



UNIVERSITY OF ALASKA FAIRBANKS

UAF Vision 2017 Task Force Report

Shaping the future of UAF

America's Arctic University ■

UAF Vision 2017

Task Force Report

Shaping the future of UAF



America's Arctic University

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.



Steve Jones, UAF 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.

”

Contents



UAF photo by John Wagner

Teaching and Learning for Student Success	5
Research and Scholarship	9
Enrollment and Retention.....	12
Community Engagement and Economic Development	16
Advancement and Philanthropy	20
Faculty and Staff Development	21
Participants	23

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.

“

The UAF Vision Task Force will present recommendations on how UAF can position itself to become one of the world's premier arctic research and teaching universities by 2017, when we celebrate UAF's 100th anniversary.

”





“
UAF is not a campus,
institution or collection
of colleges — it’s you,
it’s me, it is passion and
engagement.”

- Ensures that UAF curriculum and program elements meet local, regional, state and national standards and needs.

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.

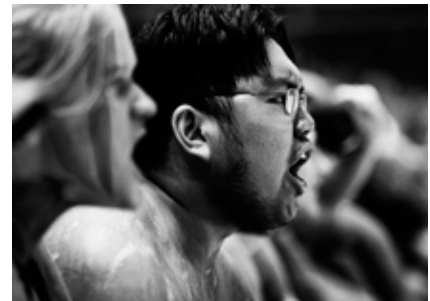
Impact

- 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.
”



Photo © Lester Lefkowitz



**“
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.

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

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.



“Faculty interest in students is a powerful tool of retention. UAF should devise a method of ensuring more contact between freshmen and professors.”



- 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

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 wellbeing 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 Classification² 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.”

²<http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

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.

Photo by Andrea Swingley



Participants

Vision Task Force

Steve Jones, Chancellor, UAF, Fairbanks, AK

Jake Poole, Vice Chancellor for University Advancement, UAF, Fairbanks, AK

Jo Heckman (Chair) President/CEO Denali State Bank, Fairbanks, AK

Kevin Hostler, (Chair) President, Alyeska Pipeline Service Co., Anchorage, AK

Paul Reichardt, (Director) Former Provost, UAF, Fairbanks, AK

Teaching and Learning for Student Success

Cathy Cahill, Associate Professor, Chemistry, Geophysical Institute, UAF, Fairbanks, AK

Rick Caulfield, (Chair) Director, Tanana Valley Campus, UAF, Fairbanks, AK

Wayne Don, Director, South Central Foundation, Anchorage, AK

Sandra Elman, President, Northwest Commission on Colleges and Universities
Redmond, WA

Gail Phillips, Former Speaker of the State House; Member UAF Alumni Association Board
of Directors, Anchorage, AK

Wendy Redman, VP, University Relations, University of Alaska Statewide, Fairbanks, AK

Marilyn Romano, (Chair) Publisher, *Fairbanks Daily News-Miner*, Fairbanks, AK

Lincoln Saito, Director, UAF Chukchi Campus, Kotzebue, AK

Helga Watterson, Owner, Watterson Construction Co., Anchorage, AK



Front (left to right) Jo Heckman, Jake Poole;
Back (left to right) Kevin Hostler, Steve Jones,
Paul Reichardt



Front (left to right) Marilyn Romano, Helga
Watterson, Cathy Cahill; Back (left to right)
Wayne Don, Gail Phillips, Lincoln Saito, Rick
Caulfield

Research and Scholarship

Ethan Berkowitz, (Chair) Former Legislator; Business Owner, Anchorage, AK

Doug Causey, Vice Provost, Research UAA, Anchorage, AK

John Davies, Research Director, Cold Climate Housing Research Center; President,
UAF Alumni Board of Directors, Fairbanks, AK

Doug DeMaster, Director, Alaska Fisheries Science Center, NOAA, Seattle, WA

Larry Hinzman, (Chair) Director, International Arctic Research Center, UAF,
Fairbanks, AK

Judy Kleinfeld, Director, Northern Studies, College of Liberal Arts, UAF, Fairbanks, AK

Eric McDowell, President, McDowell Group, Juneau, AK

Roger Ruess, Professor, Plant Ecology, Institute of Arctic Biology, Fairbanks, AK

Bill Streever, Environmental Studies Leader, BP Exploration (Alaska) Anchorage, AK

Frank Williams, Director, Arctic Region Supercomputing Center, UAF, Fairbanks, AK



Front (left to right) Larry Hinzman, John
Davies; Back (left to right) Judy Kleinfeld,
Roger Ruess, Frank Williams, Ethan Berkowitz



Front (left to right) Stephanie Butler, Lydia Anderson; Back (left to right) Jeff Cook, Sharon McConnell Gillis, Kevin Huddy

Enrollment and Retention

Lydia Anderson, Director, UAF Wood Center, Fairbanks, AK

Stephanie Butler, Director of Operations, Alaska Postsecondary Education Commission, Juneau, AK

Jeff Cook, (Chair) VP, External Affairs, Flint Hills Resources, North Pole, AK

Scott Deal, Associate Professor, Music, College of Liberal Arts, UAF, Fairbanks, AK

Sven Gilkey, President, Associated Students of University of Alaska Fairbanks (ASUAF) Fairbanks, AK

Kevin Huddy, (Chair) Director, Residence Life, UAF, Fairbanks, AK

Sharon McConnell Gillis, Executive Director, Doyon Foundation, Fairbanks, AK

Ann Shortt, Superintendent, Fairbanks North Star Borough School District, Fairbanks, AK

Ed Thomas, President, Tlingit-Haida Central Council, Juneau, AK



Front (left to right) Roxie Dinstel, Arliss Sturgulewski; Back (left to right) Willie Karidis, Ann Ringstad, Patrick Lee

Community Engagement and Economic Development

Roxie Dinstel, Professor & Extension Agent, Cooperative Extension Service, UAF Fairbanks, AK

Kathryn Dodge, Director, Economic Development, Fairbanks North Star Borough Fairbanks, AK

Willie Karidis, Director, Denali Education Center, Denali, AK

Patrick Lee, Associate Director of Athletics, UAF, Fairbanks, AK

Ann Ringstad, (Chair) Associate Vice Chancellor for University Relations, UAF Fairbanks, AK

Brian Rogers, (Chair) Principal Consultant, Information Insights, Fairbanks, AK

Jim Sampson, President, Alaska AFL-CIO, Fairbanks, AK

Helvi Sandvik, President, NANA Corporation, Anchorage, AK

Arliss Sturgulewski, Former Alaska State Senator; Community Leader, Anchorage, AK



Front (left to right) Mike Powers, Grace Schaible, Judyth Wier; Back (left to right) Naomi Horne, Emily Drygas, James Huesmann, Aldona Jonaitis, Carla Beam

Advancement and Philanthropy

Carla Beam, Director, Community Affairs, BP Exploration (Alaska) Anchorage, AK

James Huesmann, Dean, Rasmuson Library, UAF, Fairbanks, AK

Aldona Jonaitis, Director, UA Museum of the North, UAF, Fairbanks, AK

Laura Milner, Professor, School of Management, UAF, Fairbanks, AK

Mike Powers, (Chair) CEO, Denali Center/Fairbanks Memorial Hospital, Fairbanks, AK

Mary Rutherford, President, University of Alaska Foundation, Fairbanks, AK

Grace Schaible, Former Alaska Attorney General; Community Leader, Fairbanks, AK

Judyth Wier, (Chair) Associate Vice Chancellor for Development, UAF, Fairbanks, AK

Faculty and Staff Development

Joe Beedle, Sr. Vice President, Northrim Bank, Anchorage, AK

Steve Haagenon, (Chair) President, Golden Valley Electric Association, Fairbanks, AK

Andrew Halcro, President, Avis Car Rentals; Former Alaska State Legislator, Anchorage, AK

Deb Horner, University Planner, Provost Office, UAF, Fairbanks, AK

Carol Lewis, Dean, School of Natural Resources and Agricultural Sciences, UAF
Fairbanks, AK

Shirish Patil, Associate Professor, Petroleum Engineering, College of Engineering &
Mines, UAF, Fairbanks, AK

Gene Peltola, President, Yukon Kuskokwim Health Corporation, Bethel, AK

Jeff Stepp, (Chair) Coordinator, Student Activities, Wood Center, UAF, Fairbanks, AK



Front (left to right) Michelle Renfrew, Carol Lewis; Back (left to right) Deb Horner, Shirish Patil, Jeff Stepp, Gene Peltola



Strategic Vision
Teaching and Learning for Student Success



I. End Result: UAF provides high-quality academic programs that meet student and state needs.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To offer a sufficient range of degree and certificate programs to meet student demands and state needs.	<ul style="list-style-type: none"> List of peer programs not offered by UAF or UA (2010). Needs assessment for select programs (2011) High priority programs proposed and approved by the Board of Regents. 	Strategy A1: Identify programs that are offered by many peer institutions, but not by UAF or other UA institutions, and assess demand for those programs.	PAIR	Reallocation of effort	In progress.
		Strategy A2: Add new programs for which there is substantial unmet student demand and/or a documented state need.	Schools and Colleges	To be determined; varies by program	Need will be reassessed as needed with significant changes in employment, demographics and other factors in the UAF region and the state.
Objective B: To improve learning outcomes and other quality indicators for all academic programs.	<ul style="list-style-type: none"> 100% of degree and certificate programs, and the Core curriculum, are implementing assessment according to their established plan (2010). 100% of degree and certificate programs report on assessment results and curriculum improvements (2011). New instructional assessment system implemented (2012). 	Strategy B1: Assess learning outcomes and use the results to inform changes for improvement.	Schools and Colleges Provost's Office	Part of new Provost's Office accreditation staff position (\$30,000)	All programs currently have assessment plans and many are implementing these effectively, but some need to improve in consistency and documentation of assessment and in implementing improvements in response to findings.
		Strategy B2: Revise method of instructional assessment by students.	Provost's Office Faculty Senate Associated Students of the University of Alaska Fairbanks	Reallocation of effort	Faculty and students are not fully satisfied with the current instructional assessment system. Among other issues, an online format would reduce processing effort and might increase student participation.

I. End Result: UAF provides high-quality academic programs that meet student and state needs.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective C: To provide academic programs with sufficient support to maintain and improve quality (including non-faculty resources).	<ul style="list-style-type: none"> All academic programs offered by UAF have sufficient resources to provide a quality education to students (2017). 	Strategy C1: Continuously assess capacity of UAF to deliver quality programs with available resources.	Chancellor's Cabinet Provost's Office Schools and Colleges	Reallocation of effort	UAF's academic programs are generally of high quality and include many that are nationally accredited or certified. However, some schools and colleges lack sufficient resources for timely replacement of equipment, faculty development and other non-salary needs.
		Strategy C2: Reallocate or secure new resources for underfunded programs that are central to UAF's mission. Phase out any that lack students, centrality to UAF's mission or the potential to secure sufficient resources to maintain quality.	Chancellor's Cabinet Provost's Office Schools and Colleges Planning and Budget Committee	To be determined	Will be done in response to shortfalls identified by Strategy C1.

I. End Result: UAF provides high-quality academic programs that meet student and state needs.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective D: To revitalize the baccalaureate Core Curriculum and the related instruction of certificate and associate degree programs.	<ul style="list-style-type: none"> Revised Core and assessment plan approved by the Faculty Senate (2011). 	Strategy D1: Review the Core Curriculum and related instruction in light of current student needs and the need to assess learning outcomes.	Provost's Office Faculty Senate Schools and Colleges	To be determined	UAF's Baccalaureate Core has served well for 20 years but may not fully meet needs of today's students. Also, to meet new accreditation requirements for comprehensive assessment, a better means of assessing the learning outcomes of the Core is needed. The Core Revitalization and Assessment Committee has recommended that UAF adopt the AACU (American Association of Colleges and Universities) Liberal Education for America's Promise (LEAP) Essential Learning Outcomes, which include knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, including civic knowledge and engagement, teamwork, and integrative and applied learning.
		Strategy D2: Include both academic and life skills in the Core Curriculum.	Provost's Office Faculty Senate Schools and Colleges	To be determined	

I. End Result: UAF provides high-quality academic programs that meet student and state needs.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective E: To guarantee that basic competencies in communication, computation and critical thinking are emphasized across the curriculum.	<ul style="list-style-type: none"> Revised Core and assessment plan implemented (2012) Voluntary System of Accountability exit assessment implemented (2013). 	Strategy E1: Expand partnerships with K-12 institutions to improve student transitions from secondary to postsecondary education.	Provost's Office Departments and Faculty	To be determined	UAF has established a process, through the Provost's Office, for UAF faculty to review Fairbanks North Star Borough School District K-12 curriculum revision drafts in academic areas. We aim to extend this effort to other school districts, but that will require substantial effort and investment.
		Strategy E2: Monitor the skills of first and second year students on a consistent and ongoing basis.	Provost's Office Faculty Senate Schools and Colleges	Reallocation of effort	The new admission standard implemented in fall 2008 and mandatory placement in freshman core courses provides an initial assessment. The new Core assessment being devised will provide assessment for students completing the Core. The Voluntary System of Accountability (VSA) will also require an exit assessment of graduating students that includes these competencies.
	<ul style="list-style-type: none"> Students who have completed developmental education have an 80% success rate in the subsequent freshman-level course (2015). 	Strategy E3: Ensure that developmental education courses prepare students to succeed at the next level, and that students who complete the developmental education sequence are prepared for freshman-level courses.	Developmental Education PAIR	Reallocation of effort	Baseline information for the 2008-09 academic year will be reported by PAIR in 2010.
		Strategy E4: Use new approaches to improve student learning in developmental courses.	Developmental Education	\$30,000 for computers and software as a first step	Developmental education is piloting the use of computer-assisted learning in some sections of developmental math. The success of students will be compared with that in conventional classes.

II. End Result: UAF offers high demand job degree and certificate programs that prepare students to meet workforce needs.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To continuously update and enhance academic and professional programs in high-demand job fields.	<ul style="list-style-type: none"> Annual assessment of HDJA program needs (each year from 2010). 	Strategy A1: Conduct annual assessments of high demand job fields to determine the need for program changes or new programs.	Schools and Colleges Tanana Valley Campus Rural Campuses	Reallocation of effort	This is done by many HDJA programs, but is not always documented. This will be included in the annual unit plan and Performance Based Budgeting reporting processes.
		Strategy A2: Ensure that all HDJAs meet industry standards and produce well-qualified employees.	Schools and Colleges TVC Rural Campuses	\$50,000 per year, mostly to support travel expenses of advisory boards	Industry partners currently help in providing curriculum review and revision, student internships and learning outcomes assessment. All UAF workforce development programs aim to meet national standards if they exist.
Objective B: To engage industry partners in active support of high-demand job area programs.	Amount of industry support (each year)	Strategy B1: Ensure that all HDJA programs have active industry support, including in-kind contributions, scholarships, endowed chairs, faculty salary supplements, visiting industry faculty and externships for UAF faculty.	Schools and Colleges TVC Rural Campuses Development	Reallocation of effort	Business and industry support of programs is documented in the annual unit plans. To date most support has been in the form of in-kind contributions of equipment and supplies and scholarships.
III. End Result: UAF encourages interactive experiences for students at all levels and locations.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To establish engaged learning communities for both undergraduate and graduate students.	<ul style="list-style-type: none"> Honors and Leadership Programs funded (2011). Short list of new learning communities to pilot (2011). 	Strategy A1: Provide sufficient base support for both the Honors and Leadership programs.	Chancellor's Cabinet	At least \$200,000 per year.	A request for the Honors Program is included in the FY11 operating budget request.
		Strategy A2: Identify specific additional learning communities appropriate to UAF's mission and student body, especially those not currently served.	Provost's Office Student and Enrollment Services	To be determined	Nontraditional, part-time and community campus students do not commonly participate in the communities that UAF currently has available.
Objective B: To expand internships, externships and practicum opportunities for all students.	<ul style="list-style-type: none"> Inventory and learning outcomes assessment of internships completed (2011). 	Strategy B1: Provide internship opportunities including projects in rural Alaska.	Schools and Colleges Career Services	Reallocation of effort	Many UAF students complete such learning experiences but central collection of information needs to be improved.

III. End Result: UAF encourages interactive experiences for students at all levels and locations.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective C: To provide high-quality undergraduate research or scholarly or creative activity experiences to all baccalaureate students who desire them.	<ul style="list-style-type: none"> Inventory and learning outcomes assessment of undergraduate research or scholarly/creative activity (2010). 	Strategy C1: Expand opportunities for students to conduct undergraduate research, scholarly activity or creative activity.	Vice Chancellor for Research Provost's Office Schools and Colleges	\$30,000 for staff	Many UAF students complete such learning experiences but central collection of information needs to be improved.
	<ul style="list-style-type: none"> Inventory of student presentations, both graduate and undergraduate (2010). 	Strategy C2: Increase opportunities for students to present their research, scholarly or creative activity in local, regional and national forums.	Vice Chancellor for Research Provost's Office Schools and Colleges	\$20,000 or more for student travel grants.	Many UAF students complete such learning experiences but central collection of information needs to be improved.
IV. End Result: UAF has state-of-the-art technology and facilities for teaching and learning.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To implement a coordinated approach to the provision and refresh of information technology throughout UAF.	<ul style="list-style-type: none"> Computer lab policy and funding plan implemented (2010) Classroom instructional technology policy and funding plan implemented (2010) 	Strategy A1: Develop standards for computer laboratories on Fairbanks campus, in terms of need/utilization, hardware, software, maintenance and replacement.	Office of Information Technology Provost's Office Schools and Colleges	To be determined	Utilization rates of existing labs have been measured from spring 2009 on.
		Strategy A2: Develop instructional technology and facility standards for classrooms, in terms of need/utilization, furnishings and fixtures, hardware, and software, including acquisition, maintenance and replacement	OIT Provost's Office Schools and Colleges	To be determined	In progress.
Objective B: To provide course delivery technology that best serves the learning styles of today's students.	<ul style="list-style-type: none"> Needs assessment (2011); redo every 3-4 years. Inventory of distance courses (or new course formats) and programs (2011 and annually) 	Strategy B1: Identify needs for distance education programs in Alaska.	Schools and Colleges PAIR	To be determined	In progress.
		Strategy B2: Design, gain approval for, and deliver new distance courses and programs.	Schools and Colleges	To be determined	Will follow Strategy B1.
		Strategy B3: Assess and improve success rates of students in distance courses.	Center for Distance Education Schools and Colleges	Reallocation of effort.	CDE is currently conducting an assessment and is implementing strategies for improvement.

IV. End Result: UAF has state-of-the-art technology and facilities for teaching and learning.

Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective C: To ensure that students have access to modern teaching and research facilities.	<ul style="list-style-type: none"> New or renovated facilities completed (2017) 	Strategy C1: Construct new or renovate additional major teaching and research facilities, according to the priorities in the UA 10-year Capital Plan.	Chancellor's Cabinet UA System Budget Office All Units	\$150M	Initial funding for the Life Sciences Facility is part of the FY11 capital request. Also critical are sufficient R&R funds; \$50M is requested in FY11, but \$500M or more is needed soon.
	<ul style="list-style-type: none"> Honors House completed (2015) 	Strategy C2: House the Honors Program. The renovated or constructed Honors House should be a model of sustainability.	Chancellor's Cabinet UA System Budget Office Honors Program Development	To be determined	A design charette was held in spring of 2009.

Strategic Vision
Research and Scholarship



I. End Result: UAF research and scholarship addresses the sustainability of Alaskan communities.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To conduct basic and applied research leading to the identification and remediation of health challenges and disparities among Alaskans.	<ul style="list-style-type: none"> Funding for the Life Sciences Facility. (2011) Funding for new faculty positions for IDeA Network of Biomedical Research Excellence (2011). Continuation of the UAF neuroscience program through a new NIH Center of Biomedical Research Excellence award and/or renewal of the current NIH Specialized Neuroscience Research Program award (2012). 	Strategy A1: Continue and expand biomedical and behavioral research.	Vice Chancellor for Research (incentives and coordination) Institute of Arctic Biology College of Natural Science and Mathematics Center for Alaska Native Health Research	>\$500,000 operating funds and up to \$120M capital funding, plus federal grants and contracts	Funding to begin construction of the Life Sciences Facility is included in the FY11 capital request. Two INBRE faculty positions are included in the FY11 operating budget request.
		Strategy B1: Increase number of UAF faculty in national/ international research leadership positions, such as the National Science Board, Polar Research Board, SEARCH and IPA positions at relevant funding agencies.	Vice Chancellor for Research Research Units Schools and Colleges	None	Ongoing
		Strategy B2: Increase competitive research funding in these areas.	Research Units Schools and Colleges	Investments of additional startup funds for faculty would be helpful	Ongoing
	<ul style="list-style-type: none"> Sustain programs such as the Alaska Experimental Program to Stimulate Competitive Research program and make them more effective (2011). 	Strategy B3: Benefit fully from federal capacity building programs to link UAF research with Alaska stakeholder needs.	Vice Chancellor for Research	\$400,000; all new faculty positions committed by UAF need to be filled.	Ongoing

I. End Result: UAF research and scholarship addresses the sustainability of Alaskan communities.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective C: To foster collaborative research concerning Alaska Native communities, languages and cultures.	<ul style="list-style-type: none"> Secure base Indigenous Studies program funding from the state (2011). Secure additional philanthropic support for student fellowships and scholarships (2017). Recruit at least 20 students into the program (2012). 	Strategy C1: Support the initial growth and development of the Indigenous Studies Ph.D. Program.	Provost's Office Graduate School College of Liberal Arts School of Education College of Rural and Community Development Development	\$350,000	\$200,000 is included in the FY11 operating budget request.
Objective D: To conduct research on natural hazards to enable prevention, mitigation or warning.	<ul style="list-style-type: none"> Increase research funding and publication in internationally prominent journals by 10% (2012). Increase competitive awards in volcanology, earthquake seismology, tsunami modeling by 10% (2012). Secure state or (airline) industry support to guarantee that essential volcano monitoring will continue (2012). 	Strategy D1: Continue and expand internationally prominent volcanology research programs.	Geophysical Institute Arctic Region Supercomputing Center	\$500,000 per year in base funding plus external funding	The Alaska Volcano Observatory had a critical role in assessing and predicting the eruptions of Mt. Redoubt in 2009. UAF continues to seek a broader base of industry, state and federal support for this research and monitoring.
		Strategy D2: Increase public awareness of the benefits of hazard assessment, prediction, monitoring and mitigation.	Vice Chancellor for Research Marketing and Communications Cooperative Extension Service Marine Advisory Program	The requested increment for MAP is \$650,000	The MAP funding increment in the FY11 budget request is partly intended to address this need, especially relative to marine hazards such as storms, coastal erosion and tsunamis.

I. End Result: UAF research and scholarship addresses the sustainability of Alaskan communities.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective E: To develop new energy production and conservation technologies.	<ul style="list-style-type: none"> Base program funding from the state (2011). Two additional competitive energy awards each year through National Science Foundation and Department of Energy. One additional grant or contract annually through Alaska Energy Authority and/or the Denali Commission for specific energy-related tasks, particularly in the realm of sustainable energy research and development (2011). 	Strategy E1: Establish the Alaska Center for Energy and Power (ACEP) in order to expand energy research programs, including both fossil fuel and alternative energy sources and work more effectively with the stakeholder communities.	College of Engineering and Mines Institute of Northern Engineering ACEP	\$500,000 base funding for Alaska Center for Energy and Power External research funding	In October 2009, \$4.6 million of American Recovery and Reinvestment Act funding was awarded to UAF to test techniques and assess the geothermal resource at Pilgrim Hot Springs.
		Strategy E2: Develop partnerships with industry, government and nongovernmental organizations including Alaska Native organizations.	College of Engineering and Mines Institute of Northern Engineering ACEP School of Natural Resources and Agricultural Sciences	Included in ACEP base funding	In May 2009, ACEP and Tanana Chiefs Conference formed a new partnership aimed at finding energy solutions for the 42 rural communities in the TCC region. ACEP hopes to expand the partnership model to other regions.

II. End Result: Research, scholarship, and creative activities are supported across all academic disciplines.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To promote active partnerships between students and faculty in research, scholarly and creative activities at all levels.	<ul style="list-style-type: none"> Graduate student and postdoc stipends meet market levels for peer research universities (2012). Increase the number of undergraduates engaged in research by 10% per year to double the number between 2010 and 2017. Alaska Summer Research Academy serves 300 students/year (2017). 	Strategy A1: Provide competitive stipends for graduate assistantships and postdoctoral fellowships	Graduate School UAF HR and SW Labor and Employee Relations	>\$500,000 plus federal grants and contracts	From 2007-2009, internal reallocations increased graduate student research and teaching assistantships to near the national market level.
		Strategy A2: Actively promote undergraduate research opportunities.	Provost's Office Student and Enrollment Services	Reallocation of effort	An undergraduate research committee is developing plans during the 2009-10 academic year.
		Strategy A3: Expand ASRA to introduce pre-college students to research and creative activity.	Schools and Colleges Vice Chancellor for Research	\$150,000	ASRA enrolled a record 146 students in summer 2009. Gifts from New York Life Foundation and Flint Hills Resources are providing student scholarships.
		Strategy A4: Provide ongoing undergraduate research opportunities with industry partners.	Research Units	Reallocation of effort	Ongoing

Strategic Vision

Faculty and Staff Recruitment and Development



I. End Result: UAF engages in best practices in recruiting, hiring, evaluating, developing and promoting staff.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To implement regular staff evaluations.	<ul style="list-style-type: none"> 75% of evaluations completed (2009). 95% of evaluations completed (2010). 	Strategy A1: Enforce an expectation that staff will be evaluated at least annually.	Human Resources	Reallocation of existing staff or administrator effort	The chancellor has communicated expectations that all supervisors are responsible for evaluating staff. This message is consistently reiterated during supervisor training which has been on going since fall 2008.
		Strategy A2: Measure department compliance and provide feedback to supervisors and/or Vice Chancellors, Provost.	Human Resources	Reallocation of existing staff; purchase tracking software database @ \$2500	HR is logging evaluations and creating a compliance database. HR is creating compliance measurement mechanisms that are systematized and sustainable.
Objective B: To improve retention of staff.	<ul style="list-style-type: none"> Retention data captured and standards identified (2009). 30% of staff with established career path (2017). 	Strategy B1: Capture retention data and identify standards.	Human Resources	Reallocation of existing staff; utilize existing software	HR is analyzing UAF data and benchmarking from professional associations and other higher education institutions. HR is formalizing its exit interview process to capture information from departing employees to identify separation reasons and address turnover that exceeds standards.
		Strategy B2: Develop career advancement paths for staff.	Vice Chancellor for Administrative Services Provost Human Resources	Reallocation of existing staff	HR has created specific supervisor training on establishing career pathways and began delivery in January 2010.
		Strategy B3: Streamline staff recognition process and activities; monitor and correlate to turnover.	VCAS Human Resources	Reallocation of existing staff	HR will monitor turnover rates and correlate to department use of recognition awards.

I. End Result: UAF engages in best practices in recruiting, hiring, evaluating, developing and promoting staff.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective B (cont.): To improve retention of staff.		Strategy B4: Increase level of participation by staff in professional development opportunities; monitor and report on levels of participation; correlate to turnover.	VCAS Provost Human Resources	Reallocation of existing staff	HR will identify methods to capture data. Through supervisor training HR will encourage supervisors to invest in staff development. HR will publicize available opportunities through Skillsoft, professional organizations, tuition waiver, community offerings, and community service opportunities. Will require systematic and regular communication.
II. End Result: UAF faculty and administration are highly qualified and diverse.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To recruit well-qualified candidates, including minorities and women in areas in which they are under-represented.	<ul style="list-style-type: none"> Each school, college, institute or other major unit has widely communicated recruiting diversity goals (2010). 100% of individuals responsible for recruiting, screening, and hiring have completed equal opportunity training (2010). Direct contact is made with at least 10 diverse departments for each national faculty search (2010). 	Strategy A1: Ensure that all hiring authorities and search committees are informed on diversity performance and goals for UAF and for schools, colleges, and organized research units.	Deans and Directors Office of Equal Opportunity	Reallocation of effort	UAF has diversity goals and follows accepted recruiting and candidate screening procedures aimed at producing a diverse pool. However, faculty diversity remains low; <7% of faculty are African American, Hispanic, or Alaska Native/ American Indian. Although new faculty hires are about 50% female, women remain under-represented in the sciences, mathematics and engineering.
		Strategy A2: Ensure that all hiring authorities and search committee members have received training on recruiting and on equal opportunity policies and procedures.	Human Resources Office of Equal Opportunity	Reallocation of effort	Equal opportunity training is part of the recently instituted supervisor training program. Training is available to faculty search committees, but UAF needs to ensure that training occurs consistently.
		Strategy A3: Establish contacts with universities and departments that have diverse graduate student and postdoctoral populations in fields where UAF is recruiting faculty.	Deans and Directors Provost	Reallocation of effort	Already standard practice for some units, but not yet universal.

II. End Result: UAF faculty and administration are highly qualified and diverse.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A (cont.): To recruit well-qualified candidates, including minorities and women in areas in which they are under-represented.	<ul style="list-style-type: none"> 100% of faculty qualifications comply with UAF policy and regulation, and with requirements of specialized program accreditations if applicable. 	Strategy A4: Ensure that faculty are well-qualified, including term and adjunct faculty.	Deans and Directors Provost	Readvertising of some positions if initially unfilled	All tenure-track hires currently comply, as do nearly all term and adjunct hires. Certain highly specialized and rural positions are difficult to fill.
	<ul style="list-style-type: none"> Offer salaries that are at least 90% of those at peer institutions as documented in the Oklahoma State University Survey. 	Strategy A5: Ensure that faculty salaries and benefits are competitive.	Chancellor's Cabinet	Will vary with national market, \$0.5 to >\$1.5M per year may be needed	The 90% level is generally met, but rapidly increasing salaries in fields like engineering and business make securing sufficient funding difficult.
	<ul style="list-style-type: none"> The UAF graduate school has 18% under-represented minority enrollment (2017). 	Strategy A6: Recruit and retain increasing numbers of Alaska Native and other under-represented students into undergraduate and graduate programs that will qualify them for UAF positions.	Schools and Colleges Graduate School	Additional scholarship support, plus at least \$200,000 in base support for the Indigenous Studies Ph.D. program	UAF graduate and education licensure post-baccalaureate programs in 2009 have about 13% under-represented minority enrollment (minorities with the exception of Asians). The Andrew W. Mellon Foundation has provided \$700,000 for graduate student fellowships for Ph.D. students in indigenous studies or related interdisciplinary programs.
Objective B: To increase faculty retention, including retention of women and minority faculty.	<ul style="list-style-type: none"> >95% of new, regular faculty hired below the professor rank have effective mentoring, as assessed by an annual survey (2010). 	Strategy B1: Improve the faculty mentoring program, through regular assessment, and training and support of mentors.	Deans Faculty Development Provost	Reallocation of effort	The mentoring program has been implemented across campus for more than five years. It is time to do a comprehensive assessment.
		Strategy B2: Regularly assess faculty satisfaction with their UAF employment and address areas of dissatisfaction.	Provost	Reallocation of effort; needed improvements may require funding	Assessment of faculty satisfaction has been done at irregular intervals; a three-year cycle will be followed from 2010 onwards.

II. End Result: UAF faculty and administration are highly qualified and diverse.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective B (cont.): To increase faculty retention, including retention of women and minority faculty.	<ul style="list-style-type: none"> Annual provost's office report includes results of systematic assessment, categorical faculty retention data, interpretation, and an improvement plan (2010). New family-friendly promotion and tenure policies in effect (2012). New spousal/financially interdependent partner practices in effect (2012). UAF faculty and staff have affordable and convenient child care options (2017). 	Strategy B3: Modify faculty tenure and promotion policies to better accommodate needs of families.	Faculty Senate UAF administration	Reallocation of effort	In Faculty Senate process.
		Strategy B4: Review and improve practices on spousal/financially independent partner hire to better accommodate needs of families.	Deans and Directors Provost Human Resources	\$100,000 to \$200,000 per year would enable hires of qualified partners in cases where no position was immediately available	Review planned in 2010.
		Strategy B5: Seek a feasible approach to increased child care options for faculty and staff, both on and off campus.	Family Friendly Task Force Chancellor's Cabinet	To be determined	Ongoing.
Objective C: To improve professional development opportunities for faculty.	Annual Faculty Development Office report includes results of systematic assessment, interpretation and an improvement plan (2011).	Strategy C1: Systematically and regularly evaluate faculty development activities, and make improvements based on the results.	Office of Faculty Development Provost	To be determined based on results of assessment	Faculty Development already conducts assessments of specific activities.

II. End Result: UAF faculty and administration are highly qualified and diverse.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective C (cont.): To improve professional development opportunities for faculty.	<ul style="list-style-type: none"> >95% of new tenure track and continuing term faculty who have classroom teaching in their workload have two peer teaching evaluations and attend four teaching-related faculty development events during their first two years (2011). 	Strategy C2: Increase assistance to new faculty in achieving excellence in teaching.	Schools and Colleges Office of Faculty Development	Reallocation of effort	Most new faculty attend faculty development events or conferences related to teaching, but tracking of whether teaching evaluations are being done is limited and needs to improve so that evaluation is done consistently.
	<ul style="list-style-type: none"> 80% of faculty use Blackboard for classes where this tool is appropriate. >95% of faculty newly delivering distance education have received training in the applicable technology/applications (2017). 	Strategy C3: Increase faculty development in the area of distance and e-learning pedagogy, technologies and software.	Office of Faculty Development Office of Information Technology Center for Distance Education	Up to \$100,000 per year for additional training, software and other materials is needed	To be initiated in 2010.
	<ul style="list-style-type: none"> 100% of faculty serving as advisors to undergraduates have completed advisor training (2011). 	Strategy C4: Increase training of faculty advisors.	Advising Center Office of Faculty Development	Reallocation of effort	There is a comprehensive Advising Manual and faculty who work in the Advising Center are trained. However, not all faculty advisors have had formal training. DegreeWorks software will be an initial focus of new training efforts.

II. End Result: UAF faculty and administration are highly qualified and diverse.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective C (cont.): To improve professional development opportunities for faculty.	<ul style="list-style-type: none"> >95% of new tenure track and continuing term faculty who research or creative activity in their workload attend two related faculty development events during their first two years (2011). 	Strategy C5: Increase workshops and other development opportunities on proposal writing, publishing, research compliance and other topics that are important to establishing a program of research or creative activity.	Faculty Development Vice Chancellor for Research Provost	Up to \$50,000 per year for additional expert trainers	To be initiated in 2010 as funds permit.
	<ul style="list-style-type: none"> At least 10 annual part-time leadership development positions available (2017). 	Strategy C6: Increase opportunities for faculty training and experiences in leadership.	Academic Leadership Institute UAF administration	Reallocation of effort	The Academic Leadership Institute is currently the main formal leadership training activity for faculty and staff.

Strategic Vision Enrollment and Retention



I. End Result: UAF provides campus life programs, student services, and facilities that promote retention of traditional and nontraditional students.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To increase retention of freshmen and continuing students.	<ul style="list-style-type: none"> Freshman retention of 72% (2017) First-time, full time baccalaureate-seeking retention rate of 85% (2017). Year-to-year retention of baccalaureate-admitted sophomores, juniors, seniors, and transfer students is ≥90%. 	Strategy A1: Evaluate campus life programs to determine quality and effectiveness for all students, including non-traditional students.	Student and Enrollment Services Planning and Institutional Research	Reallocation of staff time	The National Survey of Student Engagement (NSSE), conducted every three years, includes relevant questions. Responses will be included in the analysis. A campus life specific survey will be conducted during the 2009-2011 reaccreditation self-study.
		Strategy A2: Enhance successful campus life programs, add new programs for underserved groups, and eliminate programs that are not successful.	Student and Enrollment Services Planning and Institutional Research Chancellor's Cabinet	To be determined	NSSE results will help to inform initial steps. SES has conducted some assessments of existing programs that need to be reviewed.
		Strategy A3: Enhance the freshman year experience	Student and Enrollment Services General Studies	\$50,000	The EDGE (Education, Development, Growth, and Experience) program has been effective, but only students in residence halls are served. Freshman Start program beginning in Summer 2010. Freshman seminar presented to faculty senate in spring 2010.
		Strategy A4: Continue to seek additional sources of funding for needs-based financial aid.	Legislative relations offices (UAF and UA) All university advocates	Funds are needed by the Alaska Commission Postsecondary Education rather than UA	Alaska currently provides the least of any state.
		Strategy A5: Enhance programs that provide challenges and opportunities for outstanding students, including the Honors Program and the Northern Leadership Center.	Student and Enrollment Services Honors Program School of Management	\$250,000	The FY11 operating budget request includes \$200,000 for the Honors Program. Base funding for the Northern Leadership Center is being provided by the School of Management and internal reallocations.

I. End Result: UAF provides campus life programs, student services, and facilities that promote retention of traditional and nontraditional students.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A (cont.): To increase retention of freshmen and continuing students.		Strategy A6: Increase opportunities for experiential learning, including internships, externships and practica.	Schools and Colleges Community Campuses	Reallocation of effort	Some schools such as School of Management and School of Education already have a strong emphasis on experiential learning.
Objective B: To have residence life, dining and recreation/leisure facilities that attract students and serve their needs.	<ul style="list-style-type: none"> Implement the highest priorities of the 2010 update of the Campus Life Master Plan (2017). 	Strategy B1: Secure funding for new or renovated campus facilities through a combination of public and private sources.	Student and Enrollment Services Administrative Services Development Chancellor's Cabinet Statewide Budget and Planning	To be determined	A Campus Life Master Plan (CLMP) was completed in November 2005, but its recommendations have not been implemented due to lack of resources. The Campus Master Plan is being updated during FY10, and the CLMP will be refreshed during that process.

II. End Result: Retention and graduation rates of at-risk students are improved.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To improve freshman retention rates of at-risk students (baccalaureate-intended, borderline baccalaureate-admitted, and AA/AAS seeking).	<ul style="list-style-type: none"> Freshman retention of at-risk students ≥ 60 (2017). 	Strategy A1: Continue to implement and evaluate “Early Warning” for freshmen.	Faculty Advising Center	Reallocation of effort	Early Warning is an advisor contact with students who are not attending class or who are not performing satisfactorily on course work during the first three weeks.
		Strategy A2: Offer developmental and freshmen courses in residence halls, primarily for EDGE students.	Schools and Colleges Chancellor’s Cabinet	Reallocation of effort	This is being done on a trial basis.
		Strategy A3: Increase pro-active advising and academic support of students.	Vice Provost Advising Center	To be determined	Wrap-around advising and support services, such as tutoring, have been shown to be very successful in retaining SSSP (Student Support Services Program) students. SSSP is a federally funded TRiO program. UAF is evaluating whether extending some or all of these services to at-risk students would be cost-effective.
Objective B: To increase the graduation rate of baccalaureate-admitted students.	<ul style="list-style-type: none"> Graduation rate of first-time full-time baccalaureate-seeking freshmen is $\geq 50\%$ after six years from their first enrollment. 	Strategy B1: Evaluate the effects of the baccalaureate admission standard implemented in fall 2008.	Planning, Analysis and Institutional Research	None	A more selective admission standard, including a composite ACT score of 21, has been proposed. UAF will evaluate whether this is necessary or desirable by monitoring whether retention and graduation rates improve to be comparable to peers, and whether these rates are strongly dependent on the qualifications of students when admitted.

II. End Result: Retention and graduation rates of at-risk students are improved.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective B (cont.): To increase the graduation rate of baccalaureate-admitted students.		Strategy B2: Guarantee frequency of course offerings to enable students to complete their degrees in six years or less. Ask programs to identify courses that are barriers due to infrequent offering, and implement plans to remove those barriers.	Schools and Colleges	Reallocation of effort; some additional resources could be needed for overloads or adjunct hires	While all degree programs offer courses frequently enough that full-time students can complete within four or five years, some students don't have prerequisites for freshman-level courses, don't follow recommended enrollment sequences, or must repeat courses that they fail. This can lead to substantial delays when they are not ready for a required course that is only offered alternate years.
		Strategy B3: Implement comprehensive advising to enable students to complete their degrees in six years or less.	Advising Center Schools and Colleges	Reallocation of effort	Implementation of Degreeworks in conjunction with improved advisor training are initial steps being taking toward that goal.

III. End Result: UAF's enrollment and retention efforts result in a diverse student body and diverse graduates.

Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To increase Alaska Native and other minority student enrollment in programs in which they are under-represented.	<ul style="list-style-type: none"> Enrollment of Alaska Native students in baccalaureate degree programs is equal to their proportion in Alaska's age 18 to 40 population (2017). Enrollment of Alaska Native students in graduate programs is 50% greater than in FY07 (2015). 	Strategy A1: Expand high school to college transition programs, including Early College, Tech Prep, and summer programs such as Alaska Summer Research Academy and Rural Alaska Honors Institute.	College of Rural and Community Development Summer Sessions College of Natural Science and Mathematics Development	To be determined; there is potential for philanthropic support	RAHI and ASRA recently received a generous gift from New York Life to support student scholarships.
		Strategy A2: Increase scholarships, fellowships, research and teaching assistantships for graduate programs that enroll Alaska Native students.	Graduate School Schools and Colleges Development	To be mainly supported by external grants and contracts and philanthropy	The Andrew W. Mellon Foundation has donated \$700,000 for fellowships for indigenous studies in the areas of humanistic social sciences and humanities.
Objective B: To improve retention and graduation rates of Alaska Native and other minority students.	<ul style="list-style-type: none"> Alaska Native students are retained at the same rate as other baccalaureate-seeking students (2017) Baccalaureate-seeking Alaska Native students have a six-year graduation rate of 40% (2017). 	Strategy B1: Expand efforts on alignment of high school and college curriculum beyond Fairbanks.	Vice Provost	\$20,000 for travel; the cost of augmenting the curriculum in rural schools is to be determined	If the proposed Alaska Education Council is established, this will offer an opportunity to address alignment statewide.
		Strategy B2: Secure renewed grant support for SSSP (Student Support Services Program).	Vice Provost SSSP Program	\$50,000 UAF match to grant funding	A grant renewal application was submitted in December 2009.
		Strategy B3: Continue support for Rural Student Services (RSS), and expand efforts that have the greatest impact on retention.	CRCD RSS PAIR	To be determined	RSS is a successful program, and collection and analysis of information about the students served will help to identify the most effective efforts.

IV. End Result: UAF enrollment in undergraduate and graduate programs reaches their capacity.					
Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective A: To ensure that enrollment management plans are based on solid analysis of capacity and support.	<ul style="list-style-type: none"> Campus and unit enrollment management plans include program capacity and limiting factors (2011). 	Strategy A1: Determine the optimal student body size that will fully utilize but not exceed the capacity of academic programs, support services, facilities and other assets.	PAIR Schools and Colleges SES	Reallocation of effort	To be implemented in 2010.
		Strategy A2: Secure new or reallocate resources to address specific limits on capacity for priority programs.	Schools and Colleges Chancellor's Cabinet	To be determined	Follows completion of A1.
Objective B: To increase enrollment to capacity.	<ul style="list-style-type: none"> Enrollment is at least 90% of capacity (2017). 	Strategy B1: Develop an enrollment management plan for 2010-2019 based on accurate and comprehensive data and well-reasoned forecasting.	PAIR Schools and Colleges SES	Reallocation of effort, but an additional PAIR position @\$70,000 may be needed	An improved UAF Enrollment Management Plan will be completed in 2010 and updated annually thereafter.
		Strategy B2: Further develop marketing and recruitment strategies targeted at programs that can support growth	SES Schools and Colleges	Resources needed will be specified in the Enrollment Management Plan	In progress.

IV. End Result: UAF has state-of-the-art technology and facilities for teaching and learning.

Objectives	Targets (Year)	Strategies	Unit(s) Responsible	Budget Impact	Status
Objective C: To ensure that students have access to modern teaching and research facilities.	• New or renovated facilities completed (2017)	Strategy C1: Construct new or renovate additional major teaching and research facilities, according to the priorities in the UA 10-year Capital Plan.	Chancellor's Cabinet UA System Budget Office All Units	\$150M	Initial funding for the Life Sciences Facility is part of the FY11 capital request. Also critical are sufficient R&R funds; \$50M is requested in FY11, but \$500M or more is needed soon.
	• Honors House completed (2015)	Strategy C2: House the Honors Program. The renovated or constructed Honors House should be a model of sustainability.	Chancellor's Cabinet UA System Budget Office Honors Program Development	To be determined	A design charette was held in spring of 2009.

Strategic Vision

Community Engagement and Economic Development



I. End Result: University is engaged and integrated state-wide and within communities.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To enhance awareness and visibility of the university throughout the state.	<ul style="list-style-type: none"> (2010) Community survey developed to determine if UAF is in communities providing support, education and community development. (2012) Key strategic areas are identified to engage local and statewide communities. 	Strategy A1: Identify areas for strategically focused outreach to the state, regional and local communities.	Vice Provost for Outreach University Advancement		2009: CES engaged in Alaska community energy issues with collaboration with Alaska Center for Energy and Power and in climate change with collaboration with Alaska Center for Climate Assessment and Policy, and Scenarios Network for Alaska Planning. Additional focus areas are food security, community sustainability, and health.
	<ul style="list-style-type: none"> (2017) UAF Carnegie Foundation Community Elective Classification 2 engaged university. 	Strategy A2: Secure a Carnegie Foundation Community Elective Classification 2.	University Advancement Vice Provost for Outreach		2009-2010: UAF began investigating action necessary for attaining classification.
	<ul style="list-style-type: none"> (2012) Office and staff in place. 	Strategy A3: Establish a University Community Relations office to coordinate university and community activities and programs. Also provide community an entry point to UAF.	University Advancement	\$200K – FY12	2009: Initial discussion of a full-service conference service office that helps campus and community groups hold events on campus including planning, coordinating, managing events/activities with food services, lodging, transportation and CEUs, non-credit and credit services began.
	<ul style="list-style-type: none"> (2010) Publish chancellor opinion columns in Alaska communities with UAF presence. (2011) Develop media presence throughout the state that is strategically tied to the university mission and budget priorities. 	Strategy A4: Develop a statewide media presence for UAF to include all media platforms.	Marketing & Communications		2009: iTunes U site at UAF began. 2009: UAF expanded use of blogs, web stream and online media programming.

I. End Result: University is engaged and integrated state-wide and within communities.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective B: Expand community access to and involvement with the university campus.	<ul style="list-style-type: none"> • (2010) Community survey reflects improved and consistent access and involvement of communities. • (2011) UAF adds two to three new or redefined programs that enhance quality of life for campus and community. • (2012) The number of activities for the local community and the number of community members participating in these activities are measured and evaluated. 	<p>Strategy B1: Increase the activities on campus that will bring the community on campus for education, recreation, information and discussion.</p> <p>Strategy B2: Promote on campus activities that enhance the quality of life for UAF community including students, faculty, staff and alumni.</p>	University Advancement Summer Sessions Colleges Vice Provost for Outreach Student and Enrollment Services Vice Chancellor for Administrative Services		<p>2008-2009: UAF presented numerous lectures, What D'Ya Know NPR show on campus, Nanook Hall of Fame, Alumni Weekend activities and Science for Alaska series, all of which increased campus activities for community members. Presented numerous lectures for community service organizations.</p> <p>2009-2011: Summer Sessions, Osher Lifelong Learning Institute, Really Free Market and many other activities are bringing the local community on campus.</p> <p>2009-2010: Planning continues to inform the community of current activities and how to market new and relevant activities in the future.</p> <p>2009-2010: Planning continues to identity and develop quality of life activities on campus, enhancing Osher Lifelong Learning Institute and Summer Sessions.</p> <p>2009: Added Disc Golf course on campus.</p>

II. End Result: University is the leader in economic and community development throughout the state.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: Coordination and consolidation of economic development activity within UAF and throughout the state.	<ul style="list-style-type: none"> (2011) Structure and funding to support economic development activities part of annual budget allocations. 	Strategy A1: Chancellor's Office establishes economic development as UAF priority.	Chancellor's Office	\$100-150K (2011)	<p>2009: Chancellor's Transition report led to visible chancellor support for economic development – in annual convocations and in presentations to community leaders and UAF administrators.</p> <p>External contract for coordination of economic development activities issued in FY09 and FY10.</p> <p>Executive officer assigned to economic development responsibilities from Chancellor's Office.</p>
	<ul style="list-style-type: none"> (2011) UAF Office of Economic Development exists as part of a community - UAF joint program. 	Strategy A2: Design and staff economic development office. Provide annual funding to support office.		\$250K - 2011	<p>2008: Funding identified to support coordination contract.</p> <p>2009: Office of Intellectual Property and Technology Transfer assigned to Chancellor's Office.</p>
	<ul style="list-style-type: none"> (2014) Business accelerator is operational. 	Strategy A3: Partner with Fairbanks North Star Borough, Fairbanks and North Pole in technology business accelerator development and implementation. Expand to a statewide program eventually.	Chancellor's Office School of Management		Business accelerator is operational in partnership with Fairbanks Economic Development Corp., and local public and private partners.
	<ul style="list-style-type: none"> (2015) Five companies created using UAF Intellectual Property. 	Strategy A4: Partner with Fairbanks and state agencies, education centers, development organizations to connect private enterprises and small businesses with university researchers and commercial research opportunities.	Vice Chancellor for Research Chancellor's Office Office of Technology Transfer and Intellectual Property		2009: Fairbanks Regional Economic Partnership and Economic Development Office begin activities.

II. End Result: University is the leader in economic and community development throughout the state.					
Objectives	Targets (Year)	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective B: Expansion of UAF Technology Transfer and entrepreneurship activities.	<ul style="list-style-type: none"> • (2011) Increase disclosures and patent applications by 5%. • (2013) by 7% • (2015) by 9% 	Strategy B1: Focus office of Technology Transfer and Intellectual Property on invention disclosures and patent applications.	Chancellor's Office Vice Chancellor for Research		2009: Reassignment of Intellectual Property and Technology Transfer resulted in trademark and contractual responsibilities moved from office of Technology Transfer – to create greater focus on disclosures and patents.
	<ul style="list-style-type: none"> • (2011) Assist five businesses with startup operations by providing business and marketing plan assistance through the School of Management. 	Strategy B2: Establish UAF director of entrepreneurship within School of Management to support business development.	School of Management Chancellor's Office		2009: 51% appointment of School of Management faculty member to dedicate to entrepreneurship support for FY10 and beyond. It is expected this activity will grow into a “virtual incubator” within the SOM and Chancellor's Office across the next five years.
	<ul style="list-style-type: none"> • (2015) Five companies created using UAF Intellectual Property. 	Strategy B3: Increased commercialization of research results.	School of Management Chancellor's Office Office of Intellectual Property and Technology Transfer		2009: Began process of realignment of Intellectual Property and Technology Transfer, creation of director of entrepreneurship position, and creation of profiles of prospective commercial activity in FY10 designed to position UAF to better commercialize research results.

Strategic Vision
Advancement and Philanthropy



I. End Result: University philanthropy is budget based and donor centric.					
Objectives	FY2017 Target	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To cultivate and maintain communities of engaged donors and alumni.	<ul style="list-style-type: none"> One new or redesigned program annually 	Strategy A1: Expand existing outreach efforts to students, parents, alumni and other community supporters.	Alumni Marketing & Communications		2008 -2009: First <i>Aurora</i> magazine published. Includes four pages of alumni news; parent annual fund mailing; new student orientation parent forum; UAF Alumni Association grants to student groups; alumni events and; new e-mail outreach program. Podcasts, video streaming, facebook, myspace alumni e-news, and web-based <i>Aurora</i> magazine all begun in 2008.
	<ul style="list-style-type: none"> Through student survey, 10% of incoming students contacted by alumni. 	Strategy A2: Involve alumni and supporters in the student recruitment and retention effort.			2008-2009: Alumni and Admissions identifying ways for alumni and friends to assist in recruiting process. Alumni events, alumni staffing college fairs, telephone calls to prospective students. Alumni-funded scholarships increase opportunity for retention support. Alumni and Career Services expanding opportunities for alumni use of Career Services and assistance for graduating students entering the job market.
Objective B: To increase annual giving participation and retention.	<ul style="list-style-type: none"> Individual, corporate and foundation giving \$10M/year. 	Strategy B1: Focus efforts and resources on creating a sustainable donor base that increases annual private, corporate and foundation giving.	Development Alumni		2008-2009: UAF annual philanthropy plan, college and school development plans all reflect the annual goals. Annual Giving: \$5.9M
Objective C: To form sustainable and secure philanthropic models that support growth.	<ul style="list-style-type: none"> Development staff in place to meet philanthropic goals. 	Strategy C1: Implement a decentralized model for Development.	Development Deans and Provost UA Foundation		2008-2009: Elimination of UA Foundation funding required move to decentralized development model. To retain development officers, college and schools began funding.

II. End Result: University communication efforts are wide-ranging and transparent.					
Objectives	FY2017 Target	Strategies to Achieve End Result	Unit(s) Responsible	Budget Impact	Status
Objective A: To continually insure that internal communications maximize exposure and are effective.	<ul style="list-style-type: none"> Faculty and staff survey reflects positive impression. 	Strategy A1: Monitor and evaluate internal communication methods on a regular basis and modify as necessary.	Marketing & Communications		2008-2009: <i>Cornerstone</i> , chancellor e-mails, student e-mails provide weekly and timely information on campus activities.
	<ul style="list-style-type: none"> Plan in place tested and working in actual event. Notification system reaching 80% of campus. 	Strategy A2: Develop and regularly test a campus-wide method for emergency and essential communications.	Marketing & Communications Vice Chancellor for Administrative Services Emergency Management		2008-2009: Major work in developing an emergency management plan and communication plan. Emergency management communication systems in place and tested.
Objective B: To increase awareness and support of the university, both internally and externally.	<ul style="list-style-type: none"> Faculty and staff survey reflects positive impression. Statewide community survey results and supporting resolutions reflect positive impact. 	Strategy B1: Put into place an integrated marketing and communications plan that addresses all media platforms.	Marketing & Communications Deans, Alumni, Advocacy, Cooperative Extension Service		2008-2009: Communication plan developed. Plan now being expanded to include multimedia, social networking and other media platforms and agencies (KUAC, CES UA TV, web, iTunes U, blogs)