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

A vector of stakeholder views relative to a given interest
Reading a z-flower™

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

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

Central tendency

No response

Outliers

Ease: Having a world-class higher education system in Alaska

If the higher education in Alaska could successfully deliver one thing to you, a “must have,” 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
Points of Alignment (numbers from survey report):

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

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.

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

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


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.
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.


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


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.
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.

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.

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

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.

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.

<table>
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<tr>
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<th>Difficulty/Ease</th>
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<tr>
<td>Uni Staff</td>
<td>8.0</td>
<td>7.3</td>
</tr>
<tr>
<td>Uni Students</td>
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</tr>
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</tr>
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</tr>
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<tr>
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<td>8.3</td>
<td>8.2</td>
</tr>
<tr>
<td>Other</td>
<td>8.3</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Scale: 0 = Not Important 10 = Very Important 0 = Very Difficult 10 = Very Easy
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.

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.

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

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.
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.
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
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)