

MAU Areas of Academic and Research focus

To ensure that UA meets Alaska's instructional and research needs across a very broad range of disciplines, yet to avoid inappropriate or unnecessary redundancy, the President and Board of Regents expect that each of the MAUs will allocate its resources to build particular expertise in selected disciplines and programs. These areas, discussed below, are based on a combination of historical strength, assignments of statewide responsibility to units, and the needs and characteristics of the cities, towns and villages where the campuses are located. While this practice of selective specialization does not imply exclusivity, it is intended to minimize competition among units while ensuring that UA students are offered the maximum breadth of opportunities from programs built on necessarily limited budgets. Collaborative program development among the MAUs is a central part of the Chancellors', Provosts', and research leaders' responsibilities for accountability. Development of programs that are jointly offered or share faculty, curriculum, and other resources among campuses, and maximization of opportunities for articulation both within and across campuses, are strongly encouraged.

All campuses are expected to offer their students the opportunity to receive a premier liberal arts education, as befits the university's charge to prepare them for their responsibilities as American and Alaskan citizens. All campuses also are responsible for training Alaska's workforce, and for educating teachers for Alaska's schools. All are expected to offer programs that prepare students for college and for work, and to provide developmental opportunities that enhance student success. All are expected to offer an increasing number of their programs through distance delivery technologies, both to reach place- and time-committed students across the state, and to enable students at their campuses to access the full set of offerings from the entire system.

Further, all campuses are expected to play a leadership role in their communities in the practice of good citizenship, the dissemination of knowledge, the development of the local economy, and the enhancement of culture through literature, the arts, and sports. While the breadth and characteristics of these offerings vary with location, they typically imply that many of the campus's library resources, music and theater performances, intercollegiate sporting events, and selected lectures and presentations be available to the public, and that the faculty and staff contribute to the intellectual life of the community.

As a comprehensive university in the state's largest city, **University of Alaska Anchorage** is expected to offer a very broad range of programs at the certificate, associates, baccalaureate and masters level at its main campus in Anchorage. UAA's major responsibilities are undergraduate education and workforce training, and its research programs – except for areas of assigned statewide responsibility in economics, public policy and supply chain management – should be primarily designed to offer undergraduate students opportunities for participative, experiential learning in a research environment. Given Anchorage's demographics, UAA can expect to have the greatest student diversity as well as the largest student body, and thus bears special responsibilities for ESL training and the breadth of its cultural programs.

Because Anchorage is the state's center for medical treatment, UAA has a particularly strong responsibility to develop and offer programs associated with health and health delivery. These include the various fields of allied health, behavioral health, nursing, and public health. UAA hosts several units with statewide responsibility in these fields, delivers the state's only medical education as part of the WWAMI consortium, and with UAF jointly offers a PhD in Psychology. In turn, the emphasis on health mandates that UAA maintain a strong undergraduate program in biology, with a focus on the needs of the health professions.

Anchorage is also the state's financial and business center, and thus UAA is the logical location for specialized expertise in both teaching and research in economics and public policy. Nobel Laureate Vernon Smith has introduced a new capability in experimental economics that should be promoted. ISER not only has the statutory responsibility for "research that helps people understand social and economic systems and supports informed public and private decision-making", but through its participation in federally funded programs such as RISA and EPSCoR, serves as the logical state lead for many of the social science, in particular economic and policy, correlates of the physical and natural science expertise at UAF. ISER's research responsibilities should be complemented by strong instructional programs in its parent college, CBPP.

For reasons similar to those mandating public policy expertise, UAA has the university's primary responsibility for justice studies; these should address rural as well as urban issues, and be closely integrated with UAA expertise in behavioral health. In addition to the teacher preparation responsibilities shared by all three MAUs (including special education and various other specialty certificates and degrees), UAA should develop strength in education leadership and support the other campuses in this area. Similarly, because Anchorage is the state's gateway to the Pacific, UAA is responsible for developing expertise in international relations, especially in economic, logistic, and business related programs with the Far East, and associated language and cultural skills.

Many of the state's major commercial enterprises, including the oil and gas companies and the land, rail and air transportation companies, are headquartered in Anchorage. UAA is expected to meet their needs for specialized business training, and to develop expertise in teaching and research in project management, logistics, and supply chain management. UAA is also expected to have a strong engineering department, with a focus on the general engineering degree. Additionally, UAA has played and is expected to maintain a leading role in the development of the ANSEP program.

UAA's community campuses and college are located in urban and semi-urban areas. They are charged to offer workforce training programs focused on the specific needs of their regions (and, at Kenai, to accept statewide responsibility for mining and petroleum training through MAPTS [not to mention world-class fishing and fly fishing]), to prepare lower division students for baccalaureate programs at the main campuses, to offer selected UAA degree programs in their locale, and to provide cultural enrichment and educational opportunities for area citizens.

Fairbanks is the site of the state's first university, and thus the **University of Alaska Fairbanks** has played a leading role in the intellectual history and economic development of the state. It's central campus is Alaska's sole PhD granting university, and the state's research-intensive university, performing on the order of half the federally funded research in the state, and some 90% of UA funded research. UAF also is responsible for community campus offerings and workforce training in Fairbanks through the Tanana Valley Campus, and for bringing educational and workforce training opportunities to the geographic majority of the state's rural areas through the College of Rural and Community Development. Because of its location, CRCDC responsibilities, and its heritage, UAF has a particular responsibility for excellence in educational, research, and archival programs in Alaska Native languages, arts, heritage, and culture, and in Alaska's history and heritage.

Another major aspect of UAF's historical and continuing responsibilities is natural resource development, and the associated physical, biological, and natural sciences, particularly focused on characteristics of the Arctic and the circumpolar north. UAF is expected to have world class educational and research programs and facilities in terrestrial and marine geophysics (to include hydrology, snow, ice, and permafrost, and natural hazard monitoring and mitigation), arctic biology and wildlife, space and atmospheric physics, climate, fisheries and ocean science, forestry, and ecology. As correlates to these specialties, UAF must also maintain programs of national excellence in chemistry and biochemistry, physics, mathematics and computational sciences, and GIS and remote sensing. Similarly, UAF must have strong research and educational programs in the engineering specialties, to include civil, electrical, mechanical, mining, geophysical, and petroleum. Strength in engineering specialties and the physical sciences combines to lead to expected expertise in energy research.

UAF played a leading national role in IGY in the 1950's, and is similarly charged with the lead for the state and the nation in the Arctic component of the International Polar Year of 2007-2008 and its legacy programs. In response to this charge, UAF is expected to enhance its capacities in observations and studies of climate and global change and its impact, including the human dimensions. As part of the later, UAF is expected to maintain and enhance its excellence in anthropology, psychology, and behavioral health, with a particular focus on Alaskan Natives and rural populations. UAF is also expected to maintain the lead in the development of the statewide Integrated Geography Program.

Much as UAA has the lead responsibility for international outreach in economics, logistics and public policy based on the capabilities of ISER, ARC and CBPP, UAF has the responsibility for building international collaborative programs in the natural sciences, and helping the US maintain its intellectual lead in areas of globally competitive importance. Similarly, through both CES and direct interaction with state and federal partners, UAF has the lead in the application of UA research to address issues of concern to the people, environment, and economic development of Alaska.

A more recent UAF responsibility, stemming from its strengths in the physical and biological sciences and based upon its federally funded capacity building programs, is biomedicine. Associated areas of requisite faculty expertise and high quality research facilities include molecular biology, genetics and proteomics, bioinformatics, infectious diseases of people and animals, and toxicology. UAF is also expected to build stronger collaborative programs with the state's toxicology laboratory and its staff.

UAF's community campuses, with the exception of TVC, have the responsibility of bringing the university's resources in both workforce training and education -- from ABE through baccalaureate programs -- to the rural areas of the state. This implies expertise in distance delivery. With its statewide responsibilities for CES and Sea Grant/MAP, UAF also has the parallel responsibility to bring the research expertise of its main campus to bear upon the community and economic development needs of the state's rural areas. It is expected to broaden and enrich these programs, and extend their reach to currently un- and underserved areas of Alaska.

The **University of Alaska Southeast** has the dual responsibilities of meeting the workforce training and postsecondary educational needs of the scattered and declining population of the southeastern, largely maritime portion of the state, and of serving the particular needs of the state's capital. To address the former challenge UAS has developed particular expertise in distance delivery of many of its programs, and for the latter it offers MBA and MPA degrees as well as other courses oriented to the needs of state employees. UAS is also expected to maintain a high standard of excellence in its teacher education programs, and to be the statewide lead for delivery of the MAT, both locally and by distance.

In addition to promoting excellence in liberal arts, UAS offers its undergraduates exceptional opportunities to participate in field based research. One of UAS's major competitive advantages lies in its natural setting, with immediate access to the Tongass National Forest, the glaciers and icefields of the region, and the maritime environment and waters of the southeast. For example, the Ketchikan campus is capitalizing on the location of the state's Maritime Ferry operations and its shipyard to develop marine programs. Sitka and Ketchikan both have the potential to further develop wood oriented programs. Juneau has an excellent opportunity to expand and strengthen its offerings in marine biology and fisheries in collaboration with UAF's SFOS, as the Rasmuson-supported undergraduate fisheries BA program evolves.

Cooperation and Interdependence: One of the more important statistics about the UA student body is that more than half of our graduates have taken courses at more than one campus. UA is thus an 'integrated' university, with the intent of offering Alaskans the opportunity to take advantage of the full range of skills and opportunities from across the state. Each community campus serves as a feeder to programs across the UA system; campuses take leadership roles in certain programs, while serving as facilitators and general education requirement sites for others. This integrated approach provides enhanced access to high job demand programs to students, while maintaining affordable delivery costs. In addition, many Allied Health and Behavioral Health programs, and in

particular nursing, have been designed to use available existing resources to assure students can complete degrees at community campus sites even though the degree is a main campus offering.

It is the intent of the University to further promote collaborative sharing of resources, and mutual reliance for expertise, in both research and instruction. A prime example in research is the Alaska Center for Climate Assessment and Policy , a NOAA funded Regional Integrated Sciences and Assessments (RISA) project, led by a combination of UAF's INE and IARC, and UAA's ISER. The UAF/UAA jointly offered PhD in Psychology is a similar example in degree programs, and as noted above, the new undergraduate BA in Fisheries will be offered at both Juneau and Fairbanks. A statewide Academic Planning process is examining further opportunities for enhanced cooperation and interdependence in health, engineering, management, education, and language programs. This planning process should both reinforce and take advantage of the areas of academic and research focus at each MAU.