

*Working Draft: December 6, 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 great land, vast in area and rich in history and cultural diversity. Alaska has provided a harsh test for its people: the Alaska Natives who have 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; the searchers for black gold, finding it at last near the shores of the Beaufort Sea; and the many others seeking adventure in this most challenging place we call "The Great Land."

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 academic programs from certificate, through baccalaureate to PhD;
- Admit all Alaskans wherever they may be in their academic preparation;
- Conduct research that solves problems of importance to the state, the nation, the north, and the world;
- Meet the educational, cultural, and economic needs of the diverse peoples of Alaska; and
- Demonstrate responsible stewardship 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. Through our excellent faculty, staff, and students, we will produce the social, economic, scientific, civic, and cultural leadership of the state. We will be the source, the example, and often the forum for informed and rigorous debate. We will offer practical advice to policy makers. We will develop the state's workforce. We will make the discoveries that solve problems and create opportunities. We will be fully accountable - faculty, staff, students, and administration - each to one another in the finest pursuit of shared governance, and most important to those we serve. We will not surrender excellence.

We will build by 2009 a University system, highly respected and strongly supported by the citizens of Alaska, and by scholars and policy makers the world over.

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 of Regents 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 a significant degree of consistency in missions across the three units, including undergraduate and selected graduate programs, but most notably in serving the "community college mission." This can include providing 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.

The Board of Regents also has differentiated among the administrative units. As "Master's Colleges and Universities I,"<sup>1</sup> the Anchorage and Southeast units focus on undergraduate and graduate education through the master's degree, with particular emphasis on fields such as business, nursing, public administration, engineering, English and the liberal arts, biology, and teacher education. As a "Doctoral/Research-Intensive" University<sup>2</sup>, the Fairbanks unit is the state's primary academic research institution; it provides undergraduate and graduate education including the doctoral degree. Differentiation is also realized through the designation of statewide leadership and centers of excellence in specific focus areas.<sup>3</sup>

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<sup>1</sup> UAA and UAS are defined by the Carnegie Foundation as *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.

<sup>2</sup> UAF is defined by the Carnegie Foundation as a *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.

<sup>3</sup> See Appendix, Selected Areas of Statewide Leadership.

## **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 sixteen 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 among the numerous academic and administrative units that comprise the system.

### 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, civic, 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 practical application 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. In everything we do - from providing remedial education, to training nurses and engineers and teachers, to preparing doctoral students - we aspire to perform at the very highest level of excellence.

### Accessibility for all Alaskans.

In the face of geographic, cultural, and other challenges, as an open admission institution the University is committed 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 than national norms and requires innovative means of distance delivery.

### 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 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, Association of Governing  
Boards of Colleges and Universities  
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 four-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's fiscal condition remained highly constrained through the late 1990s. From 1998 to 2002, however, the University system has pursued an aggressive development effort and consequently experienced unprecedented growth in funding from state, federal, and private sources. This increase in public and private support has resulted in a substantial expansion of high demand teaching, research, and outreach programs; a significant rise in enrollments; much needed facility renovation and new construction; and the capacity for further growth.

### The University of Alaska System

The University of Alaska System 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.

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 Regents<sup>4</sup>. The Board has eleven members with eight-year appointments; 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 among 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.

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<sup>4</sup> The president of the separately accredited Prince William Sound Community College reports to the UAA chancellor.

Examples of this coordinating function include:

- overseeing the development of academic initiatives, including the state and federal agendas,
- articulating course credits for students transferring between campuses,
- linking the University's training programs with large statewide employers,
- ensuring an appropriately focused academic mission for each major campus,
- encouraging collaborative research and instructional programs across campuses,
- supporting campus based student services and enrollment management systems,
- leading and staffing a wide variety of consultative councils and governance groups, and
- developing of the annual operating and capital budgets.

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

- direction for the University's annual drives for funding from the state legislature and Congress,
- enhancement of the image of the University system with the public of the state.
- 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, land management, risk management, institutional research and management reporting, audit, treasury, debt management, control, and procurement oversight,
- staff support for the Board of Regents and prime responsibility for ensuring implementation of Board policy and direction,
- representation of the University with state and federal officials and agencies,
- information technology networks and student information system services.

### The University of Alaska Anchorage

The Anchorage campus has evolved from the merger of a large community college and a small liberal arts college to an urban "master's college and University" with superb programs ranging currently from certificate to masters degrees in fields such as business and public policy, health care, process technology, English and the liberal arts, biology, teacher education, psychology, social work, engineering, and global transportation logistics. Through a collaborative arrangement with the Fairbanks campus, UAA faculty have contributed to the preparation of several recipients of the doctoral degree.

In the state's largest city, UAA also 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.

UAA is rightly proud of its innovative community engagement focus, bringing the broad range of expertise among faculty and staff together to bear on the needs of the Anchorage community and the state. 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 the separately accredited Prince William Sound Community College in Valdez are units of UAA. UAA particularly treasures the Edward Albee Theater Festival held in Valdez, a nationally renowned program that annually hosts Pulitzer Prize winning authors and provides a venue for young artists.

### The University of Alaska Fairbanks

Established as the original home of the University of Alaska in 1917, the Fairbanks campus has developed into a widely respected “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, anthropology, chemistry, geophysics, climate change, marine science, and cold regions engineering). UAF is particularly proud of its numerous programs and facilities serving Alaska Native students.

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. Among its many facilities, UAF operates the nation’s largest arctic biology field station, the nation’s only University-based rocket range, and the nation’s largest volcano observational network.

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 units of UAF.

### The University of Alaska Southeast

Leading UAS is the Juneau campus, a dynamic “master’s college and University” with emphases on certificate through masters degree programs in teacher education, distance education, business and public administration, natural sciences, liberal arts, and career education.

Current and emerging research focus areas include fisheries/marine science, distance education, environmental science, and government. The Juneau campus collaborates with Middlebury College in offering the nationally recognized Breadloaf summer program and has developed training and graduate 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.

## **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 and cost-effective mission differentiation and within those missions, full opportunity for campus aspiration 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 be informed by key internal and external conditions such as student demographics, admissions policies, operating efficiencies, campus plans, geographic location, faculty and staff 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.

## **Strategic Elements**

The University's success at realizing its vision is dependent upon a dynamic interaction among the following strategic elements. A comprehensive understanding of each of these elements, in isolation and in relation to each other, is a hallmark of University planning, program development and implementation, and evaluation. These strategic elements serve as the basis for the action strategies developed to achieve our goals and objectives.

### *Student Success*

The University will provide the learning environments, academic programs, facilities, technology, and faculty to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions.

### *Educational Quality*

The University will offer the highest quality in our educational offerings, from non-degree granting training programs to vocational/technical, undergraduate, professional and graduate degrees. Our campuses will aspire to provide the highest possible quality programs and services within each of their respective missions.

### *Research Excellence*

The University will be a globally recognized leader in areas of research for which Alaska has special competitive capabilities or unique environments in key areas of culture, economy, and health using approaches that integrate the human dimension with natural sciences, and expand from basic processes to synthesis and policy advice.

### *Faculty and Staff Strength*

The University will continue to recruit, develop, and retain the faculty and staff who bring excellence to our research, teaching, and public service through active involvement in University governance and through innovative, and mission-focused academic and staff human resources programs and services.

### *Responsiveness to State Needs*

The University will continuously enhance the capacity to meet the changing needs of Alaska's people and work through core programs as well as creative, entrepreneurial arrangements to meet those needs. Among the changing conditions affecting the state's needs are continued rapid population growth in Anchorage and surrounding communities, the need for economic diversification particularly in rural Alaska, and uncertainty regarding the state's ability to provide for its own economic future.

### *Technology and Facility Development*

The University will provide students, faculty, and staff the facilities and information technology they need to most effectively pursue their research, education, and public service goals.

## Strategic Goals and Objectives

Through its teaching and learning, research and discovery, and public service and outreach programs, the University's strategic goals are to:

- Enhance the primary and secondary education of young Alaskans
- Improve the health and well-being of all Alaskans
- Develop the physical, engineering, and energy infrastructure of the state
- Contribute to the cultural strength of the state, with emphasis on Alaska Native cultures
- Support the growth of business, finance, and information technology sectors of the economy
- Develop innovative ways to enhance sustainable resource development
- Strengthen the state's arts and humanities communities

### Goal 1: Enhance the primary and secondary education of young Alaskans.

*Objective 1:* Prepare high quality educators for Alaska's schools

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Provide course content to schools, especially those in rural Alaska, to address needs for specialized content and advanced placement level work.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 3:* Assist school districts with improvement efforts through research and evaluation, and continuing education for educators and administrators.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

Goal 2: Improve the health and well-being of all Alaskans

*Objective 1:* Prepare high quality health and human services professionals for Alaska's health care system.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Conduct basic and applied research in biomedicine, health delivery systems, and behavioral health.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 3:* Engage in active public service and outreach efforts to promote wellness and communicate the findings of University research to the communities we serve.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

Goal 3: Develop the physical, engineering, and energy infrastructure of the state

*Objective 1:* Prepare high quality professionals in the full spectrum of engineering disciplines as well as a skilled workforce of Alaskans prepared to work in industry.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Conduct basic and applied research on topics of importance to physical infrastructural development in cold regions and marine environments; explore new technologies in the extraction, processing, and transportation of fossil fuels; and develop new geographic mapping and analysis systems.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 3:* Support industry, regulatory agencies, and policy makers through outreach, partnerships, and continuing education programs.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research

*Objective 4:* Increase the creation of new private sector businesses based on intellectual property produced by University faculty and staff.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

**Goal 4: Contribute to the cultural strength of the state, with emphasis on Alaska Native cultures**

*Objective 1:* Increased preparation of Alaska Native graduates in a wide variety of vocational/technical and academic programs on our main campuses, community campuses, and through distance education.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Lead the nation in research and scholarship on Alaska Native languages, culture, and issues relevant to Alaska Native peoples.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 3:* Encourage outreach and engagement between University faculty, students, and facilities with community cultural organizations.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

Goal 5: Support the growth of business, finance, and information technology sectors of the economy

*Objective 1:* Prepare students to lead the development and diversification of the state's private and public sector businesses and Alaska Native corporations with emphasis on emerging fields such as transportation logistics, financial management, research, satellite data retrieval and analysis, and rural development.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Conduct research into the state's economic status, potential opportunities for economic development and diversification, and the conditions required to contribute to the realization of the most realistic options.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 3:* Strengthen partnerships between the University and state's business community such that University expertise contributes to economic development and the business community provides opportunities for greater interaction with our faculty and students.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

Goal 6: Develop innovative ways to enhance sustainable resource development

*Objective 1:* Prepare professionals for occupations in the wide variety of natural resource based industries on which many Alaskans and their communities rely.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Conduct basic and applied research on our oceans, lands, fisheries, and wildlife that contributes to the capacity of the state to understand, develop, and manage in a sustainable manner Alaska's these enormous natural resources.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:

- Student Services:
- Research:

*Objective 3:* Improve integration between the research and instructional activities of University faculty and students with the interests and concerns of Alaska's diverse resource development communities.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

Goal 7: Strengthen the state's arts and humanities communities

*Objective 1:* Renew a strong commitment to the education of students whose academic focus is in the arts and to those for whom the liberal arts are a foundation for their studies in other academic areas.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 2:* Encourage the scholarship and creative activity among our faculty that will enrich their teaching and community service efforts.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

*Objective 3:* Enhance the University's efforts to provide cultural, artistic, and intellectual events and venues that maximize opportunities for University interaction with our communities.

Action Strategies

- Facilities/IT:
- Academic Programs:
- Faculty and Staff:
- Student Services:
- Research:

## 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 be 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 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 27- September 11	President's Office prepares for BOR review.
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*

President's Office	Jim Johnsen, Chief of 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	Mike Sfraga, Assoc VP Student Services
Health Programs	Karen Perdue, Assoc Vice President Health Programs

### *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  
Commonwealth North Study of the University of Alaska, 20 November 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

**University of Alaska  
Board of Regents Issue Focus Areas**

**Student Success**

Enhance efforts in student recruitment and retention.  
Continue placing students in good jobs.  
Build life-long relationships with alumni.  
Enhance responsiveness to state needs.

**Educational Quality**

Emphasize the community college mission.  
Improve collaboration among MAUs.  
Ensure efficient allocation of programs.  
Develop new and relevant programs.  
Ensure high quality teaching.

**Research Excellence**

Take advantage of the changing federal landscape.  
Enhance competitive capacity:  
Capture Alaska-specific opportunities for the State and the University.  
Account for the value and cost of research.  
Expand support for the transfer of University created intellectual property to private economic development.

**Faculty and Staff Strength**

Invest in faculty and staff development.  
Reward faculty and staff for innovation, creativity, and excellence.  
Ensure alignment between institutional goals and workload, productivity, and selection.

**Responsiveness to State Needs**

Assess and meet state workforce needs.  
Focus on rural Alaska needs.  
Provide support for cultural needs.  
Conduct Alaska-specific applied research.  
Increase public policy analysis.  
Build community engagement programs.

**Technology and Facility Development**

Address process issues: facility planning and facility utilization.  
Explore privatization and partnering.  
Pursue land for long term endowment and growth.  
Support distance education through additional technology and faculty development.

**UNIVERSITY OF ALASKA  
Selected Areas of Statewide Leadership**

	<b>UA Anchorage</b>	<b>UA Fairbanks</b>	<b>UA Southeast</b>
<b>Instruction</b>	Degree programs at the AA/AS, BA/BS, and MA/MS levels in: * nursing * special education * education leadership * logistics * public health * engineering management * aviation * process technology * automotive mechanics * social work * medicine (first year program in conjunction with the University of Washington)	Degree programs at the AA/AS, BA/BS, MA/MS and PhD levels in: * biological sciences * fisheries and ocean sciences * geophysical sciences * computer science * electrical, mechanical, and petroleum engineering * Alaska Native languages and culture * rural development	Degree programs at the AA/AS, BA/BS, MA/MS levels in: * education (distance) * public administration (distance) * education technology * early childhood education * rural water/wastewater certificate
<b>Research</b>	Centers and institutes with focus on research in: * social and economic policy * health systems * community engagement environment and natural resources * biocomplexity * transportation	Centers and institutes with focus on research in: * biological science/informatics * engineering * fisheries and ocean science * energy * remote sensing * supercomputing * geophysics * natural resources * climate change * arctic contaminants * neuroscience * cold climates testing	Faculty with focus on applied research in: * government * fisheries and ocean science * environmental science * distance education
<b>Public Service</b>	* small business development * service learning/engagement	* cooperative extension service * marine advisory program	* legislative intern program