



UNIVERSITY  
*of* ALASKA

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*Many Traditions One Alaska*

*How do we optimize our statewide system to achieve our goals for higher education in Alaska?*



# Strategic Pathways

## 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 economy experiences an historic transition and 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 fact that each of our universities has unique strengths in meeting the state's needs and the reality that each campus cannot be everything to everyone. We will review our major academic programs and administrative services for how we can create a more sustainable university with more diverse revenue sources—where we seek quality, access, and cost-effectiveness while we grow in service to our state at this critical time in our history.

Strategic Pathways envisions a University of Alaska that leads creation of a knowledge economy for our state. We will 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 and services that are tied to each university's distinctive strengths. In many cases, through technology and collaboration, these excellent programs will be made accessible to all Alaskans, and at a lower overall cost.

Strategic Pathways will be implemented in 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.



# Strategic Pathways

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.

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

\* 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 continue to be supported.



# Strategic Pathways

## Potential Goals and Measures

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



# Strategic Pathways

## 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   |
|---|--|---|---|---|--|
| <b>Board of Regents</b>                       | 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   |
| <b>Statewide System Administration</b>        | 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 |
| <b>University Campuses</b>                    | 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                   |
| <b>Faculty, Staff, and Student Governance</b> | 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           |



# Strategic Pathways

## 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.*

|                   |  |  |   |   |
|-------------------|--|--|---|---|
| <b>Concept</b>    | 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 |
| <b>Benefits</b>   | Needed to meet demand  | Reduces unnecessary duplication  | Reduces unnecessary duplication   | Consistency in program delivered  |
| <b>Challenges</b> | 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  |



# Strategic Pathways

## Phase 1 Review Process / Timeline

| 2016   |   |  |  |   |
|--|---|--|--|---|
|  | Jan-Mar   | Apr-Jun  | Jul-Sep  | Oct-Dec   |
| <b>R<br/>e<br/>g<br/>e<br/>n<br/>t<br/>s</b>   | <ul style="list-style-type: none"> <li>•Approve SP framework (Jan)</li> <li>•Review draft plan (Feb)</li> </ul> | <ul style="list-style-type: none"> <li>•Receive SP and budget update (Apr)</li> <li>•Receive SP and accreditation updates &amp; approve FY2017 budget (Jun)</li> </ul>   | <ul style="list-style-type: none"> <li>•Receive SP and accreditation updates &amp; review FY2018 budget (Sep)</li> <li>•First review of potential organizational changes (Sep)</li> </ul>  | <ul style="list-style-type: none"> <li>•Approve program changes, FY2018 budget request, and revenue growth plans (Nov)</li> </ul> |
| <b>A<br/>d<br/>m<br/>i<br/>n<br/>i<br/>s<br/>t<br/>r<br/>a<br/>t<br/>i<br/>o<br/>n</b> | <ul style="list-style-type: none"> <li>•Propose framework (Jan)</li> <li>•Develop draft plan (Feb)</li> </ul>   | <ul style="list-style-type: none"> <li>•Governance input on Phase 1 &amp; review process (Apr)</li> <li>•Admin finalizes SP process &amp; selects team members (May)</li> <li>• Strategic Pathways teams meet to frame issues, review data, and identify add'l data needs (Jun)</li> <li>•Commence accreditation review (Jun)</li> </ul> | <ul style="list-style-type: none"> <li>•Strategic Pathways teams meet to discuss interests and standards, identify two to three options (July)</li> <li>•Strategic Pathways teams present to UA president and Summit Team (August)</li> <li>•President consults with governance Summit Team &amp; presents recommendations to Regents (September)</li> <li>•Provide preliminary accreditation report to governance (Jul)</li> <li>•Provide accreditation report to governance for comment (Aug)</li> <li>•Present accreditation report to Regents (Sep)</li> </ul> | <ul style="list-style-type: none"> <li>•Present program changes and FY2018 budget to Regents (Nov)</li> </ul>                     |



### 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



# Strategic Pathways

## Phase 1 Review Process / Timeline

### Who will lead the process?

The UA President and his staff with support from Professional Growth Systems (PGS)

### What is the charge for each group, what are the goals, and who will participate on the teams?

See next page

### What is the timeline?

- ✓ Design process, solicit team members, and select teams (May)
- ☐ Prepare preliminary data (June)
- ☐ Meeting 1 (June 20/21)
  - ☐ Review preliminary data
  - ☐ Discuss interests, standards, benchmarks
  - ☐ Identify additional data needs
  - ☐ Update community
- ☐ Meeting 2 (July 25/26)
  - ☐ Generate options
  - ☐ Evaluate options in relation to interests and standards
  - ☐ Identify two to three options for presentation
  - ☐ Update community
- ☐ Teams present to UA President and Summit Team (August 17)
- ☐ UA President consults with governance groups (August 22 - September 9)
- ☐ UA President will present recommendations to the Board of Regents (September 15-16)

### What is next?

- ✓ SW consults with Governance on teams (May 19-20)
- ✓ SW drafts charge / scope / criteria (May 21)
- ✓ Summit Team reviews tentative plan (May 24)
- ✓ PGS prepares draft schedule (May 27)
- ✓ SW sends team member invitations with schedule (week May 31)
- ☐ SW provides update to Board of Regents (June 2-3)



# Strategic Pathways

*How do we optimize our statewide system to achieve our goals?*

|                             | Management  | Engineering   | Teacher Education  | Athletics   | IT   | Research Admin   | Procurement   |
|-----------------------------|---|---|--|---|--|--|---|
| <b>Charge</b>               | Identify and assess pros and cons of most viable options to achieve goals including a single school, 2 schools, or 3. | Identify and assess pros and cons of most viable options to achieve goals including a single school or 2 schools. | Identify and assess pros and cons of most viable options to achieve goals including a single, school, 2 schools, or 3. | Review options for reducing cost, including waiver or change of NCAA 10 team rule and UAF/UAA consortium model. | Review options that result in standardized ERP & other applications across UA and transition to the cloud.   | Review options for reducing cost & increasing performance via consolidation at one campus.   | Review options for reducing cost and increasing purchasing leverage via consolidation at one campus.                      |
| <b>Goals</b>                | Expand enrollment, reduce cost, maintain/improve quality.   | Expand enrollment, reduce cost, maintain/improve quality.   | By 2020, 60% new teachers from UA, 90% by 2025.  | By 2020, cut '16 GF by 50%; by 2025, no GF.   | Reduce operating costs by 20%.   | Reduce administrative cost by 20%.   | Reduce administrative cost by 20%.  |
| <b>SW Officer*</b>          | VPAAR   | VPAAR   | VPAAR  | VPA   | CITO   | VPAAR  | VPA   |
| <b>Faculty Gov</b>          | Maren Haavig  | Orion Lawlor  | Lisa Hoferkamp   | Tara Smith  | David Fitzgerald   | Chris Fallen   | Debu Misra  |
| <b>Student Gov</b>          | Sam Erickson  | Cord Reid   | Colby Freel  | Iain Miller   | Colby Freel  | James Gilchrest  | Stacey Lucason  |
| <b>Staff Gov</b>            | Faye Gallant  | Elizabeth Winfree   | Kolene James   | Kathleen McCoy  | Tom Langdon  | Nate Bauer   | Monique Musick  |
| <b>UA Deans and Faculty</b> | Rashmi Prasad<br>Mark Herrmann<br>Vickie Williams<br>Bogdan Hoanca<br>Sheila Selkregg<br>Charlie Sparks               | Fred Barlow<br>Doug Goering<br>Bill Schnabel<br>David Barnes<br>Rob Lang  | Paul Deputy<br>Steve Atwater<br>Deb Lo<br>Roy Roehl<br>Scott Christian<br>Tim Jester                                   | Keith Hackett<br>Gary Gray<br>Bill Spindle<br>Kari Burrell<br>Mike Sfraga<br>Saichi Oba<br>Teri Cothren         | Pat Shier<br>Martha Mason<br>Michael Ciri<br>Myron Dosch<br>Keli Hite McGee<br>Gwen Gruenig<br>Sam Gingerich | Helena Wisniewski<br>Larry Hinzman<br>Karen Schmitt<br>Rosemary Madnick<br>Jeff Welker<br>Donie Bret-Harte<br>Cheryl Wilga<br>Allison Bidlack<br>Jeff Freymueller<br>Bill Schnabel | Bill Spindle<br>Kari Burrell<br>Michael Ciri<br>John Hebard<br>Mary Beth Cangello-Overturf<br>Jim Lynch<br>Jenny Campbell |
| <b>Community</b>            | Lorna Shaw<br>Tiffany Zulkosky<br>Dale Tran   | Boyd Morgenthaler<br>Bryan Clemenz<br>Virginia Groeschel<br>Alex Hills<br>Tony Johansen                           | Lisa Parady<br>Michael Graham<br>Jerry Covey<br>Karen Gaborik  | Bart LeBon<br>Rick Nerland<br>Alec Hajdukovich<br>Mark Filipenko  | Jim Bates  | Larry Hartig   | N/A   |

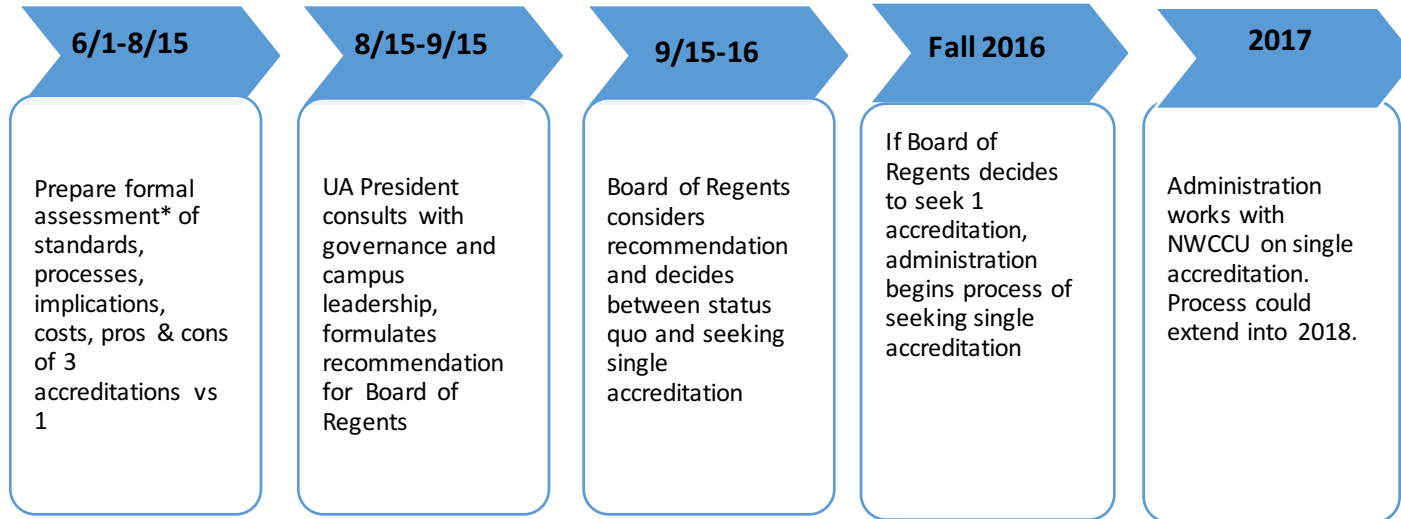
\* The SW Officer will be the accountable person for each area. Communications and Institutional Research staff (TBD) will also be assigned to each group.



# Strategic Pathways

*How do we optimize our statewide system to achieve our goals?*

## University of Alaska Statewide Accreditation Timeline: 2016-2017



### \* Assessment Process

- Conducted by Dr. Dana Thomas (retired UAF faculty and administrator, UA vice president for academic affairs and research), in consultation with regional accreditor, Northwest Commission
- Detailed assessment plan posted on public site: June 15
- Draft report for governance and campus leader feedback: July 15
- Feedback due: August 1
- Final report provided to UA president, governance and campus leaders: ~August 15
- UA president consults with governance and campus leaders and formulates recommendation to Board of Regents: ~August 15-September 9
- UA president presents recommendation to Board of Regents: September 15
- Board of Regents may elect to allow more time for consultation, then decide in November