University of Alaska Stakeholder Survey and Change Management Facilitation
Board of Regents Briefing

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September 12, 2019

I acknowledge the Traditional Owners of the lands where Anchorage now stands -- the Dené. I pay respect to their Elders – past, present and emerging.

Overview

- Introduction (2-3 min.)
  - *Historical inflection points*
  - *Data sources*
- Findings from Stakeholder Mapping Survey (30-35 min.)
  - *Report highlights with discussion*
- Themes from Change Management Facilitation Sessions (15-20 min.)
  - *Session highlights and discussion*
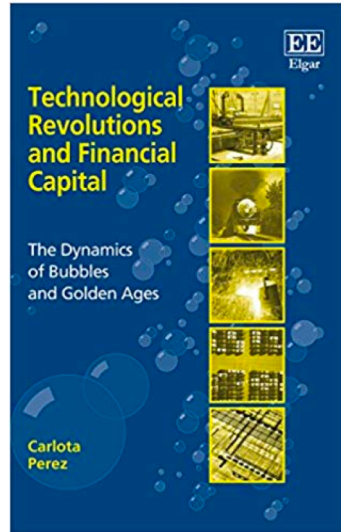- Observations and Conclusions (3-5 min.)

Introduction

Different ways to counting revolutions, but all say we are in a historical inflection point...
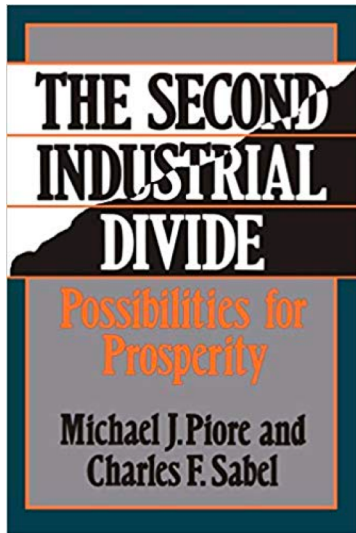
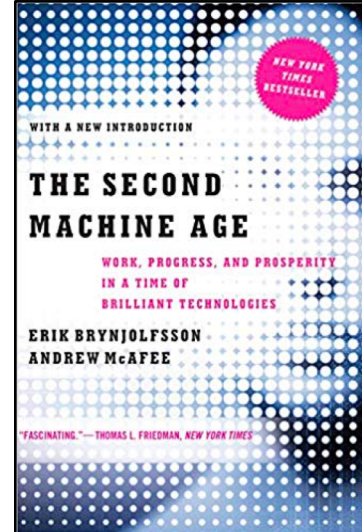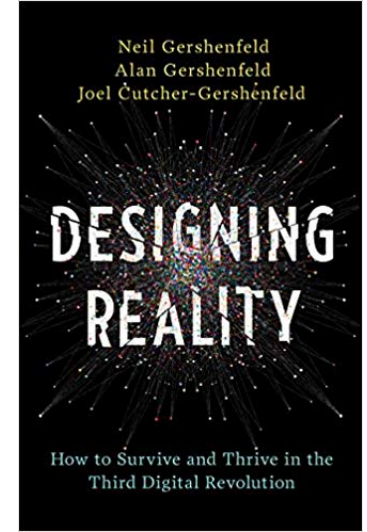| 1984	2003	2017	2017	2017
2nd	**5th**	**2nd**	**4th**	**3rd**
Industrial Divide	**Technological Revolution**	**Machine Age**	**Industrial Revolution**	**Digital Revolution**
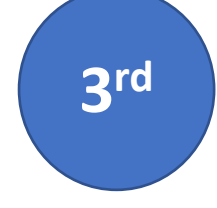
Data Sources

- **Future of Higher Education in Alaska Vision 2040**
  - Kalakas and stakeholder mapping survey (2018)
  - Interactive website

- **Stakeholder Mapping Survey**
  - Descriptive data (August 8-September 2, 2019), n=3,932
  - Voluntary and confidential

- **Change Management Facilitation Sessions**
  - Themes and implications (August 19-23, 2019)
  - Fairbanks, Anchorage, and virtual participants
  - Open and interactive

- **Data Dynamics**

Stakeholder Mapping Survey

Respondent Profile: Roles (n=3,932)	Primary Role (select one)	All Roles (select all that apply)
Alaskan tribal – leader, staff, or member	0.6% (n=22)	2.7% (n=100)
Alaska Native for-profit corporation – leader, staff, or shareholder	0.5% (n=21)	2.9% (n=107)
State, city, or village -- elected official or staff	0.9% (n=35)	2.7% (n=97)
Community campus -- educator or administrator	2.7% (n=105)	5.3% (n=193)
K-12 -- educator or administrator	1.7% (n=66)	4.2% (n=155)
Industry/business -- leader or employee	4.0% (n=157)	11.4% (n=418)
Non-profit organizational -- leader or staff	2.1% (n=84)	12.2% (n=445)
University -- executive or academic leader	1.8% (n=71)	3.1% (n=115)
University -- faculty	17.9% (n=703)	16.5% (n=604)
University -- staff	27.7% (n=1,089)	26.1% (n=955)
University -- student	18.6% (n=732)	27.7% (n=1,013)
University – alumni/ae	11.3% (n=445)	35.8% (n=1,310)
University – donor	0.8% (n=30)	17.3% (n=632)
University – advisory council member	0.5% (n=20)	2.4% (n=89)
Parent of school-age children (K-12 and college)	2.8 (n=110)	24.6% (n=898)
Community member	3.5% (n=138)	54.7% (2,000)
Other (please specify)	2.6% (n=104)	9.0% (n=331)

A Landscape of Stakeholders and Interests

A vector of stakeholder views relative to a given interest

Reading a z-flower^{TM}

No response

Outliers

Central tendency

Ease: Having a world-class higher education system in Alaska
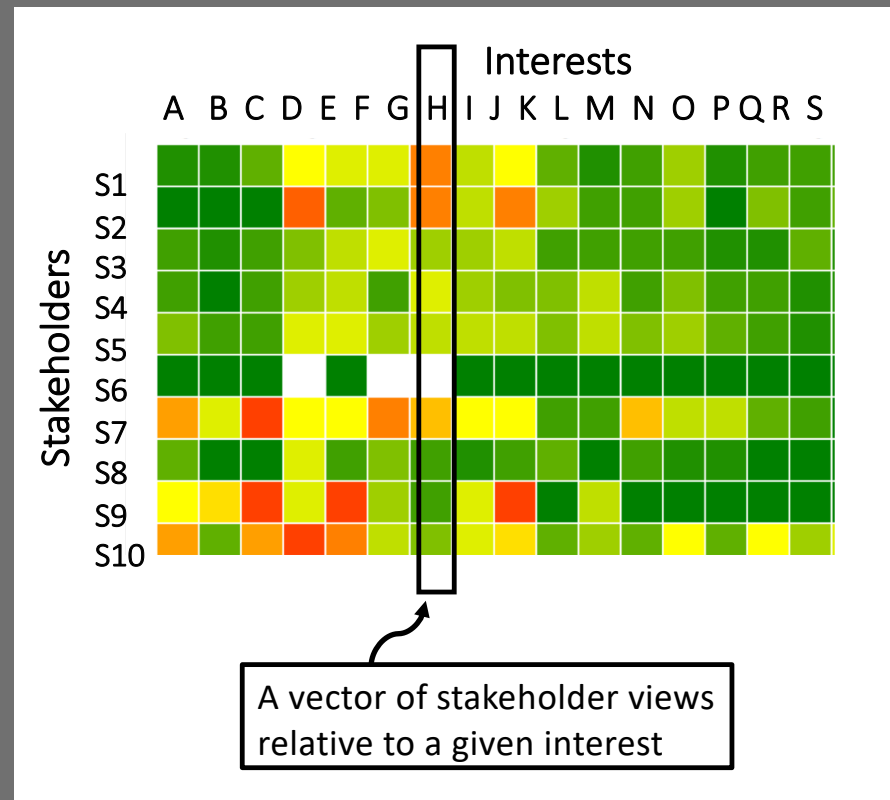
A color coded hexagon for every stakeholder
Key:
Shades of green: Positive
Shades of yellow: Neutral
Shades of red: Negative
Blank: Don't know/Not applicable/No response

0 1 2 3 4 5 6 7 8 9 10
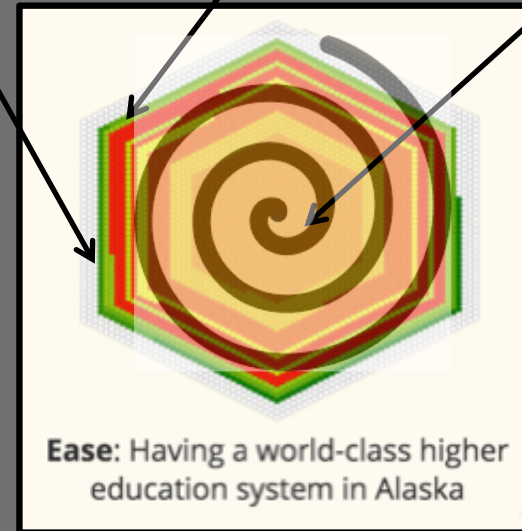
The value of the visualization is that all responses are visible in one image.

Hexagons tiled in a spiral, from the mean in the middle, alternating above and below the mean

If the higher education in Alaska could successfully deliver one thing to you, a "<u>must have</u>," what would it be? (Something that you personally value or that is professionally useful to you. It would motivate you to want this to move forward.) *(representative responses)*

Access; Opportunity; Flexibility (17%)

- Statewide access to affordable, high quality higher education.
- Meeting our students where they are at, physically and academically. Providing opportunity to Alaskans.
- Flexibility for those who are balancing education with a career.
- The university must offer access to training and education to all students, not just those living in Anchorage or Fairbanks.
- Access to education for personal fulfillment and economic prosperity. employment and training programs.
- facilitation of life-long learning for Alaskans and the world

Employable skills; Serving employers in Alaska (16%)

- Educational skills to attain jobs in the state of Alaska.
- Job ready graduates [who] will contribute to Alaska's economy
- Workforce development - for Alaska, the nation, & the world

Quality educational experience; Student services; Motivating connections (9%)

- A student-focused experience
- Quality student experience that enhances education
- Helping others and having a positive impact on their success
- Staff and faculty that are quick to respond to their students
- Valued degree

If the higher education in Alaska could successfully deliver one thing to you, a "must have," what would it be? (cont.) *(representative responses)*

Service to Community; Community engagement (8%)

- Public service
- Thoughtful engaged citizens
- Community partnerships
- Education for our young people with a focus on training the next generation of leaders for our community.
- Ability to function and thrive autonomously in a rapidly changing world community

Research (8%)

- A highly respected university with world class arctic research
- Quality research experience for undergraduates
- Research on Circumpolar Social, Humanistic and Science Issues
- More research/internship opportunities for all social science related degrees
- Teaching and research. These are inter-related, and not separable at the university level.

Critical thinking; Advancing knowledge; Moral principles; Humanistic learning (8%)

- Critical thinking and civility
- Training students to think critically and communicate clearly (verbally and in writing) within their chosen field(s).
- Exposing students to different viewpoints about the world and their communities, teaching them to become critical thinkers and engage in civil discourse with others.
- A high set of morals including but not limited to, integrity, honesty, participation, and tolerance
- Curiosity
- To equip students as life long learners [by] exposing them to great thinkers of the past.
- Expand knowledge to improve our society

10

Stakeholder Mapping Survey

Points of Alignment (numbers from survey report):

- 1. Having a world-class higher education system in Alaska. *(93% important)*
- 16. Ensuring dependable state funding for higher education in Alaska. *(91% important)*
- 19. Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska. *(91% important)*
- 7. Maintaining existing areas of research excellence in higher education in Alaska. *(90% important)*
- 5. Maintaining existing areas of educational excellence in higher education in Alaska. *(89% important)*

Selected "Phrases and Metaphors" Quotes Reinforcing Alignment:

- "Globally respected, Alaska rooted"
- "To be naturally inspiring, higher education in Alaska must reflect its setting: unique, diverse, changing, resilient, and adaptable."

1. Having a world-class higher education system in Alaska.
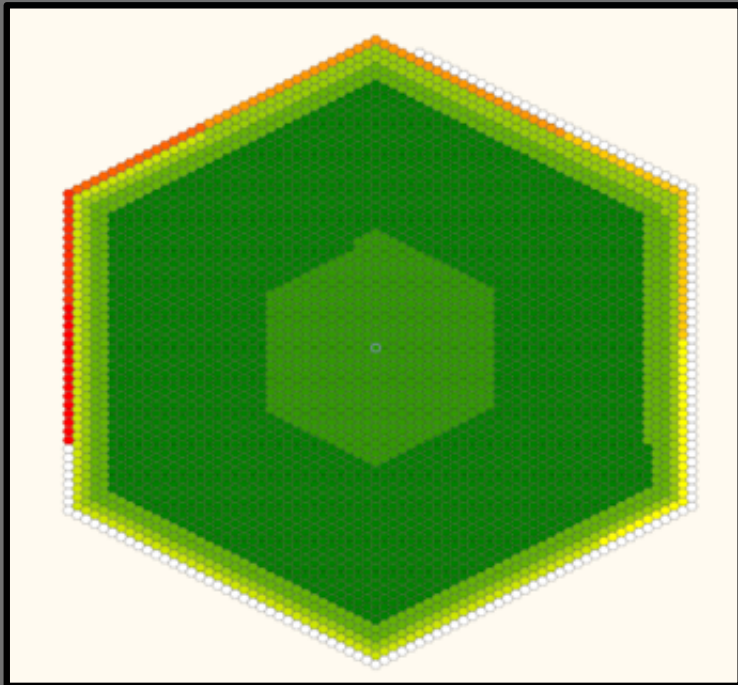
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important
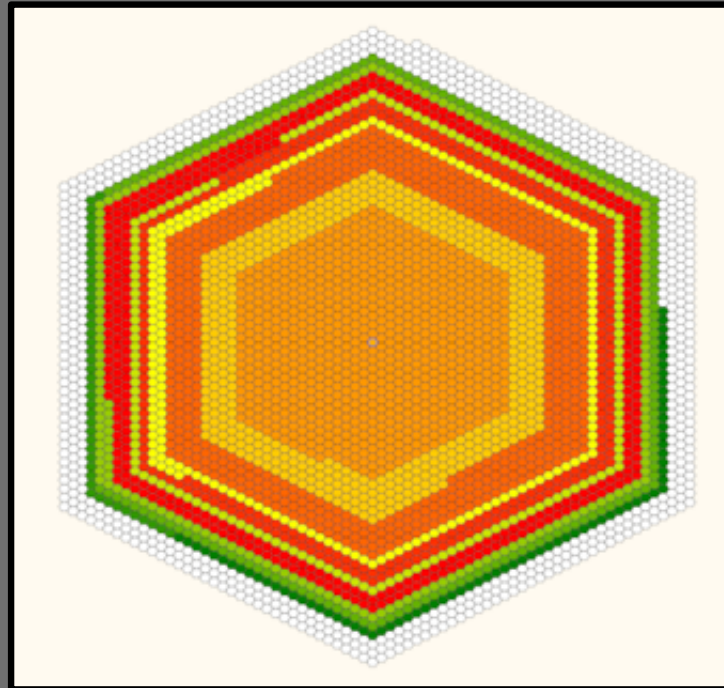
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

Comments:
- *Overall, **93%** see this as important (7-10), while **2%** strongly do not (0-3).*
- *Overall, **61%** see this as difficult to do (0-3), while **15%** see it as easy (7-10).*
- *The gap between the mean for importance **(.91)** and the mean for difficulty/ease **(.34)** is very large at **.57**.*
- *"Do not know" or "not applicable" are not counted above but are **4%** for importance and **17%** for difficulty.*

1. Having a world-class higher education system in Alaska.

Stakeholder	Importance	Difficulty/Ease
Alaskan Tribal Leaders	8.3	4.1
Native For-Profit Corporations	9.2	2.7
State, City, Village Elected Officials	7.9	2.9
K-12 Educators or Administrators	9.1	3.3
Community Campuses	9.0	2.9
Industry/Business	8.8	2.8
Nonprofit Orgs	9.1	3.5
Uni Leaders	8.8	3.5
Uni Faculty	9.3	3.2
Uni Staff	9.0	3.4
Uni Students	9.1	3.8
Uni Alumni/ae	9.1	3.5
Uni Donors	8.8	3.0
Uni Advisory Councils	8.8	1.9
Parents K-12 or College	8.8	3.4
Community Members	8.8	3.6
Other	9.3	3.7

■ Importance ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

13

16. Ensuring dependable state funding for higher education in Alaska.

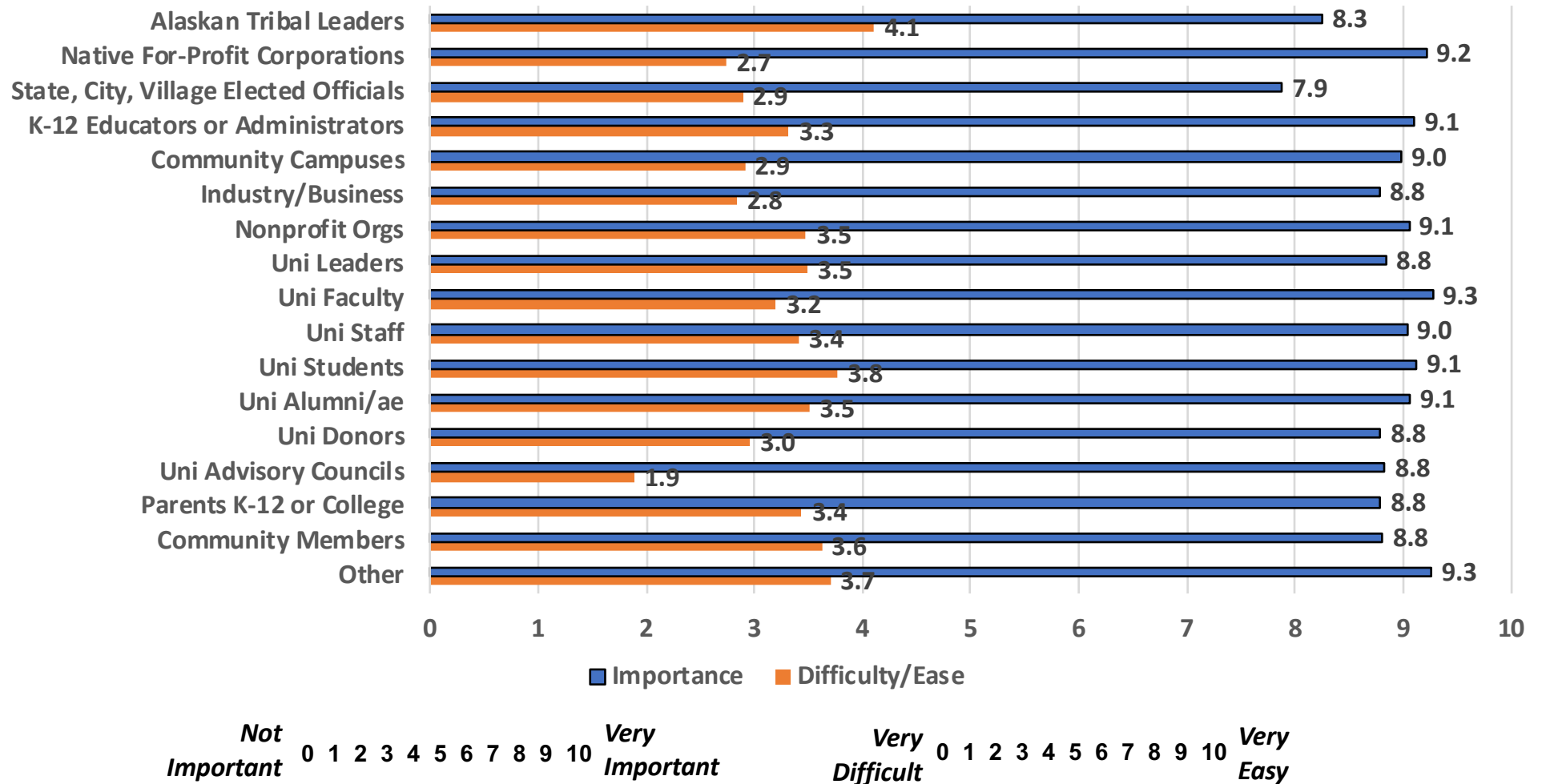Not Important   0 1 2 3 4 5 6 7 8 9 10   Very Important
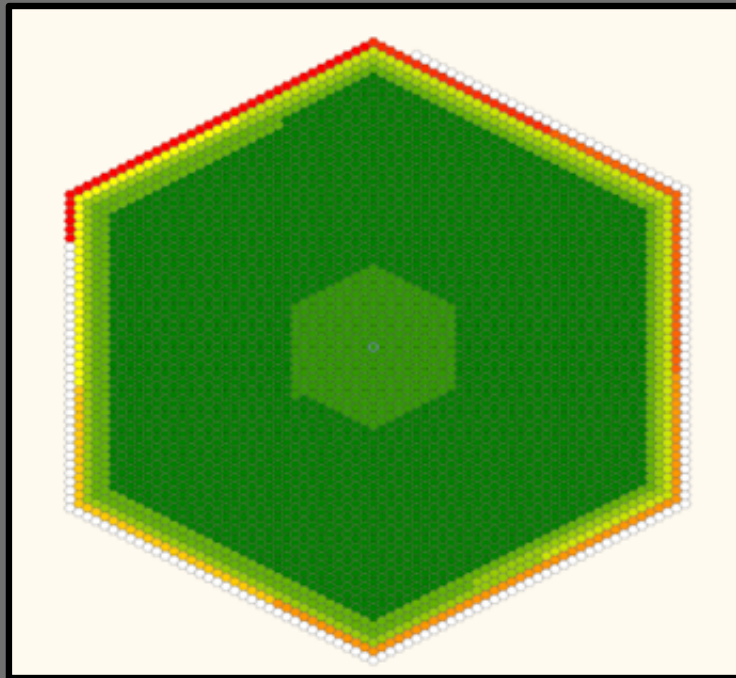
Very Difficult   0 1 2 3 4 5 6 7 8 9 10   Very Easy

Comments:
- *Overall, 91% see this as important (7-10), while 4% strongly do not (0-3).*
- *Overall, 81% see this as difficult to do (0-3), while 10% see it as easy (7-10).*
- *The gap between the mean for importance (.90) and the mean for difficulty/ease (.19) is very large at .71.*
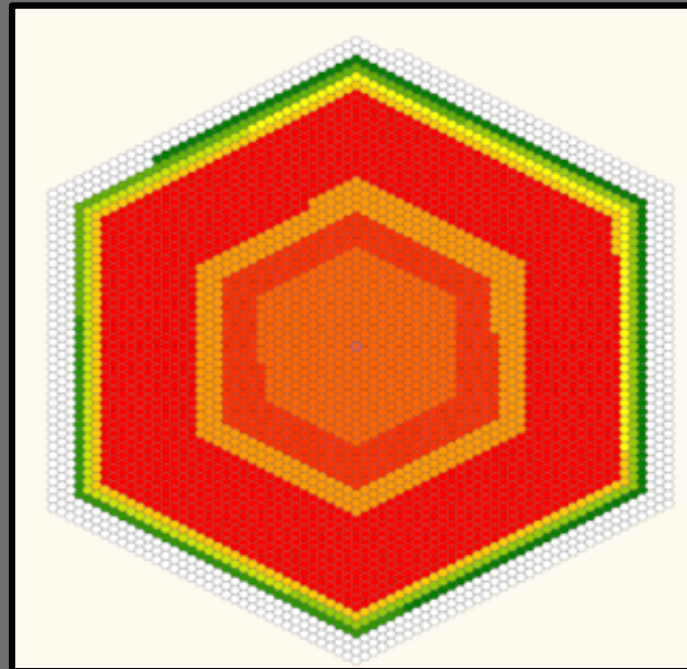- *"Do not know" or "not applicable" are not counted above but are 4% for importance and 15% for difficulty.*

16. Ensuring dependable state funding for higher education in Alaska.

Stakeholder	Importance	Difficulty/Ease
Alaskan Tribal Leaders	8.2	2.0
Native For-Profit Corporations	8.9	0.9
State, City, Village Elected Officials	8.0	2.1
K-12 Educators or Administrators	9.2	1.7
Community Campuses	9.4	1.7
Industry/Business	8.2	2.1
Nonprofit Orgs	8.8	2.3
Uni Leaders	9.3	1.3
Uni Faculty	9.4	1.6
Uni Staff	9.1	1.7
Uni Students	9.0	2.5
Uni Alumni/ae	8.9	2.0
Uni Donors	9.3	1.8
Uni Advisory Councils	8.8	0.5
Parents K-12 or College	8.5	2.6
Community Members	8.9	2.2
Other	9.4	2.2

■ Importance ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

15

19. Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska.
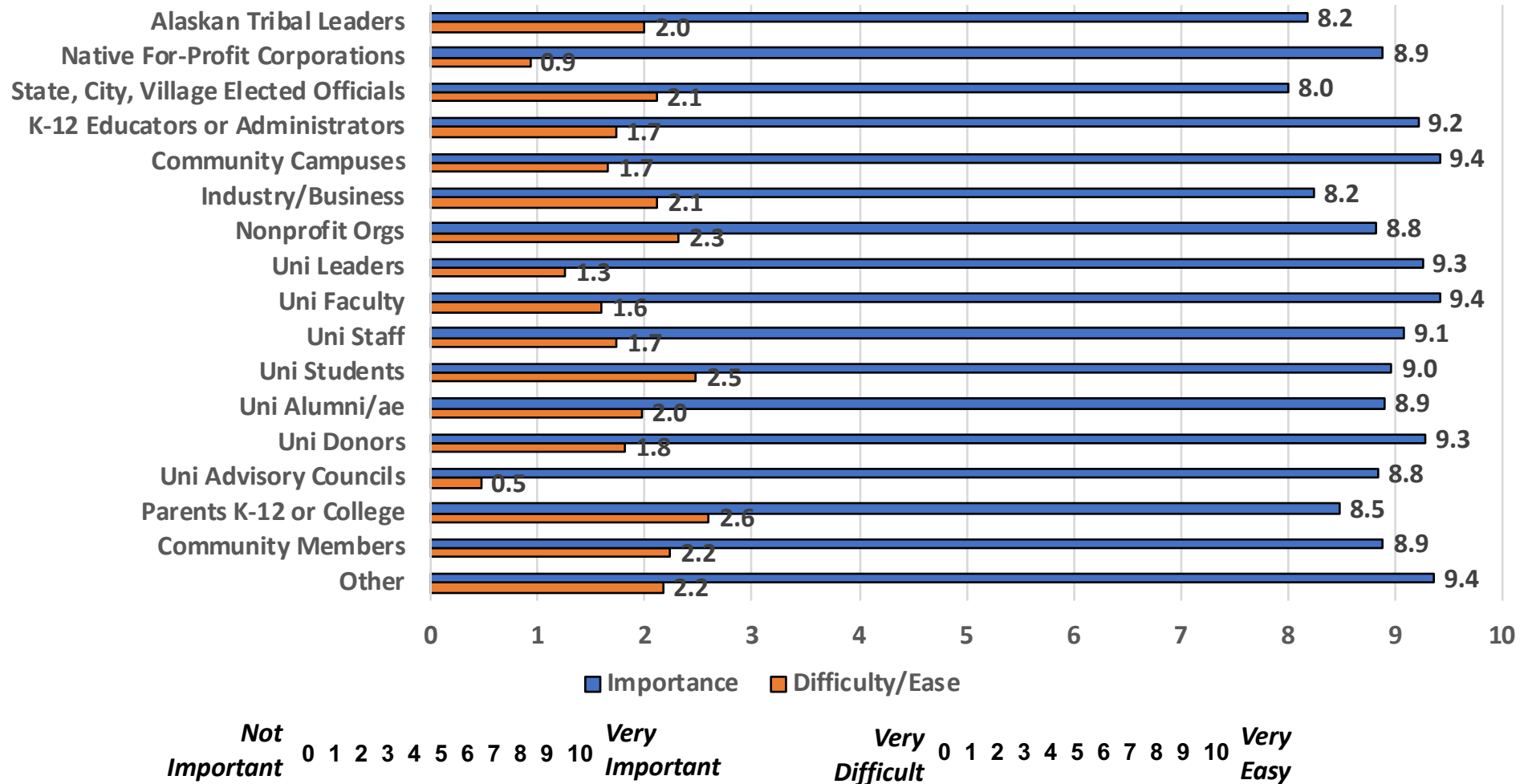

Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

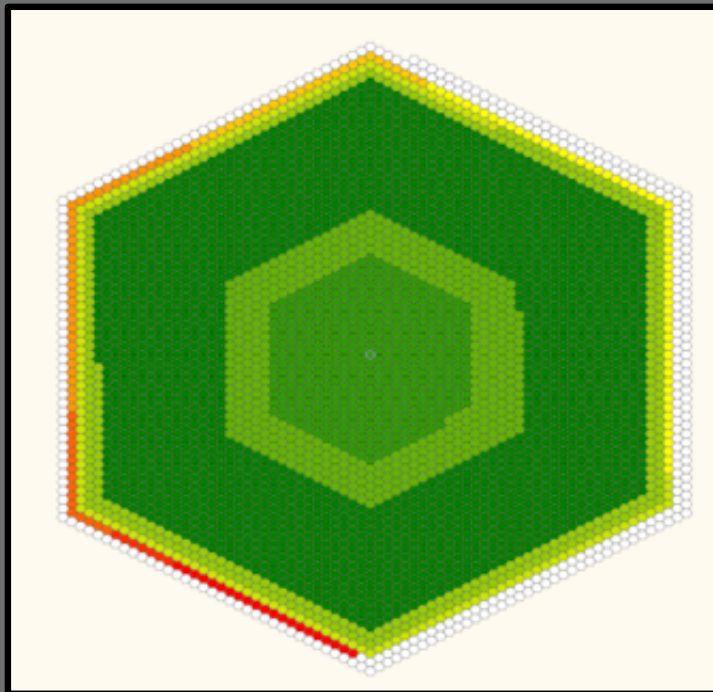**Comments:**
- *Overall, 91% see this as important (7-10), while 2% strongly do not (0-3).*
- *Overall, 69% see this as difficult to do (0-3), while 13% strongly do not (7-10).*
- *The gap between the mean for importance (.89) and the mean for difficulty/ease (.28) is very large at .61.*
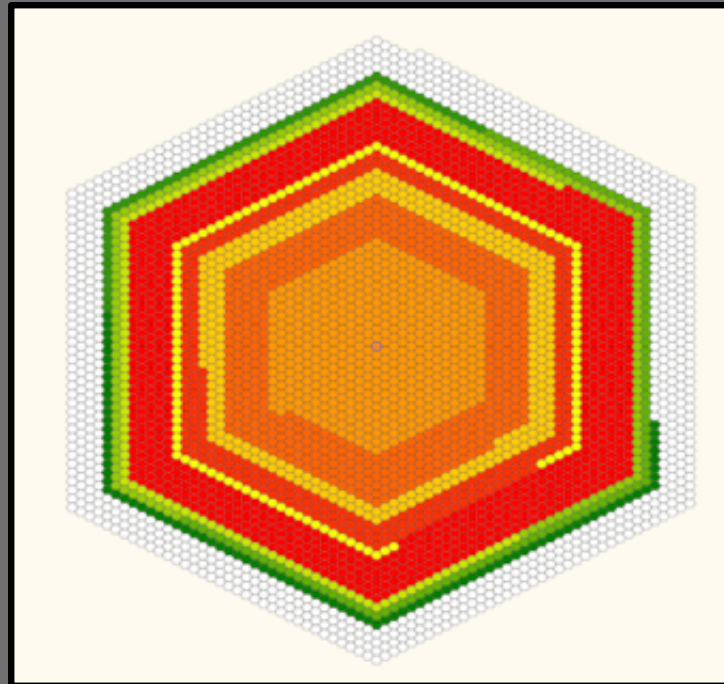- *"Do not know" or "not applicable" are not counted above but are 8% for importance and 22% for difficulty.*

19. Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska.

Stakeholder	Importance	Difficulty/Ease
Alaskan Tribal Leaders	8.4	1.9
Native For-Profit Corporations	8.4	2.8
State, City, Village Elected Officials	8.3	2.4
K-12 Educators or Administrators	9.1	3.3
Community Campuses	9.3	2.0
Industry/Business	8.7	2.6
Nonprofit Orgs	8.7	3.0
Uni Leaders	8.6	2.9
Uni Faculty	8.8	2.6
Uni Staff	9.0	2.6
Uni Students	8.9	3.3
Uni Alumni/ae	8.9	2.7
Uni Donors	9.2	2.9
Uni Advisory Councils	9.4	1.8
Parents K-12 or College	9.2	2.8
Community Members	9.0	3.1
Other	9.0	3.2

■ Importance ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

17

Stakeholder Mapping Survey (cont.)

Points of Misalignment (numbers from survey report):

- 13. Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide. *(52% important; 32% not important)*
- 14. Enabling each campus to have its unique identity. *(50% important; 35% not important)*

Selected "Vision" & "Metaphor" Quotes Reinforcing Misalignment:

- "When your house is on fire, you don't remodel!"
- "Time for a major change."
- "Elimination of the heavy-handed, central-planning aspects of Statewide/Regents administration that is preventing the Chancellors from competitively running their universities to deliver cost-effective world-class teaching, research and service."
- "Everyone working together instead of three universities trying to pull the blanket 3 different ways."

13. Enabling each campus to have its unique identity.
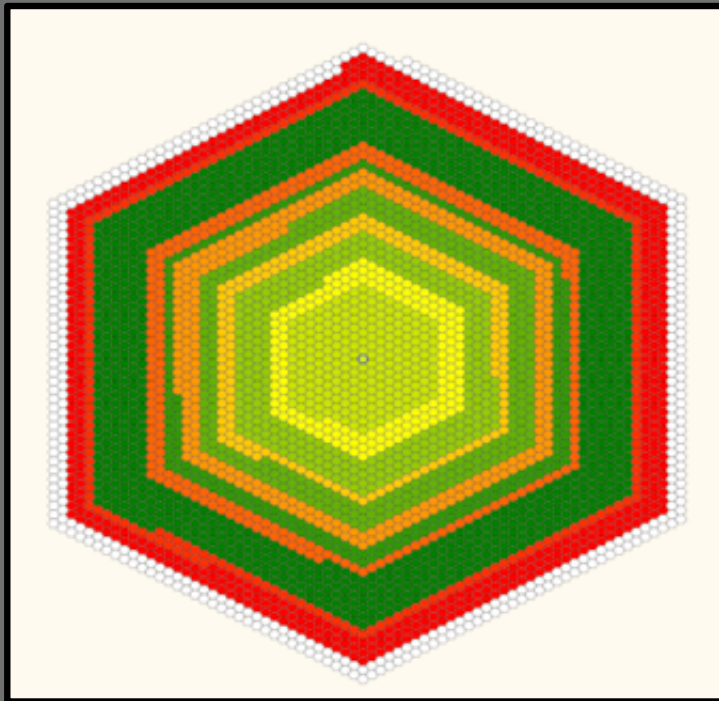
Not Important   0 1 2 3 4 5 6 7 8 9 10   Very Important
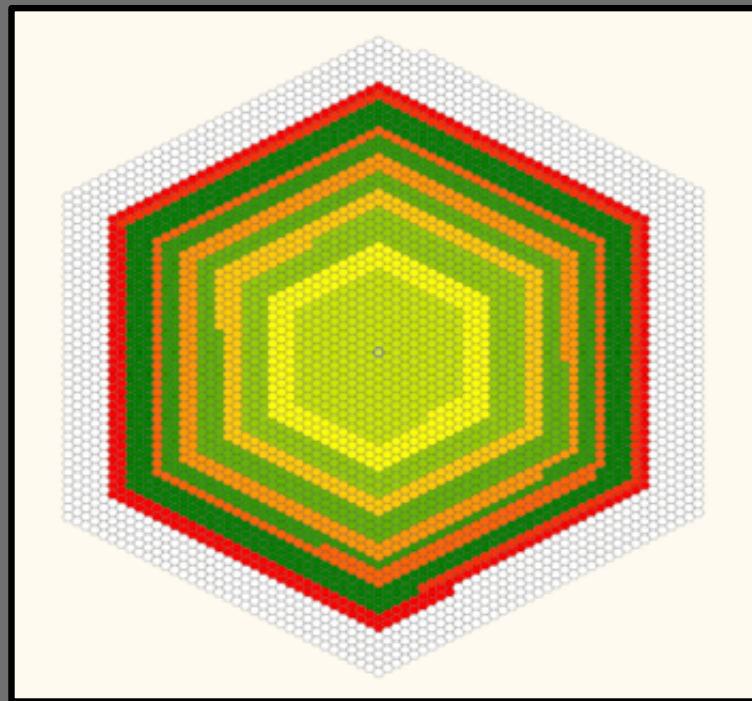
Very Difficult   0 1 2 3 4 5 6 7 8 9 10   Very Easy

Comments:
- *Overall, **50%** see this as important (7-10), while **35%** strongly do not (0-3).*
- *Overall, **28%** see this as difficult to do (0-3), while **47%** see it as easy (7-10).*
- *The gap between the mean for importance **(.57)** and the mean for difficulty/ease **(.58)** is nonexistent at **-.01**.*
- *"Do not know" or "not applicable" are not counted above but are **11%** for importance and **28%** for difficulty.*

13. Enabling each campus to have its unique identity.

Stakeholder	Importance	Difficulty/Ease
Alaskan Tribal Leaders	6.2	6.2
Native For-Profit Corporations	4.8	5.7
State, City, Village Elected Officials	4.1	5.4
K-12 Educators or Administrators	5.9	4.9
Community Campuses	7.3	5.3
Industry/Business	4.0	5.0
Nonprofit Orgs	5.5	5.8
Uni Leaders	6.8	6.2
Uni Faculty	7.2	6.2
Uni Staff	5.8	5.7
Uni Students	5.0	6.1
Uni Alumni/ae	5.2	5.8
Uni Donors	5.3	4.7
Uni Advisory Councils	6.1	5.7
Parents K-12 or College	4.8	5.5
Community Members	5.0	5.3
Other	6.6	5.4

■ Importance ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

20

14. Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide.
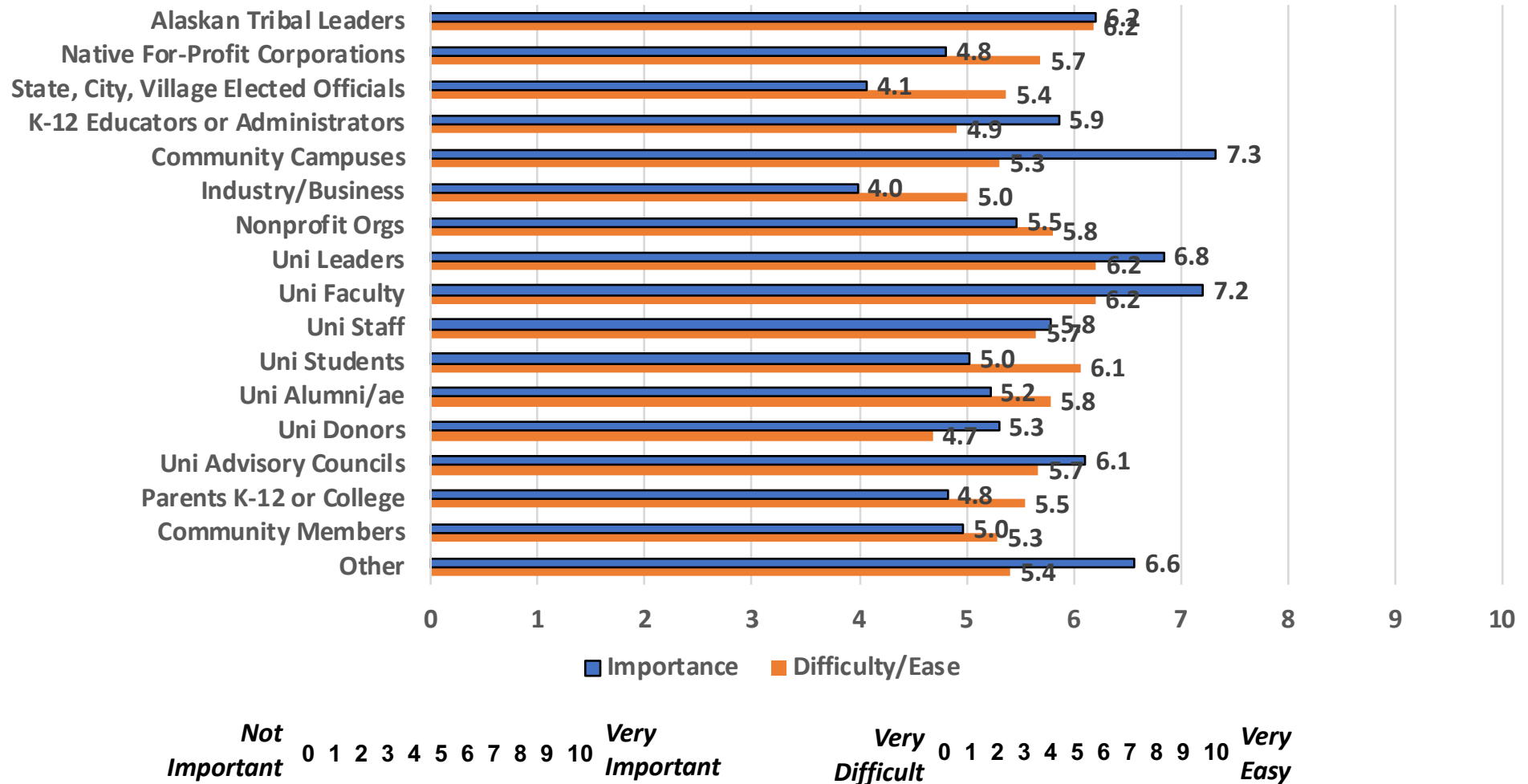

Not Important   0 1 2 3 4 5 6 7 8 9 10   Very Important
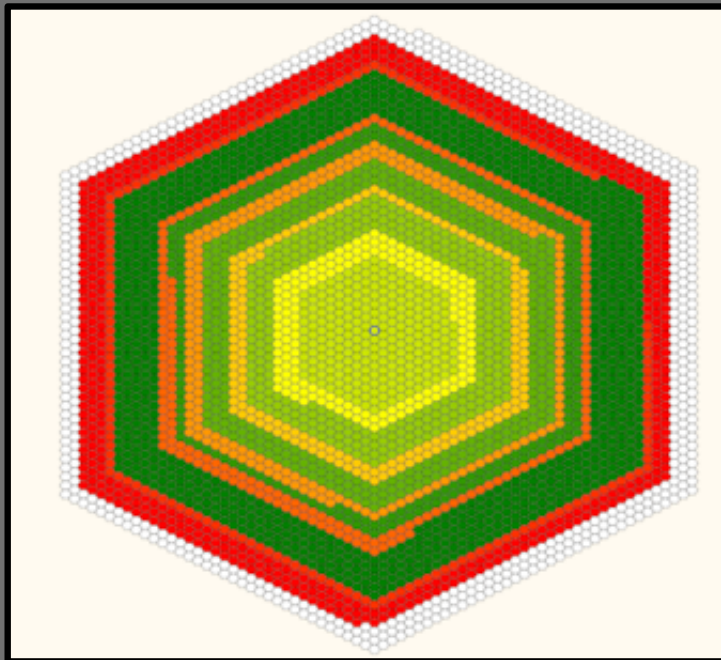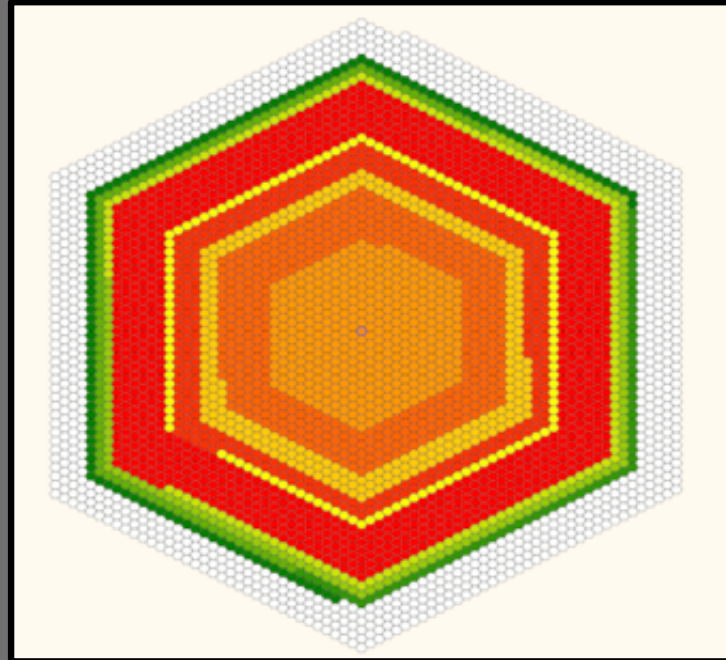
Very Difficult   0 1 2 3 4 5 6 7 8 9 10   Very Easy

Comments:
- *Overall, 52% see this as important (7-10), while 32% strongly do not (0-3).*
- *Overall, 69% see this as difficult to do (0-3), while 14% see it as easy (7-10).*
- *The gap between the mean for importance (.58) and the mean for difficulty/ease (.28) is moderate at .30.*
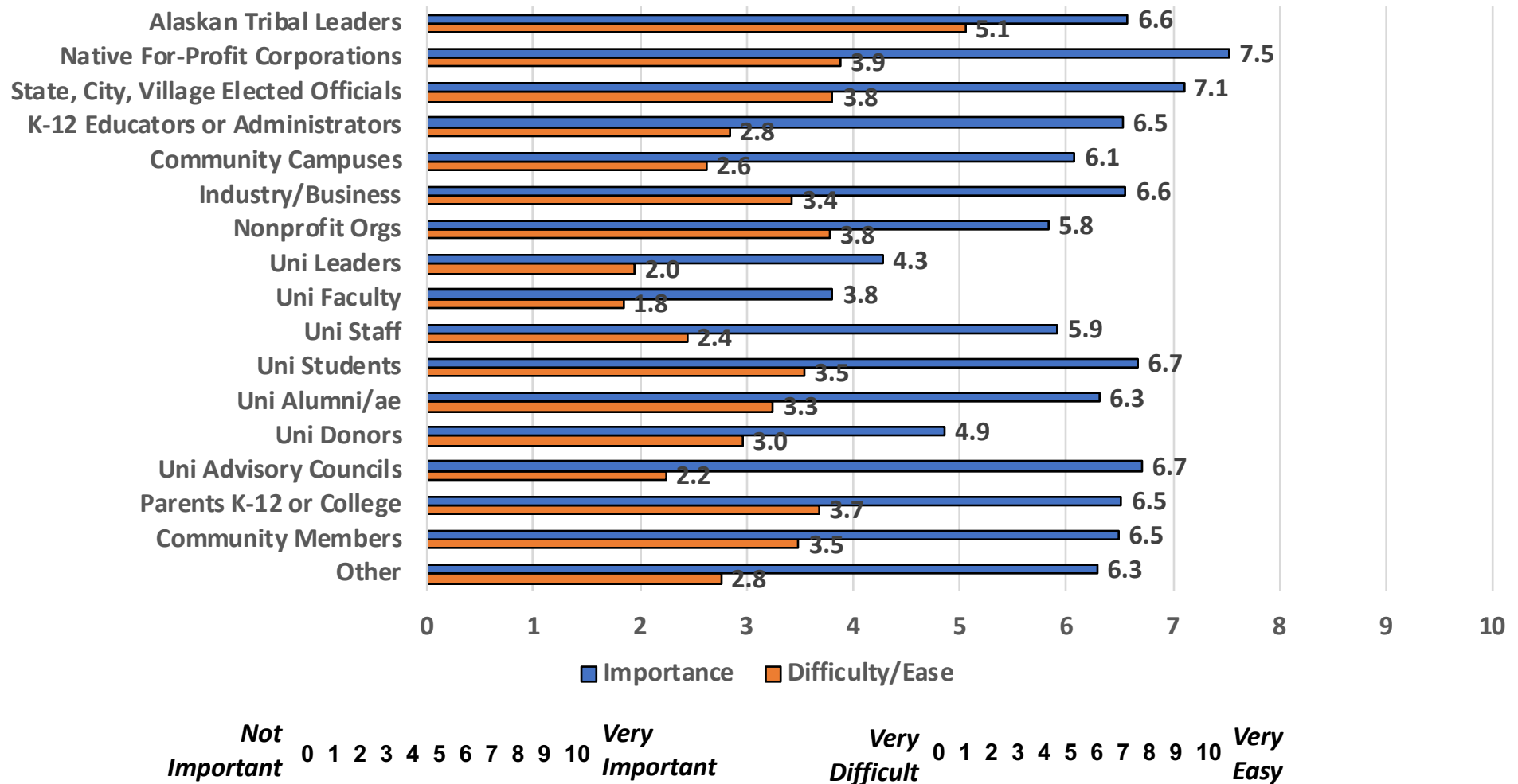- *"Do not know" or "not applicable" are not counted above but are 13% for importance and 23% for difficulty.*

14. Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide.

	Importance	Difficulty/Ease
Alaskan Tribal Leaders	6.6	5.1
Native For-Profit Corporations	7.5	3.9
State, City, Village Elected Officials	7.1	3.8
K-12 Educators or Administrators	6.5	2.8
Community Campuses	6.1	2.6
Industry/Business	6.6	3.4
Nonprofit Orgs	5.8	3.8
Uni Leaders	4.3	2.0
Uni Faculty	3.8	1.8
Uni Staff	5.9	2.4
Uni Students	6.7	3.5
Uni Alumni/ae	6.3	3.3
Uni Donors	4.9	3.0
Uni Advisory Councils	6.7	2.2
Parents K-12 or College	6.5	3.7
Community Members	6.5	3.5
Other	6.3	2.8

Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

22

Stakeholder Mapping Survey (cont.)

Key Interests at Risk in Various Ways (numbers from survey report):

- 2. Ensuring a seamless student experience across Alaska's higher education system. (78% important, 53% difficult, 21% easy).

- 6. Pursuing emerging, potential new areas of educational excellence in higher education in Alaska. (78% important, 67% difficult, 10% easy)

- 8. Pursuing emerging, potential new areas of research excellence in higher education in Alaska. (82% important, 66% difficult, 10% easy)

- 15. Avoiding having any one campus dominate decisions on resources in the system. (77% important, 53% difficult, 26% easy)

- 11. Increasing access to higher education for students who are the first in their family to go to college. (81% important, 47% difficult, 22% easy)

- 12. Ensuring that higher education employs new technologies to achieve the full potential in distance learning. (79% important, 47% difficult, 20% easy)

2. Ensuring a seamless student experience across Alaska's higher education system.
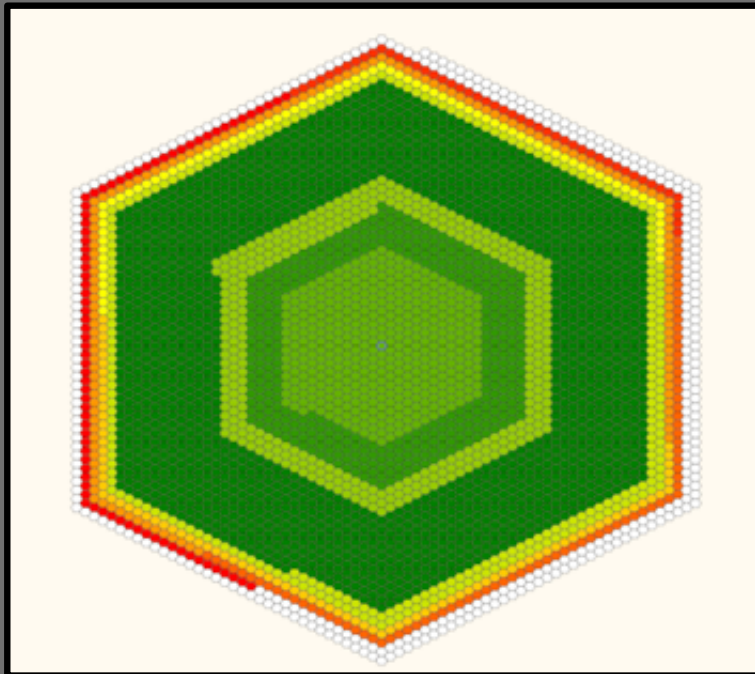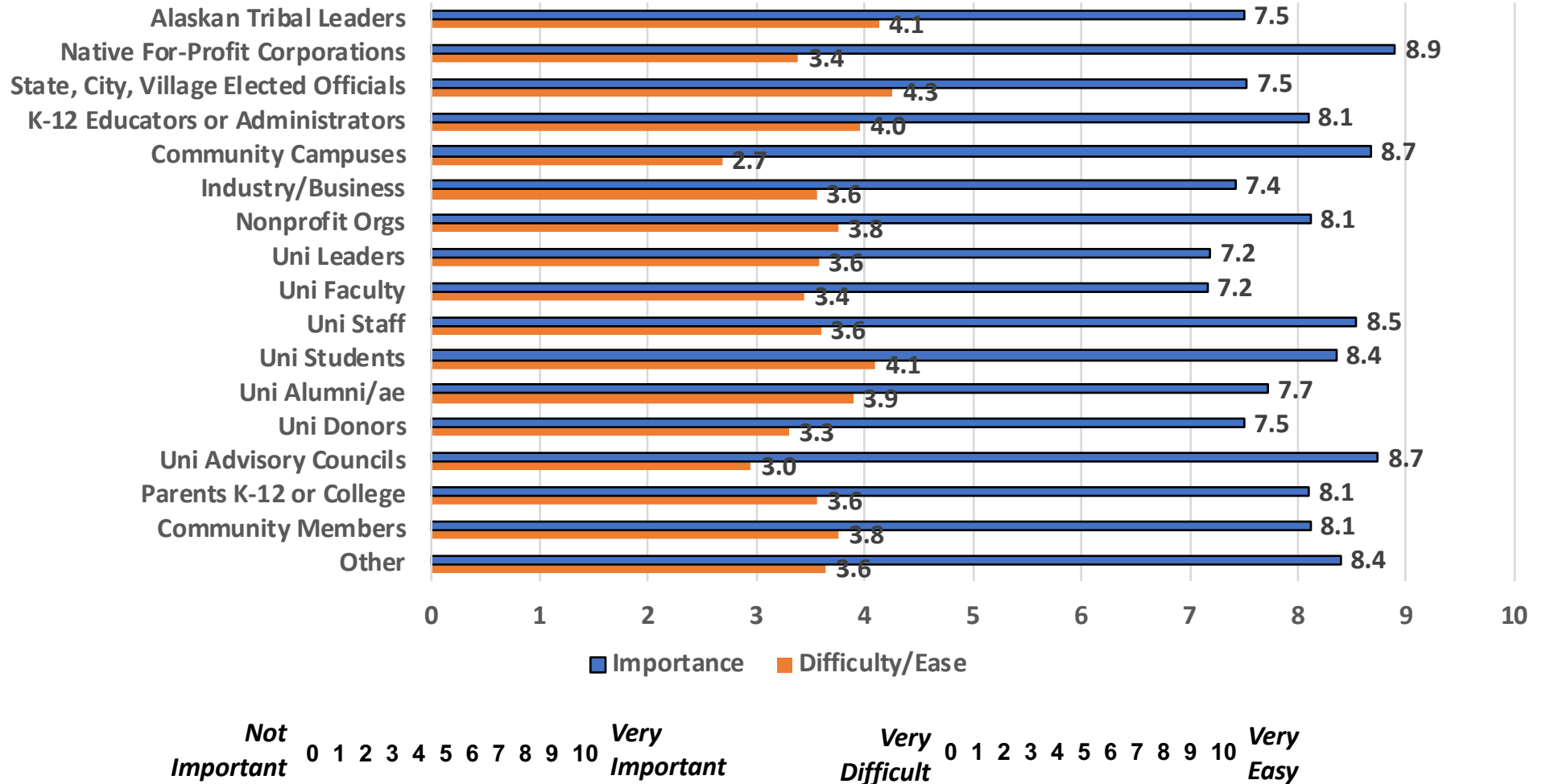

Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important
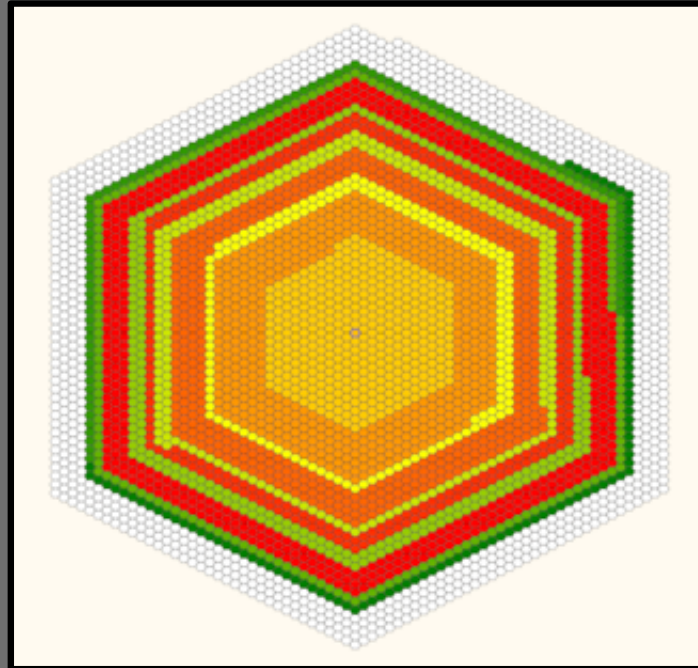
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

Comments:
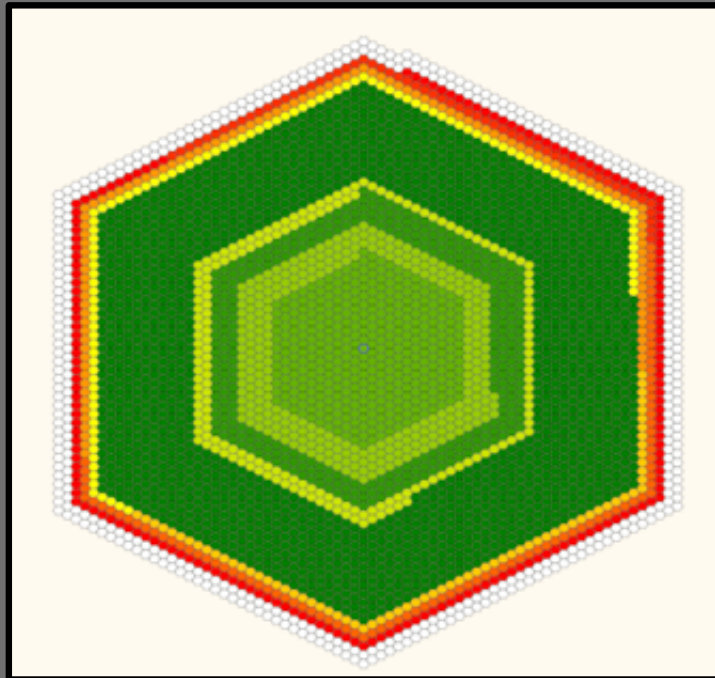- *Overall, 78% see this as important (7-10), while 10% strongly do not (0-3).*
- *Overall, 55% see this as difficult to do (0-3), while 21% see it as easy (7-10).*
- *The gap between the mean for importance (.80) and the mean for difficulty/ease (.37) is large at .43.*
- *"Do not know" or "not applicable" are not counted above but are 8% for importance and 21% for difficulty.*

2. Ensuring a seamless student experience across Alaska's higher education system.

Stakeholder	Importance	Difficulty/Ease
Alaskan Tribal Leaders	7.5	4.1
Native For-Profit Corporations	8.9	3.4
State, City, Village Elected Officials	7.5	4.3
K-12 Educators or Administrators	8.1	4.0
Community Campuses	8.7	2.7
Industry/Business	7.4	3.6
Nonprofit Orgs	8.1	3.8
Uni Leaders	7.2	3.6
Uni Faculty	7.2	3.4
Uni Staff	8.5	3.6
Uni Students	8.4	4.1
Uni Alumni/ae	7.7	3.9
Uni Donors	7.5	3.3
Uni Advisory Councils	8.7	3.0
Parents K-12 or College	8.1	3.6
Community Members	8.1	3.8
Other	8.4	3.6

■ Importance   ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important   Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy
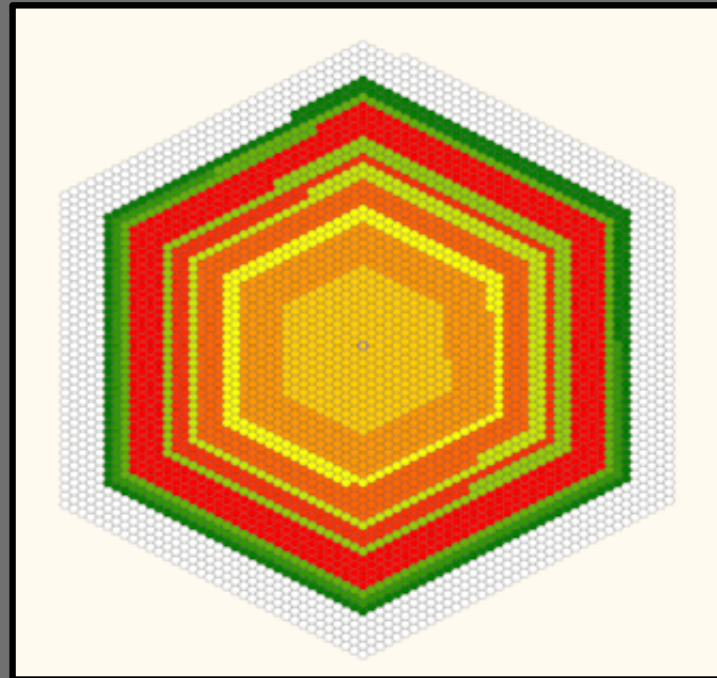
15. Avoiding having any one campus dominate decisions on resources in the system.
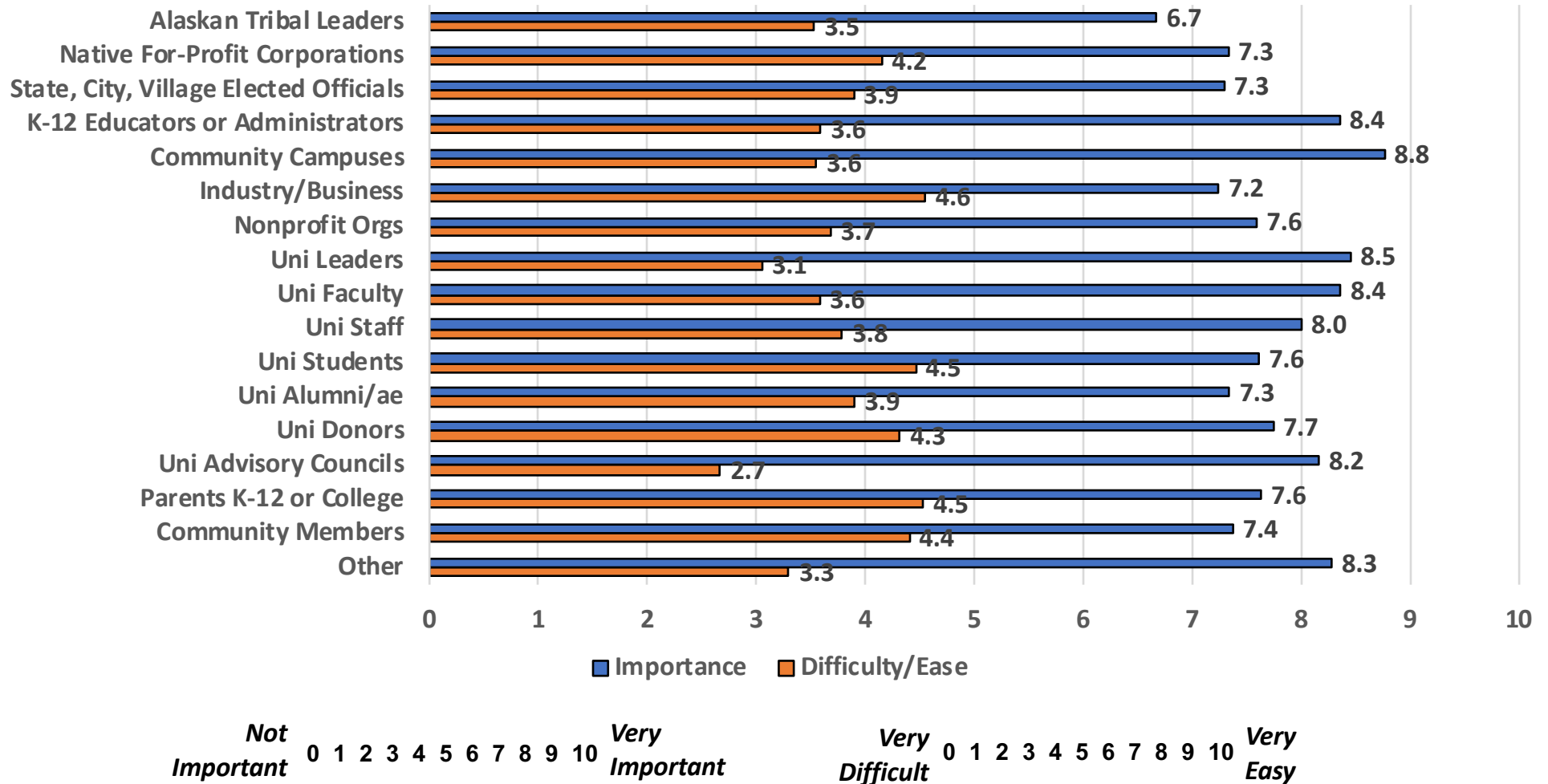

Not Important   0 1 2 3 4 5 6 7 8 9 10   Very Important

Very Difficult   0 1 2 3 4 5 6 7 8 9 10   Very Easy

Comments:
- *Overall, 77% see this as important (7-10), while 13% strongly do not (0-3).*
- *Overall, 53% see this as difficult to do (0-3), while 26% see it as easy (7-10).*
- *The gap between the mean for importance (.79) and the mean for difficulty/ease (.39) is large at .40.*
- *"Do not know" or "not applicable" are not counted above but are 11% for importance and 26% for difficulty.*

15. Avoiding having any one campus dominate decisions on resources in the system.

Category	Importance	Difficulty/Ease
Alaskan Tribal Leaders	6.7	3.5
Native For-Profit Corporations	7.3	4.2
State, City, Village Elected Officials	7.3	3.9
K-12 Educators or Administrators	8.4	3.6
Community Campuses	8.8	3.6
Industry/Business	7.2	4.6
Nonprofit Orgs	7.6	3.7
Uni Leaders	8.5	3.1
Uni Faculty	8.4	3.6
Uni Staff	8.0	3.8
Uni Students	7.6	4.5
Uni Alumni/ae	7.3	3.9
Uni Donors	7.7	4.3
Uni Advisory Councils	8.2	2.7
Parents K-12 or College	7.6	4.5
Community Members	7.4	4.4
Other	8.3	3.3

■ Importance ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

27

Stakeholder Mapping Survey (cont.)

Small Gaps - Low Hanging Fruit (numbers from survey report):

- 9. Maintaining access to career and technical training programs at community campuses. *(89% important; 41% difficult, 28% easy)*

- 4. Ensuring a cost-effective administration in Alaskan higher education. *(90% important; 51% difficult, 23% easy)*

- 17. Higher education partnering effectively with community organizations to spur social development in Alaska. *(83% important; 31% difficult, 34% easy)*

- 18. Higher education partnering effectively with businesses to spur economic development in Alaska. *(82% important; 34% difficult, 31% easy)*

- 3. Ensuring that higher education honors the diverse cultural traditions in Alaska. *(76% important, 37% difficult, 32% easy)*

- 10. Expanding on-line access at our community campuses to more programs from the university. *(74% important, 34% difficult, 35% easy)*

4. Ensuring a cost-effective administration in Alaskan higher education.
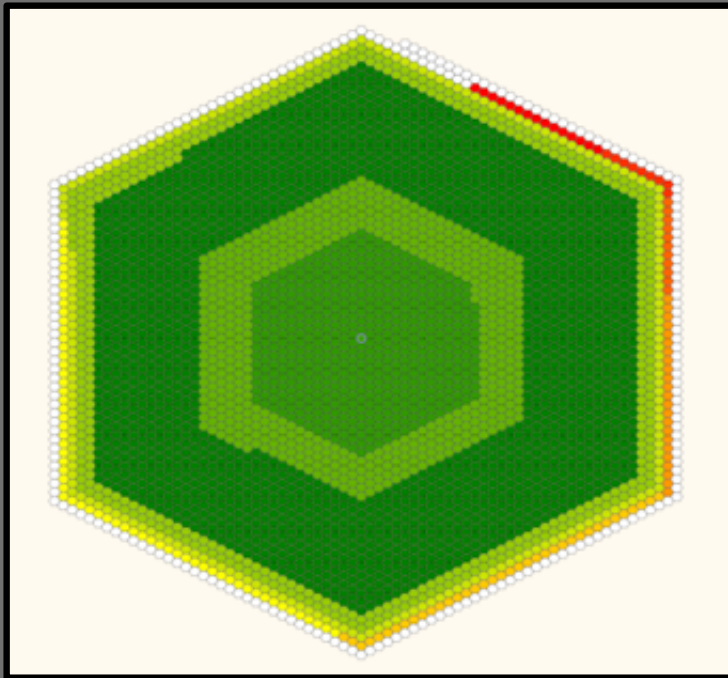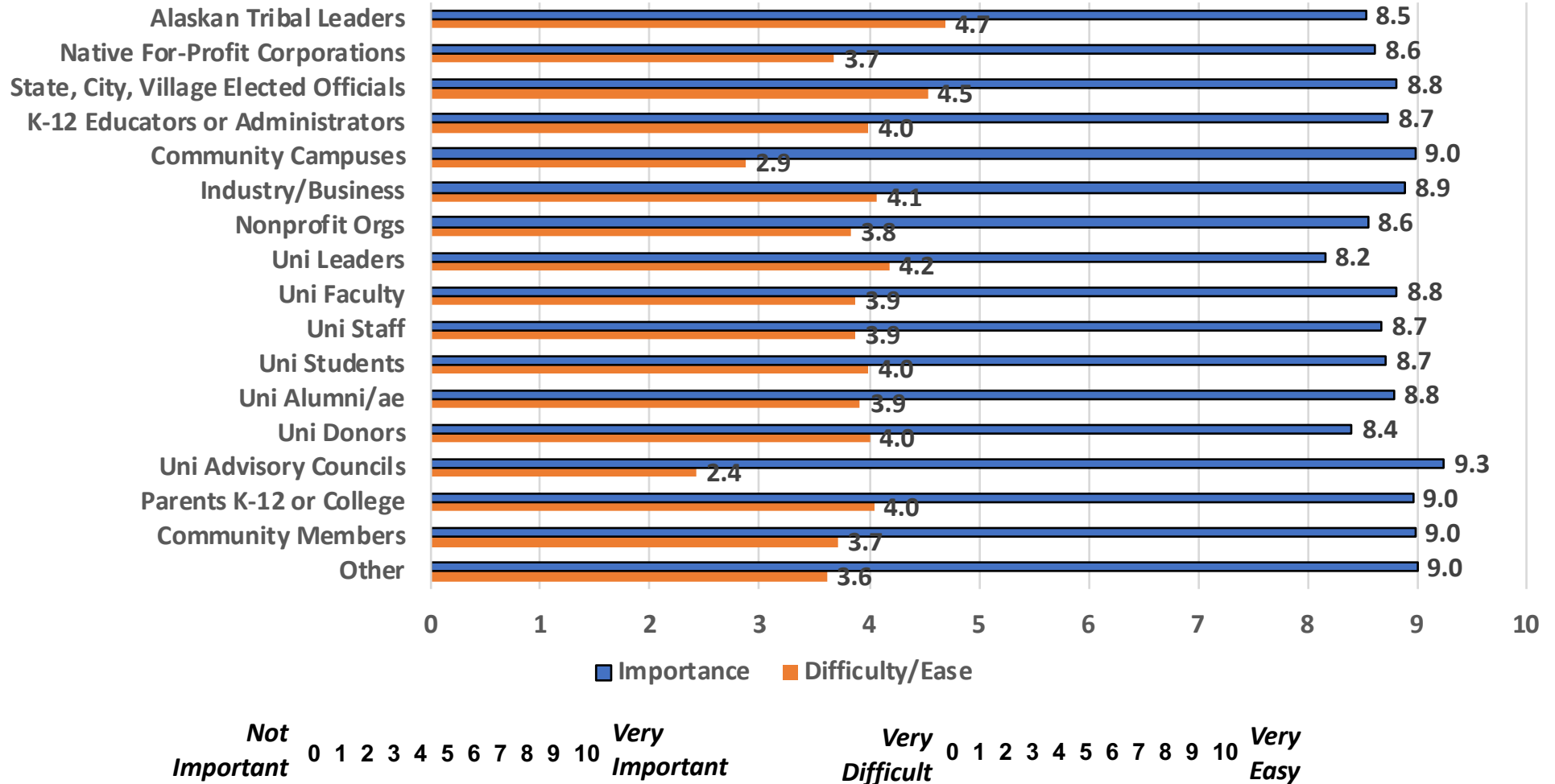

Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important
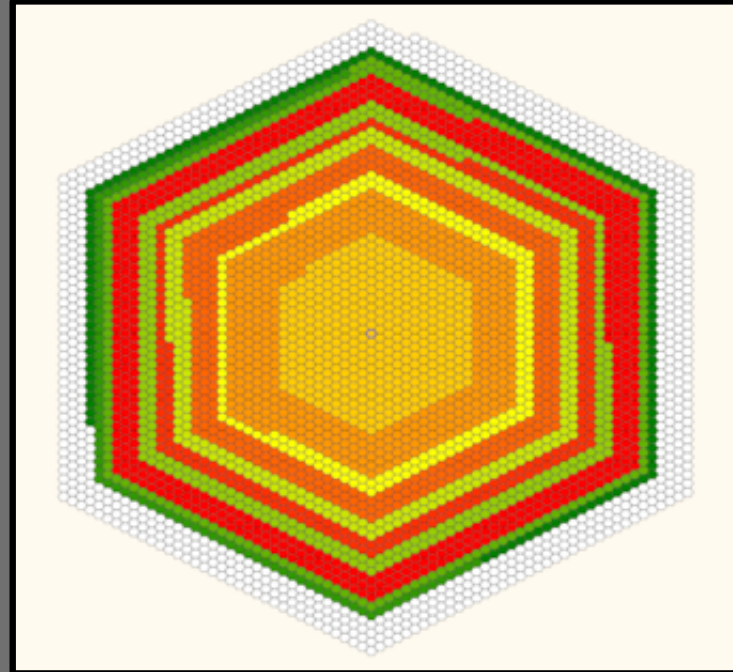
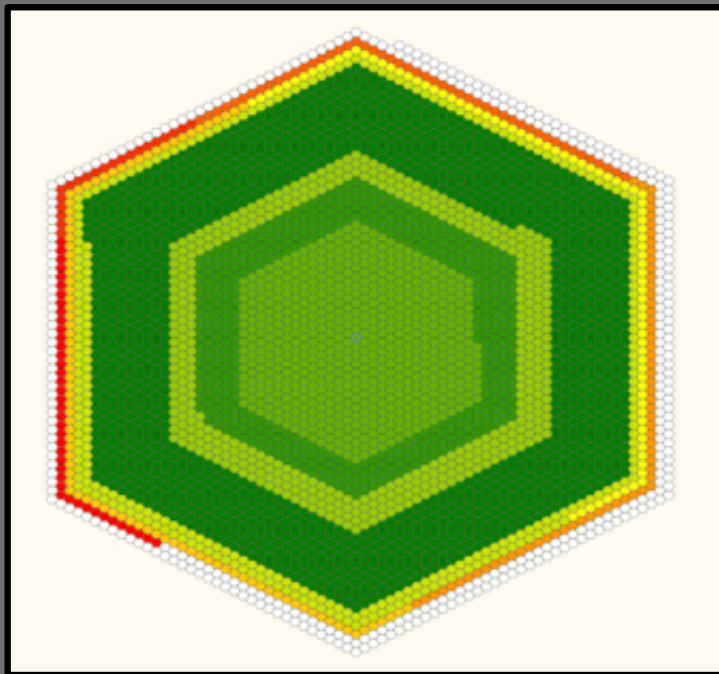Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

Comments:
- *Overall, **90%** see this as important (7-10), while **2%** strongly do not (0-3).*
- *Overall, **51%** see this as difficult to do (0-3), while **23%** see it as easy (7-10).*
- *The gap between the mean for importance (**.88**) and the mean for difficulty/ease (**.39**) is large at **.49**.*
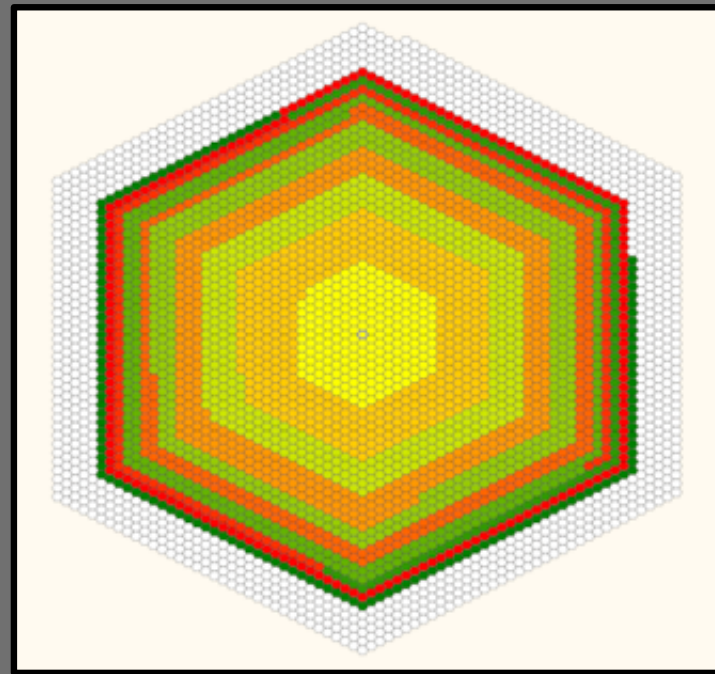- *"Do not know" or "not applicable" are not counted above but are **6%** for importance and **19%** for difficulty.*

4. Ensuring a cost-effective administration in Alaskan higher education.

17. Higher education partnering effectively with businesses to spur economic development in Alaska.

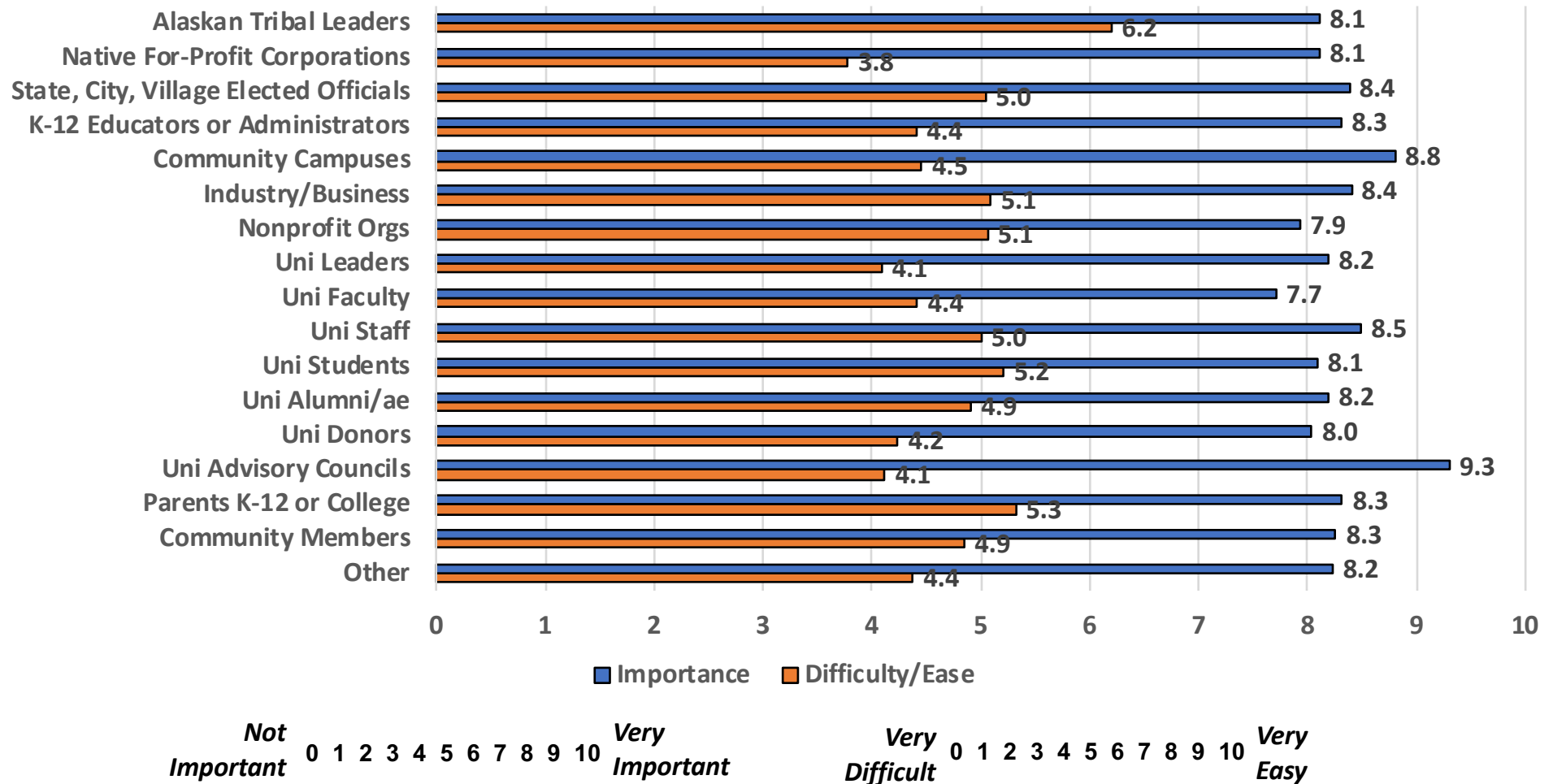Not Important — 0 1 2 3 4 5 6 7 8 9 10 — Very Important

Very Difficult — 0 1 2 3 4 5 6 7 8 9 10 — Very Easy

Comments:
- *Overall, 82% see this as important (7-10), while 5% strongly do not (0-3).*
- *Overall, 34% see this as difficult to do (0-3), while 31% see it as easy (7-10).*
- *The gap between the mean for importance (.82) and the mean for difficulty/ease (.49) is moderate at .33.*
- *"Do not know" or "not applicable" are not counted above but are 9% for importance and 27% for difficulty.*

17. Higher education partnering effectively with businesses to spur economic development in Alaska.

Category	Importance	Difficulty/Ease
Alaskan Tribal Leaders	8.1	6.2
Native For-Profit Corporations	8.1	3.8
State, City, Village Elected Officials	8.4	5.0
K-12 Educators or Administrators	8.3	4.4
Community Campuses	8.8	4.5
Industry/Business	8.4	5.1
Nonprofit Orgs	7.9	5.1
Uni Leaders	8.2	4.1
Uni Faculty	7.7	4.4
Uni Staff	8.5	5.0
Uni Students	8.1	5.2
Uni Alumni/ae	8.2	4.9
Uni Donors	8.0	4.2
Uni Advisory Councils	9.3	4.1
Parents K-12 or College	8.3	5.3
Community Members	8.3	4.9
Other	8.2	4.4

■ Importance ■ Difficulty/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

32

18. Higher education partnering effectively with community organizations to spur social development in Alaska.

Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

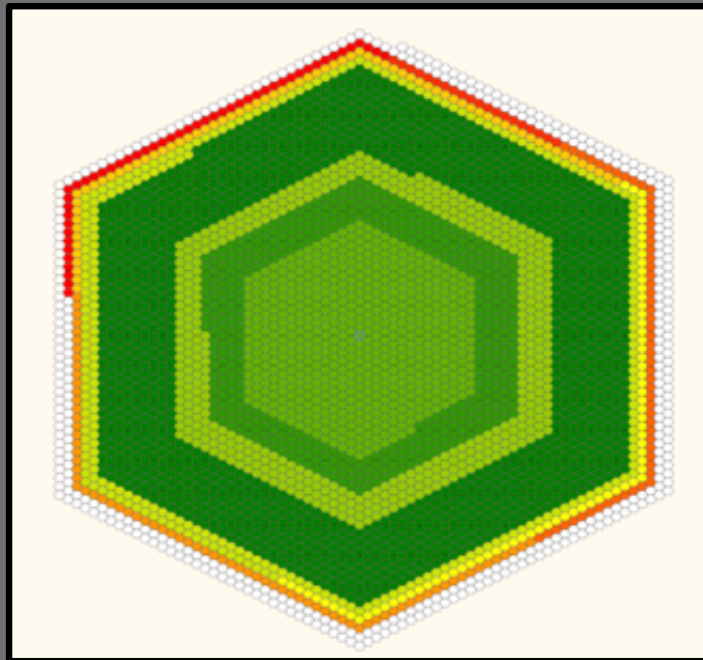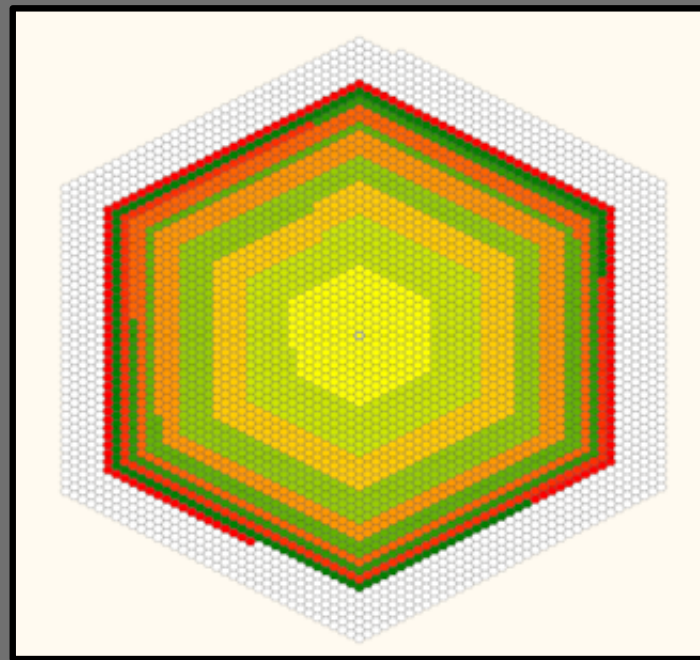**Comments:**
- *Overall, 83% see this as important (7-10), while 6% strongly do not (0-3).*
- *Overall, 31% see this as difficult to do (0-3), while 34% strongly do not (7-10).*
- *The gap between the mean for importance (.82) and the mean for difficulty/ease (.51) is moderate at .31.*
- *"Do not know" or "not applicable" are not counted above but are 10% for importance and 28% for difficulty.*

18. Higher education partnering effectively with community organizations to spur social development in Alaska.

Partner	Importance	Difficult/Ease
Alaskan Tribal Leaders	7.6	5.4
Native For-Profit Corporations	8.4	3.3
State, City, Village Elected Officials	7.1	4.4
K-12 Educators or Administrators	8.2	4.7
Community Campuses	8.8	4.7
Industry/Business	7.0	5.0
Nonprofit Orgs	8.3	5.2
Uni Leaders	8.0	5.0
Uni Faculty	8.2	4.9
Uni Staff	8.4	5.1
Uni Students	8.3	5.5
Uni Alumni/ae	7.8	5.0
Uni Donors	8.0	4.7
Uni Advisory Councils	7.6	3.7
Parents K-12 or College	8.1	5.3
Community Members	8.2	5.2
Other	8.3	4.7

■ Importance ■ Difficult/Ease

Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*   *Very Difficult* 0 1 2 3 4 5 6 7 8 9 10 *Very Easy*

34
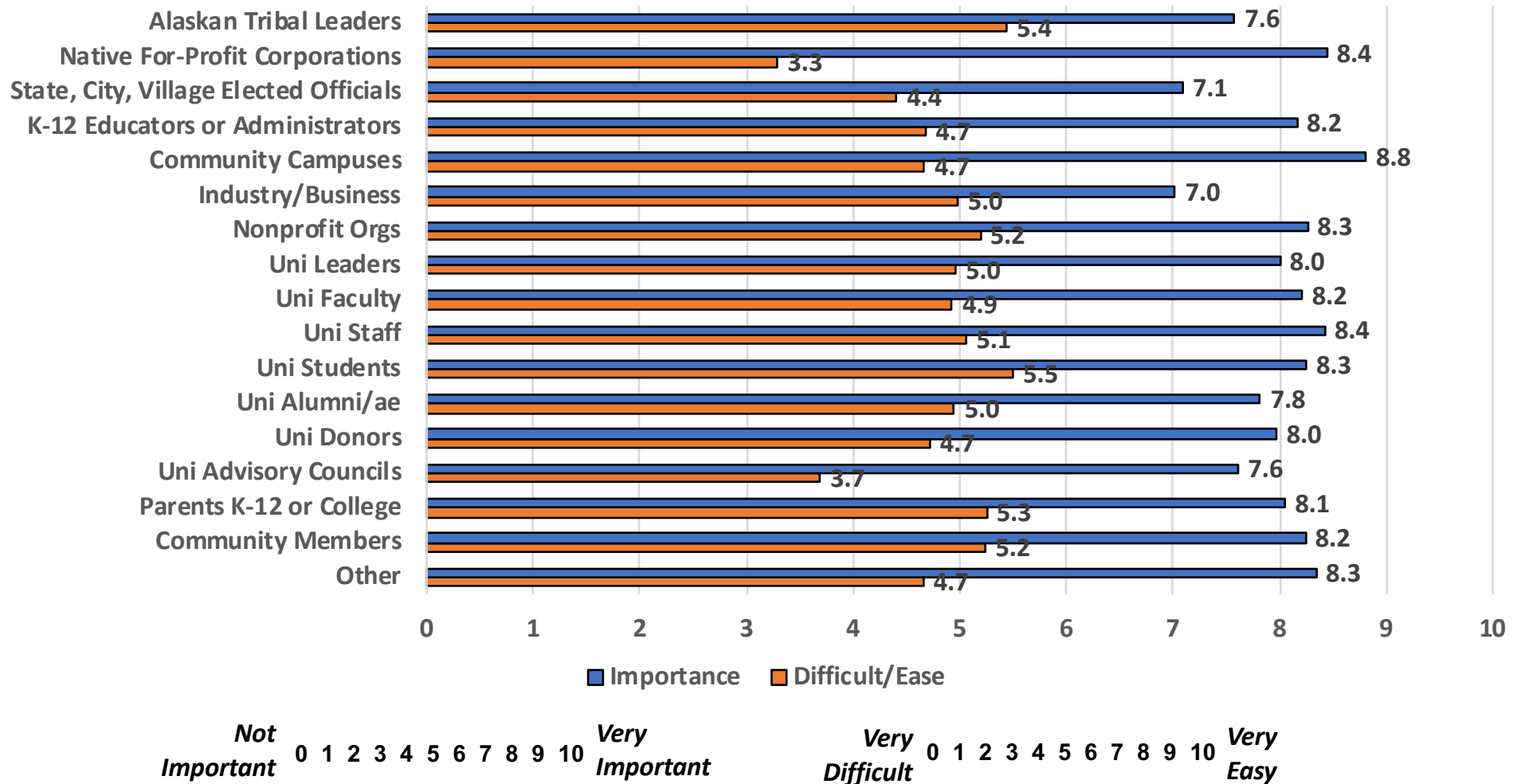
Please use one sentence to summarize what would constitute **long-term success** for higher education in Alaska. *(representative responses)*

Student Access and Success (22%)

- Majority of students enrolled are Alaska residents.
- Providing Higher Education to all of Alaska's future children.
- Accessible to all Alaskans regardless of budget standings.
- Improving student success - affordable and on-time completion.

University Structure; Organization Change; Leadership (19%)

- It is vital to maintain quality delivery of programs at all of our current campuses and implement new technologies for distance delivery as they become available.
- Independent campuses, perhaps a consortium model.

University Structure; Organization Change; Leadership (19%) (cont.)

- Leaning down and less duplication. Efficiency that the University has not achieved to date.
- An integrated system that assures consistent quality across the state while specifically allowing campuses to maintain their specialties.
- Cap administration salaries at 150k and no redundancy.
- Elimination of the heavy-handed, central-planning aspects of Statewide/Regents administration that is preventing the Chancellors from competitively running their universities to deliver cost-effective world-class teaching, research and service.
- Everyone working together instead of three universities trying to pull the blanket 3 different ways

35

Please use one sentence to summarize what would constitute **long-term success** for higher education in Alaska. *(representative responses)*

Stable Funding; Public Support for Higher Education (16%)

- Preserving adequate funding during economic slowdown years, then returning to full funding when the economy is booming
- Stable funding from all parties who benefit from university services
- Add a constitutional amendment that ensures adequate funding for the University system
- A system that provides opportunities to all students regardless of location or background that receives consistent support from the state, but also invests in and benefits from community ties
- Statewide community and connection. The State of Alaska makes a commitment to higher education that does not depend on short-term vacillations in political ideology.

Workforce Development (12%)

- Sustaining Alaska's home-grown workforce by offering options for traditional and non-traditional means for students from any part of Alaska
- Long term stability to grow Alaska's human resources, create opportunities for a strong economy
- Success for the UA system would be the ability to prepare the majority of Alaska's youth/citizens who are retraining for their career
- Focusing on career and technical education, research and job ready skills that will ensure students graduating from higher ed in Alaska are ready to positively contribute to our society as a whole

Change Management Facilitation

Change Management Facilitation

Change Management Model:

Phase 1: Hopes & Fears
Phase 2: Vision & Data
Phase 3: Stakeholders & Interests
Phase 4: Alignment & Options
Phase 5: Recommendations &
Implementation

Change Management Sessions:

- Fairbanks (part I sessions)
  Monday, August 19th
  - Health … Science/Arts/Humanities/Social Science
  Tuesday, August 20th
  - Management and Business … Research … Engineering
  Wednesday, August 21st
  - Education … eLearning … CTE / Community Campuses

- Anchorage (part II sessions)
  Thursday, August 22nd
  - Health … Management and Business … Research … Engineering
  Friday, August 23rd
  - Education … eLearning … CTE / Community Campuses … Science/Arts/Humanities/Social Science

38

Change Management Facilitation (cont.)

- Serving students
- Honoring Indigenous cultures
- Agile Institution
- Vertical and Lateral Alignment
- Geographic and cultural context
- Transformative research
- Increased self-sufficiency
- Deliberation and Action
- Plan, Do, Check, Adjust
- Anticipating Accelerating Rates of Change

Change Management Facilitation (cont.)

- Health
- Engineering
- eLearning

- Community Campuses/CTE
- Education
- Research Centers and Institutes

- Science/Arts/ Humanities/ Social Science
- Management and Business

Observations and Conclusions

Observations and Conclusions

University of Alaska Architecture Dilemmas

- If the three accreditations are maintained, then there is considerable duplicative administrative cost.

- If the three accreditations are consolidated into one, then there are identity issues (academic, sports, alumni, local control, etc.) that are hard to navigate.

- Some units are moving toward or now operating as a single entity with a state-wide orientation, which is aligned with consolidating into one accreditation, while others feel strongly about maintaining separate locations and accreditations.

- Even within units, there is considerable variation in structure and operations.

- Geographic distance, place-committed students, and internet bandwidth limitations place constraints on operations and pedagogy.

University of Alaska Architecture Opportunities

- There is a shared commitment to a seamless student experience, spanning offerings across campuses and programs.

- There is appreciation for the need to make hard decisions in the face of budget cuts.

- There is an appreciation for the need to reduce dependence on state funds.

- There is interest in exploring lateral forums and structures that enable bridging across campuses and programs.

- There is recognition the modes of delivery for learning are changing and that distance learning technologies provide new opportunities for innovation.

Observations and Conclusions (cont.)

- **Guidance from *Designing Reality*:** At a time of accelerating change in technology and society, institutions must learn to co-evolve with equal speed.

- **Diversity:** The diversity of interests, identities, geographies, disciplines, and cultures across higher education in Alaska are both a challenge and an opportunity.

- **Change management:** Two contradictory principles, both essential – 1) honor the past; and 2) before accepting anything new, people have to let go of the old.

- **Innovation:** There are pockets of institutional innovation emerging across higher education – the University of Alaska can and should be among the innovators.

- **A pivotal moment:** Crucial system-architecture choices were made in 1975 and 1988, this is has the potential to be another pivotal moment.

- **A Bottom Line:** An ever more effective, agile, and sustainable institution.

**French Illustration Depicting
Roman Institutions (circa 1473-1480)**
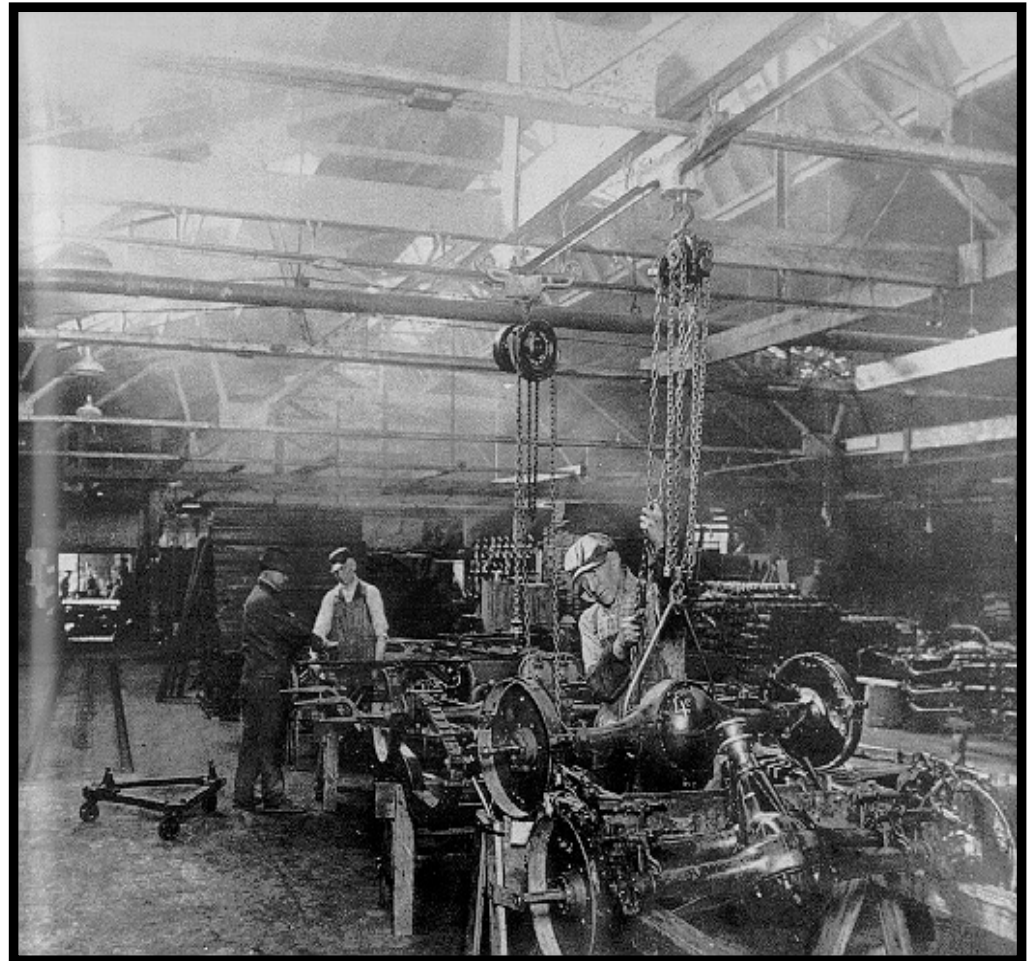
Source: Auburn & Cord by Lee Beck and Josh B. Malks, Motor Books, Intl., 1996