Mission

The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a welcoming environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.

Vision

We are known as a university of distinction, transforming lives and communities.

Values

1. **We put students first.**
2. **We welcome everyone.**
3. **We embrace our role as a trusted and respected community partner.**
4. **We positively impact communities and the world through innovation.**
5. **We accelerate excellence through continuous improvement.**

UAA 2030 Catalysts for Success

In alignment with the needs of our communities, we will serve in the following ways:

1. **Elevate Student Experience**
    - 1.1. **Integrate experiential learning into the student experience early/often.**
        - 1.1.1. **Attach attributes to courses with EL track (early + often)**
    - 1.2. **By 2032, every UAA program will assess in person the skills a human still has to perform, and teach the AI skills that Alaska jobs will require over the next six years. [this takes advantage of UAA's comparative advantage over purely online programs, our faculty can do in-person assessment]**
        - 1.2.1. **By 2028, every program should identify learning outcomes that are measured in-person / no AI.**
        - 1.2.2. **By 2030, every program will have one required in-person signature assessment (lab, clinic, shop, oral, simulation, or field task) that cannot be completed fully online.**
        - 1.2.3. **Every two years, each college will update an Alaska job-market brief on how AI is changing its occupations and changes at least one assessment or outcome to match.**
    - 1.3. **Create a strong social presence in online course and program offerings**
        - 1.3.1. **Student surveys (qualitative)**
        - 1.3.2. **Attendance (quantitative)**

- 1.3.3. Identify courses that include community engagement requirements
- 1.4. Engage students in planning courses, events, activities, solutions (upstream engagement)
  - 1.4.1. Offer assessment choices to demonstrate their learning
  - 1.4.2. Solicit feedback in early stages of planning
  - 1.4.3. Manifest ways to have student evals contribute semester to semester
- 1.5. Create, emphasize experiential learning opportunities
  - 1.5.1. Increase opportunities to apply learning
  - 1.5.2. Recruiting students as peer learning assistants, coaches, etc.
- 1.6. Increase student experience in residential life
  - 1.6.1. Shortened housing waitlist

2. Empower Opportunity
   - 2.1. Opportunity to explore different pathways, programs, and careers.
     - 2.1.1. Number of UAA sponsored events & attendance at those events.
     - 2.1.2. Increase in % of declared majors
     - 2.1.3. (up arrow) number of non-credit classes to provide opportunities to explore pathways, programs, and careers.
   - 2.2. Increase in retention and longevity by benchmarking career growth/ensuring a positive employee experience. IN short: Winning the battle for talent.
     - 2.2.1. Lower turnover/strengthen retention, develop, and keep high-performing employees, stronger applicant pools for open positions, higher acceptance rates, reduced time-to-fill for critical roles, and an increase in employee referrals, all of which might signal that UAA is an employer of choice. On the retention side, declining voluntary turnover, particularly among high performers and new hires, longer average tenure, and higher retention rates in key positions would demonstrate progress. Employee engagement surveys, job satisfaction, confidence in career advancement opportunities, as they often predict whether employees intend to stay.
   - 2.3. Expand access to programs & the ability to complete them.
     - 2.3.1. # of supported internships
     - 2.3.2. # of programs that allow students to get paid for internships (or provide scholarships)
     - 2.3.3. # of partnerships
     - 2.3.4. Capacity and partnerships to provide student internships/experiences
     - 2.3.5. Intentional student groups/learning communities
3. Strengthen Alaska (and the Arctic)
   - 3.1. Objective: produce more people who value education and see how it has helped them
   - 3.2. Objective: produce more knowledge that AK needs/can use (and will attract the students)
4. Partner with Purpose
   - 4.1. Create sustainable internship programs for students to gain experiential knowledge for their specific career track
     - 4.1.1. Feedback from students

- 4.1.2. Feedback from partners
- 4.1.3. Number of participants (students and partners)
- 4.1.4. Established organization chart by position/role, not person
- 4.1.5. Clear documentation

4.2. Tailor academic research and educational goals to meet community needs

- 4.2.1. Do a community needs assessment
- 4.2.2. Survey the community
- 4.2.3. Partnership to ensure our students are learning enough about the current technology, including AI to ensure they are ready for the workforce.
- 4.2.4. Protect student learning and the integrity of degrees

4.3.

5. Inspire Discovery

5.1. By 2032, UAA will be known for research that is both cutting-edge and relevant to global, national, and Alaska issues—new knowledge that agencies, tribes, industry, and communities can act on, and scholarship whose methods and findings build the reputation of UAA scholars outside of Alaska.

- 5.1.1. Number of UAA research products that meet a national/international standard (peer-reviewed publication, published in high profile outlets, federal award, multi-institution collaboration, or citation/use outside Alaska).
- 5.1.2. Number of UAA research products with either direct or indirect relevance within Alaska
- 5.1.3. Sponsored research expenditures grow, with a rising share tied to Alaska/Arctic problems (health, infrastructure, energy, fisheries, hazards, education, security, economy).
- 5.1.4. Number of students (undergraduate and graduate) paid or credited on those projects, and the share who present or co-author.

6. Lead with Distinction

6.1. Lean more into people.

- 6.1.1. Employees and students are empowered to be themselves, transparent and authentic.
- 6.1.2. Workplace and educational climate survey are a direct measure of that. Well-appointed transparency, nimble systems.
- 6.1.3. Evaluate existing systems and processes to make them flatter and more nimble.
- 6.1.4. Publish expectations for time and levels (or general rule of thumb)

7. Deliver Impact

7.1. Strengthen UAA's position as a destination of choice.

- 7.1.1. Number of students coming from outside of south-central Alaska.

7.2. Simplify administrative processes

- 7.2.1. Decreased time spent on recurring administrative processes

7.3. Improve processes towards data driven impact

- 7.3.1. Decreased time spent on accessing and retrieving data

- 7.4. Include community campus in decision making towards university-wide acquisitions like software rollout
  - 7.4.1. Increased and easier workflow for software rollouts
- 7.5. Expand the reach of who we work with
  - 7.5.1. Increased out of state enrollment

8. Tell Our Story
- 8.1. Engage specific constituencies in telling out stories
  - 8.1.1. Resource allocation in concrete forms: workloads and budget for outreach across units and colleges.
  - 8.1.2. Track participation for audiences deliberately based on scope of event
  - 8.1.3. Deliberately identify stakeholders (internal + external) for our story/stories
  - 8.1.4. Creation of separate/discrete (but not effort redundant) communication plans.
- 8.2. Alaskans increasingly connect with the resources available at UAA + community campuses
  - 8.2.1. Increased # of members of the general public attending UAA events
  - 8.2.2. Percentage of Alaskans that can name UAA programs
  - 8.2.3. General public can name a UAA success story or role model.