Strategic Pathways

UPDATED: 12 May 2016
Why Strategic Pathways?

The purpose of the University of Alaska is to serve the wide variety of education needs in our state. Alaska depends on us to meet those needs through our research and creative activities, teaching and learning, outreach and services to the public. We have done a great job over the years in performing to our purpose, but there remain many large gaps that require our focused attention. There are also several major opportunities that must be pursued.

Now, more than ever, as our budget is reduced by the state we must find ways to serve our important purpose as cost effectively as possible. Strategic Pathways is the framework we will use to improve our service to the state. It is based on the simple fact that each of our universities has unique strengths in meeting the state’s needs. We will review our major academic programs and administrative services for how we can create a more sustainable university—where we seek quality, access, and cost-effectiveness while we grow and diversify our revenues.

Strategic Pathways envisions a University of Alaska where we reallocate resources from programs and services that are: (1) not core to each university’s strengths in meeting state needs; (2) challenged by low enrollment, high cost, or insufficient faculty resources; or (3) redundant with programs at our other universities.

Those resources will be reallocated to programs that are tied to each university’s unique distinctive strengths. In many cases, through technology and arrangements across the UA system, these excellent programs will be made accessible to all Alaskans, and at a lower overall cost.

Strategic Pathways will be implemented in 3 phases, with Phase 1 beginning this summer. Faculty, staff, and students will have extensive opportunities to participate in the process and the university community will be informed of progress on a regular basis. As well, we are actively exploring the benefits and risks of a single accreditation as part of this process.
**Strategic Pathways**  
**UPDATED: 12 May 2016**

This is a conceptual framework being analyzed and evaluated for the UA System. Strategic Pathways will begin taking shape over the coming weeks and months. While certain changes may be implemented before the end of the fiscal year, restructuring will be implemented over the next couple years. There will be ample opportunity for shaping the strategy as options become better defined.

<table>
<thead>
<tr>
<th>OUR MISSION</th>
<th>“The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.” (Regents' Policy 01.01.01)</th>
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<tbody>
<tr>
<td>OBJECTIVE</td>
<td>Maximize value to Alaska through excellent, accessible, and cost effective higher education funded by diverse and growing revenue sources</td>
</tr>
<tr>
<td>CORE PRINCIPLES</td>
<td>Focus, Access, Diversity, Excellence, Consistency, Fiscal Sustainability</td>
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<tr>
<td>STRATEGY</td>
<td>Prepare, Restructure, Implement, Refine</td>
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| WHO WE ARE | **UA ANCHORAGE**  
Comprehensive metropolitan university in Alaska’s economic hub | **UA FAIRBANKS**  
Research university renowned for leadership in Arctic and the North | **UA SOUTHEAST**  
Comprehensive university focused on e-Learning & interdisciplinary studies |
|-------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| Research | Social, economic, and health sciences  
Health professions & related science  
Social and economic sciences  
Business and public policy*  
Teacher education*  
Engineering*  
Logistics  
Project management | Arctic, physical, and natural science; applied energy  
Physical, natural, and related sciences  
Arctic / Northern Studies  
Management*  
Teacher education*  
Engineering*  
Rural development / tribal mgmt  
Doctoral education | Interdisciplinary / environmental  
Marine Biology/fisheries (undergraduate)  
Management*  
Teacher education*  
Marine trades  
Mine training  
Interdisciplinary degrees/ degree completion |
| Teaching | | | |
| Outreach | | | |
| | | | |
| COURSES AVAILABLE ACROSS THE UNIVERSITY SYSTEM | **Common General Education Requirements**  
**Liberal Arts and Humanities**  
**Distance Education**  
**Career and Technical Education** | **Alaska Native Studies**  
**Wide choice of non-major courses**  
**Dual credit with K-12**  
**Developmental Education** |
| | **Subject to review, Summer 2016** |
| | **To the extent areas of research, teaching, and outreach at campuses other than the “lead” campus may be high quality, cost effective, and core to mission, they may be supported.** |
### Strategic Pathways

**Potential Goals and Measures**

<table>
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<tr>
<th>Goals</th>
<th>Measures</th>
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</table>
| Wider access to higher education for all Alaskans | • Increase Alaskans going directly from high school to postsecondary from 47% to 63% (1.3X increase)  
• Increase participation rates of Pell Grant eligible students |
| UA research focused on issues of high state need | • Continue to rank #1 globally in Arctic research and expand in biomedical and social/economic  
• Increase engagement with state agencies and communities on Alaskan problems |
| Alaskans prepared for Alaska’s jobs | • Increase Alaskans hired into teacher vacancies from 30% to 90% (3X increase)  
• Increase graduates in STEM fields from 38/1,000 to 59/1,000 (1.5X increase)  
• Increase graduates in health occupations from 36/1,000 to 45/1,000 (1.25X increase) |
| A more diversified knowledge economy in Alaska | • Increase “New Economy” score from 56 to 64 by focusing on inventor patents, health IT, export business development, and industry investment in UA research and development  
• Increase corporate use of Alaska higher education income tax credit program |
| A strong education pipeline, from K-12 to the workforce | • Increase from 37% to 65% Alaskans with post-secondary education leading to a degree or certificate (1.75X increase)  
• Increase the number of K-12 students participating in concurrent enrollment programs at UA |
| Sustainable revenues | • Increase revenues in order to fund investments in areas of strategic importance and opportunity  
• Diversify revenue sources so we are less reliant on the State |
Core Principles

Focus
We will reduce unnecessary redundancy to more cost effectively meet the state’s higher education needs by focusing each university on its unique strengths.

Access
We will increase Alaskans’ participation in higher education by maximizing use of innovations in e-Learning, supporting high demand programs, and ensuring affordability.

Scope
We will offer a wide diversity of academic degree and certificate programs across the university system, though not all programs will necessarily be available at all locations.

Excellence
We commit to excellence in everything we do, in the classroom, in our labs, and in the communities we serve.

Consistency
We will streamline and increase consistency in business practices, policies, processes, and systems that support expedited student progress through our programs.

Fiscal Sustainability
We seek to be more entrepreneurial in our strategies to grow and diversify our revenues.
# Strategic Pathways

## Roles and Responsibilities

<table>
<thead>
<tr>
<th>Mission</th>
<th>Strategy</th>
<th>Policy</th>
<th>Programs</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board of Regents</strong></td>
<td>Establish mission and purpose of university system and its campuses</td>
<td>Approve strategic plan and priorities for the university system and its campuses</td>
<td>Govern the university, set policy, consult with internal and community stakeholders</td>
<td>Approve academic program additions and deletions</td>
</tr>
<tr>
<td><strong>Statewide System Administration</strong></td>
<td>Advise Regents and recommend mission of universities; ensure missions are implemented; measure effectiveness</td>
<td>Develop strategic plan for university system in conjunction with university leaders; focus on meeting state needs</td>
<td>Ensure implementation and compliance with Regents’ Policy; promulgate regulations; focus on meeting state needs</td>
<td>Analyze effectiveness of universities and strategically organize programs system-wide for maximum benefit to the state</td>
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<tr>
<td><strong>University Campuses</strong></td>
<td>Propose mission and purpose of university and allocate resources and implement approved mission</td>
<td>Develop and implement academic, student, and financial strategies</td>
<td>Advise on Regents Policy and university regulations; implement approved policy and regulation; consult with internal and community stakeholders</td>
<td>Deliver academic programs, review effectiveness, recommend priorities and program changes, maintain accreditation</td>
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<tr>
<td><strong>Faculty, Staff, and Student Governance</strong></td>
<td>Participate in mission development and implementation; communicate with stakeholders</td>
<td>Participate in strategic planning at university and system levels; communicate with stakeholders</td>
<td>Recommend policy changes and provide input on proposed policies; communicate with stakeholders</td>
<td>Participate in program review process; recommend additions, changes, reductions, deletions; communicate with stakeholders</td>
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Lead University Options / Examples

These and other options are available based on such factors as mission centrality, cost effectiveness, quality, and access. Distance learning can play a role in all options as will the development of a common catalog.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Similar program at multiple locations, but each program’s focus tied to unique campus mission and region</th>
<th>Similar program at multiple locations but only one location offers graduate level degrees in program</th>
<th>Similar courses offered at multiple locations but only one location offers Bachelors or higher level degrees in program</th>
<th>Sole provider model: Degrees are offered at multiple locations but by one Institution</th>
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<tbody>
<tr>
<td>Benefits</td>
<td>Needed to meet demand</td>
<td>Reduces unnecessary duplication</td>
<td>Reduces unnecessary duplication</td>
<td>Consistency in program delivered</td>
</tr>
<tr>
<td>Challenges</td>
<td>Coordination Essential</td>
<td>May require place-committed students to take some classes by distance</td>
<td>May require place-committed students to take some classes by distance</td>
<td>Difficult for large programs</td>
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## Strategic Pathways

### Phase 1 Review Process / Timeline

<table>
<thead>
<tr>
<th>2016</th>
<th>Jan-Mar</th>
<th>Apr-Jun</th>
<th>Jul-Sep</th>
<th>Oct-Dec</th>
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<tbody>
<tr>
<td><strong>REGENTS</strong></td>
<td>• Approve SP framework (Jan)</td>
<td>• Receive SP and budget update (Apr)</td>
<td>• Receive SP update &amp; review FY2018 budget (Sep)</td>
<td>• Approve program changes, FY2018 budget request, and revenue growth plans (Nov)</td>
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<tr>
<td></td>
<td>• Review draft plan (Feb)</td>
<td>• Receive SP update &amp; approve FY2017 budget (Jun)</td>
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<tr>
<td><strong>ADMIN</strong></td>
<td>• Propose framework (Jan)</td>
<td>• Governance input on Phase 1 &amp; review process (Apr)</td>
<td>• Identify interests, standards, benchmarks, generate options (July)</td>
<td>• Present program changes, FY2018 budget, and revenue growth plan to Regents (Nov)</td>
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<tr>
<td></td>
<td>• Develop draft plan (Feb)</td>
<td>• Admin finalizes process &amp; selects team members (May)</td>
<td>• Evaluate options in relation to interests and standards, identify up to top three options, present to UA president (August)</td>
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<tr>
<td></td>
<td></td>
<td>• Teams meet to frame issues and review data (June)</td>
<td>• Revenue growth initiative update (August, TBD)</td>
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<tr>
<td></td>
<td></td>
<td>• Initiate revenue growth initiative (June)</td>
<td>• President consults with Summit Team &amp; presents to Regents (September)</td>
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Strategic Pathways
2016-2017 Process / Timeline

What units/programs will be included in Phase 1 reviews?

Criteria (from those suggested by governance groups)
• Occur at more than one university
• Size (large)
• Professional and/or graduate
• Cost
• Importance

Suggestions
• Management
• Engineering
• Teacher Education
• Intercollegiate Athletics
• Fisheries
• Arts
• Social Sciences
• Community Campuses

Decisions
• Management
• Engineering
• Teacher Education
• Intercollegiate Athletics
• Research Administration
• Procurement
• Information Technology
Strategic Pathways

Phase 1 Review Process / Timeline

**Who will be invited to serve on the Phase 1 review teams?**

* Faculty, staff, students, governance, community leaders as appropriate *

* All three universities *

* Expertise, credibility, availability *

<table>
<thead>
<tr>
<th></th>
<th>Management</th>
<th>Engineering</th>
<th>Teacher Education</th>
<th>Intercollegiate Athletics</th>
<th>Information Technology</th>
<th>Research Admin</th>
<th>Procurement</th>
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</thead>
<tbody>
<tr>
<td>Accountable SW Officer</td>
<td>VPAAR</td>
<td>VPAAR</td>
<td>VPAAR</td>
<td>VPA</td>
<td>CITO</td>
<td>VPAAR</td>
<td>VPA</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Doug Johnson</td>
<td></td>
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<tr>
<td>UA Staff</td>
<td>TBD</td>
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<td>TBD</td>
<td>TBD</td>
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<tr>
<td>UAA</td>
<td>Dean Faculty</td>
<td>Dean Faculty</td>
<td>Dean Faculty</td>
<td>Athletics Dir’s VCASs</td>
<td>Chief IT staff</td>
<td>VCAS</td>
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<td></td>
<td>Faculty Student</td>
<td>Student</td>
<td>Staff</td>
<td>Community</td>
<td>Faculty</td>
<td></td>
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<tr>
<td></td>
<td>Staff Community</td>
<td>Staff</td>
<td>Community</td>
<td></td>
<td>Staff</td>
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<tr>
<td>UAF</td>
<td>Dean Faculty</td>
<td>Dean Faculty</td>
<td>Faculty</td>
<td>Chief research officer</td>
<td>VCAS</td>
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<tr>
<td></td>
<td>Student</td>
<td>Student</td>
<td>Staff</td>
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<td>Community</td>
<td>VCAS</td>
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<td>VCAS</td>
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<tr>
<td>UAS</td>
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* Representatives from UAS will not participate in two areas in which it does not have programs