



UNIVERSITY
of ALASKA

Many Traditions One Alaska

Strategic Pathways

UPDATED: 12 May 2016



Why Strategic Pathways?

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

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

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

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

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



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

OUR MISSION		"The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples." (Regents' Policy 01.01.01)		
OBJECTIVE		Maximize value to Alaska through excellent, accessible, and cost effective higher education funded by diverse and growing revenue sources		
CORE PRINCIPLES		Focus, Access, Diversity, Excellence, Consistency, Fiscal Sustainability		
STRATEGY		Prepare, Restructure, Implement, Refine		
WHO WE ARE		UA ANCHORAGE Comprehensive metropolitan university in Alaska's economic hub	UA FAIRBANKS Research university renowned for leadership in Arctic and the North	UA SOUTHEAST Comprehensive university focused on e-Learning & interdisciplinary studies
CAMPUS LEAD FOR THE STATE**	Research	Social, economic, and health sciences	Arctic, physical, and natural science; applied energy	Interdisciplinary / environmental
	Teaching	<ul style="list-style-type: none"> • Health professions & related science • Social and economic sciences • Business and public policy* • Teacher education* • Engineering* • Logistics • Project management 	<ul style="list-style-type: none"> • Physical, natural, and related sciences • Arctic / Northern Studies • Management* • Teacher education* • Engineering* • Rural development / tribal mgmt • Doctoral education 	<ul style="list-style-type: none"> • Marine Biology/fisheries (undergraduate) • Management* • Teacher education* • Marine trades • Mine training • Interdisciplinary degrees/ degree completion
	Outreach	<ul style="list-style-type: none"> • Aligned with Research and Teaching Focus 		
COURSES AVAILABLE ACROSS THE UNIVERSITY SYSTEM		<ul style="list-style-type: none"> • Common General Education Requirements • Liberal Arts and Humanities • Distance Education • Career and Technical Education 	<ul style="list-style-type: none"> • Alaska Native Studies • Wide choice of non-major courses • Dual credit with K-12 • Developmental Education 	

* Subject to review, Summer 2016

** To the extent areas of research, teaching, and outreach at campuses other than the "lead" campus may be high quality, cost effective, and core to mission, they may be supported.



Potential Goals and Measures

Goals	Measures
Wider access to higher education for all Alaskans	<ul style="list-style-type: none"> • Increase Alaskans going directly from high school to postsecondary from 47% to 63% (1.3X increase) • Increase participation rates of Pell Grant eligible students
UA research focused on issues of high state need	<ul style="list-style-type: none"> • Continue to rank #1 globally in Arctic research and expand in biomedical and social/economic • Increase engagement with state agencies and communities on Alaskan problems
Alaskans prepared for Alaska's jobs	<ul style="list-style-type: none"> • Increase Alaskans hired into teacher vacancies from 30% to 90% (3X increase) • Increase graduates in STEM fields from 38/1,000 to 59/1,000 (1.5X increase) • Increase graduates in health occupations from 36/1,000 to 45/1,000 (1.25X increase)
A more diversified knowledge economy in Alaska	<ul style="list-style-type: none"> • Increase "New Economy" score from 56 to 64 by focusing on inventor patents, health IT, export business development, and industry investment in UA research and development • Increase corporate use of Alaska higher education income tax credit program
A strong education pipeline, from K-12 to the workforce	<ul style="list-style-type: none"> • Increase from 37% to 65% Alaskans with post-secondary education leading to a degree or certificate (1.75X increase) • Increase the number of K-12 students participating in concurrent enrollment programs at UA
Sustainable revenues	<ul style="list-style-type: none"> • Increase revenues in order to fund investments in areas of strategic importance and opportunity • Diversify revenue sources so we are less reliant on the State



Core Principles

Focus

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

Access

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

Scope

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

Excellence

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

Consistency

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

Fiscal Sustainability

We seek to be more entrepreneurial in our strategies to grow and diversify our revenues.



Strategic Pathways

Roles and Responsibilities

	Mission	Strategy	Policy	Programs	Budget
Board of Regents	Establish mission and purpose of university system and its campuses	Approve strategic plan and priorities for the university system and its campuses	Govern the university, set policy, consult with internal and community stakeholders	Approve academic program additions and deletions	Approve budget, set tuition, ensure financial viability, and manage risk
Statewide System Administration	Advise Regents and recommend mission of universities; ensure missions are implemented; measure effectiveness	Develop strategic plan for university system in conjunction with university leaders; focus on meeting state needs	Ensure implementation and compliance with Regents' Policy; promulgate regulations; focus on meeting state needs	Analyze effectiveness of universities and strategically organize programs system-wide for maximum benefit to the state	Prepare annual budget and tuition request to Regents, advocate with Governor and legislature, allocate to universities
University Campuses	Propose mission and purpose of university and allocate resources and implement approved mission	Develop and implement academic, student, and financial strategies	Advise on Regents Policy and university regulations; implement approved policy and regulation; consult with internal and community stakeholders	Deliver academic programs, review effectiveness, recommend priorities and program changes, maintain accreditation	Request resources through annual budget process, implement approved budget, reallocate to priorities
Faculty, Staff, and Student Governance	Participate in mission development and implementation; communicate with stakeholders	Participate in strategic planning at university and system levels; communicate with stakeholders	Recommend policy changes and provide input on proposed policies; communicate with stakeholders	Participate in program review process; recommend additions, changes, reductions, deletions; communicate with stakeholders	Provide input & advocacy on university, system, and Regents on annual budgets; communicate with stakeholders



Lead University Options / Examples

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

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



Phase 1 Review Process / Timeline

2016				
	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
REGENTS	<ul style="list-style-type: none"> •Approve SP framework (Jan) •Review draft plan (Feb) 	<ul style="list-style-type: none"> •Receive SP and budget update (Apr) •Receive SP update & approve FY2017 budget (Jun) 	<ul style="list-style-type: none"> Receive SP update & review FY2018 budget (Sep) 	<ul style="list-style-type: none"> Approve program changes, FY2018 budget request, and revenue growth plans (Nov)
ADMIN	<ul style="list-style-type: none"> •Propose framework (Jan) •Develop draft plan (Feb) 	<ul style="list-style-type: none"> •Governance input on Phase 1 & review process (Apr) •Admin finalizes process & selects team members (May) • Teams meet to frame issues and review data (June) •Initiate revenue growth initiative(June) 	<ul style="list-style-type: none"> •Identify interests, standards, benchmarks, generate options (July) •Evaluate options in relation to interests and standards, identify up to top three options, present to UA president (August) •Revenue growth initiative update (August, TBD) •President consults with Summit Team & presents to Regents (September) 	<ul style="list-style-type: none"> Present program changes, FY2018 budget, and revenue growth plan to Regents (Nov)



2016-2017 Process / Timeline

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

Criteria (from those suggested by governance groups)

- Occur at more than one university
- Size (large)
- Professional and/or graduate
- Cost
- Importance

Suggestions

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

Decisions

- Management
- Engineering
- Teacher Education
- Intercollegiate Athletics
- Research Administration
- Procurement
- Information Technology



Phase 1 Review Process / Timeline

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

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

* All three universities *

* Expertise, credibility, availability*

	Management	Engineering	Teacher Education	Intercollegiate Athletics	Information Technology	Research Admin	Procurement
Accountable SW Officer	VPAAR	VPAAR	VPAAR	VPA	CITO	VPAAR	VPA
Facilitator	Doug Johnson						
UA Staff	TBD	TBD	TBD	TBD	TBD	TBD	TBD
UAA	Dean Faculty Student Staff Community	Dean Faculty Student Staff Community	Dean Faculty Student Staff Community	Athletics Dir's VCASs Community	Chief IT staff Faculty Staff Student	Chief research officer Faculty Staff	VCAS Faculty Staff
UAF							
UAS		N/A		N/A			

* Representatives from UAS will not participate in two areas in which it does not have programs