

- 1 Modernize the student experience
- 2 Establish global leadership in Alaska Native and Indigenous programs
- 3 Achieve Tier 1 research status
- 4 Transform UAF's intellectual property development and commercialization
- 5 Embrace and grow a culture of respect, diversity, inclusion, and innovation

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### Who do we want to be?

Our vision for UAF:

- All of UAF's academic programs are connected to community, educational, and industry partners and are responsive to workforce development demands and needs across the state of Alaska and to national and international economic climates.
- A culture of belonging, integration, and access exists, from Occupational Endorsements to Doctoral

for all programs both within and outside of UAF.

### Who are we now?

The above elements of our vision are each restated below, followed by our descriptions of the status quo.

- VISION: All of UAF's academic programs are connected to community, educational, and industry partners and are responsive to workforce development demands and needs across the state of Alaska and to national and international economic climates.
  - Many programs at UAF, on community and rural campuses in particular, are responsive to workforce development needs across the state, but not all programs are proactive with regard to engaging industry in anticipation of what their future workforce development needs might be.



- VISION: The university provides robust outreach, engagement, and promotion for all programs both within and outside of UAF.
  - UAF provides sufficient outreach, engagement and promotion for some but not all programs.
  - Program and department websites often contain outdated information and inconsistent formatting.

### **How do we get there?**

To achieve the vision of academic programs that are responsive to workforce development needs across the state of Alaska and to national and international economic climates, our university must develop processes that are innovative and adaptable. Examples of such processes that can either help or hinder our ability to respond to workforce needs include the course and new program approval process. The current process is time consuming and inflexible, with proposals passing through several individuals and Faculty Senate committees before approval. Easier course and program approvals will result in more new courses and programs and more enrollments. In addition to our internal procedures, programs can foster and maintain strong connections with industry, community and educational partners via external advisory committees for different program areas that inform future degree and partnership development as well as capstone project, internship opportunities. Currently, engagement of advisory committees with partners varies significantly from program to program. Many programs meet with committees only rarely or do not have active advisory committees. Leveraging these advisory committees to a greater extent across all programs and degree levels will strengthen our ties to the community, garner community support when needed and keep us in tune with workforce and economic trends.

To achieve a culture of integration and access from occupational endorsements to Ph.D.s at UAF, a task force could be developed to determine viable pathways between programs. Some pathways are evident, with strong communication between program advisors, but this seems to be more the exception than the norm. Often this knowledge exists only internally, as well. Once a task force determines additional pathways, articulation agreements between programs can be created and shared widely. UAF can also promote these academic career paths to current and potential students and our community. Crucial to true occupational endorsement through Ph.D. integration is ensuring that multiple access points to programs are facilitated and communicated (i.e., bachelor's or master's degree students might be encouraged to add occupational endorsements or certificates to their academic plans, as appropriate). To best achieve this vision of integration, UAF must ensure that different modalities of course delivery address diverse student needs and communities.

To achieve the vision of engaging all students in interdisciplinary and multidisciplinary research and creative scholarship, it is essential that students at all degree levels have access to student-focused research and creative scholarship opportunities and experiential learning, regardless of discipline or UAF location. Experiential learning and student engagement opportunities which are known to be high-impact practices and are essential for providing students with practical, applied experiences. As a result a goal of programs that provide these opportunities is to promote diversity and access to experiential learning by increasing the inclusion and engagement of all student populations at UAF. Tech-prep programs as well as inter- and multidisciplinary initiatives through URSA (Office of Undergraduate Research and Scholarly Activity), BLaST (Biomedical Learning and Student Training), One Health Research, and Tamamta (an NSF-funded graduate traineeship which means "All of Us" and will focus on transforming Western and Indigenous Fisheries and Marine Sciences together), among others, are key to revitalizing the student's educational experience.

To achieve the vision of UAF as an institution renowned for its investment in and support of faculty and staff and with high morale, it is essential that the university supports an active professional development office with ties to all campuses. Recent budget cuts and the reality of declining state funding have made budget cuts inevitable, yet it is crucial that departments have and retain sufficient faculty and staff in order to offer

incentives to regularly partake in professional development, thus ensuring that all faculty are encouraged to participate in cutting-edge training in areas such as online course development and delivery, etc.

To achieve the vision that UAF students at all campuses will have easy access to advising, support and research opportunities through faculty and staff, the university should encourage/incentivize advising training for all faculty. Faculty workloads and staff positions could be more adaptable and better tied to