University of Alaska

Mapping of Stakeholders and Interests

UNIVERSITY of ALASKA
Many Traditions One Alaska

The University of Alaska Stakeholder Survey Report

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Source: UofA Anchorage 1

Executive Summary

A survey of key University of Alaska stakeholders was conducted to inform the Board of Regents on points of alignment and misalignment regarding key interests that are "at stake" at a time of severe cuts in public funding (with 3,932 responses to the survey).

The vast majority of stakeholders are aligned around the following interests as important, with approximately two-thirds seeing these as difficult to accomplish – making these worthy, but long-term challenges:

- **Having a world-class higher education system in Alaska** *(93% see this as important, but 63% see it as hard to do).*
- **Ensuring dependable state funding for higher education in Alaska** *(91% see this as important, but 81% see it as hard to do).*
- **Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska** *(91% see this as important, but 69% see it as hard to do).*
- **Maintaining existing areas of research excellence in higher education in Alaska** *(90% see this as important, but 58% see it as hard to do).*
- **Maintaining existing areas of educational excellence in higher education in Alaska** *(89% see this as important, but 61% see it as hard to do).*

There are some interests where there is strong support on "importance" and a smaller gap with "difficulty" making these "lower hanging fruit" – worthy challenges in which faster progress is more likely:

- **Maintaining access to career and technical training programs at community campuses** *(89% see this as important, 41% see this as difficult, while 28% see this as easy).*
- **Ensuring a cost-effective administration in Alaskan higher education** *(90% see this as important, 51% see this as difficult, while 23% see this as easy).*

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Executive Summary (cont.)

Other "low hanging fruit" includes these interests that are also important and for which approximately a third of respondents see this as easy to do:

- **Higher education partnering effectively with community organizations to spur social development in Alaska (***83% see this as important, 31% see this as difficult, while 34% see this as easy).*
- **Higher education partnering effectively with businesses to spur economic development in Alaska** *(82% see this as important, 34% see this as difficult, while 31% see this as easy).*
- **Ensuring that higher education honors the diverse cultural traditions in Alaska** *(76% see this as important, 37% see this as difficult, while 32% see this as easy).*
- **Expanding on-line access at our community campuses to more programs from the university** *(74% see this as important, 34% see this as difficult, while 35% see this as easy).*

There is deep disagreement on the following interests concerning the 3 main campuses and 16 community campuses:

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

Among fields and disciplines (see appendix), Health respondents give the highest "importance" response on the first interest, for example, while Arts and Humanities respondents give the highest "importance" rating to the second. These two contrasting interests represent a core structural and cultural challenge ahead, which is amplified in the qualitative data. There is a call by some to separate the budget cutting process from the restructuring process, such as the following response when asked for a phrase or metaphor regarding higher education in Alaska: "When your house is on fire, you don't remodel!" At the same time, others responded with phrases such as: "Time for a major change."

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Executive Summary (cont.)

Note that the vast majority of the phrases or metaphors were not centered on the divide – 94% were aspirational images such as: "Globally respected, Alaska rooted" or "To be naturally inspiring, higher education in Alaska must reflect its setting: unique, diverse, changing, resilient, and adaptable."

When asked about their "must have" from higher education in Alaska, there were a diverse mix of responses, with 17% focused on issues of access, opportunity, and flexibility; 16% on employable skills and services to employers in Alaska; 8% on service to community; and 8% on critical thinking, advancing knowledge, moral principles, and humanistic learning. The single largest barrier to accomplishing the "must have" was funding, cited by 53% of respondents.

When asked for their vision of success, 22% of the respondents focused on student access and success, with comments such as "Accessible to all Alaskans regardless of budget standings" and "Improving student success - affordable and on-time completion." Views on university structure and operations account for 19% of the responses with opposed points of view, such as are illustrated by these two quotes: "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" and "Everyone working together instead of three universities trying to pull the blanket 3 different ways." Funding and public support for higher education is the focus of 16% of the visions with quotes such as: "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." Finally, 12% of the visions focus on the workforce, such as: " Sustaining Alaska's home-grown workforce by offering options for traditional and non-traditional means for students from any part of Alaska."

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Methods

A set of key interests and stakeholder categories relevant to the current challenges facing the Board of Regents of the University of Alaska were identified by WayMark Analytics in consultation with University leaders. A survey, based on these interests, was distributed by e-mail to 27,000 students, 6,500 faculty, 500 staff, and other stakeholders. Links to the survey were also posted on university websites and distributed through social media. A total of 3,932 people responded during August 2019 (with more detail in the respondent profiles).

The analysis of the data is focused on identifying points of alignment and misalignment among the stakeholders. These are illustrated with a new visualization tool (called a z-flower) that is explained in the report, along with bar charts that break out the data by demographic categories. Rankings of the key interests Is done along several dimensions. Finally, there is a sorting of the qualitative question responses into categories (with frequency counts and representative examples provided).

Each of the interests is assessed in two ways – "importance" and "ease/difficulty." The mean for each is reported, as well as the gap between the two. When the gap between the mean on "importance" and the mean on "difficulty/ ease" is very large (above .5, for example), that usually represents a long-term challenge – something important, but hard to do. When the gap is small (below .3, for example), that usually represents either "low hanging fruit" (important and not that hard to do) or a deep divide (where there are strongly positive and strongly negative responses).

There are a few "wordles" generated with qualitative data. Included with these for comparison are "wordles" generated in response to the same questions in the 2018 survey on the Future of Higher Education in Alaska.

While this may be the most comprehensive survey to date on higher education in Alaska, caution is still urged since it most likely has drawn a higher proportion of respondents who feel strongly on the issues.

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Stakeholder Survey Invitation

Your input is needed as the University of Alaska considers how best to serve its mission while its state funding is being cut. As members of the Board of Regents responsible for governing the university and for developing both short-term and long-term plans in response to the state's unprecedented cut to the university's budget, we are reaching out to a diverse mix of Alaska stakeholders – all with a stake in Alaska's only public system of colleges and universities and our state's future.

Data from the survey will serve an important role in the Board's consideration of how the university will continue meeting the state's needs for higher education in a severely constrained financial environment. The Board plans to make decisions on university structure and programs in September – so we need your input now.

In addition to this invitation, assurances were provided that no identifying information would be associated with the data and that all data would be kept confidential by the survey provider, WayMark Analytics.

The respondents were asked to complete a voluntary consent form (as required by the Institutional Review Board governing the survey) and respondents were assured that their agreement (name and e-mail) would be stored separately from survey responses in order to preserve confidentiality.

Source: UofA Fairbanks

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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)

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Profile (cont.)

Primary Field or Discipline

Arts and Humanities	**11.7% (n=451)**
Business	14.1% (n=548)
Career and Technical	5.5% (n=214)
Health	9.1% (n=355)
Education	9.9% (n=385)
Engineering	7.7% (n=297)
Science	18.1% (n=702)
Multidisciplinary, interdisciplinary, transdisciplinary	10.8% (n=420)
Other	13.0% (n=505)

Region Where You Live

North/Northwest	1.2% (n=47)
Interior	43.0% (n=1,663)
Southwest	2.0% (n=78)
Southcentral	41.9% (n=1,621)
Southeast	11.8% (n=458)

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Profile (cont.)

Years of Experience in Primary Role

Under 5 years	18.4% (n=717)
5-10 years	18.9% (n=737)
11-20 years	25.1% (n=981)
21-30 years	20.3% (n=793)
31-40 years	11.3% (n=441)
Over 40 years	6.0% (n=233)

How Long Lived in Alaska

Under 5 years	9.8% (n=382)
5-10 years	11.9% (n=463)
11-20 years	19.6% (n=767)
21-30 years	22.3% (n=874)
31-40 years	16.4% (n=641)
Over 40 years	20.0% (n=782)

Education (highest level)

Less than high school	0.4% (n=16)
High school degree	2.3% (n=91)
Some college, no degree	13.2% (n=517)
Apprenticeship	0.1% (n=2)
Workforce credential/certificate	1.4% (n=55)
Associated degree	6.7% (n=263)
Bachelor degree	27.1% (n=1,062)
Graduate degree (non doctoral)	29.9% (n=1,172)
Doctoral degree	19.0% (n=745)

Gender

Female	36.9% (n=1,445)
Male	59.2% (n=2,321)
Other Gender Identity	0.5% (n=21)
Prefer Not to Answer	3.4% (n=134)

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Profile (cont.)

Primary University Affiliation (if any)

Anchorage	31.8% (n=1,247)
Bethel/Kuskokwim	0.3% (n=12)
Bristol Bay/Dillingham	0.5% (n=19)
Fairbanks	47.4% (n=1,855)
Juneau	8.4% (n=328)
Kachemak Bay/Homer	0.8% (n=30)
Kenai River/Kenai	2.0% (n=78)
Ketchikan	0.9% (n=37)
Kodiak	1.2% (n=45)
Kotzebue/Chikchi	0.2% (n=6)
Northwest	0.1% (n=5)
Nome	0.3% (n=12)
MatSu/Palmer	1.6% (n=63)
Sitka	1.3% (n=52)
Prince Willman Sound/Valdez	0.7% (n=26)
No single campus	2.6% (n=102)

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"Must Have" from Higher Education in Alaska

Source: UofA Fairbanks and Alaska DNR

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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

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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

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

Competitive degrees; Specialized degrees (7%)

- Market-competitive degree offerings
- Professional programs in high demand areas such as teacher education, health, etc.
- Practical and in-depth knowledge of law and governance.
- Arts Education; STEAM not STEM in Fairbanks; collaboration between Artists and Scientists.
- Accounting education.
- Access to libraries.
- Fields related to military service or post-military service: cybersecurity, emergency & disaster management, FEMA management, homeland security, government contracting & acquisition
- Energy education
- Animation and game design courses/degree
- More options for doctoral programs

University structure and operations (6%)

- A full service university.
- A stable system.
- Transferable credentials.
- Life-long learning by subscription.
- Better infrastructure to the university systems - better broadband, network stability, and capacity.
- I need to be allowed to create revenue for my program through outside avenues.
- That funding for higher education be equitably distributed to ensure the most students have access to most programs.
- Consistency across campuses.
- Everyone being on the same team for a common end result.
- Regional campuses
- Unified Campus
- Three separately accredited universities in a consortium model

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

Liberal arts education (3%)

- Broad liberal arts education
- Classic Liberal Arts (History, English, Philosophy, Foreign languages)
- High-quality liberal arts degrees in Anchorage
- A quality undergraduate education in letters and science

Science Education; Natural resources (2%)

- Advancement of the sciences.
- In state graduate-level training in the sciences.
- Applied science. Usefulness to the community.
- Sound environmental science that is trusted by the public.
- Maritime academy
- High quality computer science program.
- Emphasis on science and liberal arts

Engineering Education (2%)

- Engineering education and research
- Quality engineering programs at both UAA & UAF
- Aerospace Engineering Major

Native studies; Alaska regional focus (2%)

- Understanding and appreciation of Alaska History and Cultures
- Traditional AK Native studies to keep heritage alive
- The Native Arts Center
- Curiosity and wonder about the history, cultures, science, and art of Alaska and the North.

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

Health Education (2%)
- Health care opportunities- PA, DO, MD
- Bachelors in the Allied Health Sciences
- More mental health professionals to serve the community.
- Equal access to higher education, particular career and technical health career education, for all of Alaska's people, regardless of geographic barriers

On-line education (2%)
- Online courses as I work full-time and cannot attend regular classes
- Continue making online education a priority. Our Alaskan students, in many cases, do not live near a campus that offers training for their career needs or they are not near any campus.
- Online courses that will lead to various endorsements, certificates and bachelor level degrees

On-campus; Hands-on; Face-to-face (2%)
- In person accessibility
- Hands on, research inclusive educational opportunities with an on-campus environment
- Face to face, engaging coursework for first generation college students
- More face to face classes for community colleges

Education Studies; Teachers (2%)
- Alaska-centered teacher education
- Doctoral programs in educational leadership
- More qualified teachers
- Pathways for students to become teachers and administrators in Alaska.

Vocational and Technical Training (1%)
- Technical and Vocational programs
- Core and vocational classes

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

Teaching (in general) (1%)
- Reflective teaching
- Disseminates knowledge through teaching
- Teaching and research

Athletics (1%)
- UAF Womens' Swim Team.
- I truly believe the University needs athletics.
- College graduates and competitive clubs/athletics.

Additional "must have" comments (3%)
- The economics of the Alaska economy, its budget, how we fund all social goods and services.
- Accountability.
- Transparency.
- You are asking all the wrong questions
- An engaged community working towards ecological and financial sustainability.
- Education. That's the point. Higher education exists to provide people with perspective, experience, and opportunities to create a brighter future for themselves and their state. Education is the point.
- A well rounded collegiate experience that educates not just academically, but socially and spiritually as well. Student success is measured not only in graduation rates, but job and family health 10 years from now.
- The tripartite mission of research, education, and outreach

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Barriers to the "Must Have"

Source: UofA Fairbanks and Alaska DNR

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What is the biggest <u>barrier</u> preventing or limiting your "must have?"
(representative responses)

<u>Financial; Funding; Cost; Budget (53%)</u>

- Lack of funding. The University of Alaska has undergone budget cuts every year since I started working here. The effect of these has been a culture of scarcity that stifles creativity and promotes competition between campuses and departments. I have worked with several smart, innovative faculty members, who have left the university, and many more who start looking for jobs after each round of cuts is announced. How can you expect people to be innovative when they have to prepare to lose their jobs every year? There is an incredible opportunity for collaboration between the campuses, but there is also a sense of resentment here in Anchorage that all of the support from Statewide is thrown at Fairbanks and those in Anchorage are left to subsist on scraps.
- Draconian budget cuts destroying everything the University has worked to build over previous decades

<u>Financial; Funding; Cost; Budget (cont.)</u>

- Budget problems may impact perception of education quality with future employers.
- Chaos of funding

<u>Poor leadership; Politics; Lack of value for higher education (16%)</u>

- Idiotic politicians.
- The governor and his enablers
- UAA Leadership, political leaders agenda, taking young people and return to college individuals for granted, lack of importance per political leaders for education, growth, sports and arts
- State leadership that does not value that "must have"
- Obstruction by statewide administration

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What is the biggest barrier preventing or limiting your "must have?" *(representative responses)* (cont.)

Accessibility (7%)

- The biggest issue is the geography of Alaska…Focusing on distance delivered education is the key to giving all Alaskans access to become lifelong learners.
- There seems to be a prioritization of urban areas over rural and in higher education, that includes discussion around going to online education without fully equipping rural Alaska to access that as a promising sort of education.
- My job. Makes it hard to seek additional education when so many courses are only in the middle of the day.
- Limited classes and instructors

The One University Model (includes concern for loss of accreditation) (5%)

- The threat of one accreditation
- If central, there is no tie to the unique experience that each campus offers. Students will become numbers and not individuals.
- Budget cuts over the past 4 years have certainly hampered our mission. However, those are nothing in comparison to the disruption that students and faculty and families have experienced with the hasty and ill-thought-out budget cuts we are now experiencing and the knee-jerk reaction to "solve" the budget problem by moving toward a single accreditation. This is an entirely manufactured crisis.
- By creating one system we are removing local stakeholder connection to the university and not allowing for the university to modify based on the needs of the community.

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What is the biggest barrier preventing or limiting your "must have?" *(representative responses)* (cont.)

Staffing Resources (4%)

- Quality of the workforce
- Constant turnover, uncertainty, and low morale caused by budget
- Racist hiring/racist policies

Overemphasis or Lack of Emphasis on Certain Skills and Programs (4%)

- Overemphasis on technical skills and STEM education
- Lack of focus of the university on explicitly developing reading, writing, and public speaking skills within content areas
- A law school. Alaska is the only state in Union without a law school.
- There seems to be a big focus in the university system here to focus JUST on Athletics, Science, and Mining. The arts are being ignored or allowed to fall apart.

Regional University Silos (3%)

- Turf wars between major academic units with different course criteria and "Me first, to hell with the other campus'" attitudes
- Infighting [among] the 3 universities.
- Lack of strong collaboration across all of Alaska campuses

Consolidate and/or Eliminate Academic Programs (3%)

- Too many universities and programs at UA
- Threat of program(s) removal
- Potential closing of community campuses

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What is the biggest barrier preventing or limiting your "must have?" *(representative responses)* (cont.)

Public Mindset Not Supportive of Higher Education (3%)

- Politicians and people in power not understanding the true value of education
- The undeserved reputation by many in the public that the UA system does not contribute value to its state.
- Ideologues that fear an educated populace and control public funding.
- Public relations/media from the university not adequately translating the uniqueness of UA. Creating excitement about research, the "why", communicating how these things benefit Alaska
- Lack of public confidence in UA
- A limited understanding on how education can improve the lives and provide opportunities to the people in our communities

Lack of Vision; Long-term planning (2%)

- Lack of vision or confidence in the capacity of communities to make contributions as partners to higher education. A lack of self-awareness on the part of universities, generally, that useful knowledge is primarily knowledge that CAN BE USED to achieve things that are important to our communities. Corporate capture of innovation is also a barrier.
- Lack of laser focus on what drives the most value for Alaska's needs

Technology Infrastructure (1%)

- Internet and lack of technology
- Technology gaps, lack of consistent internet/phone connections.
- Insufficient to non-existent internet infrastructure with disproportionately disadvantages rural Alaska Native people.

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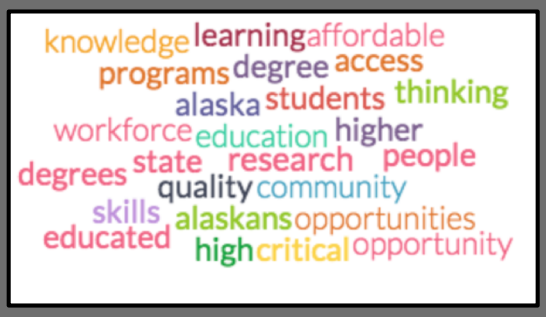
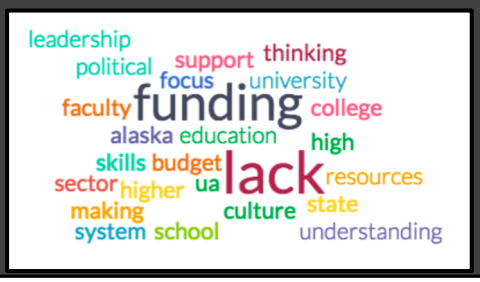
2019 Stakeholder Survey "Must Have"



2019 Stakeholder Survey "Barriers"

Compare with 2018 Future of Higher Education in Alaska Survey "Must Have"

Compare with 2018 Future of Higher Education in Alaska Survey "Barriers"



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Note on Stakeholders and Interests

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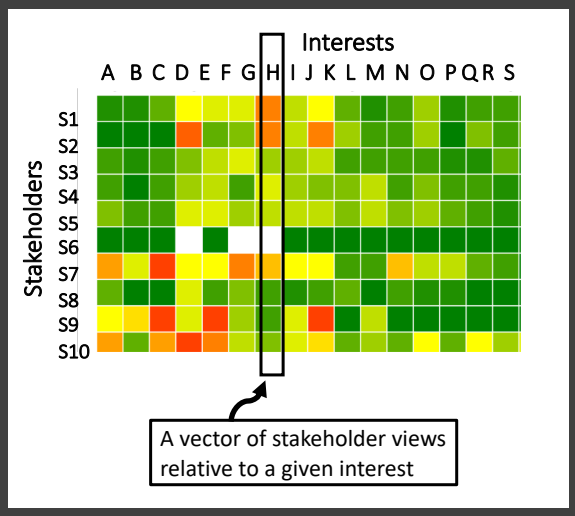
Focusing on Stakeholders and Interests

A total of 19 interests were identified as the central focus of the stakeholder mapping survey. These were designed to be key issues that are "at stake" for the various stakeholders to higher education in Alaska. While there are certainly additional interests that could also be examined, it is hoped that the interests selected here are sufficient to provide a foundation for constructive dialogue and action.

The focus on interests reflects a key finding in the field of negotiations, which is that parties can get stuck on positions, which are a specific desired outcome. Interests can typically be accomplished in more than one way and represent underlying hopes, fears, and other considerations. Note that some of the interests covered in this survey come closer to positions than others, but the intent was for all to be phrased in a way that could open up dialogue on more than one way to advance a given interest.



The matrix on this slide is a "heat map" that illustrates how view views of stakeholders on various interests can be conceptualized (with shades of green for positive views, yellow for neutral and red for negative views). Taken together, these represent the landscape on which progress can be made. Note that the new visualization used in this report (and described on the next slide) essentially makes visible the vector of stakeholder views on a given interest.

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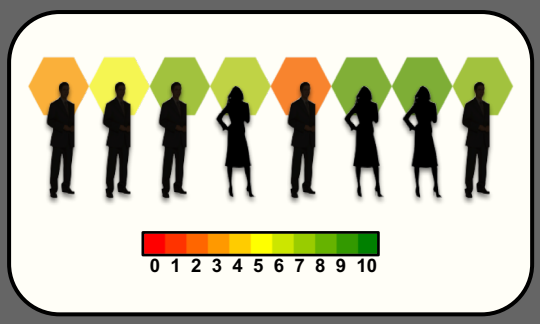
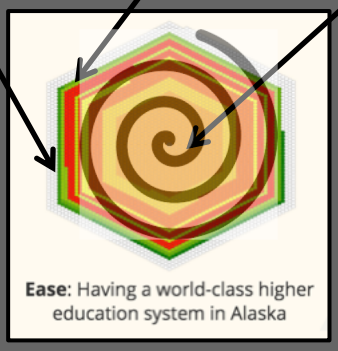
Reading a z-flower™





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

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

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Interests that are "at stake"

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Interests that are "at stake" -- *Overall*

1. Having a world-class higher education system in Alaska.
2. Ensuring a seamless student experience across Alaska's higher education system.
3. Ensuring that higher education honors the diverse cultural traditions in Alaska.
4. Ensuring a cost-effective administration in Alaskan higher education.

Source: Pixibay

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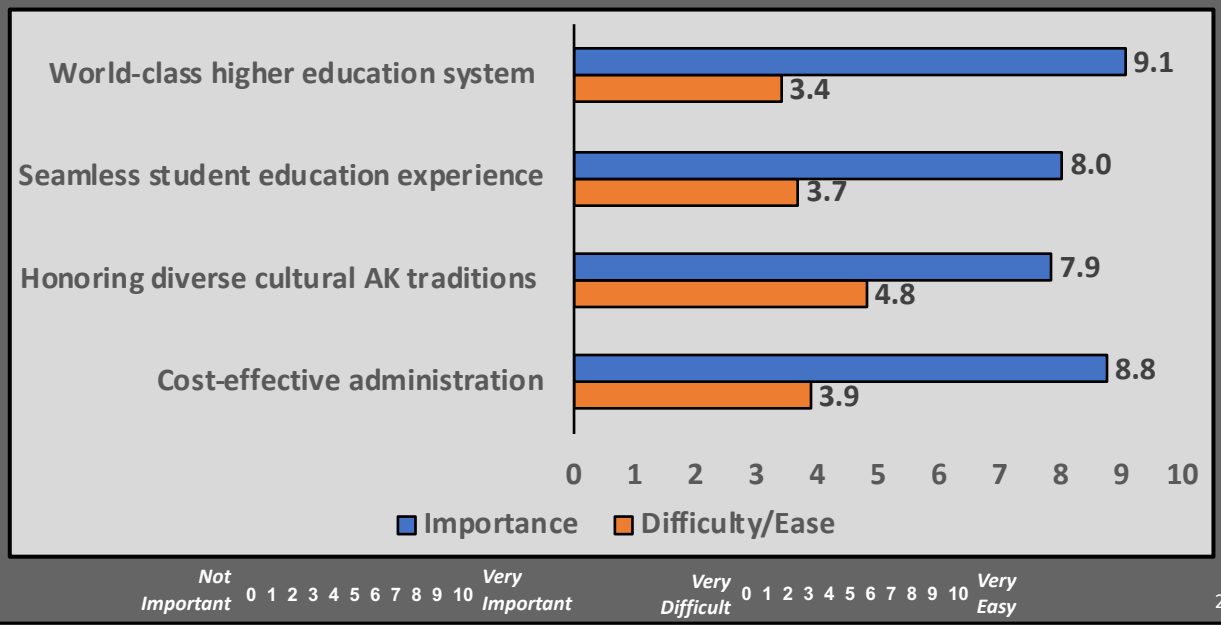
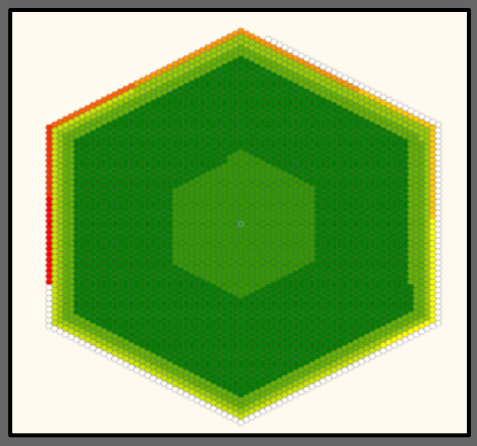
Interests that are "at stake" -- *Overall*

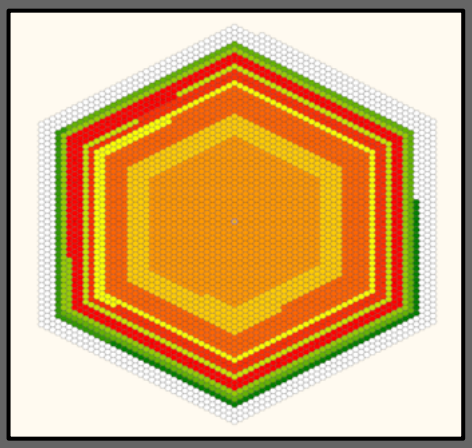


29

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

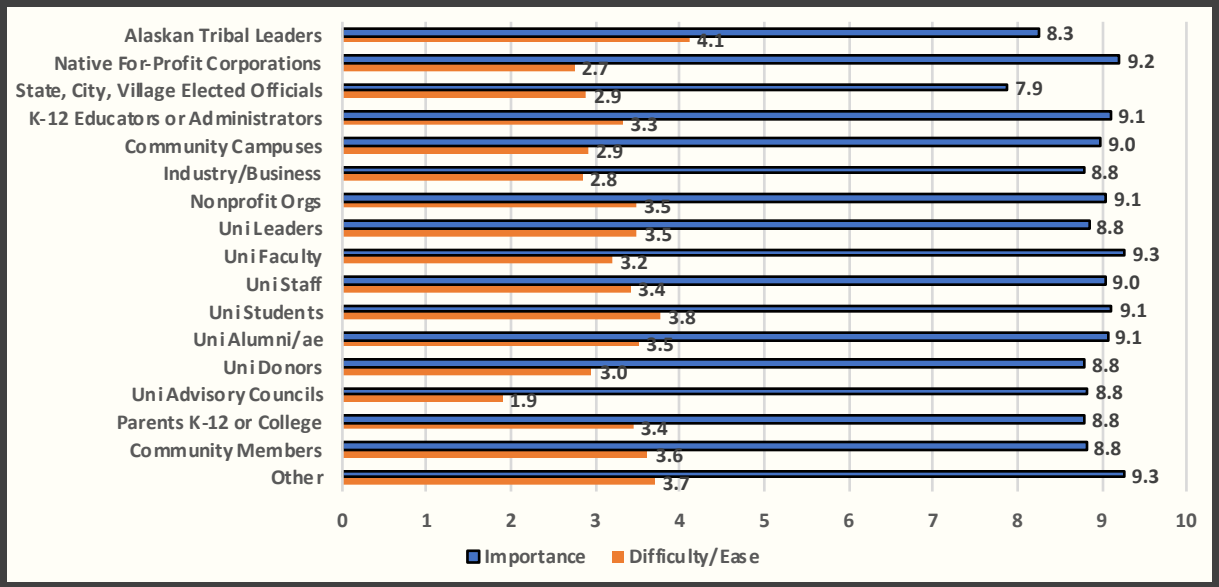
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

30

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

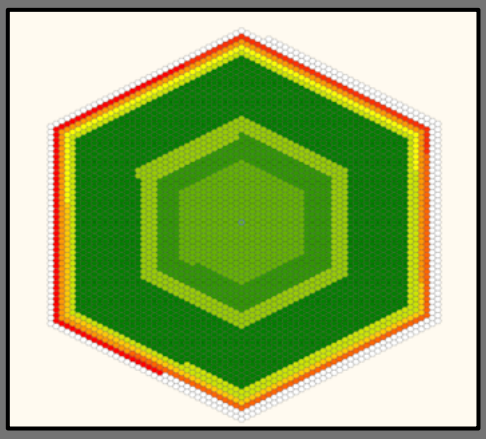


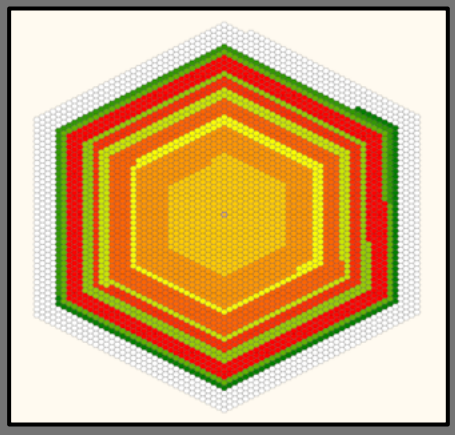
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

31

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





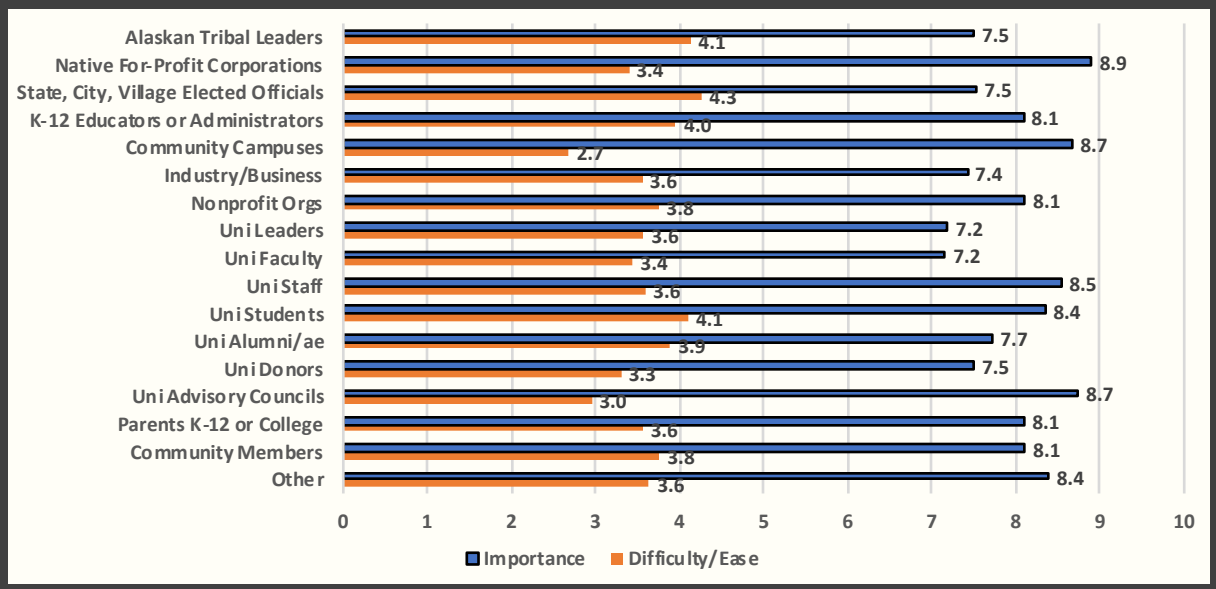
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

32

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

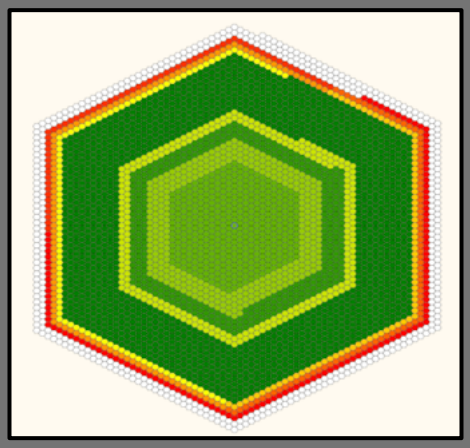


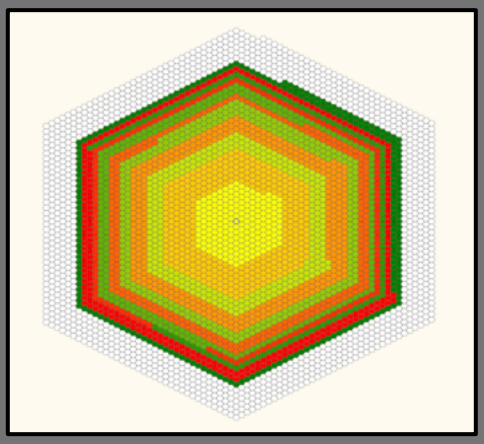
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

33

3. Ensuring that higher education honors the diverse cultural traditions in Alaska.





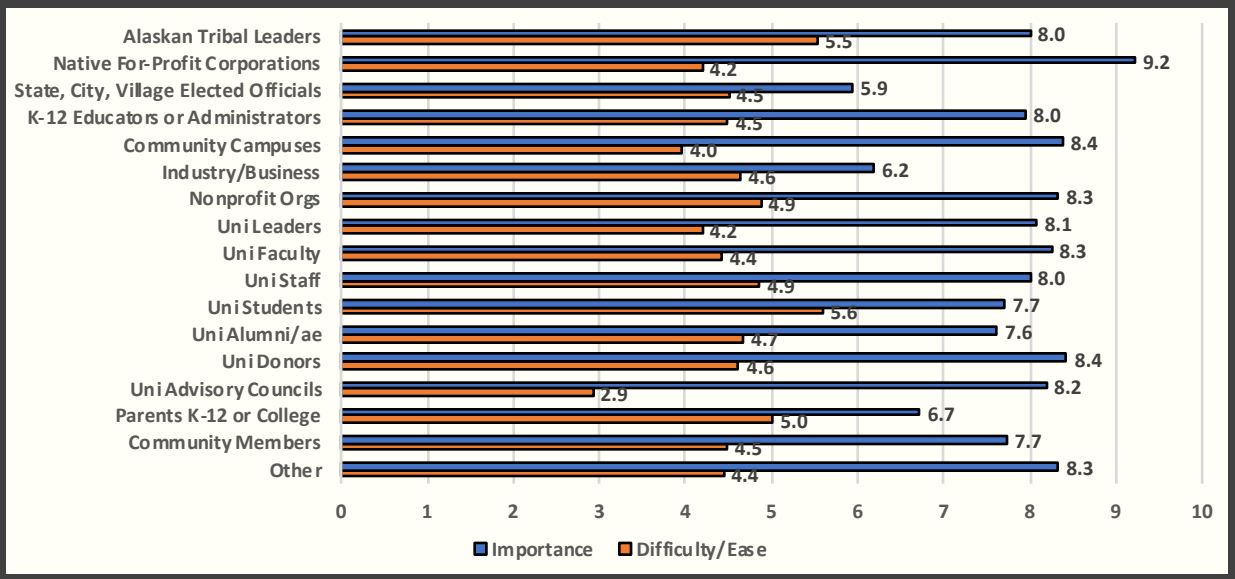
Comments:

- ***Overall, 76% see this as important (7-10), while 11% strongly do not (0-3).***
- ***Overall, 37% see this as difficult to do (0-3), while 32% see it as easy (7-10).***
- ***The gap between the mean for importance (.78) and the mean for difficulty/ease (.48) is moderate at .30.***
- ***"Do not know" or "not applicable" are not counted above but are 11% for importance and 31% for difficulty.***

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

34

3. Ensuring that higher education honors the diverse cultural traditions in Alaska.

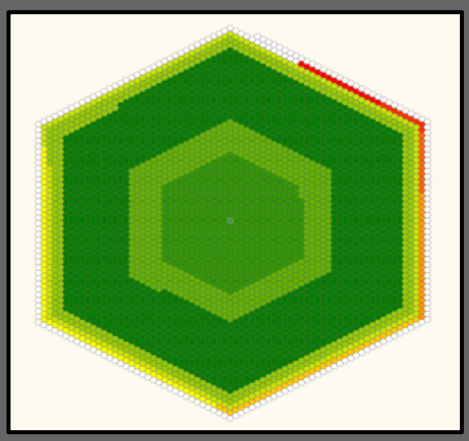


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

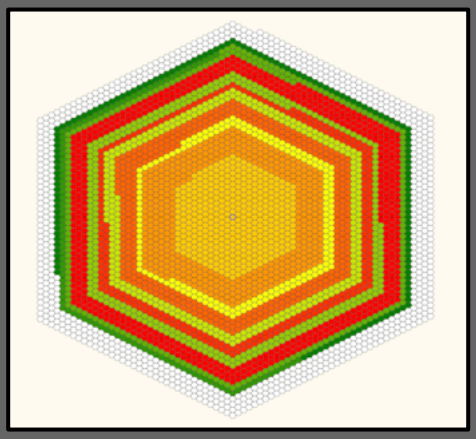
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

35

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

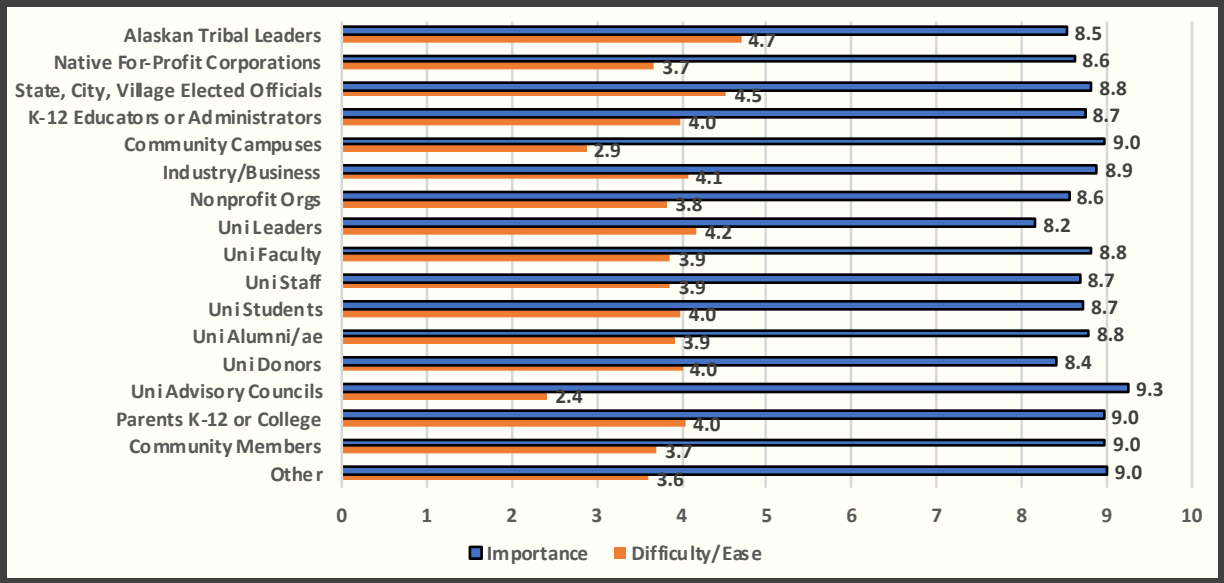
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ and http://3gne.com:8000/report/AL2019B#/ with color blind options.

36

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

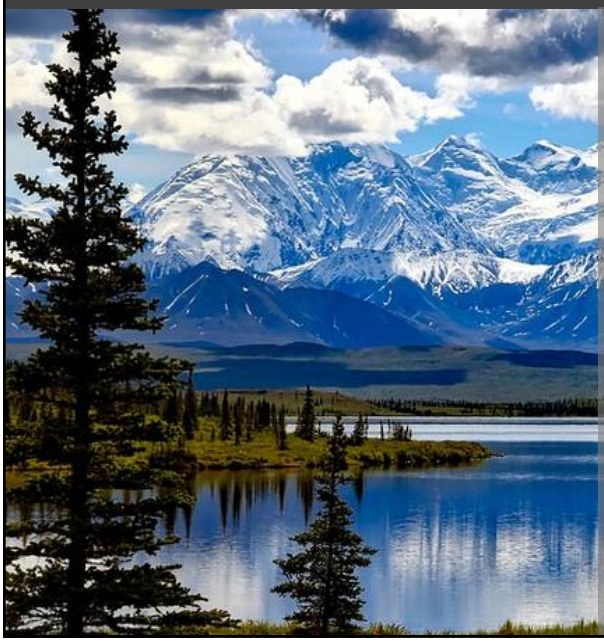


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

37

Interests that are "at stake" -- *Education and Research Excellence*

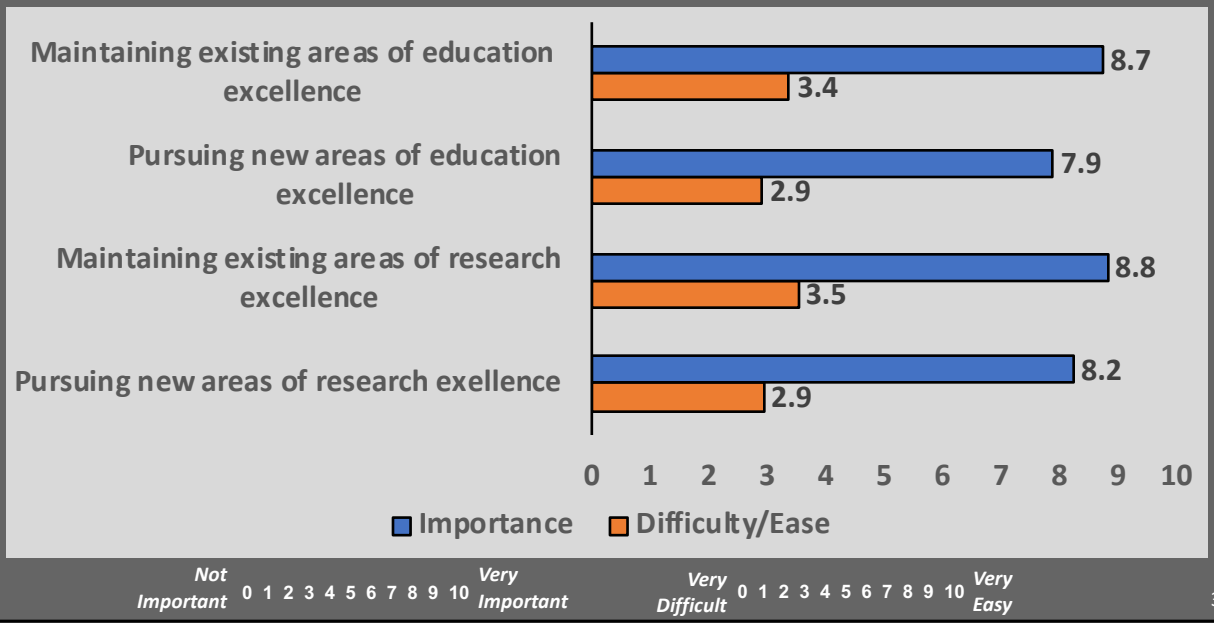


5. Maintaining existing areas of educational excellence in higher education in Alaska.
6. Pursuing emerging, potential new areas of educational excellence in higher education in Alaska.
7. Maintaining existing areas of research excellence in higher education in Alaska.
8. Pursuing emerging, potential new areas of research excellence in higher education in Alaska.

Source: Pixibay

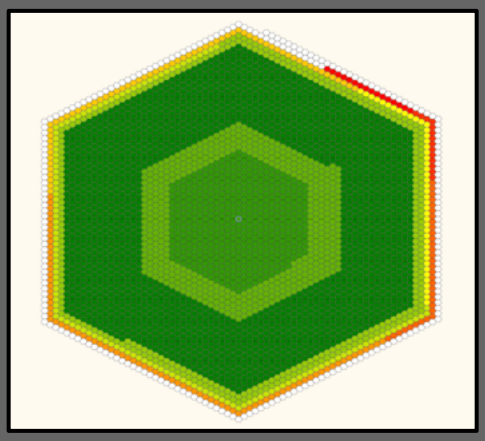
38

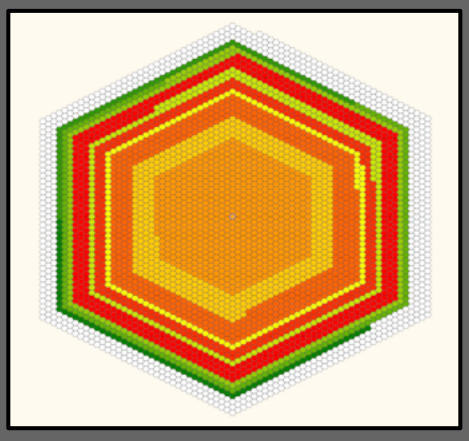
Interests that are "at stake" -- *Education and Research Excellence*



39

5. Maintaining existing areas of educational excellence in higher education in Alaska.





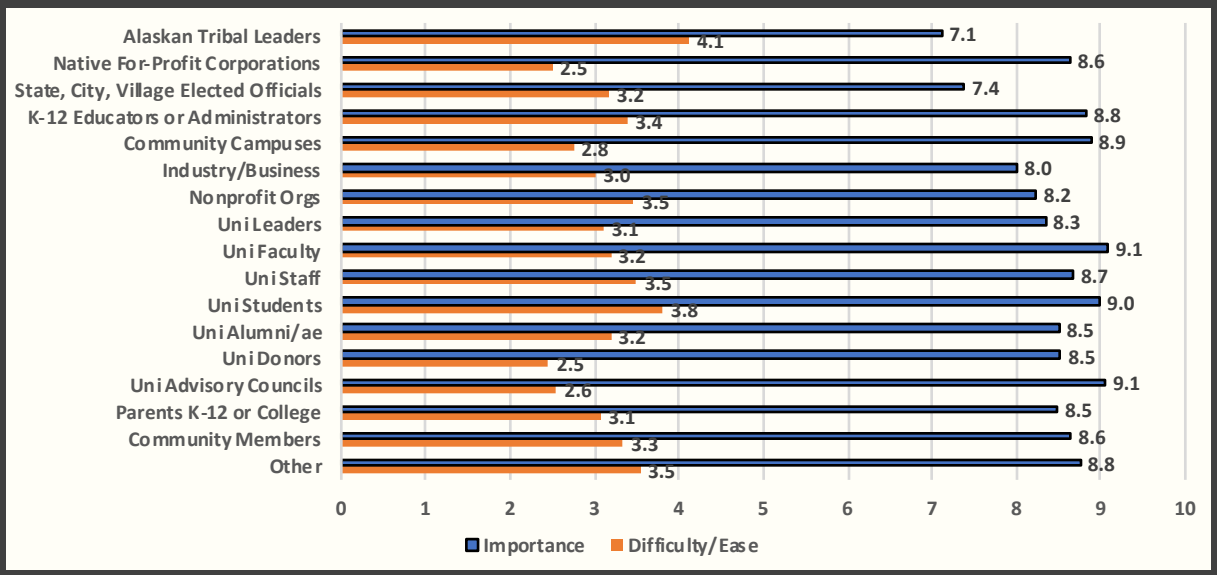
Comments:

- ***Overall, 89% see this as important (7-10), while 4% strongly do not (0-3).***
- ***Overall, 61% see this as difficult to do (0-3), while 16% see it as easy (7-10).***
- ***The gap between the mean for importance (.87) and the mean for difficulty/ease (.34) is very large at .53.***
- ***"Do not know" or "not applicable" are not counted above but are 6% for importance and 18% for difficulty.***

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

40

5. Maintaining existing areas of educational excellence in higher education in Alaska.

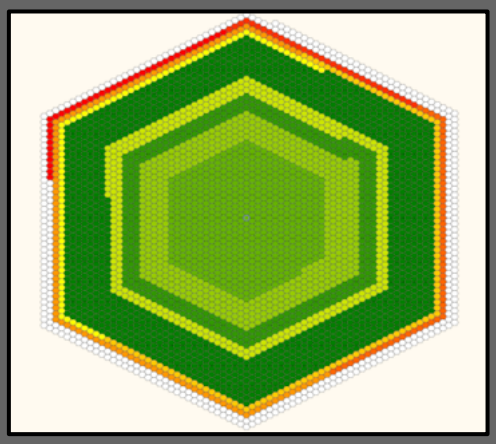


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

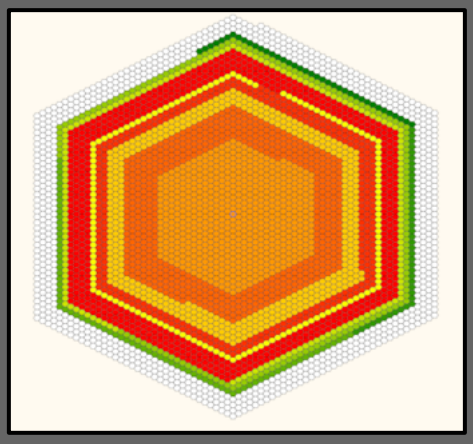
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

41

6. Pursuing emerging, potential new areas of educational excellence in 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

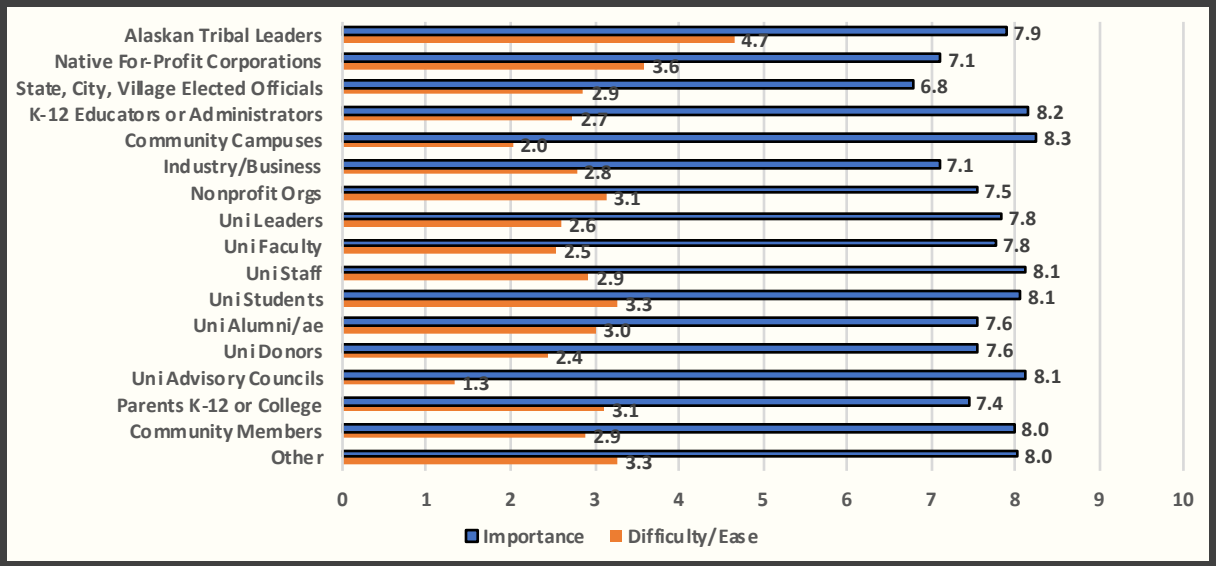
Comments:

- *Overall, 78% see this as important (7-10), while 7% strongly do not (0-3).*
- *Overall, 67% see this as difficult to do (0-3), while 10% see it as easy (7-10).*
- *The gap between the mean for importance (.79) and the mean for difficulty/ease (.29) is very large at .50.*
- *"Do not know" or "not applicable" are not counted above but are 10% for importance and 21% for difficulty.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

42

6. Pursuing emerging, potential new areas of educational excellence in higher education in Alaska.

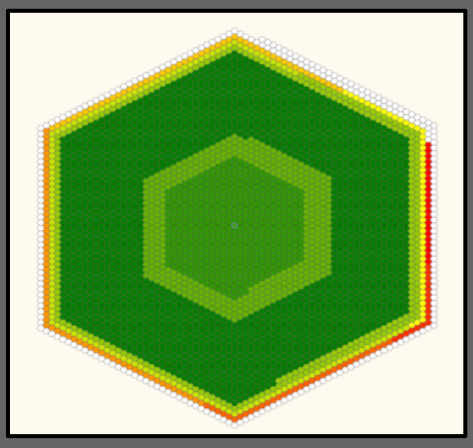


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

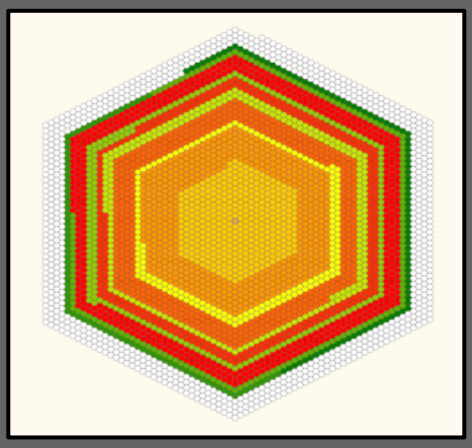
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

43

7. Maintaining existing areas of research excellence in 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

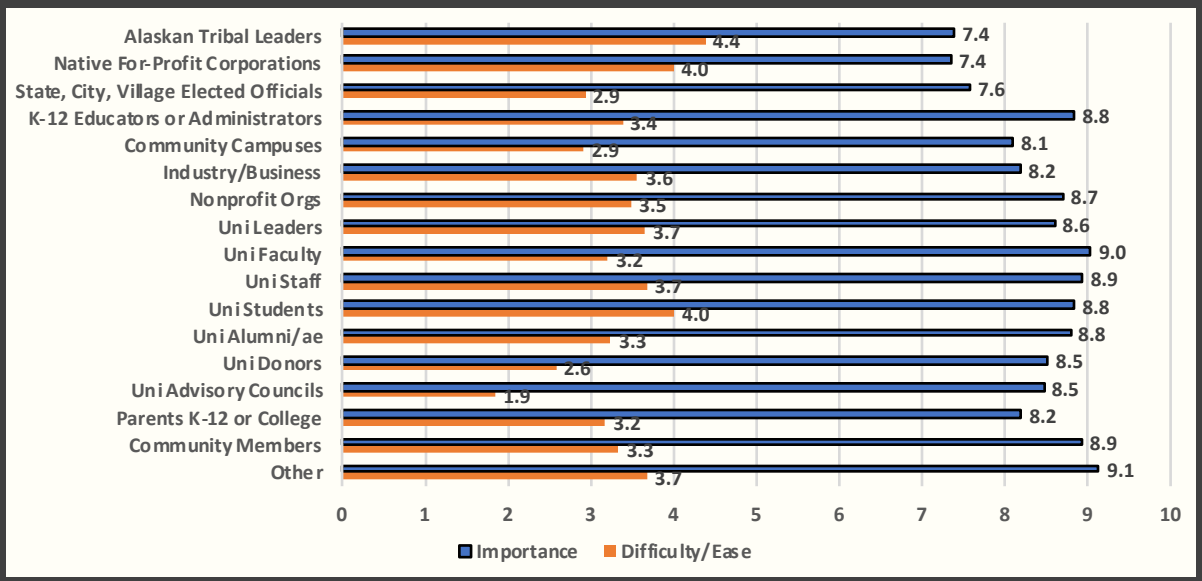
Comments:

- *Overall, 90% see this as important (7-10), while 4% strongly do not (0-3).*
- *Overall, 58% see this as difficult to do (0-3), while 17% see it as easy (7-10).*
- *The gap between the mean for importance (.88) and the mean for difficulty/ease (.35) is very large at .53.*
- *"Do not know" or "not applicable" are not counted above but are 6% for importance and 21% for difficulty.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

44

7. Maintaining existing areas of research excellence in higher education in Alaska.

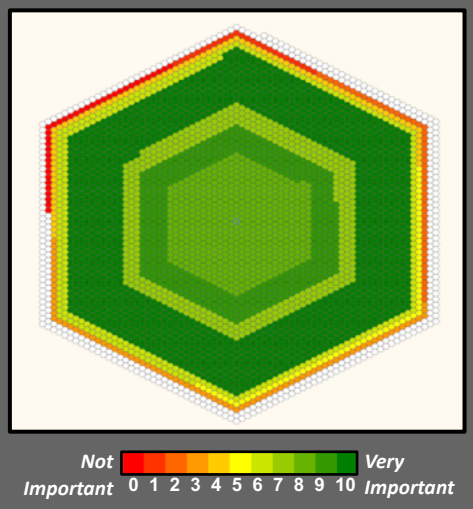


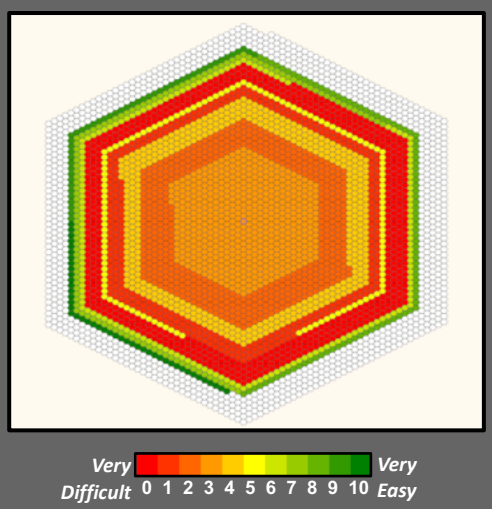
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

45

8. Pursuing emerging, potential new areas of research excellence in higher education in Alaska.





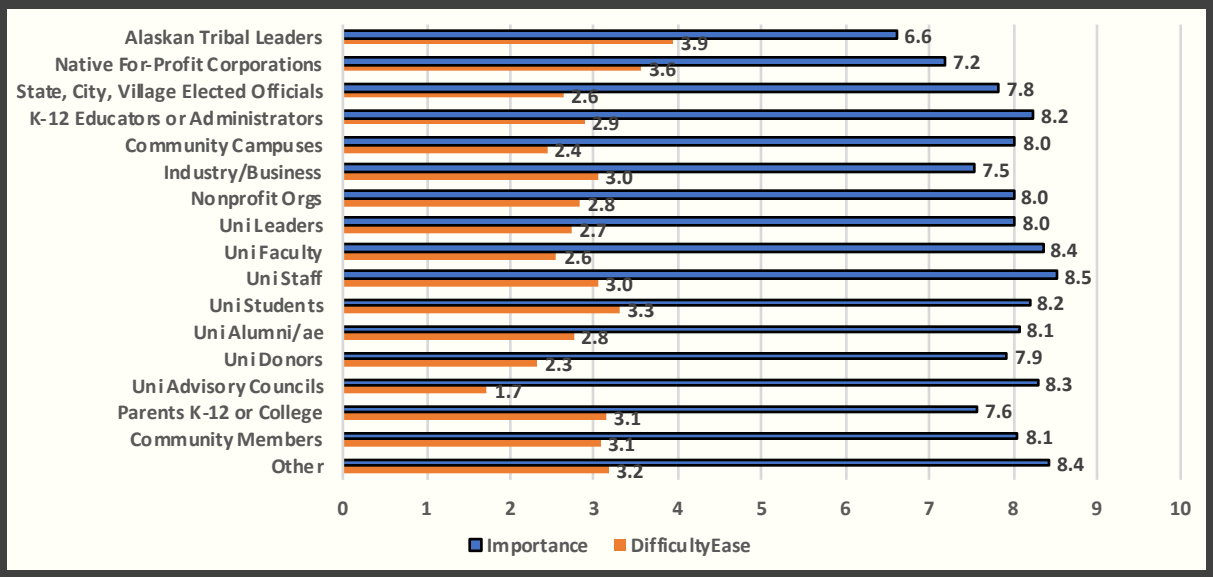
Comments:

- *Overall, 82% see this as important (7-10), while 6% strongly do not (0-3).*
- *Overall, 66% see this as difficult to do (0-3), while 10% see it as easy (7-10).*
- *The gap between the mean for importance (.82) and the mean for difficulty/ease (.29) is very large at .53.*
- *"Do not know" or "not applicable" are not counted above but are 9% for importance and 23% for difficulty.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ and http://3gne.com:8000/report/AL2019B#/ with color blind options.

46

8. Pursuing emerging, potential new areas of research excellence in higher education in Alaska.



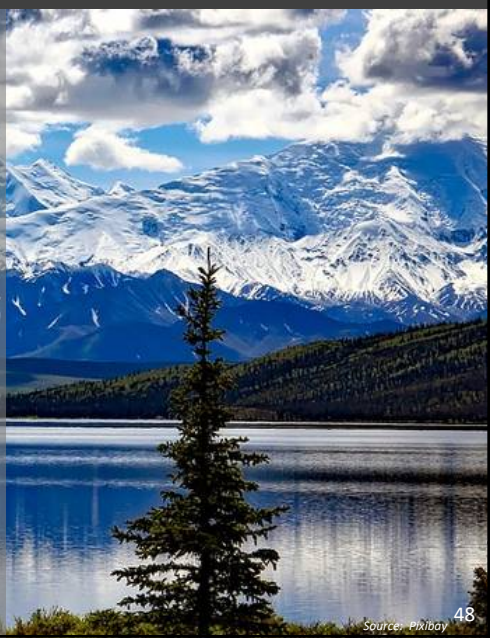
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

47

Interests that are "at stake" – *Access*

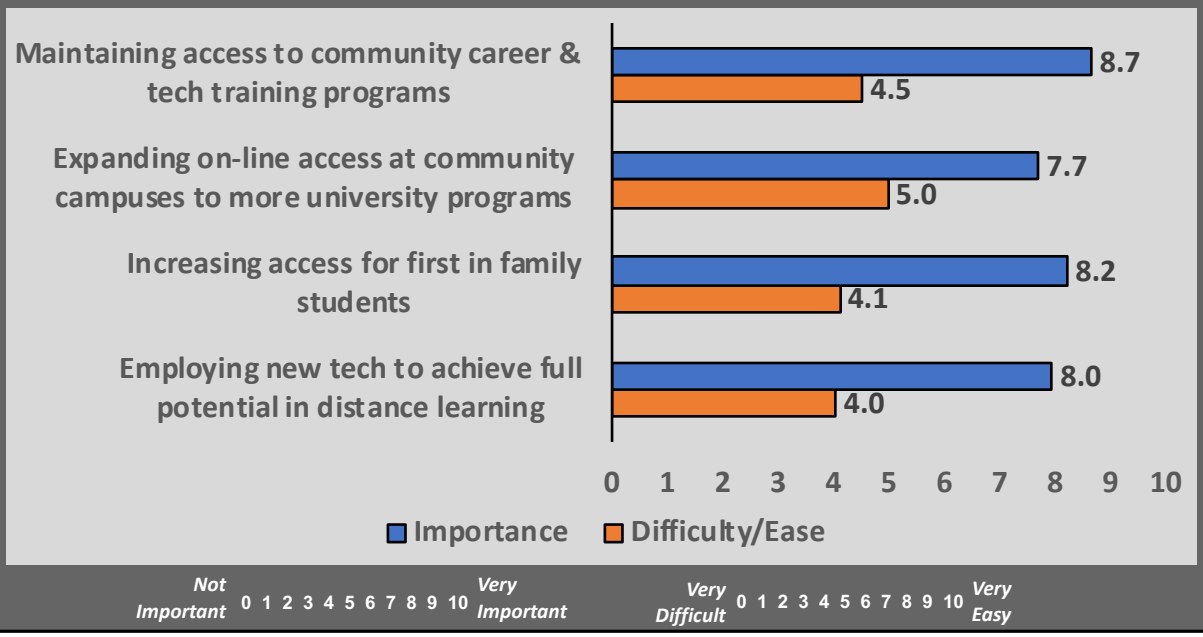
9. Maintaining access to career and technical training programs at our community campuses.
10. Expanding on-line access at our community campuses to more programs from the university.
11. Increasing access to higher education for students who are the first in their family to go to college.
12. Ensuring that higher education employs new technologies to achieve the full potential in distance learning.



Source: Pixibay

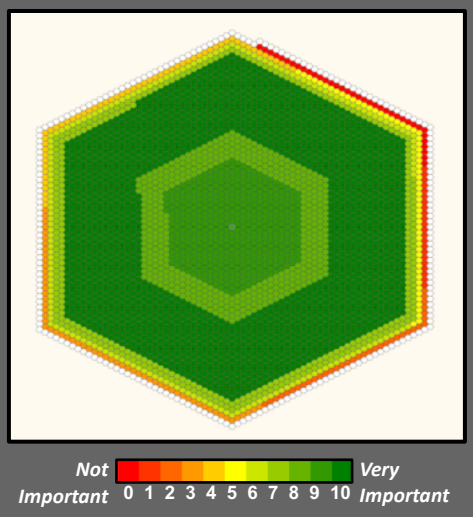
48

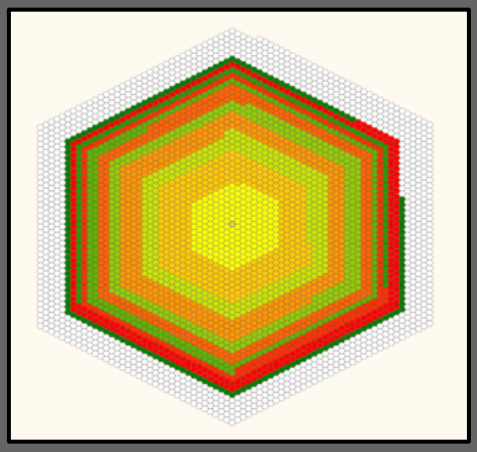
Interests that are "at stake" – *Access*



49

9. Maintaining access to career and technical training programs at our community campuses.





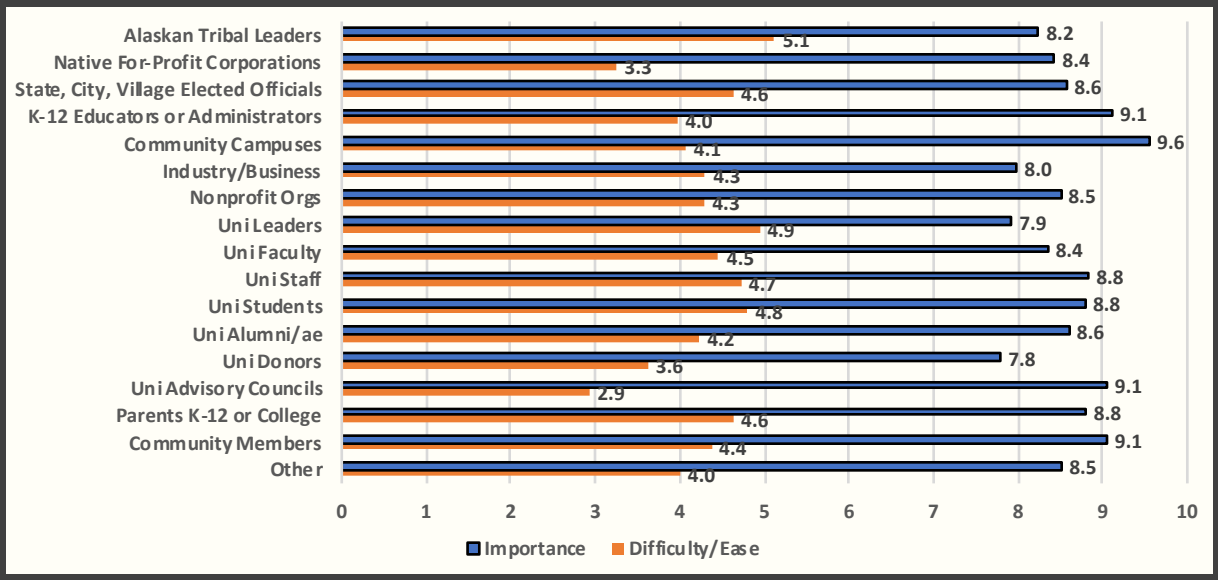
Comments:

- ***Overall, 88% see this as important (7-10), while 4% strongly do not (0-3).***
- ***Overall, 41% see this as difficult to do (0-3), while 28% see it as easy (7-10).***
- ***The gap between the mean for importance (.87) and the mean for difficulty/ease (.45) is large at .42.***
- ***"Do not know" or "not applicable" are not counted above but are 6% for importance and 27% for difficulty.***

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

50

9. Maintaining access to career and technical training programs at our community campuses.

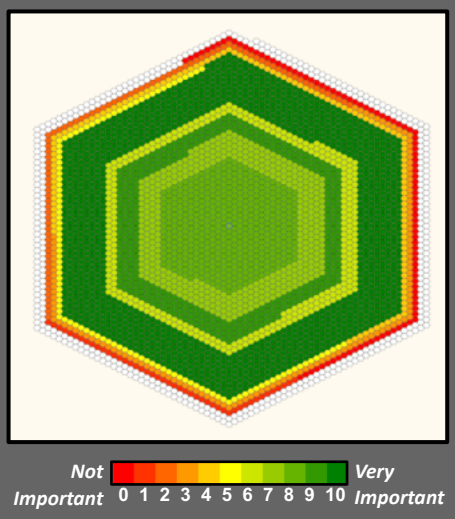


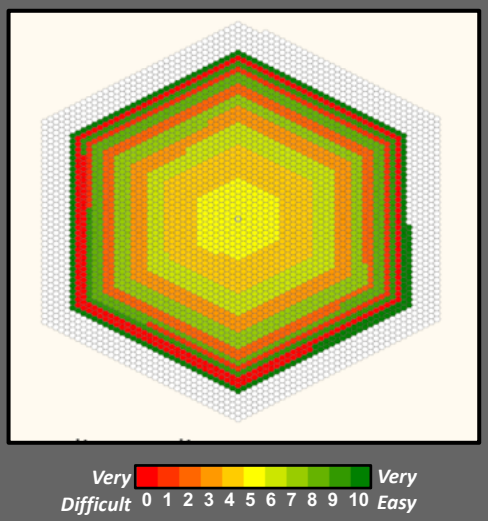
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

51

10. Expanding on-line access at our community campuses to more programs from the university.





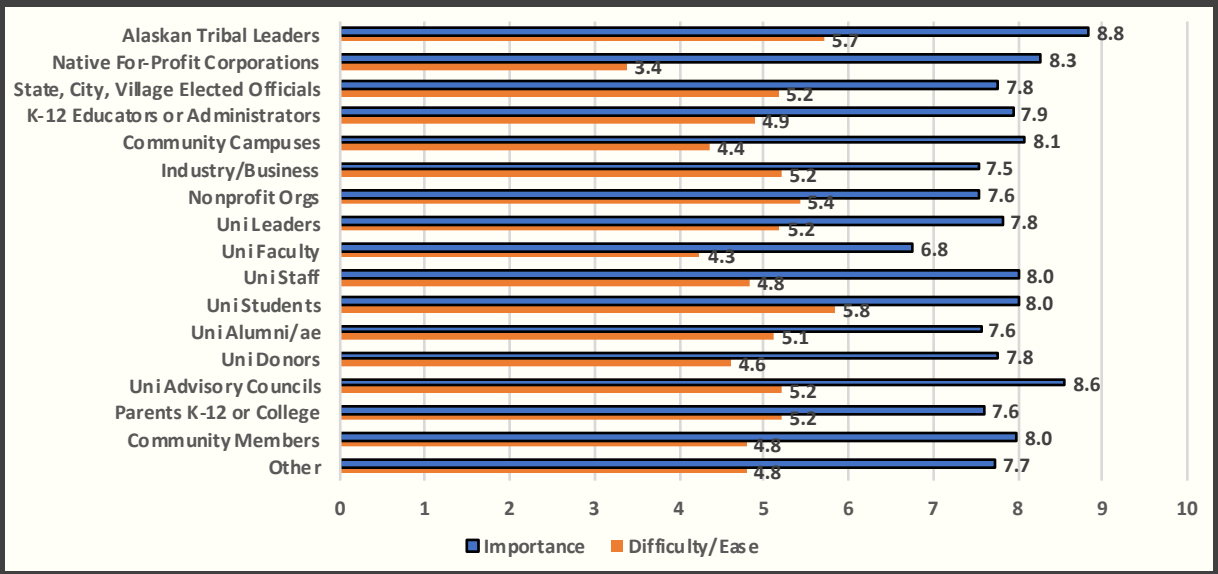
Comments:

- ***Overall, 75% see this as important (7-10), while 10% strongly do not (0-3).***
- ***Overall, 34% see this as difficult to do (0-3), while 35% see it as easy (7-10).***
- ***The gap between the mean for importance (.77) and the mean for difficulty/ease (.50) is small at .27.***
- ***"Do not know" or "not applicable" are not counted above but are 10% for importance and 27% for difficulty.***

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

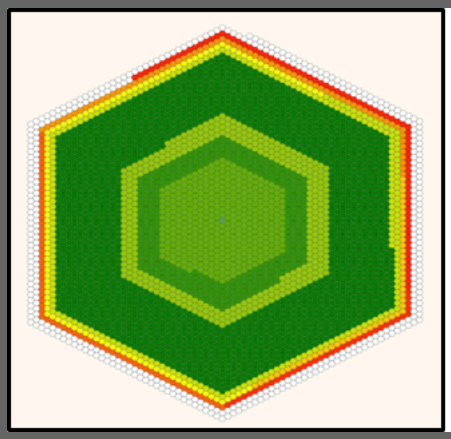
52

10. Expanding on-line access at our community campuses to more programs from the university.

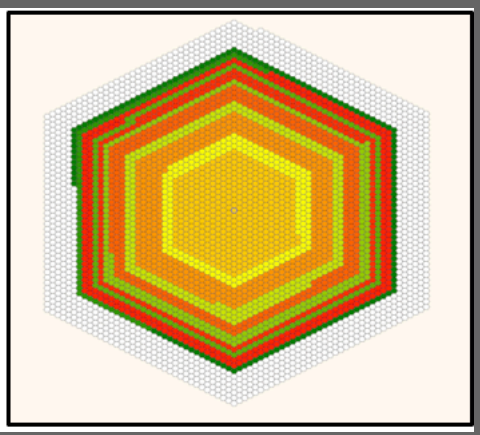


53

11. Increasing access to higher education for students who are the first in their family to go to college.



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

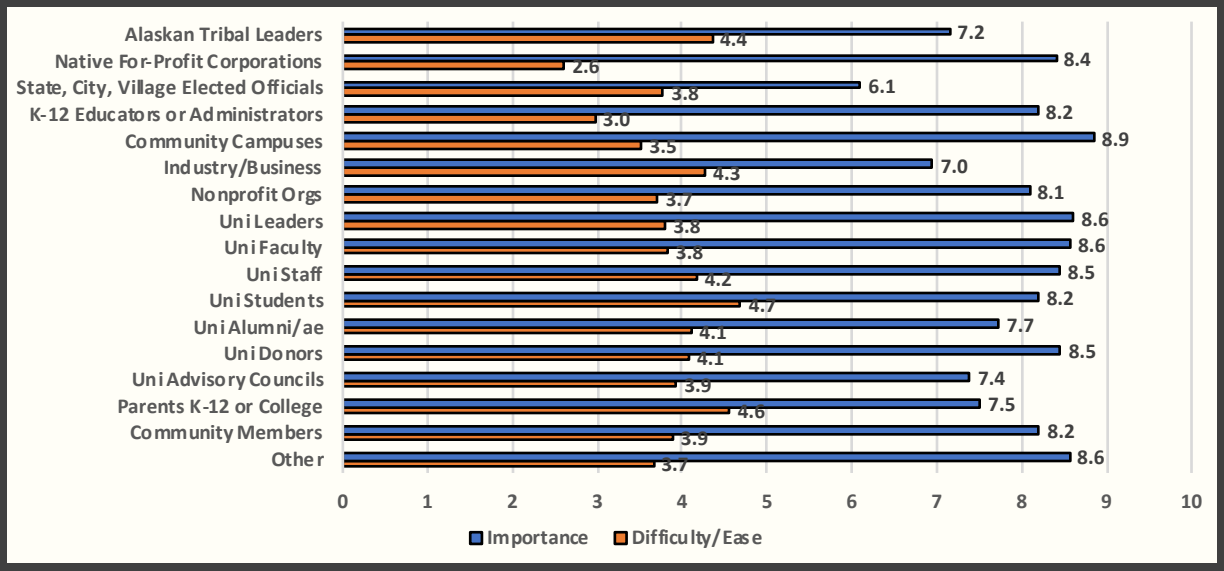
Comments:

- *Overall, 81% see this as important (7-10), while 7% strongly do not (0-3).*
- *Overall, 47% see this as difficult to do (0-3), while 22% see it as easy (7-10).*
- *The gap between the mean for importance (.82) and the mean for difficulty/ease (.41) is large at .41.*
- *"Do not know" or "not applicable" are not counted above but are 10% for importance and 29% for difficulty.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ and http://3gne.com:8000/report/AL2019B#/ with color blind options.

54

11. Increasing access to higher education for students who are the first in their family to go to college.

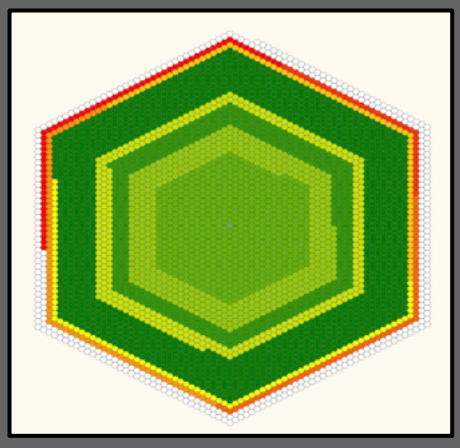


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

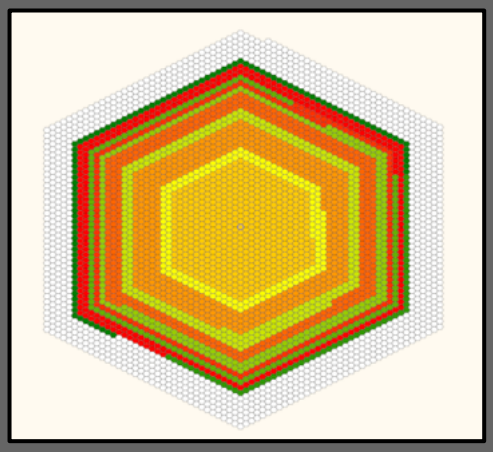
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

55

12. Ensuring that higher education employs new technologies to achieve the full potential in distance learning.



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

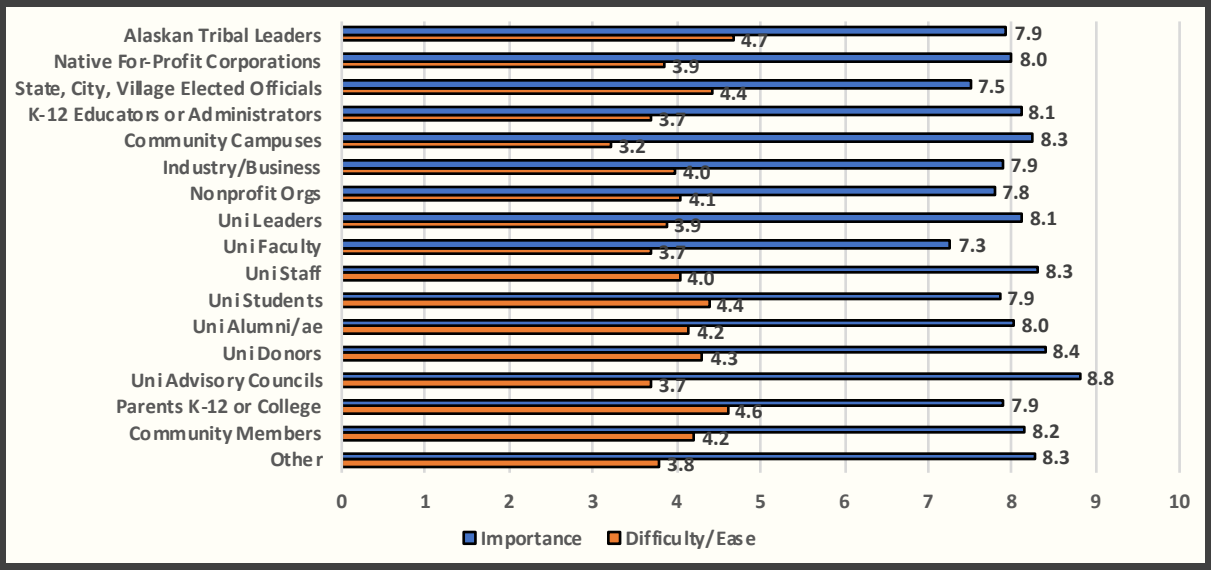
Comments:

- *Overall, 79% see this as important (7-10), while 7% strongly do not (0-3).*
- *Overall, 47% see this as difficult to do (0-3), while 20% see it as easy (7-10).*
- *The gap between the mean for importance (.79) and the mean for difficulty/ease (.40) is moderate at .39.*
- *"Do not know" or "not applicable" are not counted above but are 9% for importance and 29% for difficulty.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

56

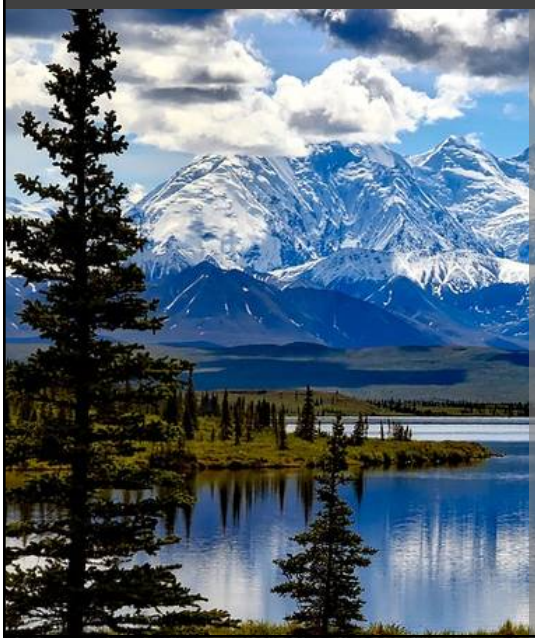
12. Ensuring that higher education employs new technologies to achieve the full potential in distance learning.



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

57

Interests that are "at stake" – *Structure and Operations*

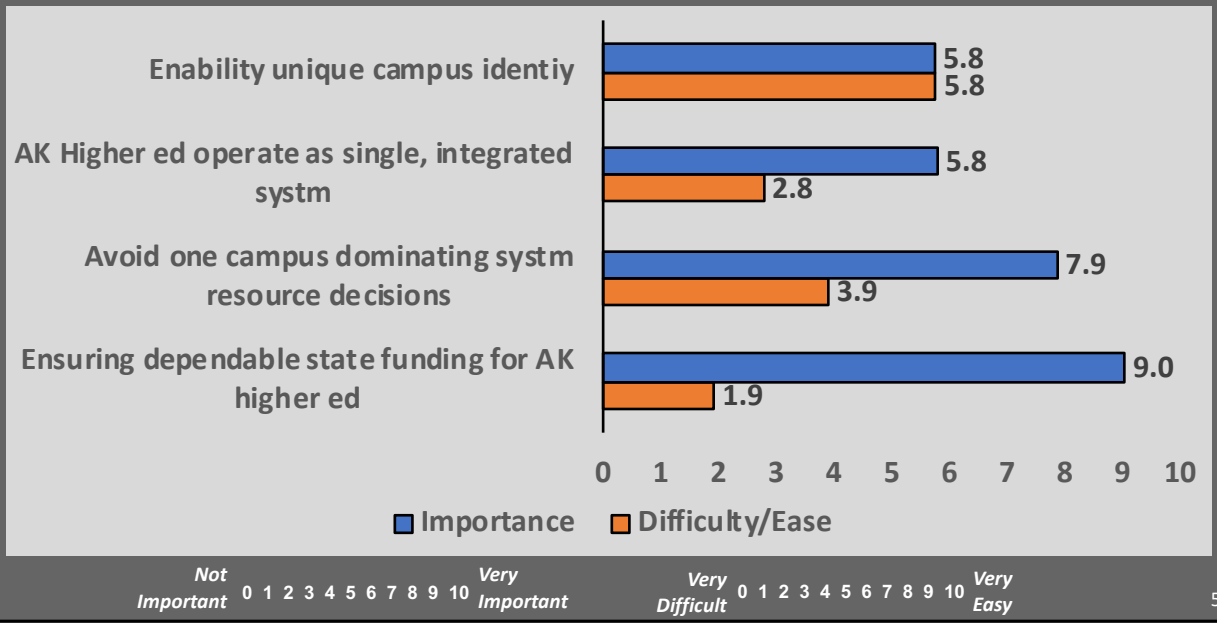


13. Enabling each campus to have its unique identity.
14. Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide.
15. Avoiding having any one campus dominate decisions on resources in the system.
16. Ensuring dependable state funding for higher education in Alaska.

Source: Pixibay

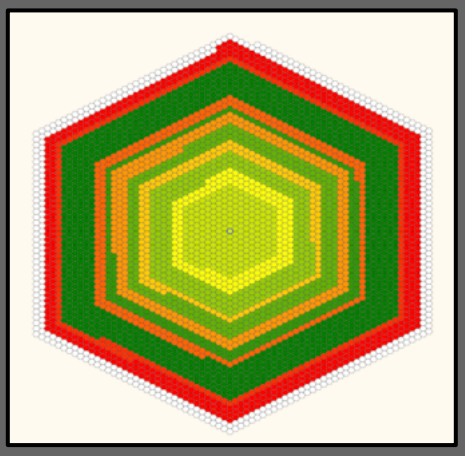
58

Interests that are "at stake" – *Structure and Operations*

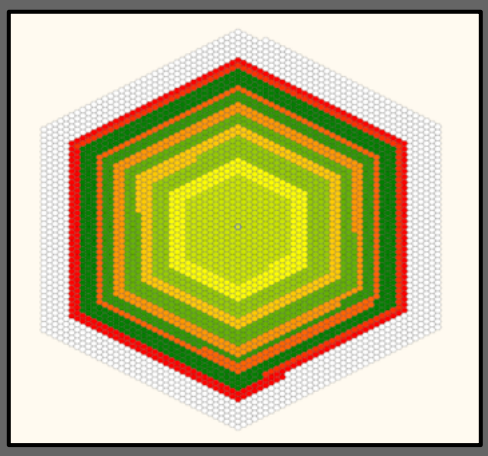


59

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

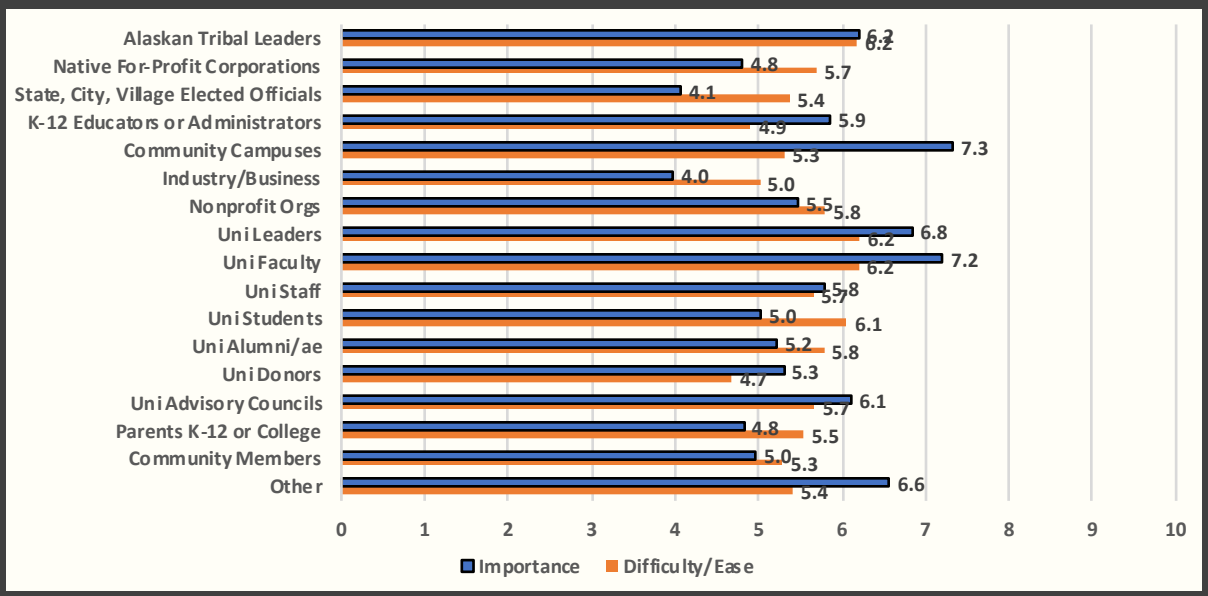
Comments:

- ***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.***

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

60

13. Enabling each campus to have its unique identity.

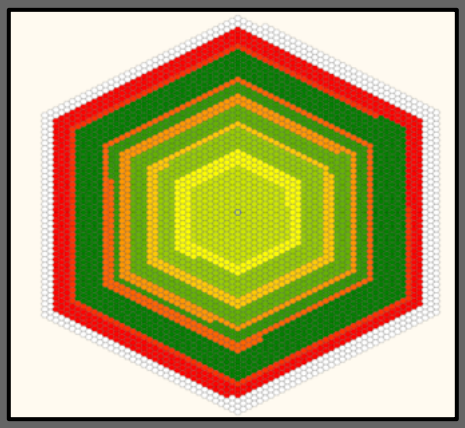


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

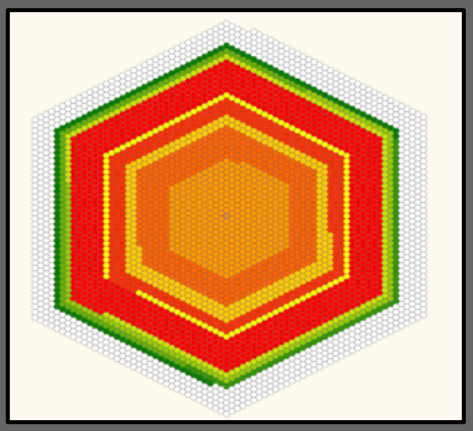
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

61

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

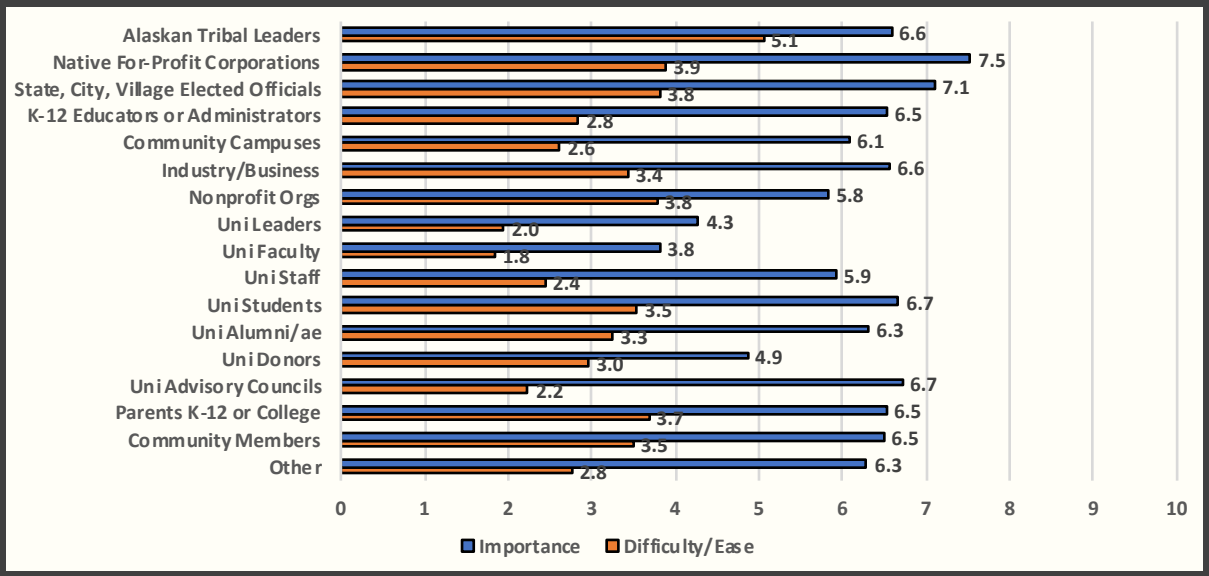
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

62

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

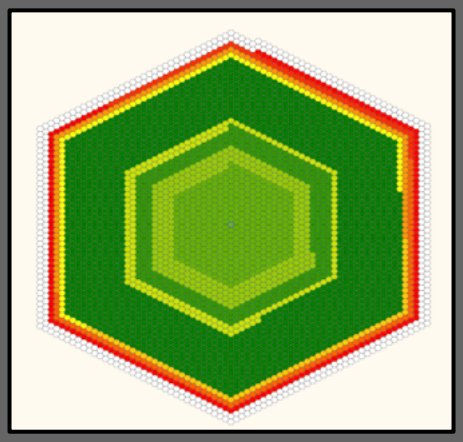


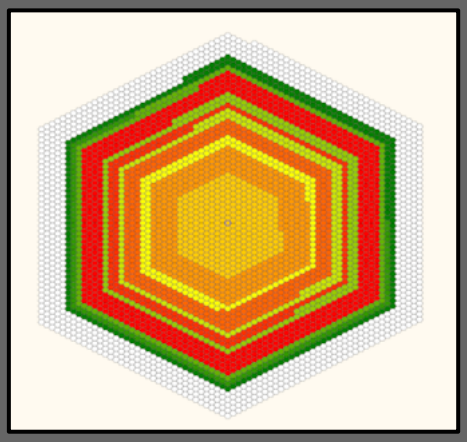
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

63

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





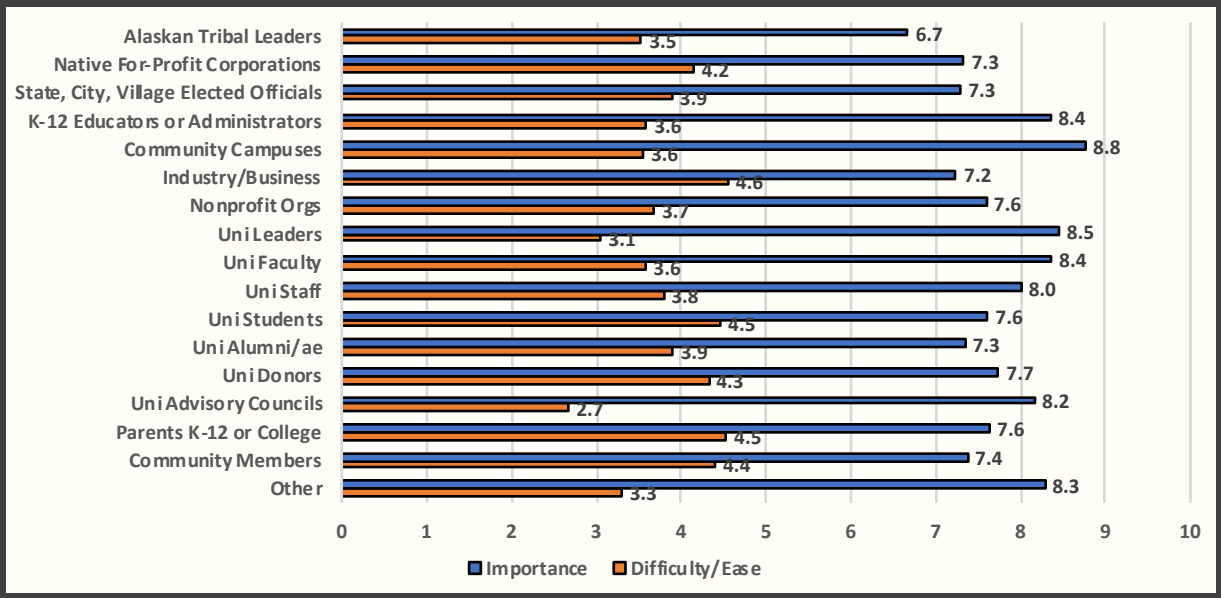
Comments:

- ***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.***

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

64

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

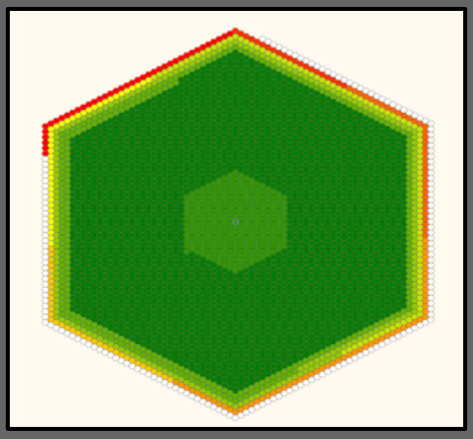


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

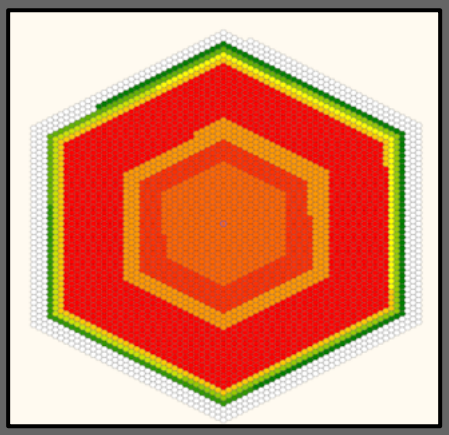
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

65

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

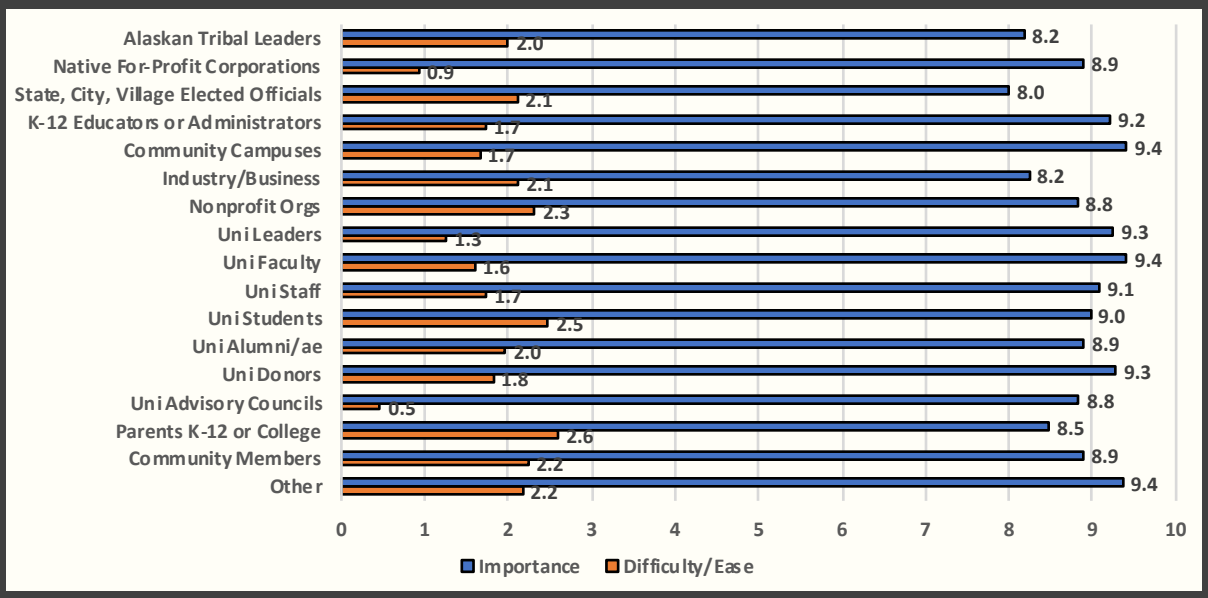
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

66

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



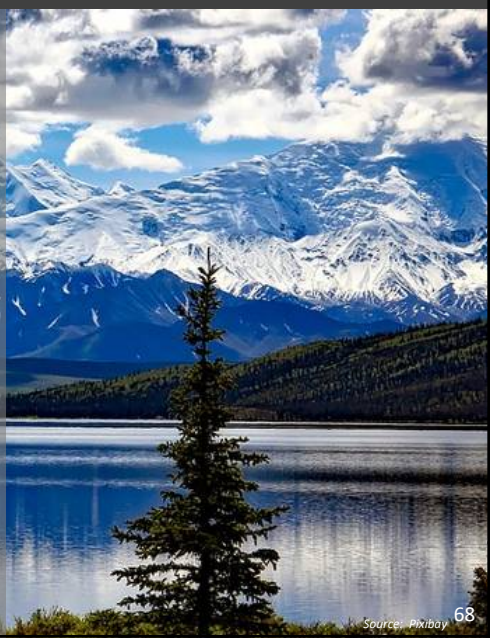
Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

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

67

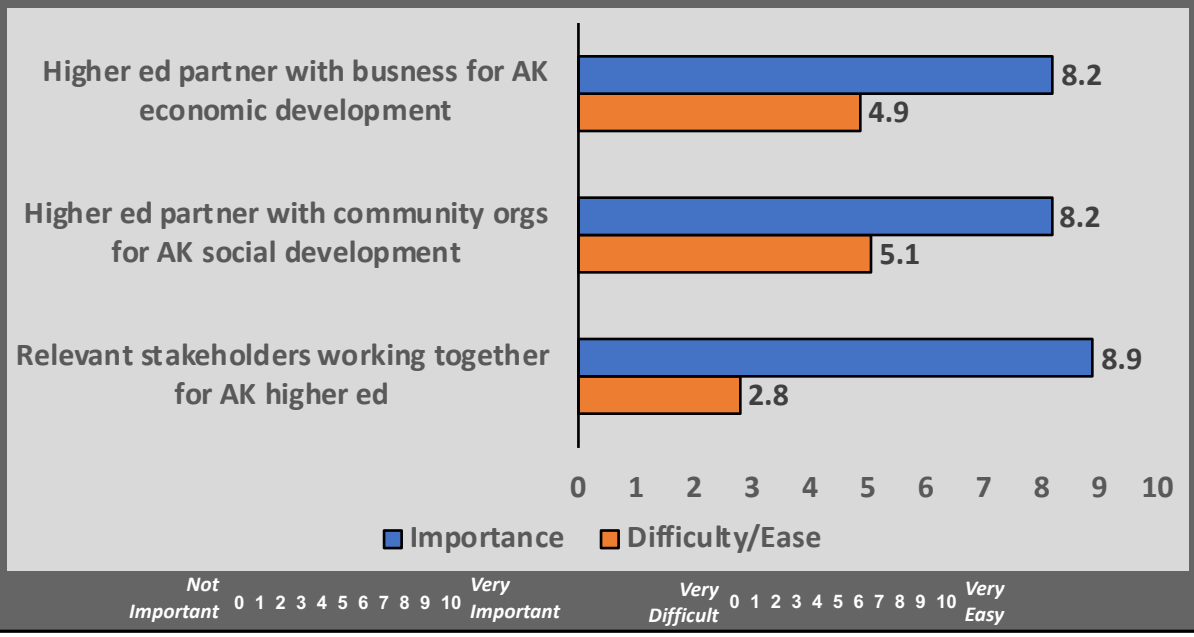
Interests that are "at stake" – *Partnerships*

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. *see it as easy*
19. Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska.

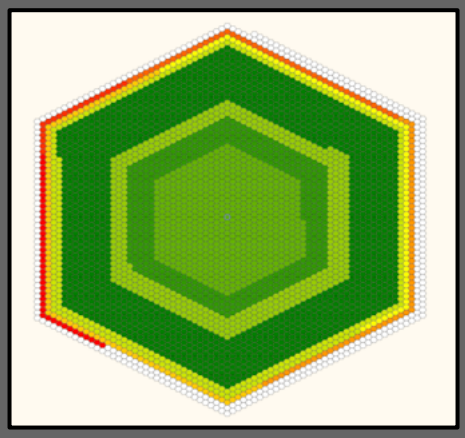


Source: Pixibay

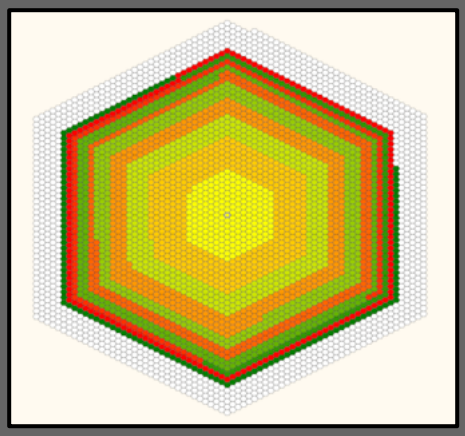
Interests that are "at stake" – *Partnerships*



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

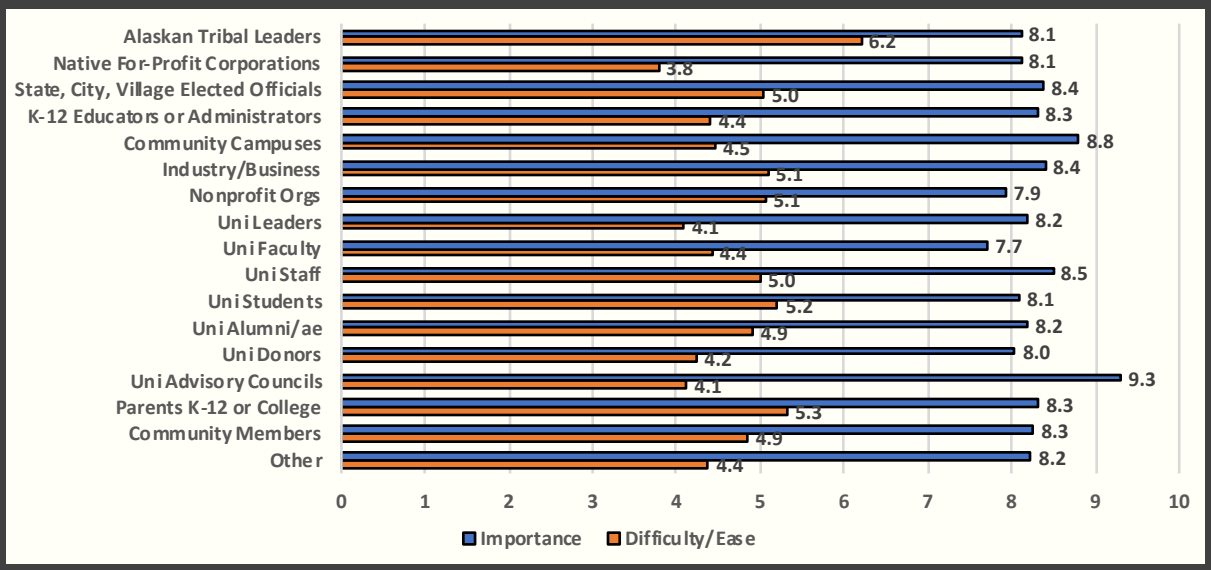
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ and http://3gne.com:8000/report/AL2019B#/ with color blind options.

70

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

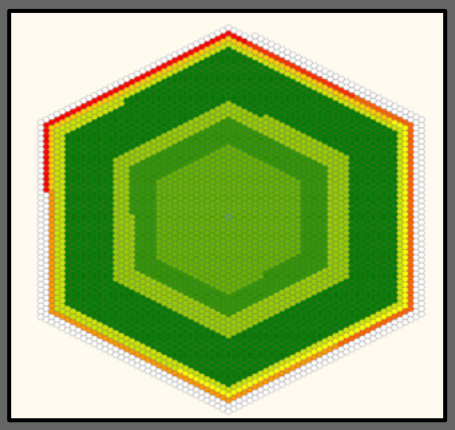


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

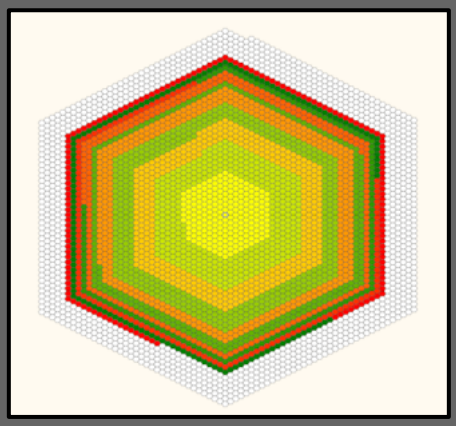
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

71

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

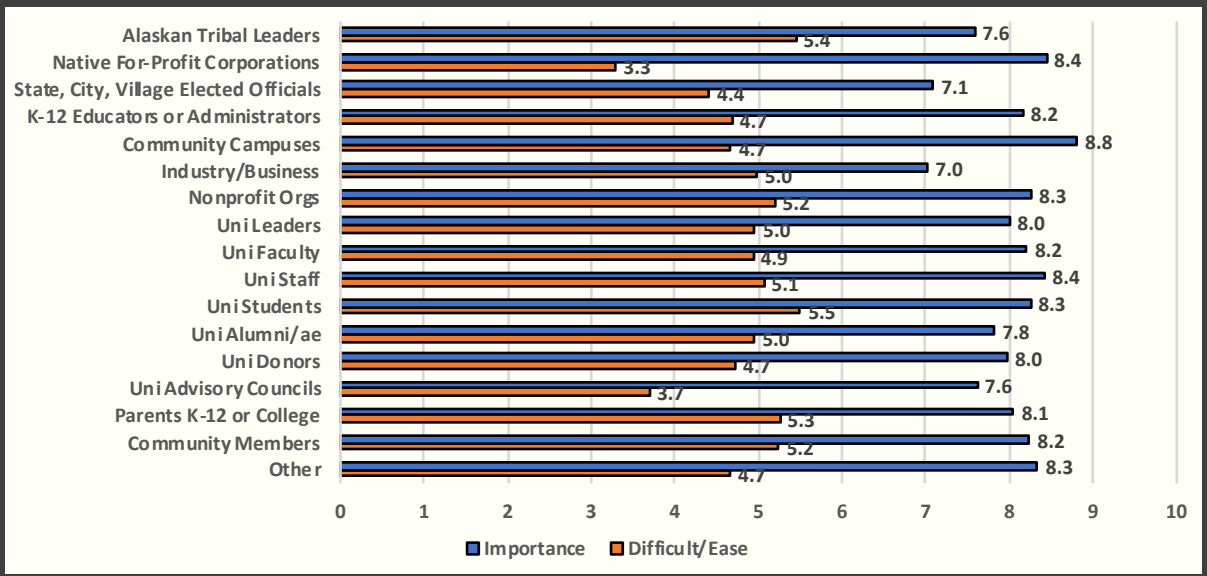
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ **and** http://3gne.com:8000/report/AL2019B#/ with color blind options.

72

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

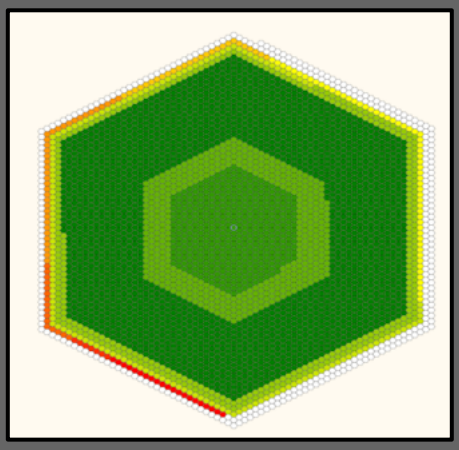


Not Important 0 1 2 3 4 5 6 7 8 9 10 Very Important

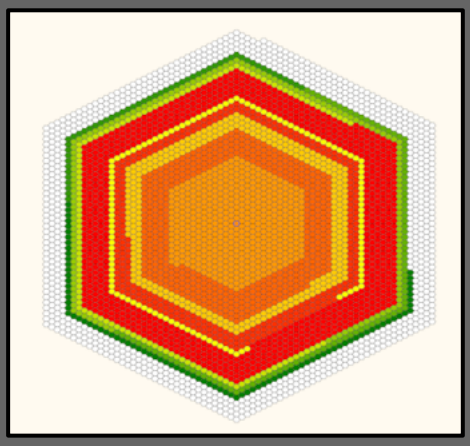
Very Difficult 0 1 2 3 4 5 6 7 8 9 10 Very Easy

73

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

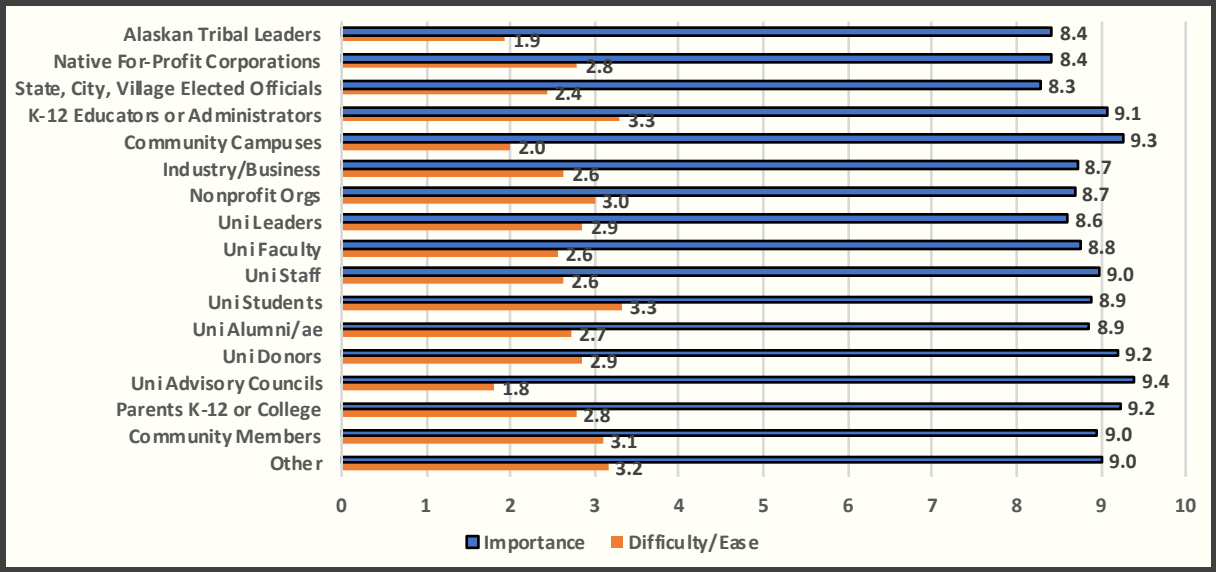
Comments:

- *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.*

Survey response visualizations available at: http://3gne.com:8000/report/AL2019A#/ and http://3gne.com:8000/report/AL2019B#/ with color blind options.

74

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

75

Interests in Order of Perceived Importance

Source: Pixibay

76

Interests in order by perceived importance – Highest importance

- Ensuring dependable state funding for higher education in Alaska. **Mean = .91**
- Having a world-class higher education system in Alaska**. Mean = .90**
- Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska. **Mean = .89**
- Maintaining existing areas of research excellence in higher education in Alaska. **Mean = .88**
- Ensuring a cost-effective administration in Alaskan higher education. **Mean = .88**
- Maintaining existing areas of educational excellence in higher education in Alaska. **Mean = .87**
- Maintaining access to career and technical training programs at our community campuses. **Mean = .87**
- Pursuing emerging, potential new areas of research excellence in higher education in Alaska. **Mean = .82**
- Higher education partnering effectively with businesses to spur economic development in Alaska. **Mean = .82**
- Higher education partnering effectively with community organizations to spur social development in Alaska. **Mean = .82**

77

Interests in order by perceived importance – Lowest importance

- Increasing access to higher education for students who are the first in their family to go to college. **Mean = .81**
- Ensuring a seamless student experience across Alaska's higher education system. **Mean = .80**
- Pursuing emerging, potential new areas of educational excellence in higher education in Alaska. **Mean = .79**
- Avoiding having any one campus dominate decisions on resources in the system. **Mean = .79**
- Ensuring that higher education employs new technologies to achieve the full potential in distance learning. **Mean = .79**
- Ensuring that higher education honors the diverse cultural traditions in Alaska. **Mean = .78**
- Expanding on-line access at our community campuses to more programs from the university. **Mean = .77**
- Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide. **Mean = .58** ***(note bimodal distribution)***
- Enabling each campus to have its unique identity. **Mean = .57** ***(note bimodal distribution)***

78

Interests in Order of Perceived Difficulty

79

Interests in order by difficulty – Most difficult

- Ensuring dependable state funding for higher education in Alaska. **Mean = .19**
- Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska. **Mean = .28**
- Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide. **Mean = .28**
- Pursuing emerging, potential new areas of research excellence in higher education in Alaska. **Mean = .29**
- Pursuing emerging, potential new areas of educational excellence in higher education in Alaska. **Mean = .29**
- Having a world-class higher education system in Alaska**. Mean = .34**
- Maintaining existing areas of educational excellence in higher education in Alaska. **Mena = .34**
- Maintaining existing areas of research excellence in higher education in Alaska. **Mean = .35**
- Ensuring a seamless student experience across Alaska's higher education system. **Mean = .37**

80

Interests in order by difficulty – Least difficult

- Ensuring a cost-effective administration in Alaskan higher education. **Mean = .39**
- Avoiding having any one campus dominate decisions on resources in the system. **Mean = .39**
- Ensuring that higher education employs new technologies to achieve the full potential in distance learning. **Mean = .40**
- Increasing access to higher education for students who are the first in their family to go to college. **Mean = .41**
- Maintaining access to career and technical training programs at our community campuses. **Mean = .45**
- Ensuring that higher education honors the diverse cultural traditions in Alaska**. Mean = .48**
- Higher education partnering effectively with businesses to spur economic development in Alaska. **Mean = .49**
- Expanding on-line access at our community campuses to more programs from the university. **Mean = .50**
- Higher education partnering effectively with community organizations to spur social development in Alaska. **Mean = .51**
- Enabling each campus to have its unique identity. **Mean = .58**

81

Interests in Order of the Gap Between Perceived Importance and Perceived Difficulty

Source: Pixibay

82

Interests in order by size of gap – Largest gap

Note: The mean for "importance" – The mean for "difficulty" = Gap

- Ensuring dependable state funding for higher education in Alaska. **Gap: .91 - .19 = .62**
- Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska. **Gap: .89 - .28 = .61**
- Having a world-class higher education system in Alaska**. Gap: .90 - .34 = .56**
- Maintaining existing areas of research excellence in higher education in Alaska. **Gap: .88 - .35 = .53**
- Pursuing emerging, potential new areas of research excellence in higher education in Alaska. **Gap: .82 - .29 = .53**
- Maintaining existing areas of educational excellence in higher education in Alaska. **Gap: .87 - .34 = .53**
- Pursuing emerging, potential new areas of educational excellence in higher education in Alaska. **Gap: .79 - .29 = .50**
- Ensuring a cost-effective administration in Alaskan higher education. **Gap: .88 - .39 = .49**
- Ensuring a seamless student experience across Alaska's higher education system. **Gap: .80 - .37 = .43**
- Maintaining access to career and technical training programs at our community campuses. **Gap: .87 - .45 = .43**

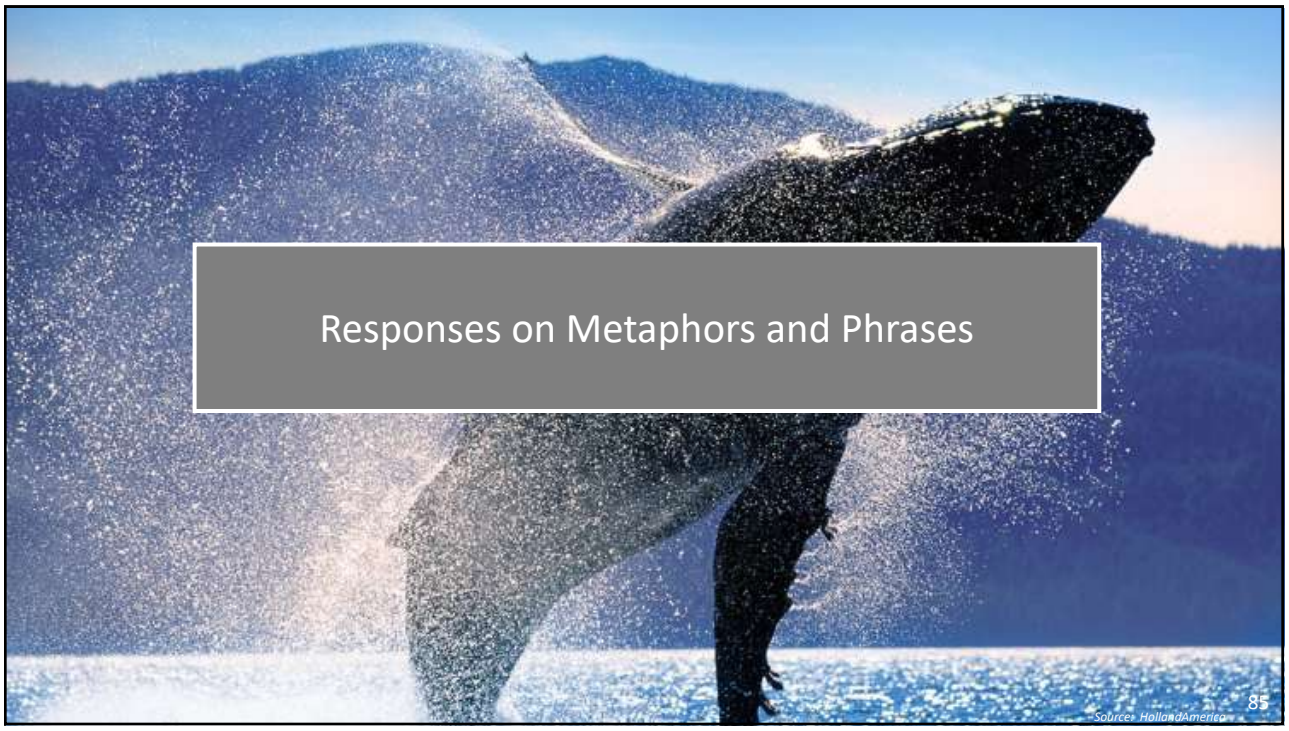
83

Interests in order by size of gap – Smallest gap

Note: The mean for "importance" – The mean for "difficulty" = Gap

- Increasing access to higher education for students who are the first in their family to go to college. **Gap: .81 - .41 = .41**
- Avoiding having any one campus dominate decisions on resources in the system. **Gap: .79 - .39 = .40**
- Ensuring that higher education employs new technologies to achieve the full potential in distance learning. **Gap: .79 - .40 = .39**
- Higher education partnering effectively with businesses to spur economic development in Alaska. **Gap: .82 - .49 = .33**
- Higher education partnering effectively with community organizations to spur social development in Alaska. **Gap: .82 - .51 = .31**
- Ensuring that higher education honors the diverse cultural traditions in Alaska**. Gap: .78 - .48 = .30**
- Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide. **Gap: .58 - .28 = .30**
- Expanding on-line access at our community campuses to more programs from the university. **Gap: .77 - .50 = .27**
- Enabling each campus to have its unique identity. **Gap: .57 - .58 = -.01**

84



If you could use one phrase or metaphor to summarize your vision regarding higher education in Alaska, what would it be? (representative responses)

Aspirational images (94%)

- High quality, culturally respectful education and training in fields relevant to Alaska.
- Higher Education in Alaska provides unlimited horizons for success
- Alaskans working together to achieve educational equity
- To soar.
- Mosaic.
- Inclusive.
- Resilient.
- Stone soup.
- Empowerment.
- Cutting edge.
- Collaboration
- A student is like a caterpillar morphing into a butterfly, the more diverse the education the more colorful and decorative and stronger the butterfly will be.

Aspirational images (94%) (cont.)

- North to the Future.
- Powering Alaska's Future.
- Equipping a world-class workforce.
- Arctic leaders in education and opportunity.
- Excellence in the Circumpolar North.
- America's Arctic University.
- A gateway to the world.
- A tide that raises all boats.
- Students first.
- Fight the Brain Drain.
- An octopus has tentacles reaching across the state, but also many suction cups to aid in its movement across any surface. I see the university having a single body, but with far reaching capability across the state, touching many places at once.
- Globally respected, Alaska rooted.

86

One phrase or metaphor to summarize your vision regarding higher education in Alaska. *(representative responses)* (cont.)

Aspirational images (94%) (cont.)

- Reorganize to a more efficient structure, operate lean with administration, seamless for students, demand excellence in outcomes and job performance by staff.
- To be naturally inspiring, higher education in Alaska must reflect its setting: unique, diverse, changing, resilient, and adaptable.
- "An investment in knowledge pays the best interest." --Benjamin Franklin
- "Education is the kindling of a flame, not the filling of a vessel." --Socrates
- An iceberg - people only see the tip - underneath holds untapped potential.
- Amazing stories being written every day.
- Between every two pines is a doorway to a new world.
- North star guides the way.

Cautious, Concerned, and Recommending images: (6%)

- It needs to change, but not so dramatically.
- Time for a major change.
- In deep trouble without adequate funding.
- Sinking Ship.
- Caught between sinking and swimming, yet not sure how to save itself.
- We've just been tossed into the deep end; it's time to swim so we don't sink.
- One main campus in Fairbanks. We will never be a world class institution if we are spread so thin.
- UA should be one institution [with] multiple locations.
- One size does not fit all.
- Don't consolidate. One UA is bad. This is not the right time. This is the WORST time.

87

One phrase or metaphor to summarize your vision regarding higher education in Alaska. *(representative responses)* (cont.)

Cautious, Concerned, and Recommending images: (6%) (cont.)

- House is burning, but BOR and President trying to put the fire out with one hand spraying gasoline and the other holding a hammer and a nail.
- When your house is on fire, you don't remodel!
- Not one system!!!
- One UA system - each campus with areas of specialty - bring back COMMUNITY COLLEGE.
- No more division - one common goal.
- I think it's disingenuous to ask for one phrase or metaphor for a vision. We are many disciplines, locations, environments, and values. We can't be reduced to a [few] choice catchy words.
- Get rid of & reduce the volume of "ceremonial" positions like provosts, vice chancellors and the like. We are too top heavy.

Cautious, Concerned, and Recommending images: (6%) (cont.)

- Too Expensive for the State.
- Bleeding to death from 10,000 cuts.
- The future looks bleak.
- Hunger Games.
- Get all paddlers in the canoe paddling in the same direction at the same time.
- You don't know what you got till it's gone.
- Explore more options [to] become less dependent on [the] state and create a means to raise money by inquiring [with] new donors/benefactors
- Metaphor: U.S. Federalism. Diverse states providing options an innovation for citizens; federal government establishing consistent rules of engagement among them.
- Pivot to Success!

88

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

90

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

91

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

Excellent Faculty and Administration (11%)
- Excellence in integrating world-class research and world-class teaching for the benefit of all Alaskans
- Leadership in Arctic Research and quality programs for Alaska
- Continued recognition as a world-class research & educational institution
- Alaska universities are recognized globally as innovative research institutions providing essential knowledge for a changing world

Self-Sufficient University (5%)
- Make the necessary cuts in order to have higher education in Alaska. A smaller, trimmed down version is better than no version at all.
- A sustainable university that can function in its current state even when threatened by reduced state funding

Cultural Respect (1%)
- Maintain support for native and local cultures while preserving UA's position as a globally recognized arctic research center
- More Natives with degrees
- Diverse, affordable educational programs tailored to the unique geography and cultural history of Alaska

An Additional Mix of Unique Aspirational Statements (14%)
- Without a plan for the future there is no reason for the present
- Create a healthy safe place of learning and working
- Vibrant communities
- Enriching students, research that contributes to human well-being, and a state government that recognizes the value of those two outcomes

92

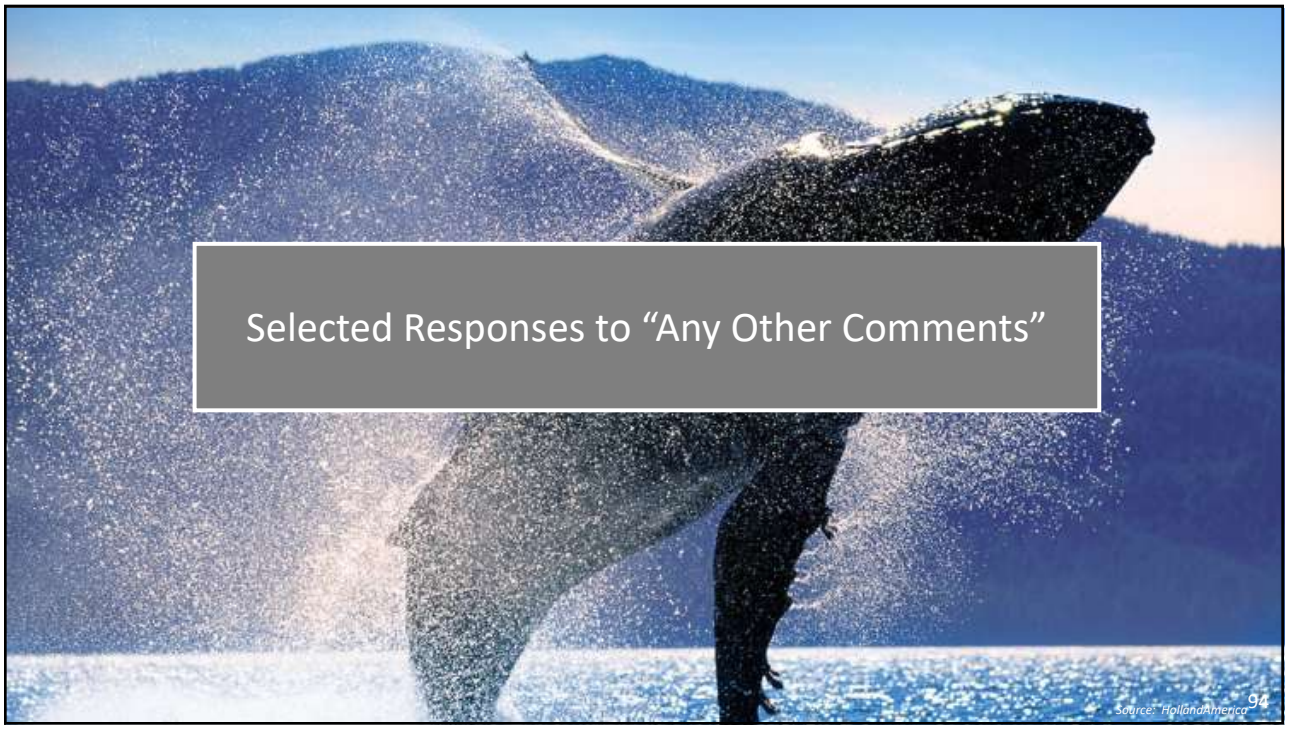
2019 Stakeholder Survey "Metaphors"

2019 Stakeholder Survey "Visions"

Compare with 2018 Future of Higher Education in Alaska Survey "Metaphors"

Compare with 2018 Future of Higher Education in Alaska Survey "Visions"

93



Please use this space for any other comments you might have. *(representative responses)*

- University personnel at all levels are consistently working evenings and weekends to maintain education and research programs. This level of overtime does not accurately reflect what it takes to deliver and maintain university programs and this level of commitment. is at great expense to mental and physical health and personal relationships. Please be mindful of the impacts of ongoing stress and uncertainty and consider incorporating authentic, meaningful opportunities for self and community care as part of transition planning.
- First, UA must start thinking like a business. During tight financial times, a business must reduce staff, cut back and be as efficient as possible. It is a painful but necessary process. The next thing a business will do is figure out ways to increase revenue. It is critically important that the university understand what drives their self-derived revenue and maximize it. The budget for the university should be largely based on what the university earns.
- This university has saved me from becoming a stereotypical single mom. Instead, my daughter is able to watch me strive to provide a successful and stable life for the both of us. The uncertainty and division within the university system comes as a shock and extreme disappointment. This university provides so many people with more opportunity than they could hope to get elsewhere. I truly hope, for the sake of all citizens of Alaska, that it can pull together to find a solution that enables continued access to higher education.
- No question about sports? Where do sports fit into education? Sports should not be a priority. Meeting the educational needs of our residents should be the priorities.
- Keep the University campuses attractive in educational offerings and locations for students and their families. Make sure that good and popular programs can continue. The museum and such are important to current and often future research and education.

95

Any other comments. *(representative responses)* (cont.)

- Changing a structure does not change results! Changing a structure cannot force cultural change or acceptance of a new or expanded mission. If these are the goals, we need to focus on them, rather than on the structure of our institutions.
- Alaska is sleeping. There are many partners waiting for your engagement and willing to assist in Alaska's prosperous future here in Asia alone. Like it or not we live in a globalized world but Alaska is not benefiting properly in the world economy because of its status as a colony of the Lower 48. Part of this is hard wired by federal intervention, but the university above has a chance to thrive by engaging opportunities in the wider world. With or without full state funding it should be the goal of the university to lead Alaska on the global stage rather than serve a regional node mainly in the Arctic context only. Alaska and Alaskans should be rich, not struggling to fund a crucial state institution. However Alaska continues to sleep.
- It is a grand idea to do more online educational classes, but please keep in mind that throughout Alaska (even in Fairbanks) most people do NOT have access to the internet at home. The infrastructure is not there yet. Also, a lot of students struggle with online courses. As for research, undergraduates and graduates being able to get hands-on experience doing actual research is highly valuable.
- The university system is pretty much the reason I am in Alaska. It provides the diversity that I love and the openness that is part of Alaska for me. We needs to understand students here take different paths and we can't compare ourselves to the lower 48. We also need to realized the economic engine that the University is. We also need to realized the insights and ideas run deep within the university and please don't limit the discussion to the upper levels of management.

96

Any other comments. *(representative responses)* (cont.)

- If we lose our students to other states we will again see the "brain drain" of earlier years as our college bound students attend out of state schools and do not return to Alaska. We need to train and educate Alaskans at Alaskan schools to live, work, and thrive in Alaska.
- The three MAU's all have their own identity. Combing them will be detrimental to students. We will lose enrollment because of it.
- I believe the consolidation to ONE University, with only one administration, instead of three, is the better direction for UA. I also think that rural campuses should become distance education hubs that concentrate on regular course/degree work.
- In most third world countries when they are developing their country the three things they will put the monies towards is: Education, Infrastructure, and Health Care. I am watching our government choosing to do exactly the opposite. It does not make sense.
- The US bought this place from the Russians because they had wiped out the sea otters and they saw no other resources they could exploit. Within a decade salmon canning technology arrived followed by gold and copper mining and more intensive fishing and even logging. Oil is the latest resource we have exploited and if we want to find new ways to derive value from this state we will probably need to develop that locally via our own research. Global climate change will wreak havoc on so much but there is likely to be a benefit somewhere in all that and if we're not researching how to turn this to our advantage we will lose out. Luck favors the prepared mind - Louis Pasteur
- I love the University. It has enriched the lives of all my children and provides learning opportunities for myself daily.

97

Appendix

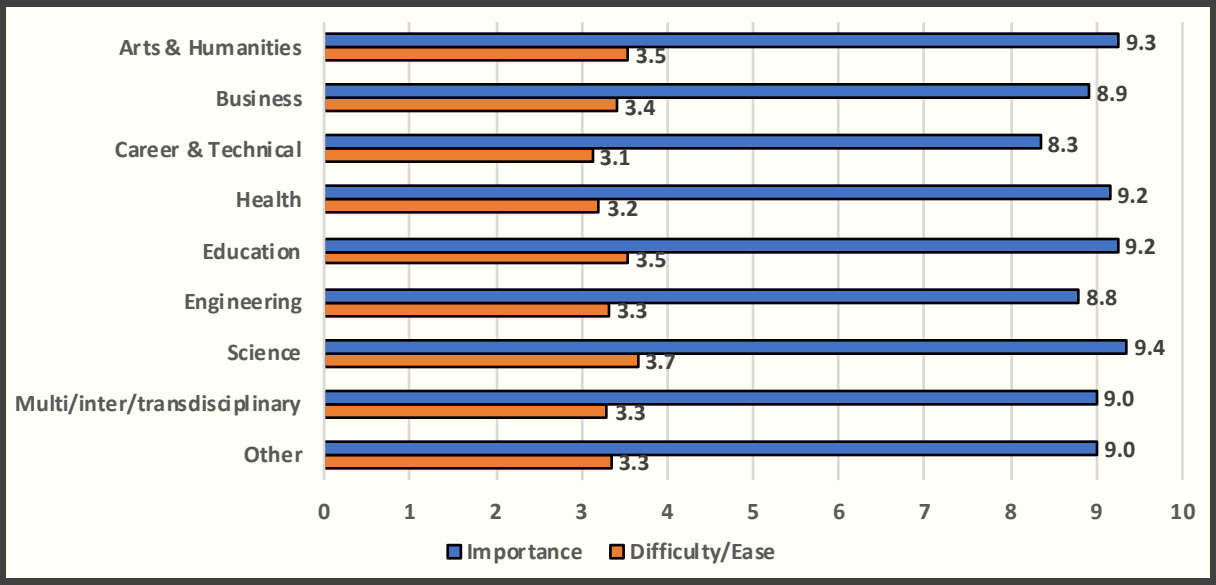
98

Views on Interests by Fields and Disciplines

Source: Pixibay

99

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

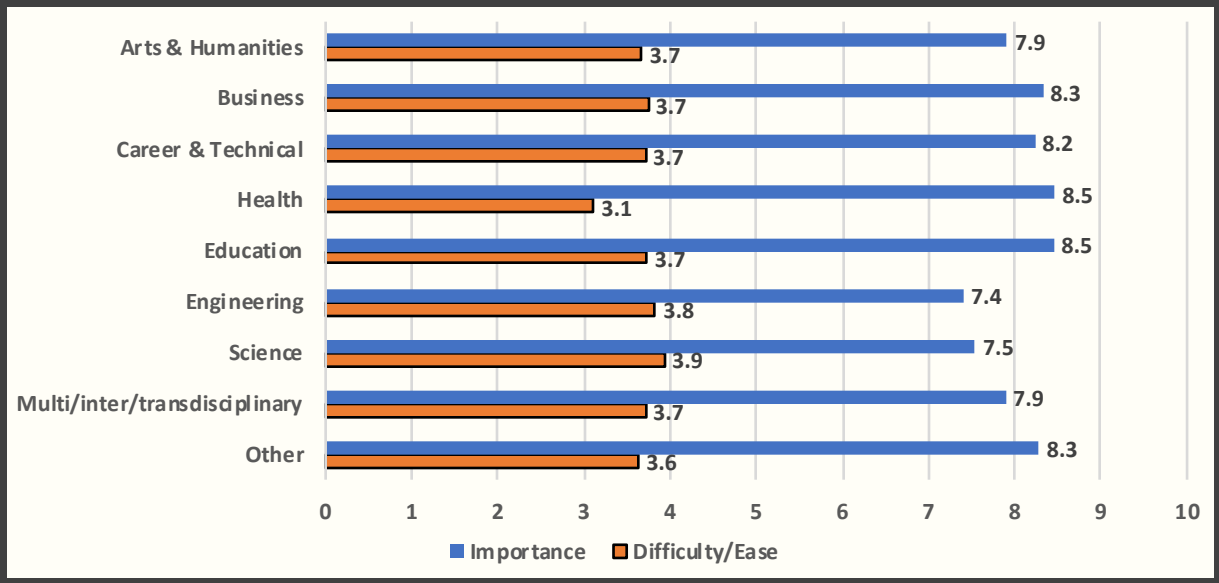


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

100

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

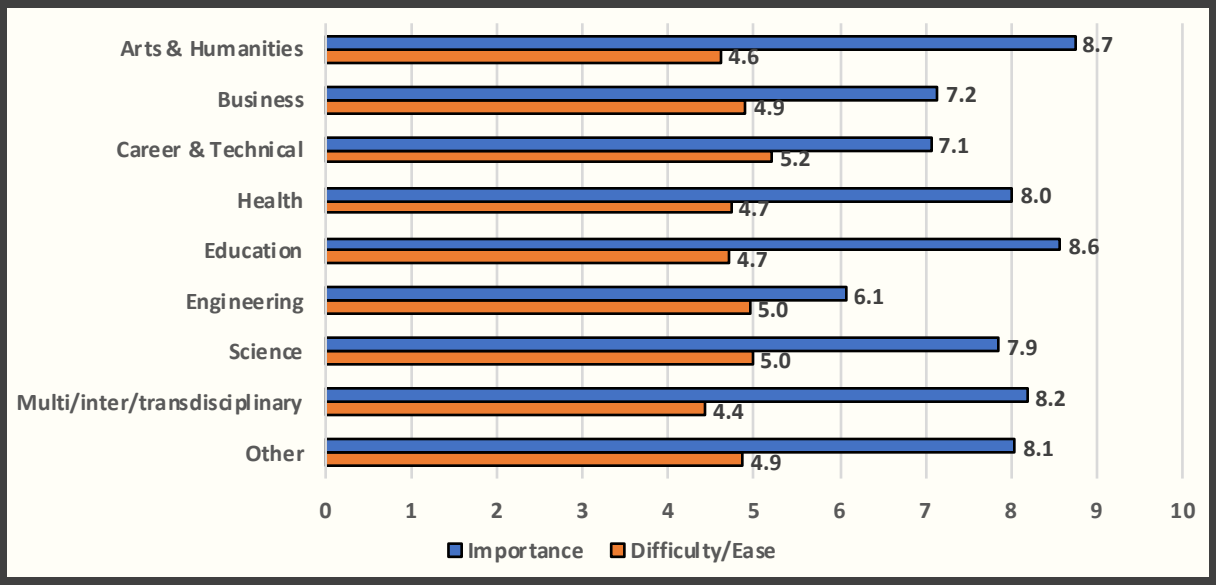


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

101

3. Ensuring that higher education honors the diverse cultural traditions in Alaska.

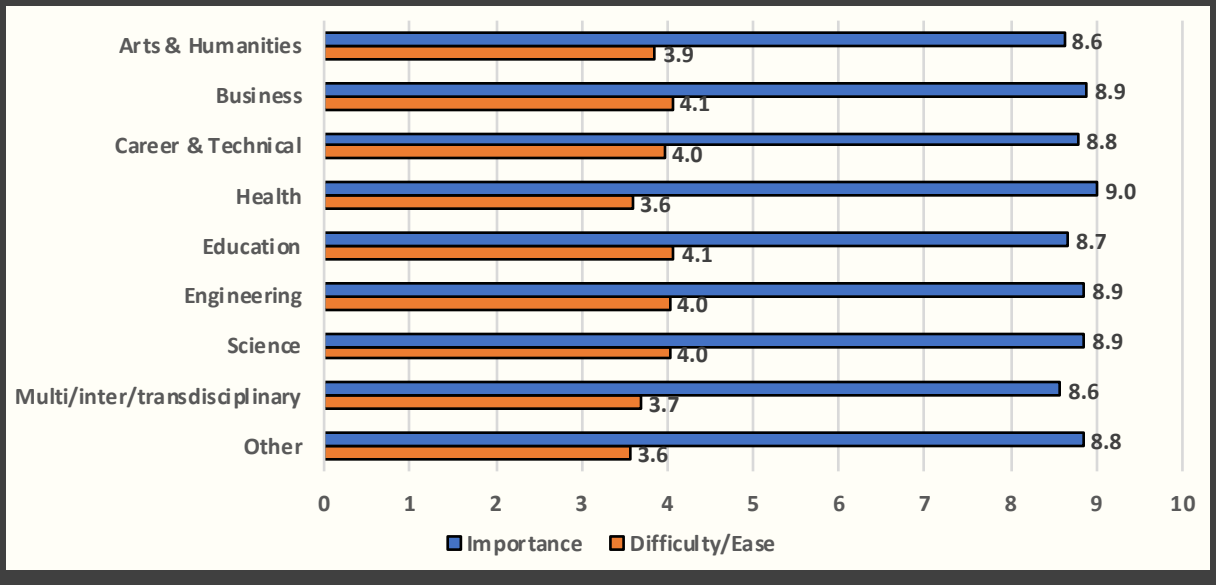


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

102

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

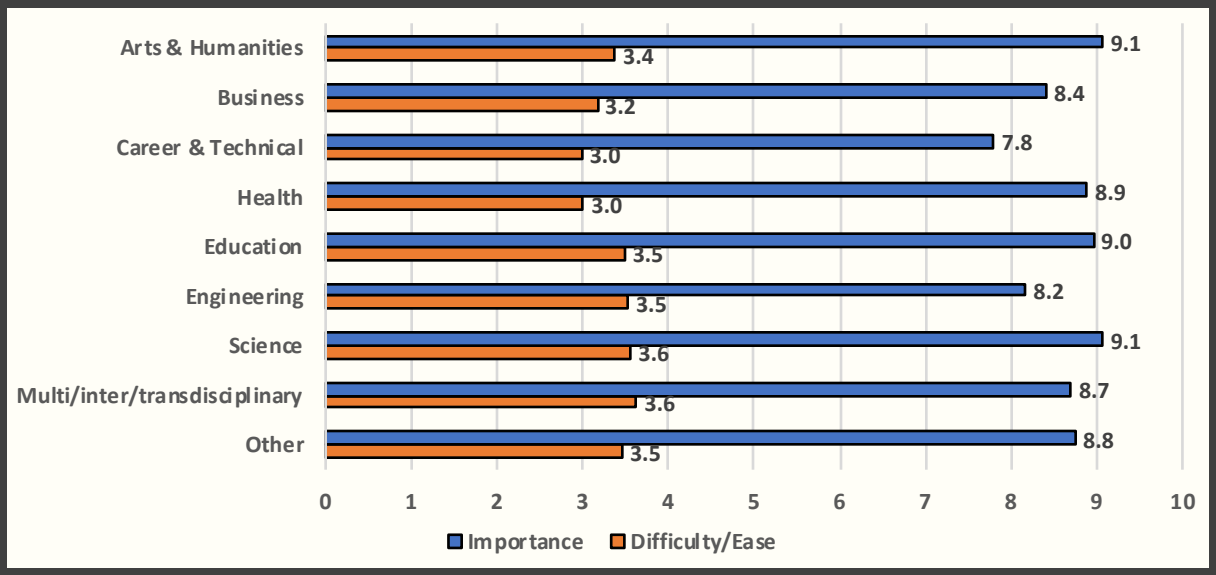


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

103

5. Maintaining existing areas of educational excellence in higher education in Alaska.

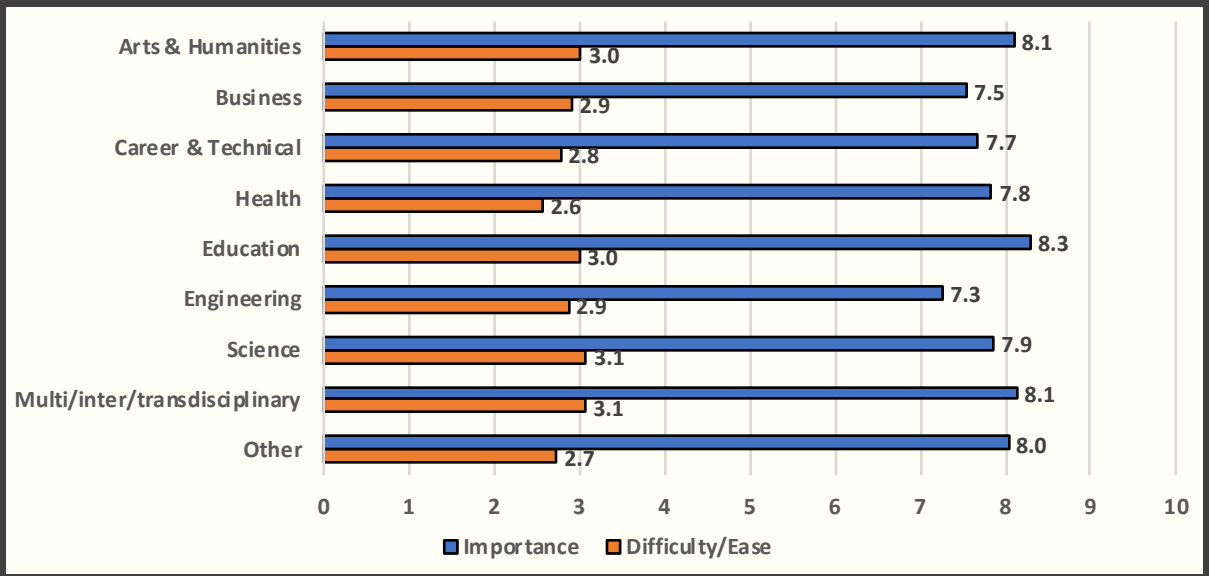


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

104

6. Pursuing emerging, potential new areas of educational excellence in higher education in Alaska.

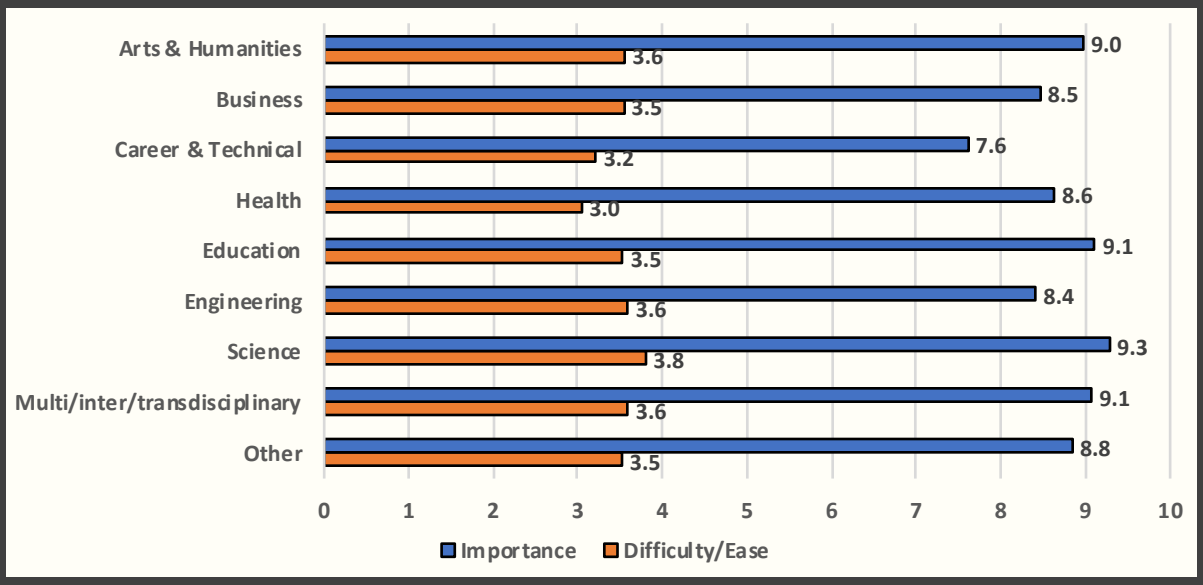


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

105

7. Maintaining existing areas of research excellence in higher education in Alaska.

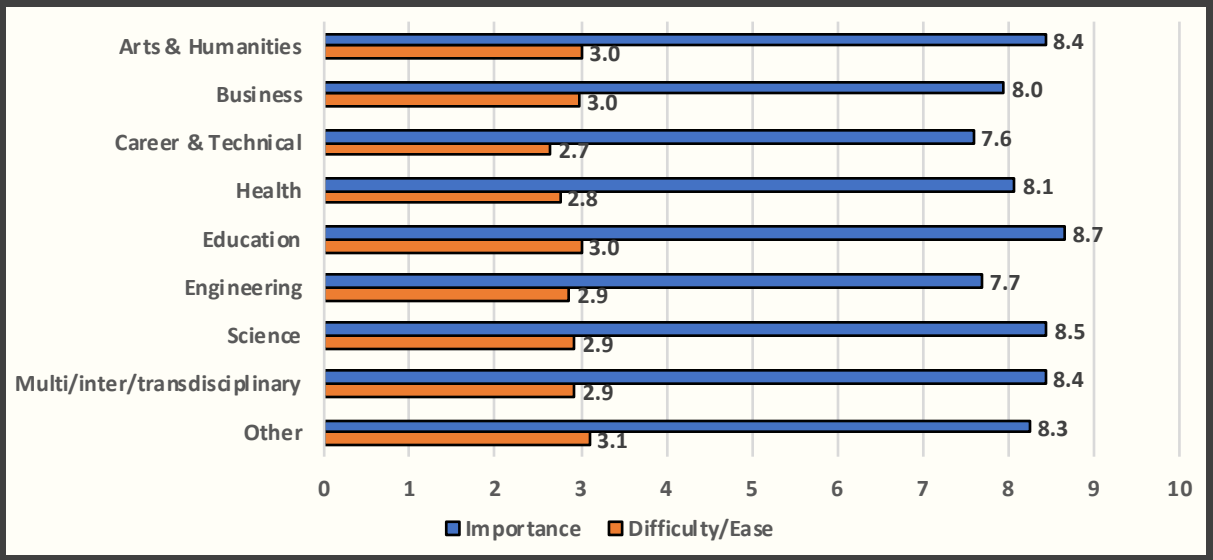


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

106

8. Pursuing emerging, potential new areas of research excellence in higher education in Alaska.

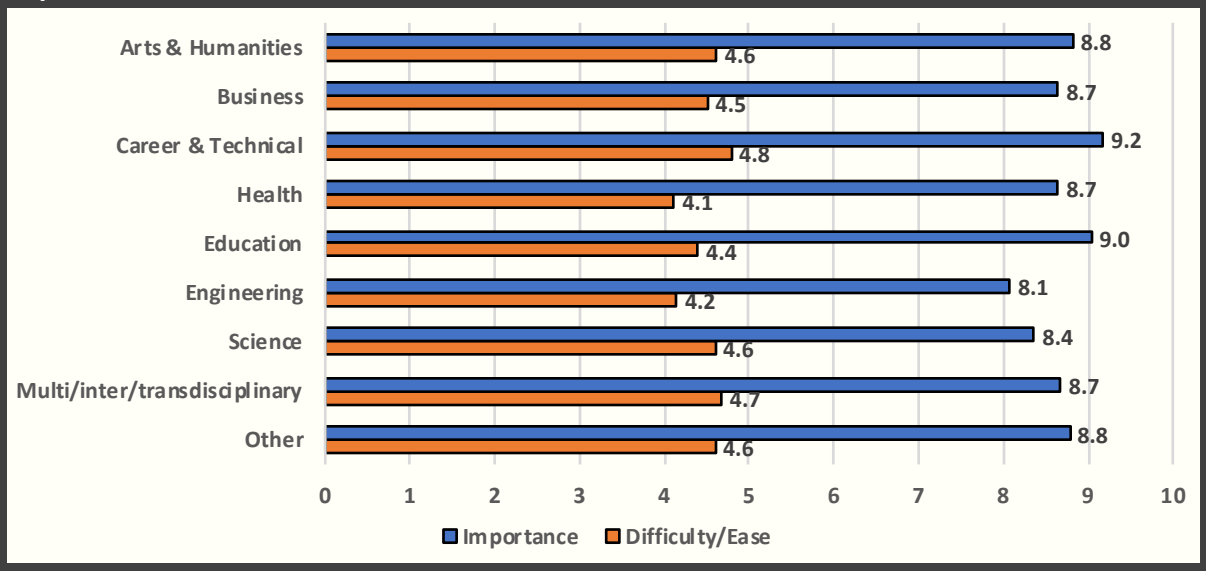


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

107

9. Maintaining access to career and technical training programs at our community campuses.

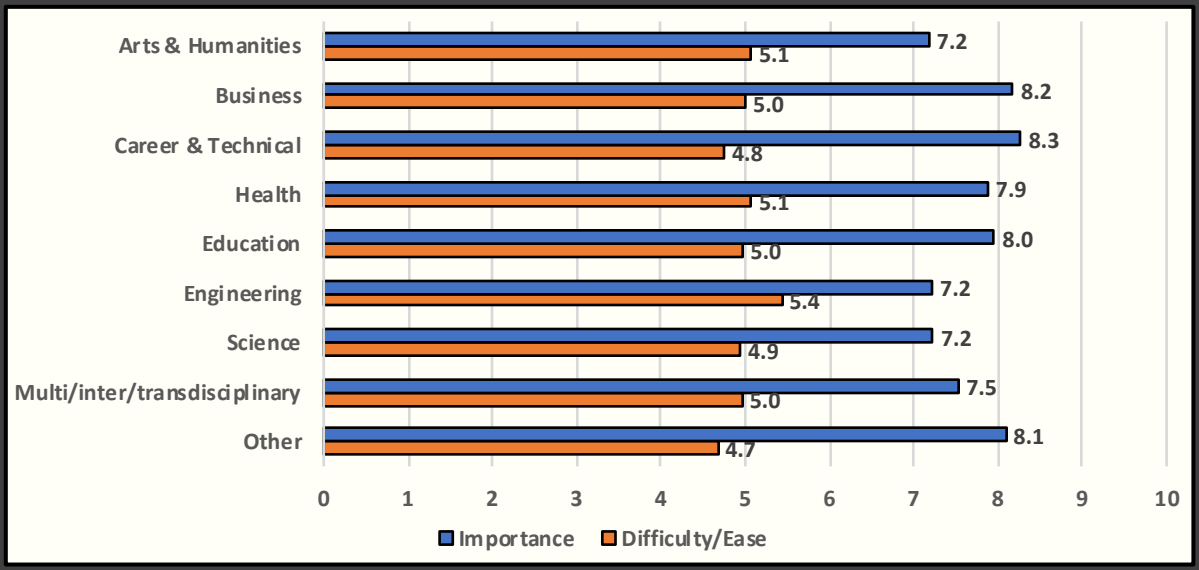


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

108

10. Expanding on-line access at our community campuses to more programs from the university.

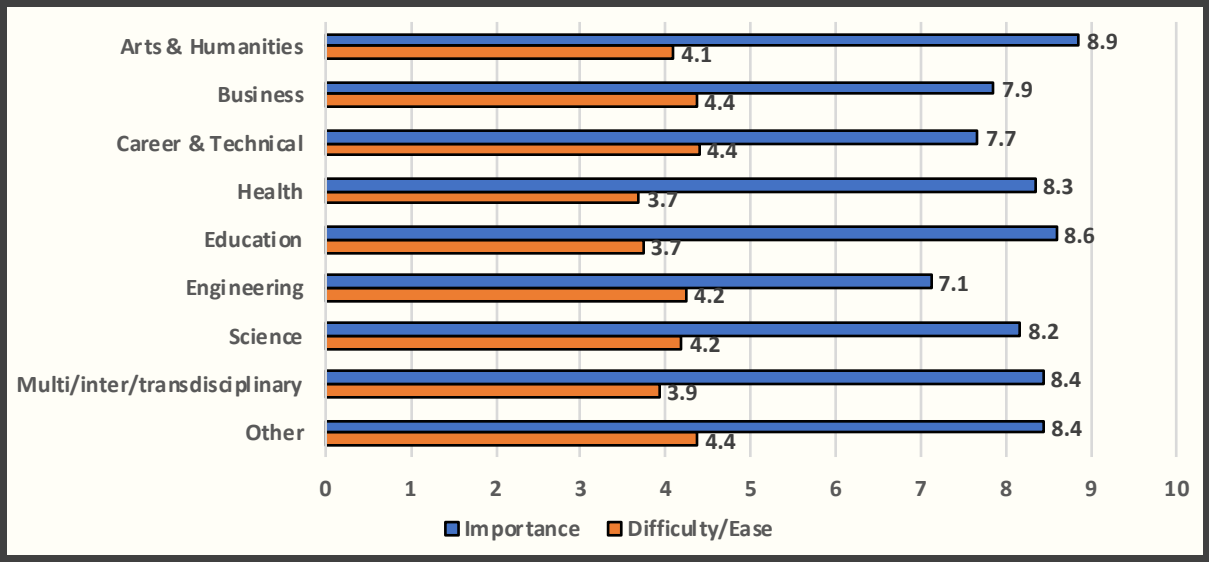


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

109

11. Increasing access to higher education for students who are the first in their family to go to college.

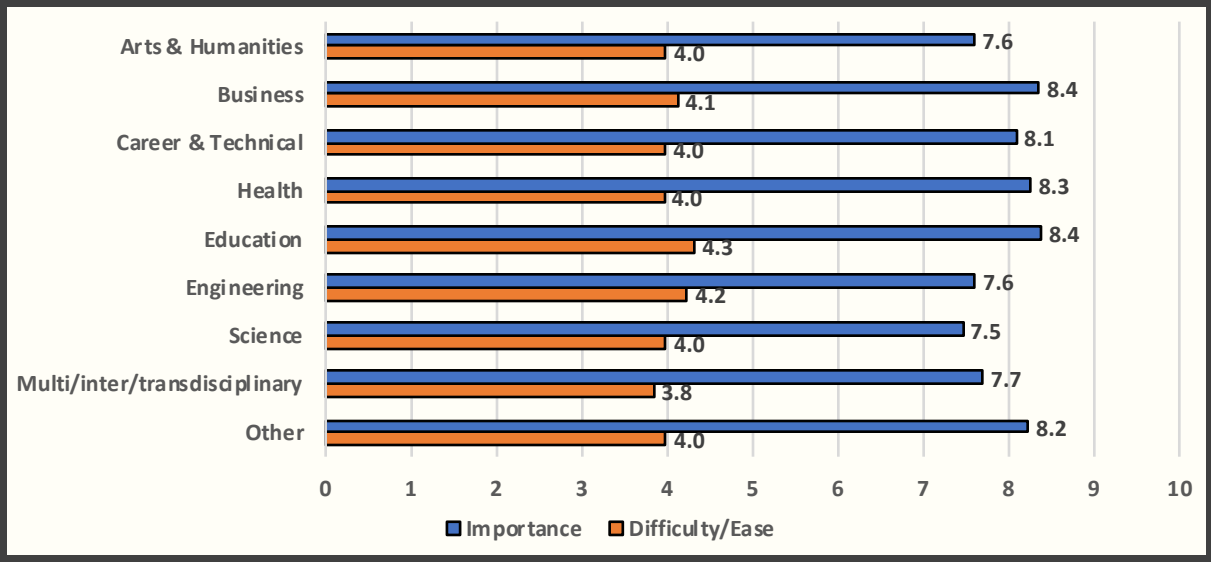


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

110

12. Ensuring that higher education employs new technologies to achieve the full potential in distance learning.

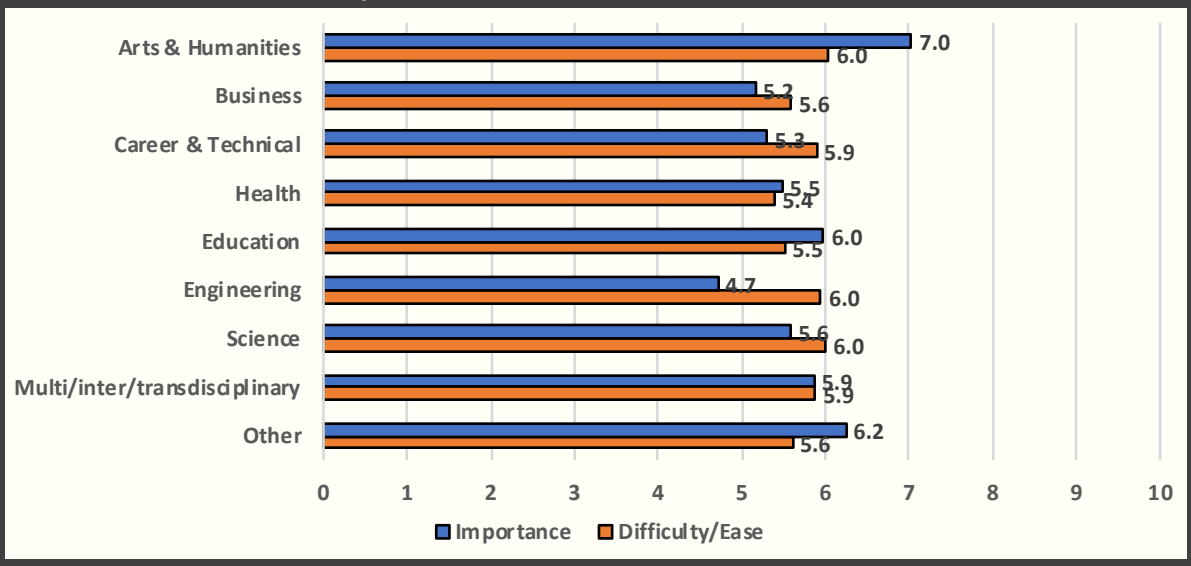


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

111

13. Enabling each campus to have its unique identity. (note bimodal distribution indicated in z-flower, slide 52)

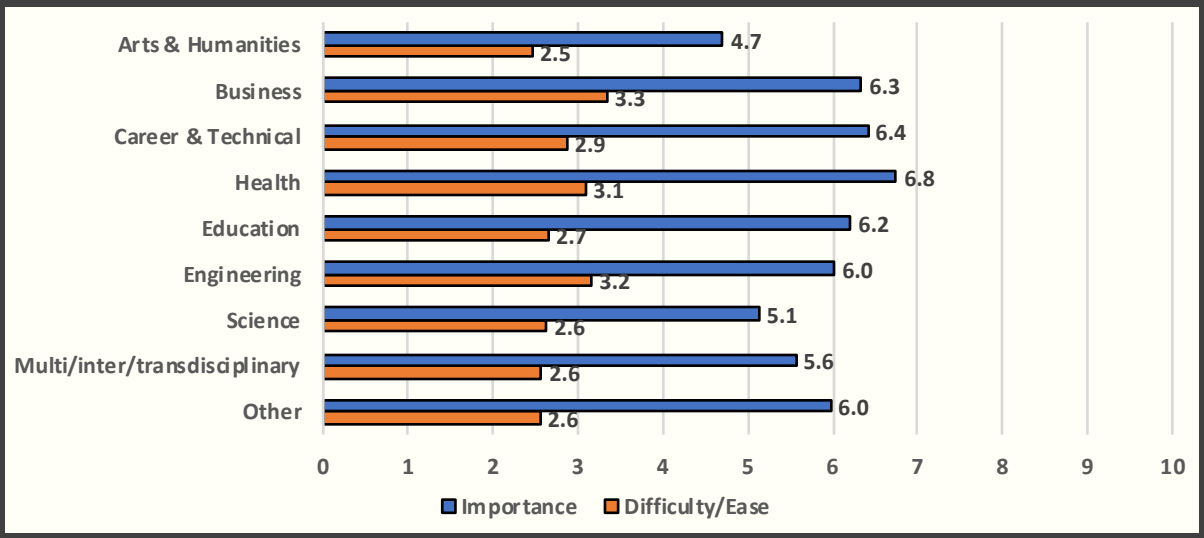


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

112

14. Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide. (note bimodal distribution indicated in z-flower, slide 54)

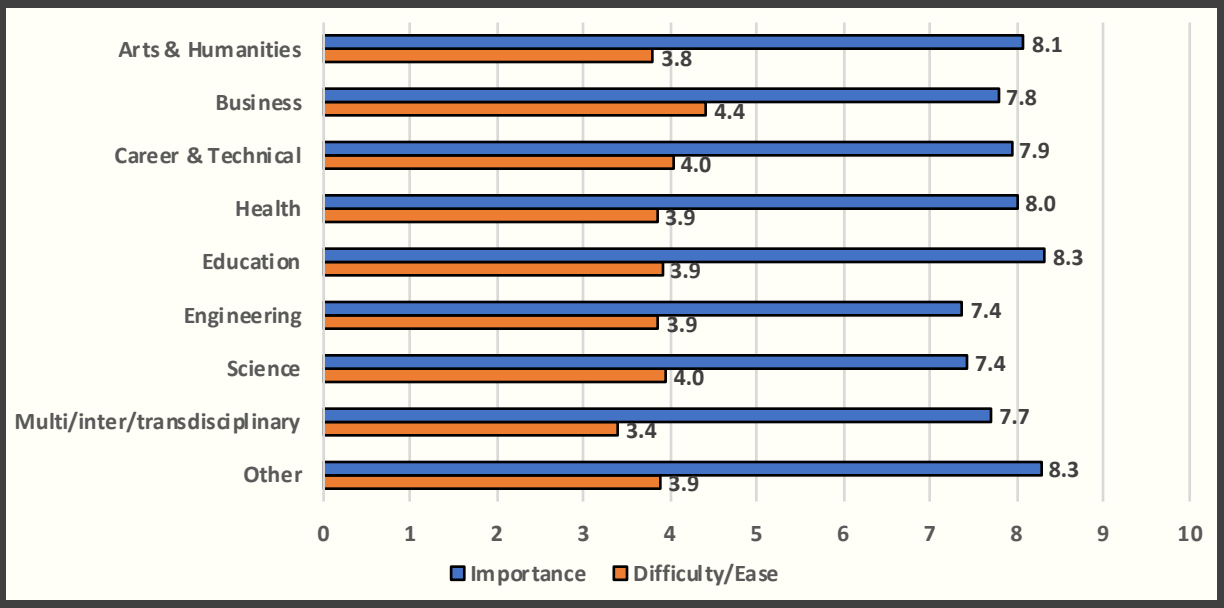


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

113

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

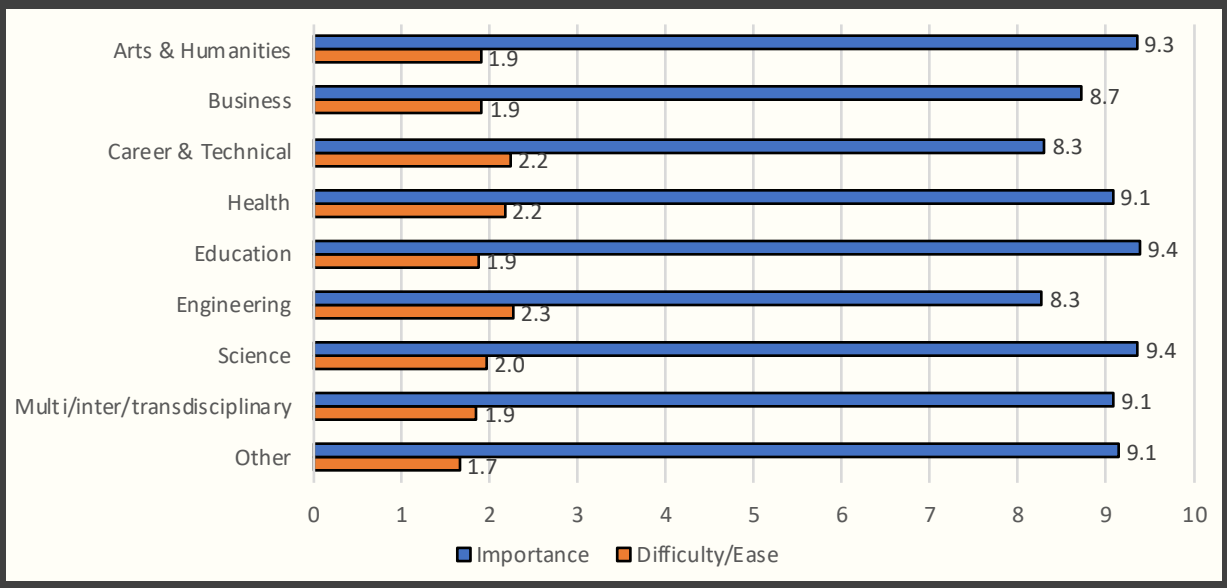


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

114

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

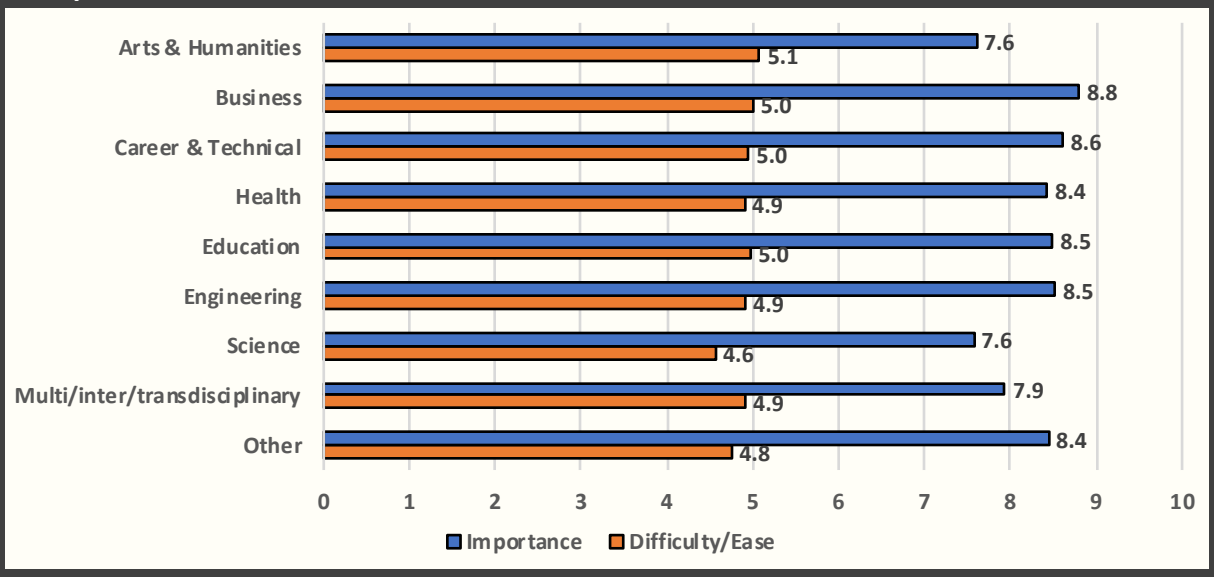


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

115

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

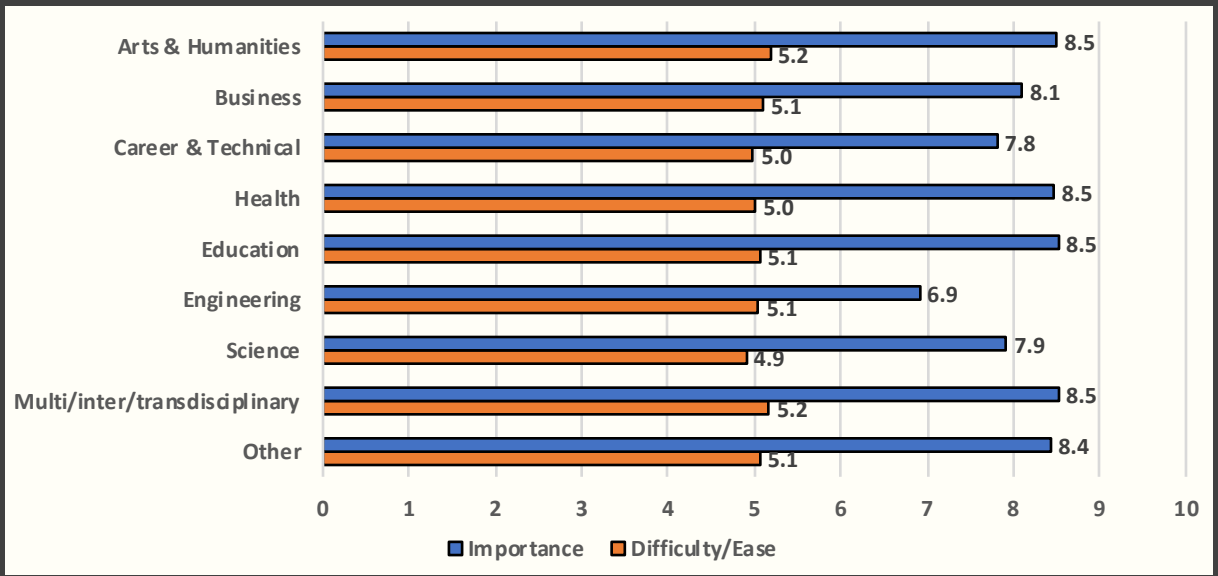


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

116

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

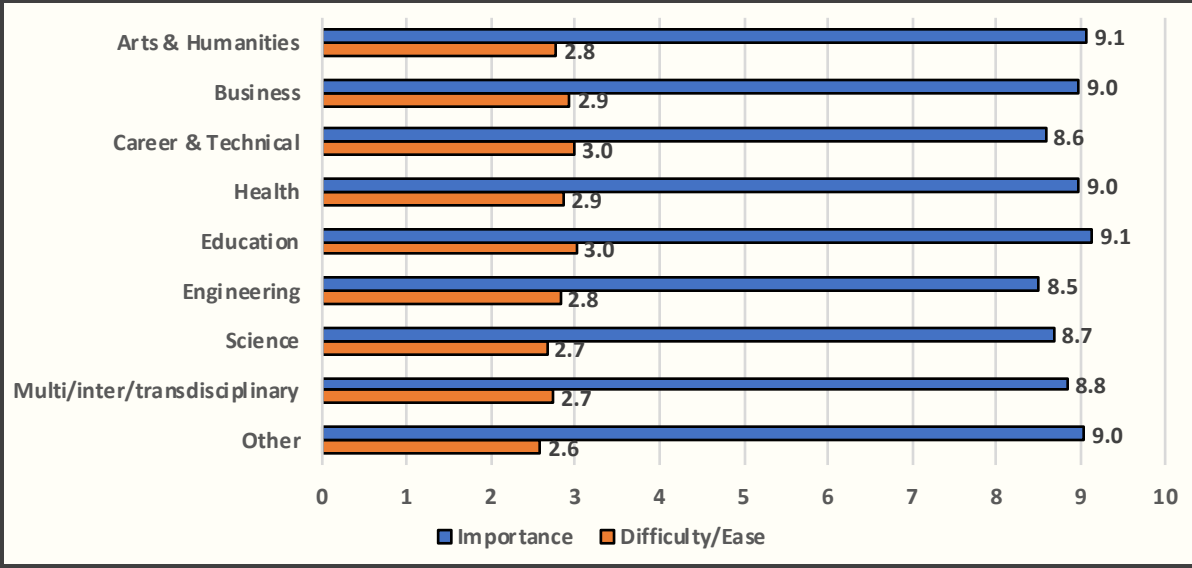


Not Important 0 1 2 3 4 5 6 7 8 9 10 *Very Important*

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

117

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*

118

Comparing Interests Based on
the Coefficient of Variation (CV)
(An additional check on the data, taking into account the variance)
CV = (Standard Deviation / Mean) * 100

Source: Pixiboy

119

CV BASED ON IMPORTANCE	Imp. mean	Imp. SD	CV
Having a world-class higher education system in Alaska	0.91	0.16	17.6
Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska	0.89	0.17	19.1
Ensuring a cost-effective administration in Alaskan higher education	0.88	0.17	19.3
Maintaining existing areas of research excellence in higher education in Alaska	0.88	0.19	21.6
Maintaining existing areas of educational excellence in higher education in Alaska	0.87	0.19	21.8
Ensuring dependable state funding for higher education in Alaska	0.90	0.2	22.2
Maintaining access to career and technical training programs at our community campuses	0.87	0.21	24.1
Pursuing emerging, potential new areas of research excellence in higher education in Alaska	0.82	0.22	26.8
Higher education partnering effectively with businesses to spur economic development in Alaska	0.82	0.22	26.8
Higher education partnering effectively with community organizations to spur social development in Alaska	0.82	0.22	26.8
Pursuing emerging, potential new areas of educational excellence in higher education in Alaska	0.79	0.23	29.1
Ensuring that higher education employs new technologies to achieve the full potential in distance learning	0.79	0.23	29.1
Increasing access to higher education for students who are the first in their family to go to college	0.82	0.25	30.5
Ensuring a seamless student experience across Alaska's higher education system	0.80	0.26	32.5
Expanding on-line access at our community campuses to more programs from the university	0.77	0.27	35.1
Ensuring that higher education honors the diverse cultural traditions in Alaska	0.78	0.28	35.9
Avoiding having any one campus dominate decisions on resources in the system	0.79	0.30	38.0
Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide	0.58	0.37	63.8
Enabling each campus to have its unique identity	0.57	0.37	64.9

CV BASED ON EASE/DIFFICULTY	Diff. mean	Diff. SD	CV
Higher education partnering effectively with community organizations to spur social development in Alaska	0.51	0.26	51.0
Higher education partnering effectively with businesses to spur economic development in Alaska	0.49	0.27	55.1
Enabling each campus to have its unique identity	0.58	0.32	55.2
Expanding on-line access at our community campuses to more programs from the university	0.5	0.29	58.0
Ensuring that higher education honors the diverse cultural traditions in Alaska	0.48	0.3	62.5
Maintaining access to career and technical training programs at our community campuses	0.45	0.29	64.4
Ensuring that higher education employs new technologies to achieve the full potential in distance learning	0.4	0.26	65.0
Increasing access to higher education for students who are the first in their family to go to college	0.41	0.28	68.3
Having a world-class higher education system in Alaska	0.34	0.25	73.5
Maintaining existing areas of educational excellence in higher education in Alaska	0.34	0.26	76.5
Ensuring a cost-effective administration in Alaskan higher education	0.39	0.3	76.9
Maintaining existing areas of research excellence in higher education in Alaska	0.35	0.27	77.1
Ensuring a seamless student experience across Alaska's higher education system	0.37	0.29	78.4
Avoiding having any one campus dominate decisions on resources in the system	0.39	0.32	82.1
Pursuing emerging, potential new areas of educational excellence in higher education in Alaska	0.29	0.24	82.8
Pursuing emerging, potential new areas of research excellence in higher education in Alaska	0.29	0.24	82.8
Having all relevant stakeholders work together to ensure the best possible higher education system in Alaska	0.28	0.27	96.4
Having all of higher education operate as a single, integrated system with programs and courses available at campuses statewide	0.28	0.29	103.6
Ensuring dependable state funding for higher education in Alaska	0.19	0.27	142.1