Wrapping Up the Strategic Plan *UAA 2027*

Summary of Input

How You Contributed to Meeting UAA 2027: *Comments from Table Discussion Sheets and Reports Out*

1) How did UAA 2027 help set your priorities?

- Supporting employers to support students.
- Supervisor program.
- More strategic events to benefit campus & communities.
- Student engagement = easy to apply #1.
- Used aspirations to change (club fiscal policies).
- Different people interpreted plan differently.
- Used in interview.
- Helped to prioritize.
- Feel less connection to #1, leaned into #2 and #3.
- Position is a result of the plan.
- Helpful to Library strategic planning.
- Facilities as a compass. Capital requests against 2027, using the language in the request to outline the value of requests and the work.
- Academic Concierge a direct product of the 2025/2027 plan. A position to help students keep moving forward, helping to assist students get past barriers.
- The mission of UAA is broadly human. Keeping that in mind among all the data.
- Dual enrollment growth and transitioning them to degree seekers.
- Easing pathways to post-secondary education and training.
- UAA works in intentional manner across all areas of the university.
- Helped with decision to work at UAA.
- Community partners -> intentionality, removing barriers.
- Highlights of community partner feedback and trying to resolve issues that came up in that feedback.
- School of Ed asked the community how UAA could meet their needs; community-facing process.
- Helped to guide the decisions made as an individual in terms of UAA reputation in the community.
- Guided removing barriers to help time in the program be efficient, promoting programs (we can't put students first if community members and students can't navigate UAA processes).
- Recovering from COVID touched on each of the aspirations.
- Looking at Admin Services in the same way as program review (i.e., 7 years) shows admin willing to examine ways to become more efficient.
- Our unit focused on putting students first. IT gave us a way to talk about it with Faculty and how we prioritized projects. Focus also on core competencies, how to share out best practices.
- Became the framework for Engineering's major activities; how are we working with the community, what projects put students first and elevate the community. All the major projects followed the framework.
- All the Chancellors required (the provost) to set annual goals that were tied to UAA 2027. What was I focusing on that year, and how would I focus on, Advising, then a different year was focus on trusted and community partner. It became how I was evaluated.
- Emphasize Putting Students First, drove the deep dive into clinical program work and accreditation discussions. Also how to we look at outward facing measures, and then how do we frame those measures into a student-centric experience. Aspiration #1 was and continues to be the focus.
- Used the core competencies to redesign positions, examined data requests to align to the plan.
- Data was set around UAA 2027.
- Vision & Strategic Priorities aligned under UAA 2027.
- Trying to make sure that all students receive the highest quality care; students feel valued.
- Putting students first and making it all about the students.
- Further confirmation of values that were already there to begin with.

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- Ensuring that we are including all students in the process.
- Universal Design for Learning & Engagement.
- Ensure that we make it a smoother and nicer experience for everyone.
- Removal of one aspiration – refocusing on putting students first.
- Where are we going now?
- What are the priorities?
- How we are going to move forward.
- Reference for "how to".
- How do we make better decisions for students?
- Assessment process.
- How students feel in their learning environment.
- Increased communication with intentional actions and used UAA 2027 to tell us/frame for us how to work together better and break down silos.
- Pushed us and allowed us to fine-tune our focus, guide budget adjustments to compensate for increase in fuel prices.
- Sense of direction, building and growing relationships in the community.
- Seeing yourself and your work, shared language and purpose when working across campus – let's work together on some barrier reduction!
- Analyze where we're at and going, and getting on the same page.
- Energy behind the aspirations and discussions we had surrounding them.
- Genuine synergy between the strategic planning and what we're doing day-to-day.
- The plan was not hard to adopt, natural: an outflow of what we're good at doing and want to do better.
- Putting students first, reducing barriers so students can get out and serve communities.
- Collaboration undercuts all of the aspirations, can't really do any of them without collaboration.
- Affection we have for working here, and our students/colleagues, creates momentum to build on.
- Putting students first & community engagement across a broad variety of departments.

2) What related achievements are you most proud of?

- Bike to Work Day!
- Creative solutions to remove barriers to club participation.
- Honors College rebooted 49th State Scholars program.
- Microgrants to reduce barriers (lots of cross-departmental collaboration!).
- SPARK!
- Student oral history project.
- Telling campus story to outside entities to build trust.
- Successful alumni events.
- UAA-Med Community Council meeting on the UAA campus.
- Enrollment turnaround.
- SMH renovation and upgrades to support College of Health.
- Growth through innovation.
- Partnerships demonstrate UAA is on the right path.
- Support of graduate programs and graduate students, better identity, graduate program identity and growth, "putting graduate students first" within the context of dual mission.
- Institution-wide data collaboration and usability (dashboards).
- Growth in graduate student program completion – often depends on community for practicum placements.
- COH support for COVID emergency response (e.g., contact tracing, research projects).
- Achieving interprofessional ICE accreditation – can be included in NWCCU reporting.

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- Data supporting community engagement was available to support the Carnegie Community Engaged Institution re-designation.
- Institution-wide data collection effort and growth in meaningful data. The new dashboards are very useful.
- Getting the university through remote work in COVID and how we support faculty to make teaching more student focused.
- Work with the community and industry and government. We have a really good idea what those partners want. Extracurricular work on students' soft skills and making connections to support this work.
- Lots, but super proud of the connections of SEM plan, 2027, and outcomes in retention and graduation.
- (1) The way we redesigned select program admission and (2) Nursing reaccreditation.
- Getting funding to support better data to understand student success.
- Increased student engagement by ensuring student voices are uplifted to assist with recruitment, retention and persistence.
- Continuing to support our identity centers in an effort to always put students first and ensure that everyone feels as though they belong here.
- Being a trusted community partner as we support relationships with sponsors, employers, and partners to be part of the campus community.
- Reducing barriers around student information as well as ease of information access to be able to support students.
- Increased enrollment and employment numbers for Alaska Native and American Indian students (AN/AI enrollments +14%, -1% overall); Graduate School (AN/AI enrollments +92%, +20% overall); CoEng (AN/AI enrollments +21%, +6% overall) – comparisons from Fall 2022.
- Accreditation library commendation.
- CoEng Advisory Board as a trusted partner.
- Aspirations around adversity.
- Strengthening community partnerships.
- Shifting to student-focused scheduling of courses.
- Increased sponsorships -> scholarships.
- Student meet-up.
- Reducing redundancies.
- Seeing the transition of really putting students first.
- Taken on more student-centered programs.
- Finding and filling the gaps.
- Engaging with entirety of the ASD freshman class in the last few years, partnership.
- Return on investment with external and internal partnerships.
- How we help students succeed, whether through community partnerships or other things.
- Improving greatly for Alaska Native and American Indian enrollment and employment for each of our areas (graduate studies, engineering).
- Library getting accreditation commendation.
- Indigenizing education initiative brought everything full circle for the community impact: celebrated first 6 graduates with a four-hour potlach ceremony, incorporated stories and elders. Transformational, all four aspirations living and breathing in that space.
- Using the strategic plan as a framework for creating position descriptions.
- Collaborating to help a student find non-traditional ways of navigating the process to complete their education, and overcome barriers.
- Small Business Development Center doubling down on community work to get dollars out to small businesses.
- Colleges/campuses creating strategic plans based around the aspirations.
- Providing data to support student success and retention.
- Impact and expertise for the municipality during COVID.
- UAA awarded ASD Superintendent's Spirit of Tomorrow award, given to their number one partner.

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3) **What single word would the group use to describe UAA 2027 and UAA's accomplishments relative to the plan?**
   - Growth (Foundational, steady, capacious, allowed for reframing); Matryoshka dolls
   - Partnerships (Unfinished, Human)
   - Collaboration (internally, externally); Resilient; Partnerships; Forward-momentum
   - Collaboration or Hope (Collaborate, Research, Commitment, Resilient, Collaboration, Hopeful)
   - Commitment; Diligence
   - Diverse (Progress, Growth, Improving, Intentional)
   - Reciprocity (UAA ↔ students) or Students or Optimism
   - Intentionality
   - Blossoming
   - Progress (active progress, incremental steps, celebrating the change of direction and building something of value)
   - Foundational
   - Reciprocity (relationship between UAA and students and how we benefit each other)
   - Diverse
   - Intentional
   - Genuine
   - Resilient & forward momentum
   - Unity
   - Hopeful collaboration
   - Unfinished (momentum to carry us forward)
   - Inclusive
   - Collaborative
   - Impactful
   - Integrity
   - Engaged
   - Resilient
   - Transformational

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What Would Be Helpful in Plan to Further Move the Aspirations Forward: *Brainstorming Comments*

1) **What would make the next plan useful to move the aspirations forward?**
   - Goals with benchmarks.
   - Flexibility in setting/prioritizing benchmarks would be helpful for community campuses.
   - Figure out the aspiration that went away, and be intentional as we weave it through.
   - Progress reports: Knowing what other departments are doing would help to inspire, encourage, and perhaps provide opportunities to collaborate on shared goals.
   - Celebrations/strategies/opportunities/incentives along the way.
   - Accountability: Supervisors/HR processes holding people accountable in relation to the goals; incorporating aspirations directly into performance reviews and evaluating everyone's performance based on those aspirations.
   - Change management: Having a formalized process for evaluating systems, policies, processes, and procedures; standardizing the process across UAA and aligning it to the aspirations, so we are all going together and on the same page.
   - Informal, scheduled times to discuss and brainstorm ideas.
   - Emphasis on the future of the state of Alaska and how UAA fits into that, especially for workforce and degrees.

2) **What would make participation in the planning process and implementing the plan easier? What barriers should we anticipate and what would make it easier for people across UAA to participate meaningfully?**
   - Mission Moments: Great chance for conversation and celebration.
   - Reminder that if you don't feel your work contributes to every aspiration, that's okay! Some areas contribute in significant ways to one, or a couple, of the aspirations. If we sit down and critically think, maybe we can come up with things that we do in each of them.
   - Project highlights and opportunities for collaboration in a quarterly email.
   - Cross-university communications to inspire collaborative opportunities.
   - Aspiration 4: Identify priorities for "reduce barriers and redundancies in administrative processes" to get people involved. If people have a process pain point and want to be a part of the solution, they can pilot trying things differently, before rolling out at a larger scale. We need to be more strategic and intentional about that goal.
   - Meet people where they're at (stakeholder groups at their meetings, e.g., student government, staff council, college meetings). This removes time conflicts with participation, and engages people when their mental framework is entirely on the work they do and issues they face.
   - Highlight and recognize junior faculty that aren't on committees and may not attend forums, but are directly engaging in outreach and community connections.
   - In addition to an Alumni Survey, is there an opportunity for a Community Survey?
   - Recognition and celebrating achievement: A lot of social and motivational returns from regular gatherings to recognize and appreciate what people are doing.
   - For departments who aren't student- or community-facing, include the reasons behind requests and processes. Without that dialogue into the reasons and collaborative invitation, it can feel isolating.
   - Gain traction by letting trusted people (champions, department heads, and people who are deeply invested) translate the vision into real work, and how it applies in different contexts.
   - Format metrics as outcome-oriented, so I can direct my actions toward that outcome. (Example: "putting students first" is more of a value, vs "students are succeeding in such-and-such manner").
   - In relation to Aspiration 1: "We put students first," also make space in the strategic plan for supporting ourselves so we can support students (concept of putting on your own oxygen mask before helping others).

3) **What We Heard (Tri-Chairs Reflecting Back)**
   - Every single person cares and wants to be reflected in the values, and to have the ability to move them forward.
   - It can be difficult for non-student-facing staff to see the impact of their work. If you don't see yourself in the mission, vision, and values, it can be hard to support that work.
   - We want concrete goals, and to know where we are going. Moving forward together, narrowing down the direction.

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- We want to be accountable for what we say our values and mission are.
- If we make it so every person feels they have an interest and the ability to make a difference, and has "some skin in the game," it would be transformational.
- Communication/collaboration: Talking to each other and stakeholders, sharing our stories, leaning into the things we have, and finding gaps to start working on.
- How do we start celebrating some of the great things we're doing? Build a directory of all the things we are doing to make an impact? Knowing ourselves and each other and being able to celebrate that with the university.
- Think about a strategic plan and how to fit the personal into it.