

**STRATEGIC PLAN 2009**

*BUILDING HIGHER EDUCATION FOR ALASKA'S  
GOLDEN ANNIVERSARY*

This strategic plan seeks to set forth the goals and assumptions, strategic planning principles, and action strategies that will guide the 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 its men and women: 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 live and 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 we are entrusted.

Our vision at the University of Alaska is 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 – regents, faculty, staff, students, and administration - to each other in the 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 light, illuminating our present status and stature by the accomplishments of our past. We 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. UAA is a comprehensive university that provides opportunities to all who can benefit from education programs of high quality in an inclusive environment rich in diversity. Located in Anchorage and on community campuses serving Southcentral Alaska, UAA is committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples.

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, in undergraduate and selected graduate programs, and the "community college mission." This includes providing vocational and occupational instruction, the first two years of undergraduate education, preparatory 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.

Differentiation is also realized through the designation of statewide leadership and centers of excellence in specific focus areas.<sup>1</sup> As "Master's Colleges and Universities I,"<sup>2</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, public health, public administration, engineering, English and the liberal arts, biology, and teacher education. The Fairbanks unit, a "Doctoral/Research-Intensive" University<sup>3</sup>, is the state's primary academic research institution; it provides undergraduate and graduate education including the doctoral degree.

## **Our 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 culturally diverse and geographically distributed as the University of Alaska 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 present and future workforce, our discovery of new knowledge and practical application of our intellectual property, and our outreach to the diverse peoples and communities we serve.

### **Excellence in our programs and services.**

The University community pledges to perform its work to the very highest standards of excellence. In everything we do - from providing preparatory education, to preparing students for the workforce and the professions, to conducting cutting edge research, to helping small businesses and community groups - we aspire to perform at the very highest level of excellence.

### **Accessibility to all Alaskans.**

As an open admission institution, the University is committed to providing the greatest possible access to higher education and, therefore, to the opportunities afforded those with advanced education. This requires a physical presence in communities smaller and more diverse than national norms, and innovative and culturally sensitive means of distance delivery and the opportunity of access to every Alaskan.

### **Dedication to serving diverse 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.

### **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.

## **Our Goals and Objectives**

The University system priorities and decisions through 2009 will be guided by key goals and objectives. Examples of the major decisions that must be made are the following:

- What students should be recruited, at what level of tuition, with what advising programs, and with what opportunities for employment or additional study once they graduate?
- What academic programs should be developed, modified, or eliminated? How much are we looking to gain from, or willing to pay, for these decisions? Where should we focus this review effort?
- What research programs should be supported, where, and for how much financial, space, and other resources?
- Who (faculty and staff) should be recruited, in what academic or administrative fields, for how much, and with what opportunities for career development?
- What are the needs of the state, at present and in the foreseeable future, and how can the University meet those needs through its teaching, research, and outreach?
- What facilities and information technology are required to support our mission? Where should we expand our facilities? How much will it cost? How long will it take?

The key goals and objectives of the Board of Regents, in the context of the University's values and available resources, will guide University system decision-making. More detailed implementation plans will be developed for each goal, with direction for each MAU based on its mission, capabilities, opportunities, and resources.

### **Goal 1: Student Success**

The University will provide the learning environments, support systems, academic programs, facilities, technology, and faculty to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions. We seek to increase the number and share of traditional and non-traditional student attending a University campus. We are particularly committed to the success of Alaska Native students.

#### **Objectives**

##### **Enhance efforts in student recruitment and retention.**

- Develop recruitment programs that target traditional, non-traditional students, Alaska Native, and former students.
- Enroll college-bound Alaskans at the national average rate.
- Expand the Emerging Scholars program to all three MAUs.
- Expand on-line student resources.
- Obtain funding for the Alaska Scholars program.
- Support a needs-based financial aid program and increase coordination between financial aid and admissions offices.

**Continue placing students in good jobs.**

- Increase partnerships with major employers.
- Provide additional internship programs.

**Build life-long relationships with alumni.**

- Complete construction of an alumni database.
- Create a network of alumni groups and events at various locations in and outside Alaska.
- Develop alumni publications, including a periodic magazine.  
Enlist alumni in student recruitment efforts.

**Goal 2: Educational Quality**

The University will offer the highest quality in our educational offerings, from non-degree training programs to graduate degrees. Our campuses will provide the highest possible quality programs and services within their respective missions.

**Objectives**

**Emphasize the community college mission.**

- Increase the number of programs, course sections, and scheduling options in the areas of vocational/technical training, community interest, and professional workforce development.
- Increase partnerships with high schools in vocational/technical fields.

**Improve collaboration among campuses.**

- Expand collaborative graduate programs across MAUs and with other institutions.
- Develop additional degree programs that rely on content from the several campuses.
- Erase technology barriers to communicate and share content between campuses and beyond campuses.

**Ensure efficient allocation of programs.**

- As new programs are introduced and existing programs reviewed, determine the most appropriate location(s) and methods for program delivery.

**Develop new and relevant programs.**

- Expand the range of degree programs to that of comparable university systems.
- Provide additional staff support for entrepreneurial program development.
- Expand opportunities through distance delivery for graduate training (including the PhD level) for place-committed Alaskans.

**Strengthen advising services for our diverse student community.**

- Add to campus-based academic advising resources.
- Build new on-line advising services.

**Goal 3: 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.

**Objectives**

**Enhance competitive capacity.**

- Rely to a greater extent on competitively obtained financial support for research.
- Recruit/inspire the faculty in areas of comparative advantage and provide the research facilities and administrative support required to compete effectively.

**Increase opportunities for undergraduate and graduate student participation in research.**

**Capture Alaska-specific opportunities for the State and the University.**

- Establish strong research relationships with the private sector and government agencies that address issues of importance to Alaska.
- Focus on fields where the University has an advantage, e.g., cold climates and coastal engineering, ocean science, arctic biology, climate change, telecommunications, fisheries, and health.

**Account for the value and cost of research.**

- Communicate the value of University research in terms of the University's educational quality and Alaska's economy.
- Ensure that the costs of research are fully accounted for and weighed in the balance with alternative priorities.

**Expand support for the transfer of University intellectual property to private economic development.**

- Enhance support for faculty with interests in the development of intellectual property.
- Create opportunities for the private sector to be informed about University development works.

**Grow percentage of Alaska Native participation to a part with the population.**



## **Goal 4: Faculty and Staff Strength**

The University will recruit, develop, and retain a culturally diverse faculty and staff who bring excellence to our research, teaching, and public service and through innovative and mission-focused academic and staff human resources programs and services.

### **Objectives**

#### **Invest in faculty and staff development.**

- Regularly assess development needs including career planning and professional development.
- Provide development programs that reflect University priorities and are suited to particular faculty and staff, relying where possible on existing University resources and expertise.
- Routinely use visiting committees and other peer review mechanisms.

#### **Reward faculty and staff for innovation, creativity, and excellence.**

- Ensure merit-based and market competitive recognition, promotion, and compensation programs.
- Provide venues for faculty and staff to demonstrate excellence.

#### **Ensure alignment between institutional goals and workload, productivity, and selection.**

- Regularly review faculty and staff workloads in appropriate comparative context and standards of their fields.
- Distinguish faculty selection criteria and professional expectations based on the respective mission of the MAU and its academic programs.

#### **Ensure excellent administrative practices that are integrated with the university's strategic priorities.**

#### **Ensure high quality teaching.**

- Maintain a rigorous faculty evaluation system.

## **Goal 5: Responsiveness to State Needs**

The University will continuously enhance its capacity to meet the changing needs of Alaska's people and work through core programs as well as creative, entrepreneurial arrangements and partnerships 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.

### **Objectives**

#### **Assess and meet Alaska's current and projected workforce needs.**

- Continue to survey employers and work with the cognizant state agencies to assess workforce demand.

- Build strong partnerships with employers to ensure our graduates possess needed skills and abilities.
- Strengthen the University's continuing education and corporate programs.
- Streamline review processes for non-degree programs.

**Focus on rural Alaska needs.**

- Continue to build health research programs that address the needs of Alaska Natives.
- Expand vocational/technical training programs in rural Alaska to provide greater employment opportunities for local people.
- Explore new technologies that will create economic development opportunities in rural Alaska.

**Provide support for cultural needs.**

- Celebrate the unique contributions to Alaska that come from its Native Peoples.
- Continue to conduct research and provide instruction in Alaska Native languages and cultures.
- Build on the role University campuses play as centers for cultural activity, e.g., arts and lectures.

**Increase public policy analysis.**

- Expand the study of critical public policy issues.
- Develop the means to more rigorously identify critical public policy issues and expand faculty participation across the University.
- Protect the role of the University as a venue for the exploration of potentially contentious issues.

**Build community engagement programs.**

- Encourage faculty, student, and staff involvement in service to Alaska's diverse communities.
- Integrate community service with research and instructional programs.
- Increase partnerships with Alaska Native corporations and social service agencies to foster stronger communities.

**Enhance responsiveness to workforce needs.**

- Expand programs to train graduates in high demand fields.
- Continue to survey industry, small business, and governments for their workforce needs.
- Continue to reallocate faculty, staff, and other resources to high need areas.

## **Goal 6: Technology and Facility Development**

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

### **Objectives**

#### **Address process issues: facility planning and facility utilization.**

- Develop campus master plans that are aligned with University system priorities, institutional missions, funding opportunities, and needs.
- Create culture of facilities responsiveness to needs and concerns of faculty and students.
- Increase effective utilization of facilities, to include times not traditionally in use.
- Obtain land near University campuses to accommodate expansion.

#### **Explore privatization and partnering.**

- Focus University resources on its educational mission by privatizing those services that may be performed at a higher level of performance and/or lower cost.
- Explore creative, opportunistic approaches with the private sector to providing needed research, instruction, telecommunications, or residential facilities.

#### **Support distance education through additional technology and faculty development.**

- Work with the provider community to provide internet connectivity among all University facilities sufficient to support distance delivery of academic programs, collaboration between researchers, and administrative coordination.
- Provide all faculty the support necessary to develop and deliver high quality curricula with appropriate technologies, based on research into the effectiveness of various distance education pedagogies.
- Work with the provider community to provide affordable access for every Alaskan, regardless of location, to university programs and services offered online.

#### **Expand access through appropriate technologies to as many university programs and services as possible.**

- Develop an integrated, interactive interface for students that is comprehensive and customizable by each student as educational needs and goals change.

## **Goal 7: Diverse Sources of Revenue**

Engaging major stakeholders to increase their investment in the University is a critical precondition for the achievement of the above six goals. These stakeholders include all citizens of Alaska, but especially alumni, state, federal, and local governments; businesses, including non-profit organizations; and private philanthropy.

## **Objectives**

### **Diversify funding sources to reduce reliance on the state's general fund.**

- Increase tuition rates so they bear an appropriate share of the University's revenue base.
- Increase financial support from alumni, faculty, and staff.
- Increase financial participation from partnerships with industry and government agencies.
- Increase financial support from corporate and individual donors giving to the University of Alaska Foundation.

### **Pursue land for long term endowment and growth.**

- Ensure the University obtains a sufficient land grant.
- Manage proceeds from the land grant to the maximum benefit of the University.

### **Encourage the commercial utility and application of University intellectual property.**

- Increase the number of patents filed by University supported investigators.
- Expand interaction between University faculty and the state's business community.

## **Appendix**

### **System Structure and Functions**

#### **The University of Alaska System**

The University of Alaska System is composed of several major units: the system office; three separately accredited institutions, 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 that reports through UAA.

Each of the three major institutions 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 10 members with 8-year appointments and a student regent with a 2-year appointment; they are appointed by the governor and confirmed by the legislature. System administrators reporting to the president include the University's executives in the areas of finance, University relations, research, information technology, legal counsel, human resources, health programs, and student services. While 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 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 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;
- developing the annual operating and capital budgets; and
- ensuring appropriate information technology investment.

#### **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 primary responsibility for ensuring implementation of Board policy and direction;
- representation of the University with state and federal officials and agencies; and
- information technology networks and student, finance, and human resources information system services.

## **The University of Alaska Anchorage**

The Anchorage campus has evolved from the merger of a large community college and Anchorage –Senior College to an urban “master’s college and University” with programs ranging currently from certificate to master’s 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 members 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 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 the Arctic Region Supercomputing Center and numerous research institutes including the Geophysical Institute, the Institute for Arctic Biology, the School of Fisheries and Ocean Science, and the International Arctic Research 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. In 2002, UAF’s men’s basketball team became the first Division II team to win a Division I tournament. 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 master’s 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.

## **Strategic Planning Principles**

### **Commitment**

The University is committed to the development of a systemwide strategic plan and planning process 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 oversees the development of the plan with leadership from 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, a greater concentration of advanced training and research, and the important role of the university in providing lifelong learning through its outreach and extension functions.

### **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 both academic and non-academic programs, facilities and information technology infrastructure, student recruitment and retention plans, faculty and staff services, and research and outreach/extension initiatives.

## Strategic Planning Process

The University of Alaska Board of Regents (BOR), 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; nor was it driven from the top. Instead, it synthesizes into a single document the wide variety of planning activities that are occurring on our campuses and at the system level over the last several years. Examples of activities, reports, and other sources that contribute to this effort include the Regents' Issue Focus Areas, UA Values, mission statements, Major Administrative Unit (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 18, 2003	BOR P&D Committee receives update.
February 20	BOR P&D Committee receives update.
April 18	BOR P&D Committee receives update.
June 10	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, Associate Vice President for Student Services
Health Programs	Karen Perdue, Associate Vice President for 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. 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 Systemwide Academic Council Recommendations  
FY04 Systemwide Academic Council 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  
UA Foundation 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 and 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  
Federal Research Work Groups & Task Forces  
Selected representatives of the US and international scientific community

**Current 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) * biological sciences	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 * land resource management	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 * health and biomedicine	Faculty with focus on applied research in: * government * fisheries and ocean science * environmental science * distance education
<b>Public Service</b>	*business development and technology transfer * service learning/engagement	* cooperative extension service * marine advisory program * agriculture extension	* legislative intern program

(Footnotes)

<sup>1</sup> See Appendix, *Selected Areas of Statewide Leadership*.

<sup>2</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>3</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>4</sup> The president of the separately accredited Prince William Sound Community College reports to the UAA chancellor.

