

## *University of Alaska Strategic Direction Update*

January 26, 2012

The University of Alaska Strategic Direction team has now conducted twenty listening sessions with community and business leaders on campuses throughout the state of Alaska.

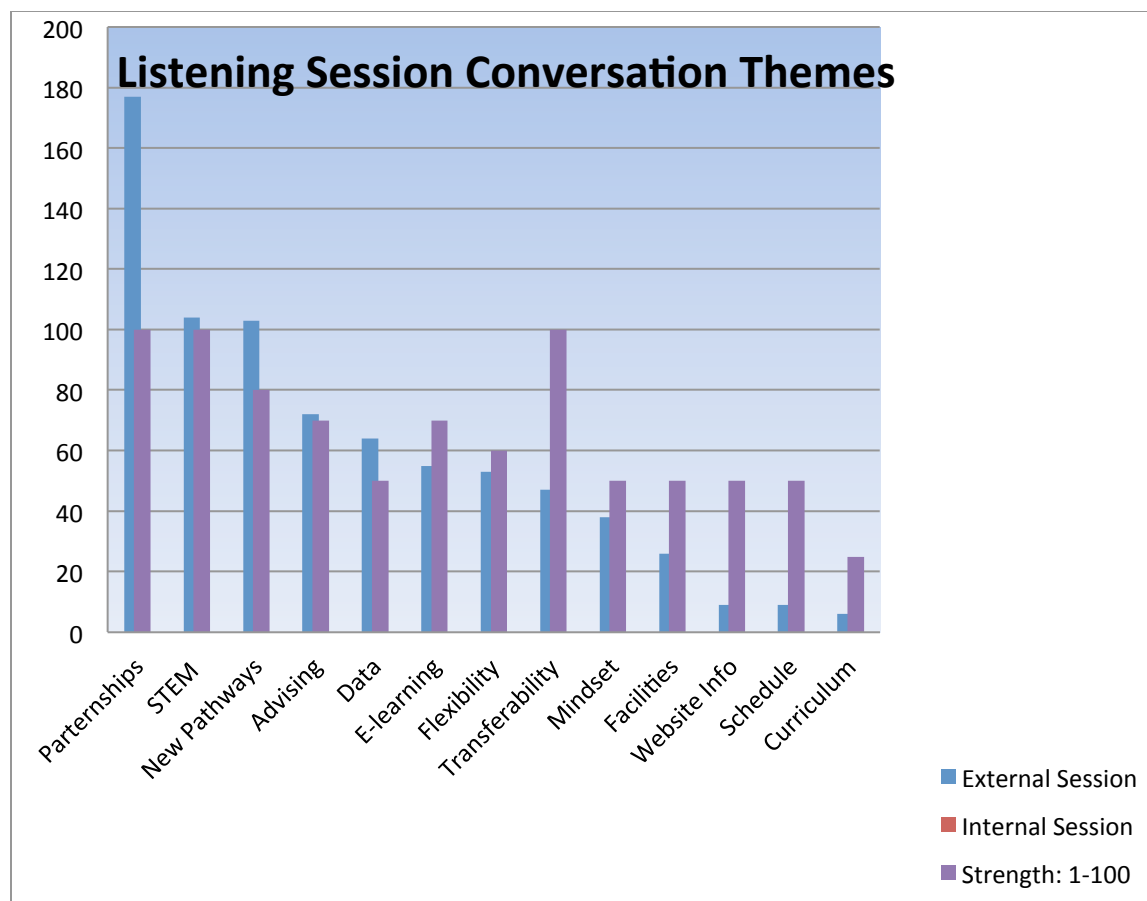
This document highlights some of the preliminary findings and trends from those listening sessions. We would like to thank the hundreds of participants who provided us with their input in the listening sessions and at [www.alaska.edu/shapingalaskasfuture](http://www.alaska.edu/shapingalaskasfuture) through our online survey.

Page 2: External Listening Conversation Matrix Chart- identifying the discussion topics in relation to the number of external conversational occurrences

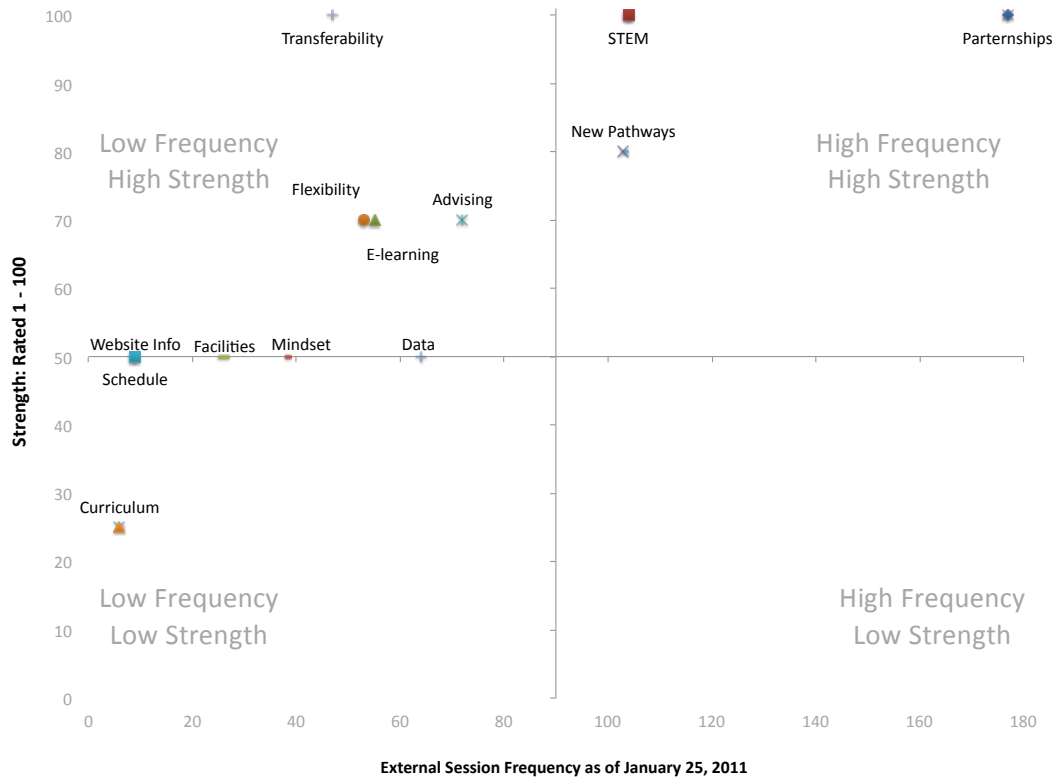
Page 3: External Listening Conversation Strength Chart- measuring the power of the issue related to the group discussions

Pages 4 - 11: A breakdown of Listening Session Issues, numbers of conversational occurrences, and samples of comments related to each listening session issue

Pages 12 - 13: A list of general recommendations for continuing the Strategic Direction process after all information has been gathered from the external and internal listening sessions



## Listening Session Conversation Themes



Listening Session Issues	# External Conversational Occurrences	# Internal Conversational Occurrences	Sample Comments:
<b>Creating Better Partnerships with Businesses &amp; the Community; keeping content viable and internship opportunities current</b>	177		<ul style="list-style-type: none"> <li>• Build certifications around local needs</li> <li>• My company does collaborative work with the University but there are barriers that make it difficult to solve problems in a streamlined fashion</li> <li>• Business sector needs a better relationship with UA in order to recruit grads for employment; there is a lack of connectivity between the University and the available internships</li> <li>• Develop a formal internship program that can be administered within the University and serves as a point of contact to the business community</li> <li>• More certified native teachers</li> <li>• Have a teacher mentorship program that provides retention of students until they become a certified teacher</li> <li>• Build a stronger fisheries program; it is the core of our ecosystem</li> <li>• More partnerships in the environmental sciences</li> <li>• Research value-added processes to have a stronger market presence</li> <li>• Overall, don't know how the University can move forward without these relationships</li> <li>• Cultivate entrepreneurship</li> <li>• Maritime transportation and Oceans Training is critical</li> <li>• Create more internship opportunities</li> <li>• Have a University presence on the State of Alaska AEDA Committee</li> <li>• How do successful entrepreneurs like me get to work with your University – whom do we go to?</li> <li>• Circumpolar partnerships are vital to the state's future development</li> </ul>
<b>Increase the capacity &amp; diversity of UA's STEM courses and its technology programs</b>	104		<ul style="list-style-type: none"> <li>• More and better technology</li> <li>• Server system at the University needs to be updated and upgraded in order for seamless access for students</li> <li>• All three MAUs have different databases for the same subjects. You</li> </ul>

			<p>need to be more seamless to look like one University.</p> <ul style="list-style-type: none"> <li>• Support systems at UA need to be more student friendly</li> <li>• More energy, science and transportation programs</li> <li>• IT – electronic medical records</li> <li>• IGAP program collaborative with EPA climate change observers that results in an Associate's Degree</li> <li>• We need more hard science graduates and post graduates</li> <li>• There is a current lack of engineers being produced</li> <li>• Technical training in construction and plumbing</li> <li>• Expand the TTAP Program</li> <li>• More math and science in the Education Degrees</li> <li>• There are few doctoral level nurses in the state</li> <li>• More programs in renewable energy</li> <li>• Greater circumpolar research development efforts</li> <li>• We have a real need for engineers</li> <li>• Mining; the Univ. of Idaho has set up an active mine for students to learn how to hone their skills</li> </ul>
<b>Increase UA's capacity to generate more creative &amp; alternative pathways to degrees, certificates, and programs</b>	103		<ul style="list-style-type: none"> <li>• Professional development for educators who want to become administrators via Distance Learning</li> <li>• 2-yr. Degreed programs for entry-level staff</li> <li>• A strategic plan for post grad intensives to supplement e-learning in more fields meaningful to Alaska employment</li> <li>• The wait to get into a health care program will cause our own students to go out of state</li> <li>• We gathered a cohort group to pursue a doctoral degree at UA but we have not heard further from UAA; we understand that they wanted us to take certain courses in lock-step fashion but all of us could not do that; the program was too rigid</li> <li>• Expand HVAC, EMS, the Honors College, Arctic Petroleum Engineering Center; start a Refrigeration Program</li> <li>• Implement programs that address the global competitiveness of Education</li> </ul>

			<ul style="list-style-type: none"> <li>• Need Eldercare training and certificate programs</li> <li>• RNS-Dietetics Program needs to expand</li> <li>• Expand maritime research programs; fully fund maritime positions</li> <li>• Meet AK maritime industry needs</li> <li>• There is a gap in developing more MAT grads in special ed, elementary, and early child development</li> <li>• Look at medical based practice research</li> <li>• Develop project management, logistics, policy development, and paralegal programs; we need qualified bank managers</li> <li>• Focus on the gaps in healthcare: physical therapists, pharmacists, OB training, acute care training, ICU training, ER training</li> </ul>
<b>Enhancing Advising services across all MAUs</b>	72		<ul style="list-style-type: none"> <li>• In admission counseling, math is a huge detractor for rural students; we need to hone in on such detractors with advising</li> <li>• Mentorship needs to be part of the classroom environment in rural communities</li> <li>• We need more native professionals to mentor</li> <li>• Our youth are trying really hard but they need mentoring, they need navigation skills to get through the culture</li> <li>• Integrate tribal culture with traditional knowledge</li> <li>• Dual enrollment programs keep our students in the University system</li> <li>• Businesses want greater access to students for job placement and shadowing before hiring</li> <li>• Develop both academic and leadership strengths in our students</li> <li>• Give our students more exposure to what is happening outside of Alaska</li> <li>• Put a greater emphasis on building leaders in Alaska businesses</li> <li>• Need to look for innovative ways to keep our kids here in Alaska</li> <li>• The transition from a two to a four-year program is not an easy one and the University needs to address that transition from the student's perspective; more focused advising so students have a clearer understanding of how to navigate through the process more effectively</li> </ul>

			<ul style="list-style-type: none"> <li>• There should be greater emphasis on incentivizing students to teach in Alaska and in the communities they originate from</li> <li>• Is there a system that helps students through school and then helps them get a job?</li> </ul>
<b>Utilizing data effectively to analyze and evaluate programs</b>	64		<ul style="list-style-type: none"> <li>• Better ISER metrics for Rural Alaska economic history</li> <li>• Better reports for tracking students after they leave the CC and move up to UA</li> <li>• More data is needed to gauge the socio-economic climate of our community</li> <li>• Non-profits, businesses and government can benefit from identifying the gaps and building on the needs</li> <li>• We need to be better at using data that we are collecting: we can track students who require remedial classes in college against those who don't; we can determine how each group performs; we can determine what type of remedial programs work better. We would like to understand more of how our Kodiak data is viewed by the legislature and determine what they decide about Kodiak given this data. Are they helping us become better or are they holding resources from us because there is poor performance on the part of our kids who require remedial help. How does the legislature use the Kodiak data?</li> <li>• We need more comparative studies regarding what programs are more effective than the ones we are using. We would like to invest in the better programs.</li> <li>• A new Academy is needed to supplement the students finishing with dual credits or with AA degree credits; these students still need more maturation in general studies, communication, and other professional skills.</li> </ul>
<b>Better use of Online Learning throughout all UA's programs and degrees</b>	55		<ul style="list-style-type: none"> <li>• Better distance offerings are needed</li> <li>• We need a strategic vision for e-learning opportunities</li> <li>• Blackboard is not effective</li> <li>• One staff worker stated she has processed more distance delivery</li> </ul>

			<p>courses from the Lower 48 at the ER campus than any other type of course transferring in</p> <ul style="list-style-type: none"> <li>• More emphasis on E-Education</li> <li>• Shocking that some campuses don't have Distance Learning sign-in opportunities when students travel to other campus locations. Support integration of campuses on one platform for all students to use</li> <li>• More web-based classes</li> <li>• Many students and employees are not happy with the Distance Education opportunities</li> <li>• Distance learning model needs to grow</li> <li>• Not sure the University has integrated lectures in their distance delivery; the University needs to step back and readjust how a lecture is being communicated to the students</li> <li>• Expand Distance Education</li> <li>• More distance MBA courses are needed</li> <li>• Greater continuity in delivery of distance education courses; greater access for students who use distance education</li> </ul>
<b>Enhance flexibility within schedules, programs, and degree requirements</b>	53		<ul style="list-style-type: none"> <li>• Open remedial education for High School Students</li> <li>• Students who travel to the CTC for fire science weekend programs are charged CTC class fees for services they do not use; this is hard on rural students and no flexibility is allowed</li> <li>• Yukon Flats ECE students were charged additional fees to take a weekend intensive course; our students do not use the services and therefore should not have to pay the fees</li> <li>• Only 9 Native graduate students are working on their PhDs at UAF</li> <li>• We need more flexibility, intensives and cohorts</li> <li>• Try to graduate from the University within a certain amount of years; it is not acceptable to be in a 4 year program if it takes you five or six</li> <li>• It is wrong to penalize a student because the University can't deliver the courses required to graduate</li> <li>• Hiring practices at the college; a tremendous amount of red tape to</li> </ul>



			<p>go through; there seem to be a lot of barriers</p> <ul style="list-style-type: none"> <li>• Do a better job of recruiting faculty; educators up on the hill are looked at as being aloof and untouchable</li> <li>• Law enforcement, ethics, critical thinking skills</li> </ul>
<b>Transferability of courses</b>	47		<ul style="list-style-type: none"> <li>• Our credits can't transfer if we change locations</li> <li>• The perception is that the Transferability of Credits is not solved – especially when it arises in meetings with funders like the Denali Commission, the Alaska Mental Health Trust, and the Rasmussen Foundation</li> <li>• It takes a long time to get a degree as a part-timer, so having our credits not last during the degree-seeking process is a problem</li> <li>• The course transfer process is too bureaucratic</li> <li>• All credits should transfer</li> <li>• Transference of courses to outside colleges is terrible and it gets worse between our three Alaskan Universities: UAA, UAF, and UAS</li> <li>• UA accepted a third less credits than the University of Washington when I went to get my teaching certificate. All you might get at UAA or UAF is a pile of electives; there should be a deceptive practices lawsuit filed</li> <li>• My nephew was offered more credits by the Univ. of Wash for his dual credit courses than UA offered him, although he took the courses at UAF. This is the wrong message</li> <li>• If a person has the skill gained in a course, yet that course does not transfer, then it is irrational not to recognize the skill in the person and give the person credit</li> <li>• Difficulty in transferring military courses and in giving equivalency to military courses earned during service; there should be a smooth transfer process</li> <li>• Long ago the University promised zero problems in transferring courses and credits but that has not happened</li> <li>• There should be a listing of courses that are found at all MAUs and these courses should have similar numbers and universal transferability</li> </ul>

			<ul style="list-style-type: none"> <li>• Why must 50% of my degree be taken at one campus? I am at one university so my courses should be good at all locations</li> <li>• Students have no way of knowing what is offered at each site</li> <li>• We want seamless transfer of all courses</li> <li>• Move the business degree to Juneau so we could take more online classes</li> <li>• Transferability of all classes across the board; it impacts the perception many have of the University</li> <li>• Dealing with transfer of credits within the MAUs, you need to take a course over because they won't transfer; sometimes you have to wait a semester, or longer, to take a class that is required in your field</li> <li>• Transference of credits in nursing is terrible among the MAUs</li> <li>•</li> </ul>
<b>Developing a mindset that cultivates university-wide understanding; eliminate regional competitiveness</b>	38		<ul style="list-style-type: none"> <li>• There is a serious disconnect between the adjuncts and regular faculty; there is no engagement of the adjuncts into the department</li> <li>• There are dividing lines between all three MAUs; it is a critical problem; it filters down to students, courses, and transferability</li> <li>• We need more information at our Community Campus from the main campus or Statewide</li> <li>• There is no revenue from intellectual property that has been commercialized from faculty</li> <li>• We are the only state without a native college</li> <li>• There is a statewide dysfunction between UAF and UAA; the president and the legislator need to look at addressing in-fighting and redundancies</li> <li>• There are 3 separate universities and this has a trickle-down effect; remove the barriers so that campuses can get the resources they need</li> <li>• The UAA campus does not have the same feel of other campuses outside of the state. This is a deterrent to the decision of the student to attend</li> <li>• Need to develop school spirit</li> </ul>

			<ul style="list-style-type: none"> <li>• Infighting between all three MAUs needs to stop; they need to strengthen their relationship</li> </ul>
<b>Develop better facilities</b>	26		<ul style="list-style-type: none"> <li>• Eagle River is so crowded; a science teacher has to use a public high school and set up a lab for each class that he teaches, then tear it down and set it up the following week</li> <li>• Eagle River lacks proper facilities</li> <li>• Anna Fairclough fought hard to win us funding for better facilities here in ER but Anchorage took the funds to build up the Health Education Building</li> <li>• People from one room have to borrow chairs from another room and return them when students stand waiting for their chairs</li> <li>• At Eagle River, the only place that we have to meet is in the foyer of the building as people enter and leave the campus and congregate there waiting for classes; it is too noisy and busy to meet</li> <li>• ER lacks proper facilities; we need facilities geared to how we teach; lab space needed; serious traffic issues and space issues</li> <li>• UAS needs more dormitories</li> <li>• Student dorms at UAF are awful</li> <li>• Not enough clinical space for students we are trying to get through health care</li> </ul>
<b>Streamline websites for clearer communication; package information for clear understanding</b>	12		<ul style="list-style-type: none"> <li>• Website pages are not intuitive nor hierarchical</li> <li>• Registration online is a problem; when I call for help no one can assist me at that time either</li> <li>• Registration information is confusing and fragmented</li> <li>• I can't find Registration</li> <li>• Student issues related to tuition are not taken seriously</li> <li>• Do a better job of explaining the cost and the value of the single rate tuition</li> <li>• Greater access and easier access to the website; it is hard to navigate</li> <li>• Online navigation can be frustrating, especially for new students</li> <li>• I get a lot more information out of UofW than I do out of UofA; I am a</li> </ul>

## Strategic Direction Draft Recommendations

January 26<sup>th</sup>, 2012

After all information-gathering has been conducted at both Internal and External Listening Sessions, the following general recommendations are made to support the work and implementation of a Strategic Direction process:

- 1. Build an organization capable of good strategy execution.**
  - a. Center for Creative Leadership Training in June and follow-up on 360-degree Executive Dimensions feedback.
  - b. Start-up of a Statewide Performance Management System that includes Performance Appraisal, employee self-evaluation, and integration of standard performance behaviors and a Code of Conduct.
- 2. Exercise strong leadership to drive Strategic Direction forward.**
  - a. Use of Executive Dimensions Developmental Plans to assign in-place leadership opportunities for certain assignments and tasks.
  - b. Utilizing the Board of Regents to support and affirm the work plan.
  - c. Developing an Advisory Board for the President that identifies Chancellors and Provosts to champion and advance the Strategic Direction process at the MAUs and across the University of Alaska.
- 3. Adopt best practices that strive for continuous improvement.**
  - a. Prioritizing issues and themes that have been identified in the Listening Sessions
  - b. Organizing the issues and themes that the University of Alaska will work on during the Strategic Direction process. Issues should be organized into projects or assignments that can be done in the short run, in the mid-term, and in the long term, or from simple to complex, or by MAU, or by functionality. A work plan should be created after the prioritization is complete and stakeholders are in agreement as to how the plan will be executed.
  - c. Organizing a “measurement” process to achieve the desirable outcomes established by the stakeholders.
- 4. Institute and change policies and procedures across the University that strengthen both continuous improvement and the Strategic Direction.**
  - a. Review of appropriate HR policies and procedures and other operational policies and procedures.
- 5. Install systems that will allow University stakeholders to carry out their strategic roles.**

- a. Chancellors and Provosts establish procedures for reengineering processes and implementing changes across the organization and within an MAU.
- 6. Marshall resources behind the Strategic Direction Process.**
  - a. Investment from the State in certain key projects identified by the Board of Regents, President Gamble, and stakeholders.
- 7. Instill a culture that thrives on good strategy execution and refinement in strategic direction.**
  - a. Conduct appropriate training.
  - b. Integrate MAU strategies under the Strategic Direction umbrella.
  - c. Integrate accreditation work under the Strategic Direction umbrella.
- 8. Identify changes and move forward with the Strategic Direction process.**
  - a. Cycle through stakeholder issues and continue the work plan.