(/%7;6#,'#()76'2)#+55'((#+26#'Q5';;'25'#02#)'+5/028-#&'('+&5/-#+26#G7,;05#('&405'K#E/'#G;+2(#6'4';%G'6#G&'(71+,;"#I%7;6#025;76'#)/'#h*'I#=>i#(028;'#+55&'60)+)0%2#G;+2#+26#)/'#)/&''H7204'&(0)"#5%2(%&)07 1 #1%6';#,7)#%)/'&#G;+2(#1+"#,'#6'4';%G'6#+26#'4+;7+)'6#67&028#)/0(#)0 1 'K###

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L;+2(#%&0802+)028#:&%1#+5+6' 1 05#G&%8&+ 1 (#'QG&'((028#17)7+;#6'(0&'#:%&#&'()&75)7&028#(/%7;6#,'#'25%7&+8'6-#025'2)040P'6#+26#804'2#G&':'&'25'K###

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g7&028#>^AD-#+#G&%5'((#%:#'4+;7+)0%2#%:#)/'('#+;)'&2+)04'#G;+2(#(#(/%7;6#)+?'#G;+5'-#7)0;0P028#)/'#5&0)'&0+#6'4';%G'6#67&028#>^ACK#E/0(#G&%5'((#%:#'4+;7+)0%2#(/%7;6#'26#I0)/#+#6'50(0%2#,"#)/'#,%+&6#&'8+&6028#)/'#01G;'1'2)+)0%2#%:#%2'#%:#)/'('#G;+2(K#E%#,'()#G&%)'5)#)/'#02)'8&0)"#%:#)/'#=>#("()'1-#+55&'60)+)0%2#&'40'I#+)#=>$#(/%7;6#G&%5''6#I0)/%7)#025;76028#(7,()+2)04'#5/+28'#:%&#5%2(%;06+)0%2)%#+#(028;"#+55&'60)'6#02()0)7)0%2K#*%)'#)/'#%7)5%1'#%:#)/'#.%22'5)057)#(028;'#+55&'60)+)0%2#5%2(%;06+)0%2#+,%4'Y#j:#=>#+))'1G)(#+&'#(01 00.2-)0.2-.2(")]TJETQ0q.24000.24 1 2589.92cmBT50002

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