UNIVERSITY of ALASKA

Many Traditions One Alaska

Strategic Pathways 2016-2025

WORKING DRAFT: 16 February 2016

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of ALASKA
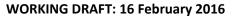*Many Traditions One Alaska*

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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 a 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 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. While strategic pathways focuses on academic programs, administrative functions are also being reviewed to streamline processes and improve services while reducing costs.

Strategic Pathways envisions a University of Alaska where we reallocate resources from programs 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. Resources will be reallocated to those programs that are tied to each university's unique distinctive strengths. In many cases, through technologies 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 spring and Phase 3 completed by 2019. 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. There are many issues that we will need to better understand and address as we proceed to make progress on this complex and important initiative.

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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		
CORE PRINCIPLES	Focus, Access, Diversity, Excellence, Consistency		
STRATEGY	Prepare, Restructure, Implement, Refine		
WHO WE ARE	**UA ANCHORAGE** Metropolitan university	**UA FAIRBANKS** Research university	**UA SOUTHEAST** Liberal arts/science university

FOCUS The identification of lead universities in some academic and research areas is under discussion, as are the roles and responsibilities of a lead university, which could vary for different areas.	*Research*	Social and policy sciences	Science and Engineering	Interdisciplinary environmental
	Teaching	• Health professions • Social and policy sciences • Management (focus consistent with primary mission) • Education • Engineering	• Physical, natural, and related sciences • Management (focus consistent with primary mission) • Education • Engineering • Rural development	• Marine Biology/fisheries (undergraduate) • Management (focus consistent with primary mission) • Education • Marine trades • Mining training • Interdisciplinary degrees/ degree completion
	Outreach	• Aligned with Research and Teaching Focus		

COURSES AVAILABLE ACROSS THE UNIVERSITY SYSTEM	• Common General Education Requirements • Liberal Arts and Humanities • Distance Education • Career and Technical Education	• Alaska Native Studies • Wide choice of non-major courses • Dual credit with K-12 • Developmental Education

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Potential Goals and Measures

Goals	Measures
Wider access to higher education for all Alaskans	• Increase Alaskans going directly from high school to postsecondary from 47% to 63% • Increase participation rates of Pell Grant eligible students (measure TBD)
UA research focused on issues of high state need	• 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 (measure TBD)
Alaskans prepared for Alaska's jobs	• Increase Alaskans hired into teacher vacancies from 30% to 90% • Increase graduates in STEM fields from 38/1,000 to 59/1,000 • Increase graduates in health occupations from 36/1,000 to 45/1,000
A more diversified knowledge economy in Alaska	• 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 (measure TBD)
A strong education pipeline, from K-12 to the workforce	• Increase from 37% to 65% Alaskans with post-secondary education leading to a degree or certificate • Increase the number of K-12 students participating in concurrent enrollment programs at UA (measure TBD)

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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

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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

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Lead University Options

These options could be available on a program by program basis 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

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Process / Timeline

2016				2017			
Jan-Mar	**Apr-Jun**	**Jul-Sep**	**Oct-Dec**	**Jan-Mar**	**Apr-Jun**	**Jul-Sep**	**Oct-Dec**
•Regents approve SP framework (Jan) •Regents review draft plan (Feb)	Regents receive SP update (Apr, Jun)	Regents receive SP update (Sep)	Regents receive SP update (Nov)	Regents approve program changes (Feb)	Regents receive SP update (Jun)	Regents receive SP update (Sep)	Regents receive SP update (Nov)
•Admin proposes framework (Jan) •Admin develops draft plan (Feb)	•Admin convenes governance for input on Phase 1 and suggestions on review process (Apr) •Admin finalizes process (May)	Phase 1: Establish goals and measures, data collection	Phase 1: Convene teams, analyze data, evaluate options	Phase 1: •Teams present recommend-ations to president (Jan) •President recommends program changes to Regents (Feb)	Phase 1: Teams develop implementa-tion plans	Phase 1: Implement (Jul) Phase 2: Establish goals and measures, data collection	Phase 2: Convene teams, analyze data, evaluate options **Process continues through Phases 2 and 3**