UAF Vision 2017
Task Force Report
Shaping the future of UAF
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Message from the Chancellor

The University of Alaska Fairbanks is the flagship university of the largest state in the nation, the country’s northernmost Land, Sea and Space Grant institution and an international research center. Its mission to promote academic excellence, student success and lifelong learning covers a lot of ground — literally and figuratively — with campuses across nearly half a million square miles, or two-thirds of the state, from Interior Alaska to Bristol Bay and the Chukchi Sea, and distance learning programs link even more students in remote villages and the Lower 48 with UAF educators and resources.

To illuminate such a vast tract, it is necessary to take Edith Wharton’s quote to heart, to not only be a beacon of exemplary education and research, but to reflect the knowledge, excellence and success that make UAF unique and multidimensional.

We are the mirrors of the university’s mission. UAF is not a campus, institution or collection of colleges — it’s you, it’s me, it is passion and engagement. It’s our reflections, illuminating the path the university must take to:

- Educate an informed citizenry for the betterment of society and the state
- Champion staff and faculty, and empower them to lead the charge
- Increase economic opportunities, to realize dreams and set worthy goals
- Be the university of first choice for Alaskans
- Be known as an international research institute, with expertise in the circumpolar North and its diverse peoples
- Be recognized as Alaska’s center of intellect

We recognize that the energy and resources required to achieve these goals are vast, far greater and more ambitious than anything UAF has ever undertaken. To guide the growth of advancement and philanthropy necessary for this next phase, this mapping of the route ahead was prepared in the hope that we can light the way, we can be the mirror for the mission.

Leaders from All Over Alaska

Fifty-five leaders from Alaska, the Lower 48 and the university were asked to make recommendations in 2007 on how UAF can position itself to become one of the world’s premier arctic research and teaching universities by 2017, when UAF celebrates its 100th anniversary. They were divided into work groups that mirror the six pathways of the UAF Strategic Plan 2010.

The task force asked for public participation in August 2007. The work groups reviewed the public comments and revised their recommendations before finalizing their reports.

Former UAF Provost Paul Reichardt served as the university liaison by directing the task force, along with two key community leaders: Jo Heckman and Kevin Hostler. Jo Heckman is the president and CEO of Denali State Bank and a UAF alumna (B.B.A. ’79, M.B.A. ‘85), and Kevin Hostler is the president and CEO of Alyeska Pipeline Service Co. The combination of community business leaders with UAF members is a critical element to the success of this visionary project.

Task force working groups focused on UAF leadership roles in Native studies, rural and community development, preparing students for jobs and careers, and the conduct and application of arctic and northern latitudes research. The working groups provided suggestions for new or refocused initiatives, areas of excellence and/or pathway goals. Their recommendations will assist in setting priorities, examining initiatives, establishing benchmarks and identifying funding for UAF over the next 10 years.
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Teaching and Learning for Student Success

We have developed recommendations that will be a positive first step in identifying and assessing the concerns shared with the task force. Now, the heavy lifting will begin as the strategic vision is developed, followed by evaluating how to achieve the strategic vision, setting goals and, finally, implementing them with measurable results. This process will require a diligent champion and full support from the chancellor.

Recommendation One: Develop and utilize relevant university-business partnerships at all levels, with an emphasis on meeting Alaska's needs in high-growth, high-demand occupations

Requirements

- Identify key industry partners and employers of graduates for all programs and engage them meaningfully in advisory committees, outcomes assessments, curriculum review and strategic goal setting.
- Utilize industry partners to offer critical, constructive assessments in all program reviews.
- Emphasize development of career and employability skills throughout UAF curriculum with active involvement of potential employers.
- Identify career pathways and clusters appropriate to all UAF programs, consistent with U.S. Department of Labor categories; use these pathways and clusters to strengthen collaboration with K-12 education and meet all appropriate state and national standards.
- Provide two-way exchanges of faculty and industry to ensure relevance of UAF curriculum to work force needs: 1) externships for faculty working in industry settings, and 2) engagement of industry experts as visiting faculty.
- Identify promising opportunities for university-industry collaboration in developing new products and services, especially those directly benefiting Alaskans.
- Seek avenues for expanding industry investment in programs producing high-quality graduates in high-demand fields.

Impact

- Demonstrates how university and industry partners can collaborate to meet shared goals in research, teaching, service and work force development.
- Produces quality graduates for high-growth, high-demand occupations in Alaska.
UAF is not a campus, institution or collection of colleges — it’s you, it’s me, it is passion and engagement.

Recommendation Two: Ensure basic competencies of all UAF students in communication, computation and critical thinking.

Requirements

- Identify national best practices in developmental education and incorporate them into all UAF programs.
- Continually evaluate effectiveness of developmental courses and core curriculum in meeting this goal, and upgrade programs and courses as needed.
- Regularly determine effectiveness in meeting this goal through consistent and reliable student competency assessments.
- Build on success of programs already serving nontraditional students effectively, including the Rural Alaska Honors Institute, Rural Student Services, Alaska Native Science and Engineering Program, and community campus student assistance and advising services.
- Learn from students themselves about effective learning styles, interests and technological aptitudes.
- Expand partnerships with K–12 institutions to strengthen college preparation.
- Maintain high academic standards to ensure basic competencies are achieved.
- Continue to provide engaging learning opportunities for both women and men.

Impact

- Ensures that all UAF graduates, at all levels, have basic competencies in communication, computation and critical thinking appropriate to their level of study and career pathway.
- Makes UAF a leader in implementing meaningful programs for student success, with a special emphasis on those for rural and Alaska Native students.

Recommendation Three: Build exciting, engaged learning communities at UAF for both undergraduate and graduate students.

Requirements

- Expand opportunities for new students to engage in exciting and informative university orientation and advising, with special attention to needs of community campus and nontraditional students.
• Improve and spotlight UAF Honors and Leadership programs by building on national best practices and proven successes.
• Provide substantive opportunities for undergraduate research and incentives for faculty to offer those opportunities.
• Provide students opportunities for community service as part of their programs of study.
• Significantly expand internships, externships and practicum opportunities for all students.
• Provide regular opportunities for Fairbanks students to experience rural Alaska through internships and special projects.
• Offer high-quality, personalized department- and program-level advising.
• Offer flexible education and training opportunities to meet needs of nontraditional students.
• Recruit more international students to enrich global perspectives of Alaska students.
• Identify and develop programs and services of interest to young men, who are increasingly under-represented in university settings.

Impact

• Highlights UAF’s special qualities and attractiveness: high-quality education with opportunities for close personal interaction with faculty and involvement in research.

Recommendation Four: Strengthen UAF faculty resources as the key element in expanding high-quality programs and services.

Requirements

• Ensure that UAF faculty salaries and benefits meet or exceed national market levels, with special attention given to maintaining competitive salaries and benefits in programs meeting high-growth, high-demand work force needs in Alaska.
• Seek industry investment in meeting faculty resource needs through endowed chairs, salary supplements, visiting industry faculty and externships for UAF faculty to experience workplace settings.
• Expand professional development opportunities for UAF faculty to maintain cutting-edge knowledge of curriculum areas and currency in field.
• Spotlight and reward the faculty and staff success in developing innovative programs, research and student services.
• Recognize distinctive needs of rural faculty and create opportunities for expanded engagement between them and Fairbanks-based faculty.
• Maintain low faculty-student ratios to support attractiveness of UAF as an engaged learning community.

• Provide consistent, high-quality mentoring for new faculty and opportunities for building faculty collegiality and collaboration.

**Impact**

• Underscores faculty’s key role in strengthening programs across UAF and in attracting and retaining students in exciting undergraduate and graduate programs.

Recommendation Five: Make UAF a national and international leader in offering online and distance education, with emphasis on courses and programs meeting needs in Alaska and the circumpolar North.

**Requirements**

• Build on Alaska’s extensive experience with innovative online and distance education to meet increasingly diverse student needs.

• Create a strategic plan for developing, implementing and evaluating online and distance education courses and programs.

• Expand models for innovative hybrid or blended delivery systems, including the best of online/distance education with intensive face-to-face instruction.

• Seek student ideas and engagement in design and delivery of online and distance education to address emerging learning styles, technologies and interests.

• Offer incentives and professional development opportunities for faculty seeking to expand online and distance courses and programs.

• Expand online and distance education opportunities for advanced secondary students in Alaska to encourage their continuing interest in UAF.

• Offer integrated online advising for distance students so they have access to a full range of student services.

**Impact**

• Places UAF at the forefront in Alaska of online and distance education, a fast-growing and high-demand realm.

• Positions UAF to expand its online and distance offerings related to Alaska and the circumpolar North.

• Maximizes use of new technologies in course delivery while minimizing costs.

• Effectively serves rural Alaska students.
Research and Scholarship

In 2017 UAF will be a place where research and scholarship are fully integrated in the undergraduate and graduate experience. As core functions of UAF, research and scholarship require prominence in our vision for UAF and the highest priority for future investments. These core missions must permeate our purpose, our plans and their implementation.

The recommendations presented here are based upon these basic assumptions:

UAF should serve the people and state of Alaska by addressing the problems and needs of our community, the state and nation.

UAF should build upon its unique strengths, expertise and location to address local, national and international problems and needs of the state and nation for which the university is particularly suited.

UAF scholarship and research should focus on areas that will yield economic benefits and address Alaska’s and the nation’s intellectual needs while being mindful of our responsibility to also address issues of global importance.

Comprising a strategy for UAF’s future, these recommendations link assessment, investment and measurement by evaluating our current abilities and demand for services, and the need to invest in tomorrow’s infrastructure and measure performance against expectations and need. The world is changing and we must be responsive to the needs of our society in the areas where we have recognized expertise and can make valuable contributions.

Recommendation One: Create a research and scholarship consortium to focus on scientific and societal issues associated with rapid environmental and societal change.

Requirements

This consortium should:

- Be based on the concept that multi-institutional, cross-discipline collaboration will leverage our strengths for addressing the greatest needs of our northern societies.

- Incorporate state, federal and private stakeholders where appropriate.

- Ensure that policy decisions concerning resource management are based on interdisciplinary studies that incorporate a broad understanding of interactions among changes in physical, biological, social, and cultural processes and values.

- Bring understanding to the public and government of likely environmental and social changes and the timeline on which they are likely to occur.

- Provide a quantitative assessment of probable impacts to the ecosystem.

UAF lies at strategic and geographic crossroads where expertise, opportunity and obligation meet.
Future success depends on building a more diversified economy and developing infrastructure integrated with our northern environment. It means charting and understanding demographic trends to formulate policies that lead to healthier individuals and communities.

infrastructure, economic, and demographic changes.

- Involve government planners, geophysicists, biologists, engineers and social scientists in the analysis.
- Include oil and gas extraction and transportation, mining, fisheries, agriculture, forestry, tourism, transportation and infrastructure among the societal activities considered.

Impact

- UAF lies at strategic and geographic crossroads where expertise, opportunity and obligation meet. We are home to many of the nation’s experts in climate change and arctic studies in numerous disciplines, and home to the impacts of change to the environment, infrastructure, economies and traditions will be great. Strengthening our capabilities and facilities through this consortium will:
  - Foster viable strategies and solutions to complex societal and environmental challenges.
  - Increase the number of people in Alaska who have the expertise to affect solutions to these challenges.
  - Draw researchers and scholars from around the globe to UAF

Recommendation Two: Focus on research and scholarship that promote well-being and sustainability for Alaskans

Alaskans pride ourselves on being independent and self-sufficient, and with the right kind of research, we can be. We value our unique cultures and the Alaska way of life. Our geographic remoteness and isolation make life more expensive but much richer. As the world changes, we must meet the challenge of sustaining Alaska’s communities.

Future success depends on building a more diversified economy and developing infrastructure integrated with our northern environment. It means charting and understanding demographic trends to formulate policies that lead to healthier individuals and communities. Most dramatically, it requires us to be aware of the natural forces that pose a threat to human lives and property, such as forest fires, flooding, erosion, volcanoes, earthquakes, tsunamis, avalanches, mud slides, invasive species and pandemics. It requires an awareness of and commitment to change the current disparities in personal and community health that prevent all Alaskans from leading positive and productive lives.

RESEARCH for healthy communities: education, public and mental health

Requirements

- Preparing northern societies to adapt to social-ecological change and developing tenable policy strategies for addressing that change require healthy, educated, productive and engaged citizens. The health status of
Alaska Native communities is of particular concern, as these populations have experienced dramatic increases in a number of complications over the past several decades, including obesity, diabetes, cancer and cardiovascular disease. In addition, many northern communities suffer extremely high rates of suicide, alcoholism, drug dependency, depression, school drop-out and other social problems. Certain groups are at particular risk, such as low-income boys and Alaska Native communities undergoing rapid social change. Understanding how genetic, nutritional and/or cultural-behavioral factors contribute to disease and disease-related risk factors is important for creating interventional programs to improve the health status of these communities.

Impact

- Healthier communities will be fostered within the context of our ethnic diversity, high rates of migration, vulnerability to climatic change, and susceptibility to educational and social challenges. Research will advance understanding of genetic, nutritional and/or cultural-behavioral factors that contribute to social and behavioral issues, diseases, and disease-related risk factors for health problems such as obesity, diabetes and cardiovascular disease. Research will also advance understanding of the educational problems affecting young men and Alaska Native communities and the strategies that promote their economic and social well-being.

RESEARCH for transition from oil and gas economy to a broader economic base

Requirements

- The survival and prosperity of communities require us to overcome high fuel and transportation costs, and the threatened and real loss of subsidies like the Power Cost Equalization Program and by-pass mail that help offset those expenses. Directed research that enables Alaskans to take advantage of affordable local renewable and alternative energy resources or grow and harvest our own food ensures economic opportunities without sacrificing our unique cultural character.

Impact

- Alaskans have become dependent on oil revenues over the last 30 years. Since a sustainable state economy must be more diversified, we will move from a dependence on oil revenue to one that is more dependent on other nonrenewable (e.g., natural gas, coal, gold, zinc, boron and molybdenum) and renewable natural resources (e.g., energy, fisheries, forestry and agriculture), as well as other revenue sources, such as tourism.
Recommendation Three: Build partnerships, working with Alaska industry, business and other institutions focusing on economic diversification through intellectual and value-added product development.

Requirements

- Focus on intellectual product development that yields more advanced technology for the state's industries and that emphasizes emerging needs and technologies.
- Discover and implement ways to affect cold climate adaptations in construction, renovation, energy conservation, production efficiency and food resources as examples.
- As oil and gas resources are depleted and their use is further limited by the need to reduce the emissions of greenhouse gases, northern communities will need to adapt to increased costs of electricity, heating fuel and transportation. Two major areas of adaptation will be in the construction and operation of buildings and the production and distribution of food. UAF has significant resources in both areas that could be the basis for a consortium focused on improving the sustainability of Alaska communities.

Impact

- Development of local economic opportunities.
- Reduced net energy use in buildings.
- Advances in construction, renovation and the development and selection of heating, ventilation and power systems (such as solar and bio-fuel systems).
- More secure food production and distribution.
- More cost-effective transportation.

Enrollment and Retention

Recommendation One: Improve the quality and effectiveness of the recruitment- and retention-related aspects of campus life, the first-year experience and academic programs.

Requirements

- Implement the Campus Life Master Plan recommendations for upgrading Fairbanks campus-life facilities. Specifically, by 2017 the campus needs new or updated space for the Wood Center (dining, bookstore, all age social activities
and postal spaces), residential facilities that support development of learning communities and a one-stop student services administrative center.

- Improve rural campus facilities as well as connectivity to the rural sites.
- Encourage and recognize faculty involvement in student clubs, organizations and residence halls.
- Encourage a more engaged student body by educating and mentoring student leaders.
- Increase funding for Student Life programs, athletics and recreation to provide events and services that support student life.
- Sustain the decision to implement mandatory orientation for all freshmen. Develop orientation by: including an enhanced version during the summer; increasing faculty involvement and contact with freshmen; having the university open during orientation so that parents and new students can visit academic departments and other offices and meet the faculty and staff; and include a component that focuses on our Alaska heritage and that encourages civic and campus engagement.
- Establish a freshmen seminar using one of the many existing models from other institutions and require students to read a designated text prior to their arrival.
- Implement an early warning and response system that identifies and responds to students in academic, financial or behavioral distress. This will require the cooperation of virtually all segments of the institution.
- Faculty interest in students is a powerful tool of retention. UAF should devise a method of ensuring more contact between freshmen and professors. We need to examine how many students receive their advising through the Academic Advising Center versus in the office of a professor who teaches in their area of interest.
- Ensure that the frequency of course offerings, coupled with well-informed advising, enables students to complete their degrees on time.
- Enhance the Honors Program, leadership programs and other activities that provide challenges and opportunities for outstanding students.
- Increase the opportunities for undergraduate participation in research, scholarly or creative activities in all academic disciplines by creating incentives for programs to engage students in those activities.
- Increase assistance to faculty and teaching assistants to continuously improve their teaching skills including the availability and quality of technology used to support academic programs.
- Significantly expand internships, externships and practicum opportunities for all students.
- Offer flexible education and training opportunities to meet needs of nontraditional students.
Impact

- Overcome the challenges of UAF’s student life — distance of the Fairbanks campus from local businesses, combined with the harsh environment.
- Modernize the dated student life environment.
- Actively encourage and support the growth of civic engagement by students and faculty involvement in student life to achieve a robust student-life environment.
- Create a focused and ambitious effort to create a vibrant campus experience for students.
- Increase the probability that students will get off to a good start at UAF, are acculturated, make friends and are encouraged to be active members of the campus community even though UAF regularly admits a high number of students who are at risk for failure at the college level as a public university.
- Improve student success at UAF by assisting the under-prepared and less-motivated students to succeed.
- Increase the number of Alaska students that consider UAF their first choice.
- Improve the educational experience for the strong academic students at UAF.
- Improve access for outstanding UAF students to programs and opportunities that allow them to excel.
- Provide opportunities outside of academics for students seeking admission to highly competitive graduate and professional schools.

Recommendation Two: Position UAF as an institution of high value and academic rigor in order to better serve the needs of our students and state.

Requirements

- Raise the minimum ACT score for admittance to a baccalaureate program from the planned 18 to 21.
- Provide a clear pathway for students not admitted to a baccalaureate program to be admitted to a program through a structured system of developmental courses and academic advising.
- Collect a deposit of $200 to hold a seat for students admitted to the university.
- Require an essay as part of the undergraduate admissions application.
- Be tougher in granting appeals for the loss of financial aid due to poor academic performance.
- Provide resources to the admissions staff to allow for rapid processing of applications.
• Identify UAF’s optimum student body size so as not to exceed the capacity of academic programs and support facilities.

• Hire a consultant to help identify which marketing strategies will be the most effective in achieving high school recruitment goals. (UAF’s research emphasis does not capture the interest of many potential majors in fields like justice, social work, business, psychology, etc.).

• Place particular emphasis on marketing UAF in Southcentral Alaska.

• Bolster the UA Scholars Program, and ensure that the program's financial aid equals or exceeds a full, four-year tuition waiver.

• Re-evaluate all current merit-based scholarships and set higher academic standards for eligibility where feasible.

• Recruit more non-Alaskan and international students to enrich global perspectives of Alaska students.

**Impact**

• Inform potential students and parents of the monetary value of a UAF education while emphasizing our national rankings and the selective nature of our admissions process.

• Instill in our communities an image of high academic standards associated with UAF.

• Improve the significant feeling among applicants that the response time to applications is excessively long.

• Change the impression that UAF is less efficient and effective than our peer institutions.

• Demonstrate that financial incentives attract academic achievers as seen with the profound impact by the institution of the UA Scholars Program.

• Increase the involvement of academically successful students in encouraging other students to consider UAF as a possible choice.

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**Recommendation Three:** Increase UAF’s pre-college engagement with the greater Fairbanks community through campus-based or elementary/secondary school-based outreach activities.

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**Requirements**

• Identify successful K-16 strategies currently used in other states and consider whether they can be adapted to UAF/Interior Alaska.

• Identify community (and possibly state government) and school partners.

• Establish criteria for prioritizing the order in which strategies are implemented and with whom.
• Identify industry and business partners for possible involvement and/or underwriting of outreach programs.

• Fund the Susan Butcher Leadership Institute and support its efforts to bring pre-collegiate students from throughout the state to campus for training in leadership skills to enable them to play a larger role in their home communities in Alaska’s social, political and economic development.

• Create select opportunities for faculty to spend time in Anchorage and/or other parts of Alaska on recruitment forays, such as lecturing in high schools in their areas of expertise.

**Impact**

• Create a strong tie to all communities and schools.

• Demonstrate UAF’s interest in the people of Alaska and their families.

• Create relationships with elementary and secondary educators who mentor and encourage students to plan for and pursue postsecondary education.

• Develop a grass-roots constituency that seeks ongoing support for UAF with policy makers.

• Provide real-life examples of the need for college and its importance for career options with involved faculty, staff and students.

**Community Engagement and Economic Development**

“Community Engagement describes the collaboration between institutions of higher education and their larger communities for the mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

1. By 2017, UAF will encourage and support a nimble community engagement effort within its tripartite mission of teaching, research and service.

2. Our vision for 2017 is one where UAF will be recognized for supporting an established culture of cooperative economic development partnerships with the extended community. Embedded in this ideal is a commitment to sharing and reciprocity. Our vision of economic development is one where the institution assists business and industry in pursuing economic development initiatives, and promoting, diversifying and building the economy.

3. Community engagement must be a visible and clear mission of the university. The committee respectfully recommends that community engagement be incorporated into all pathway definitions.

1 Carnegie Classification of Community Engagement
Objectives
Our mission as the Committee on Community Engagement and Economic Development was to explore the realm of community engagement and economic development at UAF, using the UAF Strategic Plan 2010 as the basis for opening the discussion.

Issues
The committee recognizes there are ongoing community engagement and economic development efforts at UAF. However, the extent to which faculty, staff and students embrace the concept of service to the community, and the efforts by the community to reach back to the university have not been fully examined or articulated.

Are community engagement and economic development important factors in the wellbeing of the institution? If so, what needs to be done to make it so? It is clear that community engagement is interwoven in all six pathways of the Strategic Plan, but it is not necessarily brought to the forefront as an integral part of the complex structure of the university.

Stakeholders
Ultimately, UAF and the community are the overall stakeholders in this mission. Internally, faculty is required to follow a tripartite contract of teaching, research and service. Staff does participate in community engagement efforts, but it is not clear to what extent. Students are also stakeholders and should be encouraged by the faculty to combine their learning experience with a service component to increase their knowledge and skills.

Externally, the community is a key part of what makes this university strong. Fairbanks is a college town and the university contributes to the economic well-being of the region by its position as the largest employer in the area (with the possible exception of the military). Whatever the university does or doesn’t do has a ripple effect regardless of the magnitude of the issue, whether it is parking on campus, participation in community efforts, infusion of research dollars into the economy, cultural events on and off campus or programs on the university TV and radio stations. Whatever we do “on the hill” impacts everyone.

Community and Economic Development Committee Findings
To fully realize its mission, the university must engage the Alaska community in all it does. The university can meet its land grant mission by actively participating in Alaska economic development, community partnerships and new ways of responding to the needs of a changing society. The current ethos at UAF must be changed in order to be successful in this endeavor, and it should be a very visible effort on the part of all entities. Community engagement and economic development are vital elements in the overall strategic plan and are key to the success of the institution.

We practice good stewardship by acknowledging gifts in a timely, relevant manner; recognize donors for their support in public, meaningful ways; and report to them about the integrity of our efforts on their behalf.
Recommendations

(Note – Although they are ultimately tied together, the committee made it clear that there are two issues here: community engagement and economic development.)

Recommendation One: Incorporate community engagement into every pathway of the UAF Strategic Plan 2010.

Community engagement should be an integral part of every pathway in the UAF Strategic Plan 2010, but it is not currently articulated as such. To be successful, UAF must commit to changing the culture of the institution and visibly incorporate community engagement into its teaching, research and service mission. It must devote necessary resources to accomplish an effective community engagement effort. Our vision for 2017 is of an established culture of community engagement throughout the institution, embraced by all. Embedded in the engagement ideal is a commitment to sharing and reciprocity. Our vision of community engagement is one where the institution delivers services, but also one where the university actively listens and incorporates that into its goals and objectives, working cooperatively with the community to achieve this mission.

Recommendation Two: Actively participate in economic development in the community

Our vision for 2017 is of an established culture of cooperative economic development partnerships with the extended community. Embedded in this ideal is a commitment to sharing and reciprocity. Our vision of economic development is one where the institution assists business and industry in pursuing economic development initiatives, promoting, diversifying and building the economy where the university actively listens and incorporates that into its goals and objectives. UAF is participating in various economic development endeavors, but because of the complex nature of many institutions in one, a clear recognition of exactly what is being done has not been articulated.

Strategy

• The administration should acknowledge the importance of a strong community engagement commitment by visibly endorsing and promoting efforts in this strategic pathway.

• Identify the appropriate entities to carry out the community engagement effort at UAF, and provide adequate resources to carry out directives and strategies to keep the focus on articulation of this important element of the mission of the institution. This is an opportunity to enhance the outreach efforts and encourage engagement internally and externally.
The next steps in community engagement efforts at UAF:

**Identify peer institution models that could be applied**
- To UAF in community engagement
- Research on community engagement models at peer institutions should be conducted to assess where there could be more efforts strategically focused to reach out to the community. What has been effective in similar communities throughout the United States? Is community engagement an integral part of other institutions’ missions?

**Conduct a survey of current community engagement and economic development efforts**

UAF has many established partnerships in the community, in volunteer services, and industry and business partnerships in internship programs, and businesses coming to UAF to address specific needs. An assessment of ongoing community engagement and economic development efforts by UAF entities should be conducted to establish a base reference to draw from, and then determine where there could be more efforts strategically focused to reach out to the community. The survey should be conducted internally and externally to provide a broad base of information. The results should be considered as part of an overall strategy to actively promote community engagement both internally and externally.

**Secure a Carnegie Foundation Community Engagement Elective Classification for UAF**

Engagement should be a part of all strategic pathways and visibly incorporated into the mission of UAF. UAF should examine its structure in this area and provide evidence of its commitment by various methods, including an effort to obtain a Carnegie Foundation Community Engagement Elective Classification in recognition and celebration of community engagement efforts at UAF.

**Conclusion**

Community engagement must be an integral part of every pathway in the strategic plan. The current ethos at UAF must be changed in order to be successful in this endeavor, and it should be a very visible effort on the part of all entities. Community engagement is a two-way street and requires a cooperative effort on the part of the institution and of the community to develop as a long-standing and understood culture. Our vision for 2017 is of an established culture of community engagement throughout the system and embraced by all.

UAF is an active participant in economic development partnerships in Alaska and should be recognized as a key source of information and research in economic development endeavors.

Overall, UAF should encourage and instigate a nimble community engagement and economic development effort within its mission. There are direct correlations between community engagement and how it connects directly to all five other pathways – teaching/quality programs; research; faculty and staff development; faculty development and pedagogies that may be tied in with unit criteria for faculty promotion and/or tenure will result in demonstrated success that is measurable with accountability for all those involved.

Footnote:

enrollment and retention; and advancement and philanthropy. Without this critical element, the other pathways will not be successful. Community engagement should be incorporated into all the Strategic Plan pathways, and be proactively promoted accordingly by UAF.

Advancement and Philanthropy

Recommendation One: Develop an integrated philanthropic plan that is budget based, donor centric and supports the quest for excellence.

CREATE communities of passionate advocates and alumni.
EXTEND marketing, community education and outreach campaigns.
FORM sustainable and secure philanthropic models upon which to grow.

Requirements

- Establish an integrated marketing plan and tools that are based on the philanthropic plan, and that encompass all aspects of the university and are easily segmented for more targeted efforts.
- Electronically track constituents and alumni as they interact with UAF.
- Identify our strengths, and increase awareness of all we have to celebrate about the university, its successes and alumni achievements.
- Identify key constituents through extensive, thoughtful research.
- Develop best-practice methods to communicate what the university has done, what we are doing and what we’d like to do to engage, inspire and empower students, supporters and alumni.
- Communicate on a consistent and informative basis with our constituents through publications, visits, phone calls, e-mails and letters and invite them to partner with us.
- Develop stronger links with alumni.
- Form outreach campaigns to students and parents before graduation to initiate “pride of ownership” and to engage them as partners in UAF’s future.
- Enhance UAF’s partnership with the UAF Alumni Association to increase alumni participation in all aspects of the university.
- Connect with more alumni through advertising and increasing our visibility in Alaska’s major markets.
• Engage more alumni through publications, website and electronic tools, and personal interactions.

• Engage business community and investors, as employers of our alumni and students, to understand and value UAF education.

• Using donor-centric methods, work with donors to match their philanthropic goals with the university’s needs.

• Practice good stewardship by acknowledging gifts in a timely, relevant manner; recognize donors for their support in public, meaningful ways; and report to them about the integrity of our efforts on their behalf.

• Establish baselines to evaluate progress.

**Impact**

• Exercise flexibility and enjoy opportunities beyond legislative funding, which will give UAF better budgetary control and allow us to strengthen and expand the mission.

• Identify where we want to go, and how we want to get there, to be better positioned to anticipate needs and changes in society, the economy and climate.

• Hire and retain highly qualified faculty and staff and attract the best students.

• Increase educational opportunities for students, our staff and faculty, and the community.

• Become a “university of choice.”

**Faculty and Staff Development**

Recommendation One: Establish clearly articulated career pathway opportunities for faculty and staff.

**ARTICULATE** methods whereby interested faculty and staff can prepare for and transition to administrative roles;

**ENSURE** that the UAF evaluation process is tied directly to career advancement opportunities.

**Recommendation Two:** Focus efforts of the Office of Faculty Development on the following:

**IMPLEMENT** key recommendations of the Clayton report and other faculty development needs assessments in consultation with the provost and stakeholders;
CONTINUE to coordinate and facilitate activities centered on excellence in teaching and learning at all UAF campuses;

DETERMINE realistic levels of financial and staff support in order to carry out and sustain the above mentioned activities.

Recommendation Three: Provide expanded opportunities for staff in professional and leadership development.

DETERMINE, implement and evaluate training and development needs of staff at all levels and campus locations;

EVALUATE the need for an Office of Staff Development;

FUND and sustain training and development activities at all UAF campuses.

Requirements

• Collaboration between appropriate units and stakeholders.
• Senior administration must support faculty and staff development within each unit.
• Budget, technology and other resources must be allocated appropriately.
• Active participation at all levels in assessment, development and implementation.
• Evaluation of training and development effectiveness at UAF needs to be done annually.
• Investigate best practices and assessments used by other institutions e.g. Baldrige Criteria for Academic Excellence.

Impacts

Contributions to teaching and learning for student success, faculty/staff development, and towards overall achievement of the UAF Strategic Plan 2010 goals. In particular, UAF as an institution, its faculty, staff and students will benefit from:

• Better-prepared faculty/staff resulting in improved student success and engagement.
• Faculty development and pedagogies that may be tied in with unit criteria for faculty promotion and/or tenure. This will result in demonstrated success that is measurable with accountability for all those involved.
• Provides increased opportunities for staff development, engagement and advancement.
• Increased recruitment and retention purposes.
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Faculty and Staff Development

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