

Working Draft: October 18, 2002

**THE UNIVERSITY OF ALASKA SYSTEM
STRATEGIC PLAN:
BUILDING HIGHER EDUCATION FOR ALASKA'S
GOLDEN CENTURY**

This strategic plan seeks to set forth the goals and assumptions, strategic planning principles, and action strategies that will guide University of Alaska between now and the "Golden Anniversary" of statehood in 2009. Just as the University of Alaska is a system, a whole made of many varied parts, this strategic plan is a synthesis of the myriad ongoing planning efforts of our system and its campuses. As such, it reflects the true value of any plan - what we learn about ourselves and our environment while we are planning.

Mark R. Hamilton
President
University of Alaska

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The Vision for Public Higher Education in Alaska

Alaska is a great land, vast in area and rich in history and cultural diversity. Alaska has provided a harsh test for the men and women who have come here: the native Alaskans who sustained vibrant lives and rich cultures in one of the most formidable climates on Earth; the miners, risking all for the promise of riches; the soldiers and airmen taking back invaded American soil; and the searchers for black gold, finding it at last near the shores of the Beaufort Sea.

Alaska provides a harsh test for a university system as well: serve a land 1/5th the size of the continental United States; operate 16 different campuses, up to 1,300 miles apart, many of which are inaccessible by land, in order to deliver post-secondary education beyond the major cities; offer everything from certificate to Ph.D. degree programs; admit all Alaskans wherever they may be academically; serve the diverse people of Alaska; and be a responsible steward of the treasures of the state with which you are entrusted.

Our vision at the University of Alaska is to be that university system, to meet all of these exacting requirements and to go beyond. We will produce the social, economic, and cultural leadership of the state. We will be the source, the example, and often the forum for informed debate. We will offer practical advice to policy makers. We will be the developer of our workforce, the creator of new job opportunities. We will not surrender excellence. We will be accountable - faculty, staff, students, and administration - each to one another in the finest pursuit of shared governance.

We will build by 2009 a university system, highly respected and strongly supported by the citizens of Alaska.

The definition we choose for "Vision" is "sagacity in planning." Vision is a shadow, illuminating our present status and stature by the accomplishments of our past. One will hope that in 2009 we will have both increased the lumens and added to our stature. Until then, our plan is one we may expect ourselves to achieve, and one the great land of Alaska will depend upon.

Our Mission

The University of Alaska is hereby established as the state university... and shall be governed by a board of regents... The board shall, in accordance with law, formulate policy and appoint the president of the university.

Alaska Constitution, Article 7, Sections 2 - 3

Pursuant to its constitutional and statutory powers and responsibilities, the Board of Regents has established the following mission for the University of Alaska system:

The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

The Board also has established missions for its several major administrative units.

The University of Alaska Anchorage inspires learning and enriches Alaska, the nation, and the world through UAA teaching, research, creativity, and service. As the urban center of the University of Alaska System, UAA is a comprehensive metropolitan university located in Anchorage with community campuses serving Southcentral Alaska. UAA provides opportunities to all who can benefit from education programs of high quality.

The University of Alaska Fairbanks, as the nation's northernmost Land, Sea, and Space Grant university and international research center, advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North, and their diverse peoples.

The University of Alaska Southeast is an open enrollment, public university that provides postsecondary education for a diverse student body. UAS promotes student achievement and faculty scholarship, lifelong learning opportunities, and quality academic programs.

There is some degree of consistency in missions across the three units, most notably in serving the community college mission. This can include providing academic and vocational and occupational instruction; the first two years of undergraduate education; remedial and developmental instruction; and other credit and non-credit courses and programs designed to be responsive to the needs of local communities and to adult learners in particular.

There also is considerable differentiation among the administrative units. As "Master's Colleges and Universities I,"¹ the Anchorage and Southeast units focus on undergraduate and graduate education through the master's degree, with particular emphasis on applied fields, such as business, nursing, public administration, and teacher education. Faculty research is consistent with the primary function of instruction. As a "Doctoral/Research-Intensive" university², the Fairbanks unit is the State's primary academic research institution; it provides undergraduate and graduate education including doctoral degrees.

¹ UAA and UAS are within the Carnegie mission classification of *Master's Colleges and Universities I*. These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

² UAF is within the Carnegie mission classification of *Doctoral/Research Universities-Intensive*. These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

University of Alaska Values

And we who are gathered here today do most solemnly dedicate these grounds and this cornerstone to the everlasting support of the principles of free government, free speech and free schools for which our forefathers fought.

Territorial Delegate James Wickersham
At the dedication of the Alaska Agricultural College
and School of Mines, July 4, 1915.

Our approach to the future reflects these fundamental values set by the Board of Regents:

Unity in promoting communication and collaboration.

Effective operation of a system as diverse and geographically distributed as the University of Alaska, with its 16 physical campuses up to 1,300 miles apart, many of which are inaccessible by land, requires a strong and constant commitment to communication and collaboration.

Accountability to our students, faculty, staff, alumni, and the diverse peoples of Alaska.

As an institution largely supported by public funds, the University must be accountable to those who contribute to its work, whether through tuition and fees, scholarship and teaching, research funding, administrative support, employment of our graduates, or public advocacy.

Leadership for Alaska's people and institutions.

Through its university, a state produces social, economic, and cultural leadership. The University of Alaska has a strong commitment to the development of leadership through our teaching and training of the future workforce, our discovery of new knowledge and commercialization of our intellectual property, and our outreach to the communities we serve.

Excellence in our programs and services.

There is no compromising the University community's pledge to perform its work to the very highest standards of excellence.

Accessibility for all Alaskans.

In the face of geographic, cultural, and other challenges, as an open admission institution, the University has committed itself to provide the greatest possible access to higher education and, therefore, to the unparalleled opportunities afforded those with advanced education. This requires a physical presence in smaller communities greater than national norms for higher education, and requires a dedication to electronic and alternative means of distance delivery of education.

Dedication to serving community needs.

The University's 16 campuses, from the largest in Anchorage to the smallest in Kotzebue, are dedicated to meeting community needs through training citizens for the workforce, serving small businesses and community organizations with relevant research and practical advice, enhancing our innovative community engagement programs, and providing facilities for community athletic and cultural events and activities.

Stewardship of our resources.

The University is a responsible steward of the financial, physical, land, and human resources it is entrusted to invest and develop for the betterment of the state.

System Structure and Functions

The majority of American students attend public institutions, most of which are part of multicampus systems. These systems are now being subjected to intense pressures, with expectations for their performance and adaptability far outstripping available resources. As their leaders struggle to respond to these demands while maintaining standards of excellence and access, they do so in largely uncharted territory, with little information to guide them in their search for enlightened policies and practices.

Richard Ingram, President, AGB

In Four Multicampus Systems: Some Policies and Practices That Work (1993).

In response to Alaska's fiscal crisis brought on by a crash in world oil prices, in 1987 the Board of Regents restructured the university's numerous administrative units into the three major campuses and the system office, consolidating the community campuses with the major 4-year campuses, combining the previously separated community college and university faculties, and eliminating over 100 administrative positions. Notable impacts of the restructuring were an estimated \$6 million of savings and increased articulation of academic programs among the units of the university system.

The University of Alaska System today is comprised of several major units: the system office; three separately accredited university campuses, University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), and University of Alaska Southeast (UAS); and one separately accredited community college, Prince William Sound Community College.

The Anchorage campus is an urban master's college and university with programs ranging from certificate to masters degrees in applied fields such as business, health care, teacher education, engineering, and global transportation logistics. In the state's largest city, UAA provides the first year of medical school training to Alaskans participating in a consortium of northwestern states led by the University of Washington Medical School, leads outreach to the state's several military communities, and has several research institutes, most notably the Institute for Social and Economic Research, the state's Small Business Development Center, and a very active program providing business education to students in Russia. The campus has several NCAA Division II athletics programs and its debate team won the national championship in 2001. The community campuses in Homer, Kenai, Kodiak, Palmer, and Prince William Sound Community College in Valdez are components of UAA.

The Fairbanks campus is a doctoral/research intensive university with programs ranging from certificate to doctoral degrees, the latter in fields closely related to its geographic location and research strengths (e.g., arctic biology, chemistry, geophysics, marine science, arctic engineering). In the hub of Alaska's interior, the Fairbanks campus had research revenues in fiscal year 2002 in excess of \$90 million, about 91 percent of the system total. It is the home of numerous research institutes including the Geophysical Institute, the Institute for Arctic Biology, the School of Fisheries and Ocean Science, the International Arctic Research Center, and the Arctic Region Supercomputing Center. Like UAA, UAF participates in NCAA Division II athletics and boasts the nation's top rifle team over the last three years. The community campuses in Bethel, Dillingham, Fairbanks, Interior-Aleutians, Kotzebue, and Nome are components of UAF.

The Juneau campus is a small "master's college and university" with emphases on certificate through masters degree programs in teacher education, distance education, environmental science, and information technology. Current and emerging research focus areas include fisheries/marine science,

distance education, and government. The Juneau campus collaborates with Middlebury College in offering the Breadloaf summer program and has developed extensive training programs in public administration, taking advantage of its location in the state's capital city and by extensive use of distance education technology. The community campuses in Ketchikan and Sitka are components of UAS.

Each of the three major institutions has its own institutional accreditation and is led by a chancellor who reports to the president of the university system, who, in turn, reports to the Board of Regents³. The Board has 10 members with 8-year appointments and a student regent with a 2-year appointment; they are nominated by the governor and confirmed by the legislature. Administrators reporting to the president include the chancellors as well the university's executives in the areas of finance, university relations, research, information technology, legal counsel, human resources, and student services.

Relations between the campuses and the system office may be characterized by the "predictable tensions" inherent in a university system. Whereas the system office does not deliver any academic degrees or certificates, direct any research programs, or engage in any public service *per se*, it plays important internal coordinating and external advocacy roles. As well, it provides a set of services to the campuses that are not replicated at the campus level.

Examples of this coordinating function include:

- overseeing the development of academic initiatives, including the university's federal agenda,
- articulating course credits for students transferring between campuses,
- linking the university's training programs with large statewide employers,
- encouraging collaborative research and instructional programs across campuses, and
- development of the annual operating and capital budgets.

Examples of direct services provided by the system to the campuses include

- directing the university's annual drives for funding from the state legislature and Congress,
- ongoing efforts to enhance the image of the university system with the public of the state,
- certain aspects of the human resources and labor relations functions, e.g., payroll, benefits, labor relations, classification and compensation,
- legal counsel,
- numerous financial services including the accounting system and audit,
- relations with and staff support for the Board of Regents,
- representation of the university with state and federal officials and agencies,
- information technology networks, and
- student information system services.

³ The President of the separately accredited Prince William Sound Community College reports to the UAA chancellor.

Planning Principles

With the clash between managerial-and-planning approaches and traditional academic-professional outlooks at the center of organizational tension, the ultimate Gordian knot in the entrepreneurial university is how to plan for unplanned change.

Professor Burton R. Clark

In Planning and Management for a Changing Environment: A Handbook on Redesigning Postsecondary Institutions (1997).

Commitment

The University is committed to the development of a systemwide strategic plan that is responsive to the needs of the state and consistent with the university's values of unity, accountability, leadership, excellence, accessibility, dedication, and stewardship.

Leadership

The president will oversee the development of the plan with leadership from the chair of the Board of Regents' Planning and Development Committee. The process will assure appropriate collection and consideration of input from key internal and external stakeholders.

Focus

The plan will reflect the focus of each major campus such that there is clear differentiation, articulation, and opportunity for campus growth in the quality and quantity of its programs and services.

Scope

The plan will emphasize universal access to higher education, expanded professional and workforce development programs, and a greater concentration of advanced training and research.

Engagement

The plan will underscore the importance of outreach and engagement, fostering a culture of connection and collaboration across campuses and with communities.

Conditions

The plan will identify and be informed by key conditions such as student demographics, admissions policies, campus plans, geographic location, faculty recruitment and retention, facility condition, access to information technology, and funding opportunities and constraints.

Development

The plan will reflect a distinct focus for each campus which will recognize opportunities for and guide the future development of academic programs, facilities and information technology infrastructure, student recruitment and retention plans, faculty and staff services, and research initiatives.

System Goals and Objectives

Over the coming years, the university will obtain the necessary financial, facility, and human resources and direct them at the following strategic goals identified by the Board of Regents.

- Student Success
- Educational Quality
- Research Excellence
- Faculty and Staff Strength
- Responsiveness to State Needs
- Technology and Facility Development

Goal 1: Student Success

Objective 1: Enhance efforts in student recruitment and retention.

Action Strategies

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Objective 2: Continue placing students in good jobs.

Action Strategies

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Objective 3: Build life-long relationships with alumni.

Action Strategies

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Objective 4: Enhance responsiveness to state needs.

Action Strategies

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Goal 2: Educational Quality

Objective 1: Emphasize the community college mission.

Action Strategies

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Objective 2: Improve collaboration among MAUs.

Action Strategies

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Objective 3: Ensure efficient allocation of programs.

Action Strategies

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Objective 4: Develop new and relevant programs.

Action Strategies

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Objective 5: Ensure high quality teaching.

Action Strategies

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Goal 3: Research Excellence

Objective 1: Take advantage of the changing federal landscape.

Action Strategies

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Objective 2: Enhance competitive capacity.

Action Strategies

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Objective 3: Capture Alaska-specific opportunities for the State and the University.

Action Strategies

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Objective 4: Account for the value and cost of research.

Action Strategies

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Objective 5: Expand support for the transfer of university-created intellectual property to private economic development.

Action Strategies

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Goal 4: Faculty and Staff Strength

Objective 1: Invest in faculty and staff development.

Action Strategies

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Objective 2: Reward faculty and staff for innovation, creativity, and excellence.

Action Strategies

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Objective 3: Ensure alignment between institutional goals and workload, productivity, and selection.

Action Strategies

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Goal 5: Responsiveness to State Needs

Objective 1: Assess and meet state workforce needs.

Action Strategies

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Objective 2: Focus on rural Alaska needs.

Action Strategies

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Objective 3: Provide support for cultural needs.

Action Strategies

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Objective 4: Conduct Alaska-specific applied research.

Action Strategies

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Objective 5: Increase public policy analysis.

Action Strategies

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Objective 6: Build community engagement programs.

Action Strategies

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Goal 6: Technology and Facility Development

Objective 1: Address process issues for facility planning and facility utilization.

Action Strategies

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Objective 2: Explore privatization and partnering.

Action Strategies

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Objective 3: Pursue land for long-term endowment and growth.

Action Strategies

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Objective 4: Support distance education through additional technology and faculty development.

Action Strategies

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Appendix

Strategic Planning Process

The University of Alaska Board of Regents, through its Planning and Development Committee, commenced a strategic planning process to guide the university's continued development through the coming years to 2009. The planning process did not start from scratch or was driven from the top but, instead, it synthesized into a single document the wide variety of planning activities on our campuses and at the system level over the last several years. Examples of activities, reports, and other sources that will contribute to this effort include the Board of Regents' Issue Focus Areas, UA Values, mission statements, MAU self assessments, MAU accreditation reports and master plans, external reviews, missions and measures, academic initiatives, and needs assessments.

Planning Timeline

August 19-26, 2002	Lead SW staff respond to preliminary questions
August 27- September 11	President's Office prepares for BOR review: draft outline, principles, process, sources, and groups for consultation.
September 12	BOR P&D Committee reviews above.
October 12	President's Office prepares working draft.
October 15	President's Cabinet (chancellors) reviews draft
October 16	BOR P&D Committee reviews working draft
October-December	Internal and external groups provide input to working draft.
December 5	BOR P&D Committee receives update.
January 17-19, 2003	BOR reviews working draft
February 20	BOR approves plan.

Lead Staff

Academic Programs	Paul Reichardt, Chair, System Academic Council
University Relations	Wendy Redman, Vice President, University Relations
Research	Craig Dorman, Vice President, Research
Finance and Facilities	Joe Beedle, Vice President, Finance
Information Technology	Steve Smith, Chief Technology Officer
Human Resources	Janet Jacobs, Executive Director, Human Resources
Student Services and Enrollment Management	Mike Sfraga, Assoc VP Student Services

Preliminary Planning Questions

1. What are the most important documentary sources for strategic planning?
2. What internal and external groups should be consulted in this process?
3. Based on recent reviews and/or your personal observations, what is the overall assessment of current activity in your area of focus?
4. What is your vision for your area of focus?
5. What goals would you recommend to realize this vision?
6. What changes are necessary in order to meet these goals?
7. How should these changes be accomplished (e.g., communication, information, reorganization, reallocation, new resources, new vision)?
8. How should these changes be measured and be aligned with decisions regarding resources?

Documentary Sources

Board of Regents

University of Alaska Values
Board of Regents Issue Focus Areas
Board of Regents Policy - MAU Missions
FY02-04 Operating and Capital Budget Requests

MAU Accreditation

UAS Accreditation Report 1999
UAA Accreditation Self Study 2000
UAF Accreditation Self Study 2001

MAU and System Plans

UAS: The Next Decade, Strategic Plan for the University of Alaska Southeast 2000-2010
UAA Goals 2005
UAF Academic Plan, May 2001
UAF Campus Master Plan 2002
UAF 2005
Prior UA System Strategic Plans

External Reviews of UA

Findings and Recommendations of External Site Visit of Research Administration and Management, July 2000
Facility Planning and Implementation Process Review Report, November 2001
Review and Recommendations: Student Services and Enrollment Management, February 2002
Report on Academic Decision Making in the University of Alaska System, April 2002
An External Review of Information Technology at the University of Alaska, June 2002
The University of Alaska Information and Communications Technology: Strategic Findings, Observations and Associated Recommendations, July 2002
Report of Findings and Recommendations on Human Resources Management at the University of Alaska System, August 2002

Academic and Research and Other Initiatives

FY03 SAC Recommendations
FY04 SAC Recommendations
UA Federal Initiatives

Additional Reports and Sources

UA in Review 2002
Employee Attitude Surveys
Student Satisfaction Surveys
Noel-Levitz College-Bound Student Survey (mid- September 2002).
Alaska Workforce Board Strategic Plan
Healthy Alaskans 2010
Alaska 20/20
ASHNA Report on Nursing Shortage and other reports defining the training needs, trends, etc. for specific industry sectors;
Local/Statewide service organization reports that relate to economic, social, cultural development, e.g. Commonwealth North; chambers of commerce; Alaska Humanities Forum; etc.
Alaska Science and Technology Plan, Alaska Science and Technology Foundation
President's Office of Science and Technology Policy Memo on Interagency R&D Priorities for likely Presidential Initiatives
Major research sponsor web sites (e.g., NSF, NOAA, NIH, DOD)
Summary of Campus Responsibilities for Statewide Service Delivery

Groups Consulted

Internal to the University of Alaska

- Faculty Alliance
- Staff Alliance
- Coalition of Student Governance Groups
- Systemwide Academic Council
- Deans and directors
- Research Advisory Council
- Student services, enrollment management, recruitment executives
- Distance Education Council
- Information Technology Council
- Business Council
- Facilities Council
- Human Resources Council
- UA Foundation Board of Trustees
- Colleges of Fellows
- Campus Advisory Councils
- Program/Department Advisory Councils
 - Campus IT/Library Advisory Groups
 - Campus Student Technology Fee Advisory Groups
- Campus Teaching-Learning-Technology Roundtable Groups
- Alaska Committee to Stimulate Competitive Research

External to the University of Alaska

- Commonwealth North
- Alaska Chamber of Commerce
- Alaska Human Resource Investment Council
- Alumni
- Selected state executive & legislative leaders
- Selected HR executives (e.g., State of Alaska, Municipality of Anchorage)
- Former Regents
- Alaska High Tech Business Council
- State Telecommunications Information Council
- Alaska Distance Education & Technology Consortium
- Alaska Telehealth Council
- External Review Teams
- Federal agency representatives in Alaska
- Selected congressional staff
- SJR 44 Work Groups & Task Forces
- Selected representatives of the US and international scientific community