

## **Comments from College Visits Regarding the Academic Planning Document**

Compiled by

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Academic Planning Facilitator

12 September 2015

This document contains the feedback received from all the College discussions. These comments are to form the basis for the upcoming discussion about edits to the document.

A separate document will contain a summary of themes and suggestions.

The comments are presented by college, in the chronological order of the presentation dates.

## Kodiak College

10 August 2015

Email: 8/10/2015

I just finished up with Kodiak College. I really enjoyed meeting and talking with the whole college.

Some discussion items that came up:

- In the emphasis areas, several of the people that there should be a clearer emphasis on developmental education as a large group of our students need it.
- Under additional items to consider, it was suggested by several that "Federal Priorities" should follow "State Priorities". The point being that there are a lot of Federal requirements that we have to meet. It would seem that they were mixing meeting federal requirements with the idea of priorities. I don't think that requirements and priorities are the same thing.
- There was general grumbling about UAA rules (about OSP in particular) that they are more stringent than they need to be. This apparently forced Kodiak to go through the local school district for a grant instead of the university recently. This grumbling was not directly related to the document.
- There was also general grumbling at the cost of projects done through our facilities group. They think that they are being ripped off. From my own experience, projects done by our facilities group seem to be much more expensive than I'd like. This grumbling was also not directly related to the document.
- They were concerned about how this document might affect them. I pointed out that it is guidance document and we discussed how this could be adapted to meet their situation.
- It was pointed out by several that all their programs fit within the priorities so how does this help? We talked about local ranking of priorities to meet the local conditions--no specifics.

On format, I went through the powerpoint and discussed questions as we went, then I had them form discussion groups to mull it over for 20 minutes, then we had a group discussion about what they discussed. It seems like a good format.

That's it in a nutshell. Let me know what questions you have about the experience.

Best,

T. Bart Quimby, P.E., Ph.D., F.ASCE  
Professor Emeritus of Civil Engineering  
University of Alaska Anchorage

## Community & Technical College

13 August 2015

### Email sent out 13 August:

Today, I presented in CTC with the assistance of Bonnie, Rashmi, and Tara. They were a fairly quiet audience and I felt a little rushed (we did fit it into one hour). I'm thinking that I was more into an explanation mode instead of a discussion mode today. I will try to be more open next time.

Questions/comments that came up include:

- Where is prioritization in all this? Rashmi, Tara, and I gave three diverse views on the subject. It seems that the contribution of prioritization is not direct and clear in the document.
- It was suggested that the title of the document needs more work as we mentioned that some of this is more long term than short if it is not likely that we are not going to "rebound" if state revenues go up.
- Under emphasis areas, maybe "Indigenous Cultures" should say something like "Alaskan Indigenous Cultures".
- Also under emphasis areas, there was some discussion about the "local, regional, and international location". Folks seemed to be good with the regional and international, but weren't sure what the "local" location really meant.
- There was a concern that there should be more focus on building community through job training/placement.

It was a bit of sales job to help everyone feel as they have a part in this document.

One concept that came up in response to the observation that "there is nothing new here" is that this document ties together the others and states common sense application of the institutions guiding documents.

So... that is a quick summary. I invite Bonnie, Rashmi, and Tara to correct my views and/or share their views on what was discussed.

I, for one, thought it went fairly well. Few people seemed to be bored and they are thinking about the fiscal future.

Best,

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## College of Education

18 August 2015

COE Professionals: Bart asked for a quick summary and that didn't give me much time to expand or edit. He also offered for you to email him. Thus, I'm including you on the copy and you will have Bart's email. We may take this as a starting point and refine the document to say just what we want and mean. Remember I like the terms comprehensive and cohesive.

### External constraints

- It needs to be recognized that there are trends in higher education which need to be addressed
- Federal and state mandates need to be handled and we should plan for that

### Guiding Assumption

- The emphasis on recruitment. In "Guiding Assumptions", the statement that "student enrollment will continue to decline" didn't sit well. We understand that you can look at trends with high school graduation but with all due respect, we have mostly non-traditional students and we aren't ready to throw in the towel when it comes to recruitment. It would feel better if the statement read, "Student enrollment might continue to decline".

### Recruitment/Marketing

- UAA needs to do a better job of recruiting/marketing students
- Recruitment needs to be more on what students want/need
- UAF and UAS have strong recruitment and marketing. We need better.
- We need to sell the idea of getting a broad education to be better citizens

### Cultural

- There should be a larger focus for Alaska Indigenous Cultures.
- Cultural awareness/needs should be marketed better.
- UAA needs to find a way to support Indigenous students from beginning to end.
- Diverse Cultures/Cultural Diversity.
- Suggested: Alaska and other Indigenous Cultures.
- What terms meant by cultural competence?
- Add two terms to the statement about preparing students to be active, engaged, well rounded. They need to be critical and reflective to be effective educated citizens
- Our schools are very diverse. Does UAA reflect that in their programs. How are we taking advantage of this unique context of UAA
- What is meant by international location

### Document should recognize UAA Efficiencies

- Alignment
- Collaboration
- Reduction in Duplication
- Innovative teaching practices of faculty

### Research

- It is important the research does not get lost.

- Research should be encouraged, organized, recognized
- Tie Research to recruiting
- Have a collaborative vision for research

#### The document itself

- How Does the Document Guide the Dean?
- There are so many generalities and areas that are not up for debate on this document (mission, pillars, etc.) that it's difficult to understand how this would help a leader make a decision. It seems as if an argument and a connection to the emphasis and program areas could be made for nearly everything. So, is the real meat of this document to lay out that decisions must consider mission alignment, student demand, and state priorities? And if so, in what order are those three areas going to be considered? And, do these apply to everything from potentially adding faculty to programs to deciding what classes to offer to looking at faculty workloads and what programs we all are serving in?
- It is a pretty broad document: How are decision going to be made?
- It should be more specific like the RTEA document known in to COE faculty and staff
- What is the budget process? Faculty could better provide input, if they knew things would start in October and progress.
- What is the budget process for COE?
- Will these comments be captured and considered
- A second phrase to go under "indigenous Cultures": Something like recognize cultural and linguistic diversity.
- Perhaps we can't build it and they will come. Can we do outreach and bring our programs to rural areas such as Chivak
- It mentions teaching and learning. Where does it mention "innovative" teaching
- How will this be enforced? Is the provost responsible for making sure leadership follow this or is this supposed to support a dialogue between faculty and leadership?
- How will this affect open enrollment? What if our students don't want to focus on these areas or meet the qualifications needed to pursue some of these ventures?
- First, given that 20% of the job market is degree-oriented indicates to me that by focusing our efforts (as a MAU) primarily on being a degree-producing institution we're leaving the other 80% off the table. In other words, there's financial benefit to adding the community-college focus back into the strategic plan. In addition, saying we have a goal of being a substantial player in the community without that kind of focus doesn't sound particularly convincing.
- Second, given that half the state lives near UAA (as opposed to the other two MAU's), and that another primary goal of the university overall is collaboration, I'd suggest (and our table discussed) that concentrating on our local market over those that our sister MAU's have a better focus on would best serve the university as a whole. Not that I want to be shot for suggesting we ignore the fact that we live in the arctic and that a significant percentage of our population is indigent, but if (for instance) UAF already has a strong support system for village students and their families why would we want to attempt to duplicate that over an emphasis on teaching towards the urban diversity we find in our own backyard? That way both communities win.
- Beyond that, and respecting that this document does provide a point for discussions to begin, I don't see that it provides much (if it even could) that would help any of us make the kind of decisions we're being asked for concerning our core business.

# Matsu College

20 August 2015

Notes by Talis Colberg

Notes from 08-20-15 Strategic Guidance Meeting with Dr. Quimby at Matanuska-Susitna College

- Meaning of "local, regional, international" emphasis area unclear.
- Why is "national" excluded?
- Discussion of "location" as something to be taken advantage of by university
- Perhaps add the words "advantages of" to "local, regional and international"
- Suggestion of possibly adding as an emphasis area "clean energy"
- Is there a need to highlight "clean energy" as a part of the strategic planning
- If everything is covered what is the purpose of the document?
- What is most important is the key to decisions, if not, then what use is the process? Should everything truly be on the ranch?
- How are the higher ups going to use this?
- If facilities and operations are not part of this, then how does this make sense?
- Why aren't operations part of this document?
- If this is only academic and not operational then it is hard to imagine how this is fair.
- Do we need to consider refining the area of "College of Arts and Sciences" to more clearly distinct liberal arts and separate from sciences
- Perhaps a separate defining of STEM to distinguish from liberal arts
- Perhaps use "colleges" as opposed to CAS
- State priorities need to address a large hole (from perspective of speaker) of looking into the future beyond just oil and gas
- Need to add a new category under Additional Considerations - "revenue generation" to get focus on programs that generate more credit hours
- Do we project demographics in trying to set this up?
- Why don't we put more emphasis on getting foreign students?
- In three years there will be high school graduation boom (per one speaker)
- Why is there no apparent parallel discussion on the non-academic side being coordinated (there may be)
- Science, engineering and math should be separately listed from CAS
- Should be some reflection of local needs in considerations
- Is there adequate consideration of the cost impact of additional students?
- The document is too vague, there is not much guidance and too much wiggle room
- This concept document should have preceded prioritization
- Better statistics are needed to draft this kind of document
- Facilities and athletics need to be considered and athletics should be cut
- Why is Fairbanks building a coal fired plant in this day and age? (one speaker)
- Emphasis areas need to parallel mission
- Define our audience before creating emphasis areas
- Alaska's non-Native population is very transient. Are we misunderstanding the proper focus area when we list arctic emphasis areas for a student population that wants a degree for use in a life elsewhere. How many of our students are ultimately going to leave soon? Are the emphasis areas irrelevant to most students who simply want a degree and will mostly end up living in another state?
- Are our emphasis areas at all relevant to our workforce?
- Do not number emphasis (1) and program areas (2) because implies ranking. Consider non-numbered and reverse sequence.

College of Engineering  
20 August 2015

Notes by Dan Kline

20 Aug 2015 | COEng | Bart @

- ✓ found document
- ✓ flip progr (1) and emph (2)
- ✓ Add to ~~Additional~~ Considerations ?
- ✓ Separate Science from Liberal Arts ?
- ✓ Unit Specific Considerations → bullets not numbers
- ✓ State intention clearly: this is to make city!  
↳ Transparency? Process → criticism of prioritization
- ✓ Professional Programs: Why not Engineering  
↳ carried under Prof Progr
- ✓ Health Science -  
UASystem designations
- ✓ Citizens #1!
- ✓ CCEL? Comm Engaged University
- ✓ Arctic Opportunities vs Issues -
- ✓ Public Square - Community Resource -
- ✓ Chaired / Endowed Chairs → corporate philanthropy
- ✓ Transportation?

Bart's remembrance:

There was discussion about:

- Transportation bring a Focus Area (one faculty member was very emphatic about this. Transportation is his professional focus)
- The word "Issues" implies that everything is a problem. It was suggested that it should be "Arctic Opportunities"
- There was a concern that the list of focus areas addressed only teaching and that research was not represented. I explained how those areas apply to teaching, research and service.

## Kenai Peninsula College

21 August 2015

From Gary Turner

Bart,

Attached are:

1-KPC general comments.

2-The Academic Planning document show suggested changes and comments.

3-One of our AES faculty members (an engineer) suggested that some of the themes be shown as a process flow. He wrote: "AES thought it might be helpful if some of these lists from this morning's presentation be displayed like a process flow. Attached is an example for core values."

4-I have the MPEG of the videotaping but it is too large for an email attachment. Let me know if you want it and I can share it on DropBox.

Gary

### **KPC Input to *Guidance for Academic Decisions in a Climate of Declining Budgets***

Approximately 39 KPC faculty and staff at KPC's Kenai River Campus (29), Kachemak Bay Campus (7), and Anchorage Extension Site (2) attended Bart Quimby's presentation from 10 am-11:40 pm, Aug. 20, 2015. The meeting was video-conferenced from KRC to KBC and AES. They provided the following input:

- While the document is broad enough and matches what has been and is being done at KPC regarding budget committees and decision making, a dean or director could possibly make/shape decisions to match the document since it is qualitative, and not address quantitative.
- Teaching needs to be emphasized more.
- There is not a strong enough emphasis on ABE/GED preparation.
- The Local, Regional, & International Location under Emphasis Areas is not clear...what does it mean? Add "Benefit of" or "Advantage of." Or change to "Locational Advantage."
- In Bart's PPT under Unit Specific Considerations, the following was mentioned: While this document only addresses Academics, UAA needs to look more holistically from the 10,000 ft level when making budget decisions. UAA needs to not look at budget silos, i.e.,

Academics, Athletics, Student Services, etc. but look at the whole for cuts. One example was that Athletics could be totally cut.

- AES thought it might be helpful if some of these sections/lists from the presentation be displayed like a process flow. It doesn't affect their meaning but illustrates their take on their interaction with one another. Attached is an example for core values.

**Suggested Edits:**

**E. INSTITUTIONAL FOCUS AREAS**

In order to achieve its mission, UAA should focus resources in the areas of teaching, research and service on the following priorities: OR

In order to achieve its mission relevant to teaching, research and service, UAA should focus resources on the following priorities:

- |  |  |
|--|--|
| <p>1. Emphasis Areas [GJT1]</p> <ul style="list-style-type: none"><li>• Northern &amp; Arctic Issues</li><li>• Indigenous Cultures</li><li>• Sustainable Communities, Environments, &amp; Economies</li><li>• Local, Regional, &amp; International Location or</li><li>• Our Places &amp; Communities: Locally, Regionally &amp; Internationally</li></ul> | <p>2. Program Areas</p> <ul style="list-style-type: none"><li>• Health Sciences</li><li>• Professional Programs</li><li>• Career &amp; Technical Education</li><li>• Liberal Arts &amp; Sciences</li></ul> |
|--|--|

All decisions must consider:

1. Mission Alignment
2. Student Demand
3. Direct Effect on Student Experience [GJT2]
4. State Priorities

# College of Arts & Sciences

21 August 2015

## CAS Convocation Guidance for Academic Planning

### Emphasis Areas

- Arctic Issues
- Indigenous Cultures
  - Can we also leverage the overall diversity of Anchorage? Many, many cultures.
- Sustainable Communities, Environments, & Economies
  - Natural resources development not a dirty word, they are major employer in the state
  - Sustainable community and economy
  - Should add protection, sustainability is too general
  - Sustainable natural resource development
  - Development = protection of resources
  - Policy leadership improves state leadership
- Local, Regional, International Location
  - What does public square mean?
  - Attract people to campus and reach out to community
  - Community engagement
  - Location is too vague of a word, should replace with influence
  - Use the word position rather than local, regional, international location
  - Leverage where we are
  - Take advantage of location – university students are citizens of the world – Khrys Duddleston emailing her thoughts to us
  - Don't let document get too parochial; we want to make sure students don't feel like they have to be tied to Alaska.
  - "local location" is redundant
  - University is a destination – place and what it means
  - Need to raise awareness of experts in field and become a place for people to attend conferences/events

### Prioritization

- How is the Guidance for Academic Planning document tied to Prioritization?
- Articulate this document to prioritization

### Student Success

- How do we use high impact practices to invest in Undergrad research and community engagement?

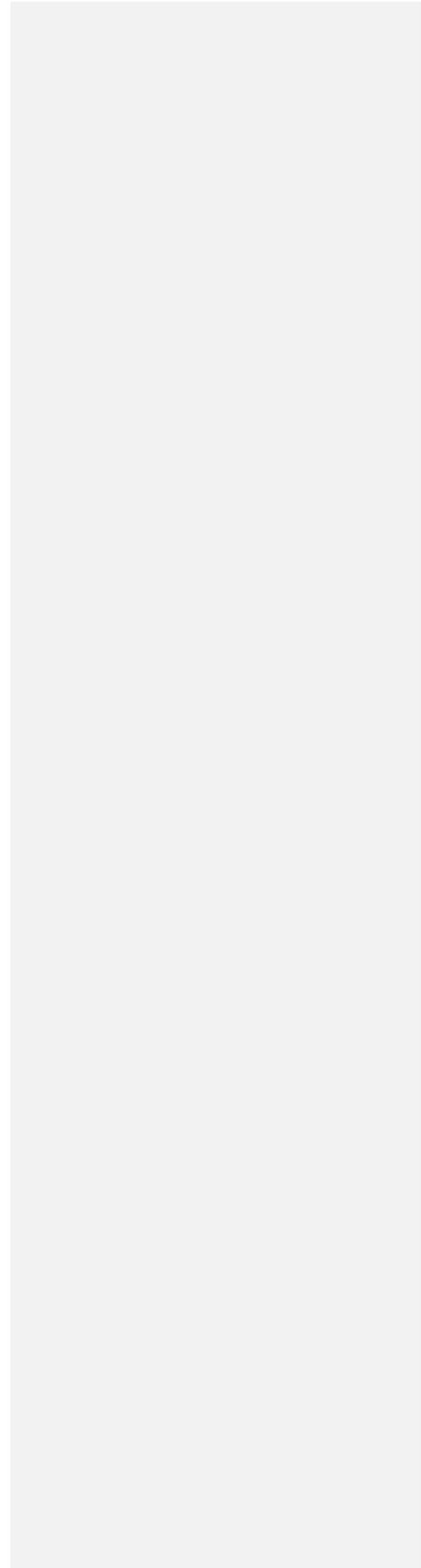
### Mission/Vision/Values

- Generalizable skills – liberal arts contributes to
- Serve, mold, prepare people – cannot change mission statement instead build in place where we can

- Be cautious of the term citizens, and focus on creating good human beings
- Raise programs of excellence to attract students
- Liberal Arts and Science should be listed first

**NOTE: CAS did a survey of the faculty and staff.**

**The following pages are the responses received.**



**1. Before asking you about more specific questions that follow below, what would you like those who revise the "Guidance" document to hear, know, consider, etc.?**

**Text Response**

Know that dollars received does not necessarily indicate quality of program. Know that a small department, with few majors (that doesn't bring in as much money as a larger department with more majors), is just as important to the core values of the university. How can UAA eliminate programs that bring the brightest of bright to our institution? It is an abomination that the chemistry major was suspended.

This is a document to guide us, and it must reflect our vision, our mission, our competitive advantages, and the opportunities which exist for us in our unique location. To attempt to tailor it for a presumed end reader outside the university risks selling ourselves short. If ever there were a time to consider a radical restructuring of our basic paradigm it is now. Do not fear giving offense by the boldness of our aspirations. Oh, and one more thing: dormitories!

I am not unhappy with the document. My concern is that this is just another document that, while it seems to be guiding, will play no real role in the decision making process. What I would like to see in the coming years is real leadership that helps the university and the college define itself and make progress to established goals through positive transformation. In my opinion and experience (over 20 years as a faculty member) this has never really happened. Prioritization was a classic example of this. We spent countless hours creating documents that ultimately led to predestined/inconsequential cuts that, in my opinion, haven't changed what UAA is and should be. Dorn Van Dommelen

There needs to be accountability for those who fail to follow the guidelines.

I don't understand the need for this document. We just went through a comprehensive Prioritization process. Granted, it had flaws and I don't agree with all of the decisions that were made regarding ranking. However, this guidance document looks like we are essentially trying to go through the Prioritization process again, but on a much more superficial level and with different criteria. My first impression is that upper leadership wasn't happy with the results from Prioritization and is looking for a do-over.

I think that something needs to be said specifically in the "emphasis" statements about the natural resources (including trees, wildlife, parks, water, mineral and oil resources). If Alaska and UAA wishes to diversify and invest/specialize in what we have in-state, I think it is critical to look to what makes us so special. We could focus on sustainable oil/mining practices, fisheries protection, wildlife management, etc. These are the resources we have at hand and it makes sense to emphasize them in our teaching and research.

Overall this is a very good idea and excellent effort. I just have a few comments: 1. I think that attracting undergraduate students from outside of Alaska could be one of the goals of how this document informs programs. 2. Interdisciplinary work in science and other fields, online presence, and interesting, novel program descriptions are key to attracting new students (and retaining Alaska students). 3. Graduate programs should also be explicitly mentioned somewhere, as they are not highlighted in the current version.

Under mission/vision/values, it should have a sentence that states how the University prepares students to not only be employable, but to create businesses and opportunities that will employ. Another sentence should state that this University should be committed to promoting the preservation and redefining of the arts in our culture.

Liberal Arts and Sciences represent the core of any university education, and therefore must be given high priority. They provide basic knowledge and training that are necessary and serve as a springboard

for Alaskans to either continue with higher education at the graduate level or find employment. The degree programs in Arts and Sciences develop "active, engaged, and well-rounded citizens." While current trends point to professional and technical development, it must be remembered that UAA is a relatively young institution that needs to strengthen its foundation while gradually building upon it. These points cannot be overstated keeping in mind Alaska's unique geographic location, economic climate, and cultural diversity.

My biggest concern is that a great deal of work has been/will be done to draft and revise this guiding document, but that far less attention is given to communicating strategic ideas to students. A vision for institutional focus areas can help in guiding difficult decisions, but it should also be communicated to students so that they understand the value of their education at UAA. Since enrollment is a primary revenue stream, we owe it to our students and to ourselves to make sure that they understand the vision of the university and our college. At the 2014 CAS convocation, feedback from the working roundtables consistently included the need to help students--particularly in our college--understand the value of general education and the value of a liberal arts education. "Student demand" is based on student awareness.

I am not certain how a "Guidance" document based on altering a university/college mission and vision is going to help us with the impending budget shortfall. Mission, vision, values and core themes should never be changed based on the status of a university's budget. Budget shortfall is volatile and we don't know its status next year or two or more years later.

Statistic	Value
Total Responses	11

## 2. How do you think the draft academic planning document circulated at CAS convocation does or does not build upon UAA's institutional core themes and other planning documents?

### Text Response

If this document is designed to articulate the concerns of CAS then specific language boldly stating the value of a liberal education and the role CAS can play in developing the state's human capital must be highlighted. Even if it does not exist for the purposes of CAS, as the largest college of the largest MAU the value and contribution of CAS must be emphasized.

Yes, I think it does in a general fashion.

There are too many planning documents at the moment. It all looks unhelpfully bureaucratic.

I think it is unnecessary. It seems like it is essentially trying to skirt around Prioritization and create another stressful self-evaluation process for departments to wade through.

This document is helpful in defining the mission of our University but does not address how it will properly support faculty and our programs after we work hard to address and implement most aspects of this mission.

While the guiding document is all-inclusive, we all know that not all the goals stated can be achieved. In this respect, the document is broad and lacks specifics.

I would like to see language in the "Additionally, as appropriate . . ." section (or elsewhere) that exceeds the relatively low, if however significant, bar of "access," program support, and research production. It would be great to see how distinction is encouraged. For example, the language of "high impact practices" for teaching (such as undergraduate research) would encourage that users of the document place value on areas of development/distinction that many faculty have cultivated and that has been supported by the University/the Center for Advancing Faculty Excellence.

The proposed academic planning is very vague and cannot be a guidance to build upon institutional core themes.

Statistic	Value
Total Responses	8

### 3. How do you think the document will or will not be effective in guiding academic decisions?

#### Text Response

That depends upon the decision-makers. If they truly recognize the value added proposition that is UAA and the role we can play in a: allowing Alaskans to hone the skills necessary to fully exploit their potential and maximize their contributions to Alaska's global economy and society and, b: attract students who seek an excellent education in a unique location (all the more so if they could live in dormitories), then we will succeed. If the decision-makers do not believe this, then there is little this document or any such document can do. All we can ask of this document is that it convey clearly and forcefully our values, our aspirations and our convictions.

Whether or not the document is effective is entirely up to administrators and whether or not they are able to show true leadership.

It won't be effective because it is not well written.

I am concerned that this document puts a lot of focus on emphasis areas and de-emphasizes mission alignment, student demand and state priorities.

In light of the looming budget cuts, without specific data on how much funding will be cut, it is difficult to plan or make decisions. There are more unknowns than known.

I would like to see an articulated explanation of the relatedness of parts 1 and 2 of section E. In other words, how do the emphasis areas relate to the program areas? There was minimal discussion of this at the convocation. One sentence explaining the relationship would be helpful in articulating an organizational rationale to ensure that the intent of the document is conveyed to those making decisions.

I do not believe that the document will be effective in guiding academic decisions on the impending budget shortfall.

Statistic	Value
Total Responses	7

#### 4. How do you think identified focus areas are or are not in the best interest of the University and the people we serve?

##### Text Response

I have no quarrel with them per se, but there ought to be some acknowledgment of the fact that we are rooted in a unique community with the opportunity to serve its unique needs while also introducing students from the outside to it (especially if they could live on campus in dormitories).

I was pleased with the identified focus areas. They seem appropriate for our university.

There needs to be a clear hierarchy or the announced absence of the same. At the moment there is neither.

I think they narrowly define us in a way that is contrary to the University's mission. Our mission statement emphasizes creativity, diversity and inclusiveness. The emphasis areas are arctic, indigenous, sustainability and location-based. Where are the arts that ranked very high in Prioritization for the critical thinking skills they teach? Where does math fit in, or psychology, or astronomy, or international studies?

Focus areas are broadly identified as priorities, and seem to include everything. Given that they are limited by other factors that will change (for example, state priorities), the focus areas are a constant variable. Until these factors are clearly identified, it would be difficult to make decisions. To what extent are the "Mission alignment," "Student demand," and "State priorities" themselves aligned?

The focus areas make sense to me in terms of identifying areas of potential distinction and uniqueness at our university. The issue of "parochialism" raised at the CAS convocation is something to keep in mind, although I would say that a provincial (not parochial) outlook could be enlarged by emphasizing how Alaskan issues are ones that are of concern in other areas of the nation and world. For example, indigenous issues should be of great concern here, but they also afford us an opportunity to align our work and teaching with world-renown indigenous scholars in New Zealand. Too narrow a focus on "of Alaska" and "for Alaskans" might also affect recruitment of new faculty, retention of junior faculty, and recruitment of students from outside Alaska.

The stated institutional areas are based on the current demands in the State. This is the 21st century, and we should look at global issues such as climate changes, global economy, finance etc.. It is important that we cultivate creativity to address these challenges.

Statistic	Value
Total Responses	7

## 5. How do you think the focus areas should be altered?

### Text Response

I wouldn't mind seeing Liberal Arts & Sciences higher up on the bullet points. Indigenous cultures certainly deserve emphasis, but our diverse location also requires international cultural awareness, sensitivity and literacy. I would suggest scrapping the fourth emphasis bullet in favor of Develop human potential to exploit our status as a global crossroads.

Not in a substantive way. I was very happy to see the section on sustainable environments and would not object at all to a friendly amendment that had this as "responsible and sustainable development of Alaska's resources and environments", or something like that.

See above

The focus areas should be considered after mission alignment, student demand and state priorities. Not before.

Focus areas need to represent the core. Eliminate vagueness. For example, what programs do "Sustainable Communities, Environments, and Economies" include? Same for "Local, Regional, and International Location."

The language of "issues" should be applied more broadly. "Indigenous Cultures" suggests something much different than, say, "Indigenous Cultures and Concerns." Sustainable Communities, Environments, and Economies might be revised to something like "Sustainability and Other Challenges of Contemporary Communities, Environments, Economies." An issues- or challenges-based approach to emphasis areas shifts the focus from static learning to active and engaged problem solving. Such an approach helps to build a bridge between the work of professional and technical programs and the liberal arts and sciences.

You may add more specific focus areas under each category.

Statistic	Value
Total Responses	7

## 6. How adequately does the draft document focus the direction of the institution?

### Text Response

I'm not entirely sure that it does. In particular I find the fact that it ignores or downplays that we are located in the economic and population center of gravity for the state, which also happens to be a global cross roads, most curious. We serve the needs of the state, certainly, but we should not feel ashamed or petty when we point out that the largest concentration of the state's population is in the region that we serve.

Again, the direction of the university has never been focused by a document or a process. That's up to the administrators who took on leadership roles. It remains to be seen whether or not administrators are able to guide the university through difficult times in a positive fashion. I am very skeptical that they can but was heartened by Chancellor Case's comments at Convocation that this is a time of opportunity, in the midst of crisis. As a faculty member, I need to hear messages like this more.

It doesn't.

It creates a different standard of measurement than we have been previously judged on. It feels like the University is unsure of what our primary mission is. Like we are the body on a hydra that keeps switching the head that is in control.

Again it represents the direction under normal economic conditions. What is needed is a document that will guide us through the crisis.

Fairly well. I hope the suggestions provided here suggest further focus.

You need specifics to focus on the direction of the institution.

Statistic	Value
Total Responses	7

**7. How effective will this document be in guiding decisions? If you think it will be ineffective, what can be done to improve its effectiveness?**

**Text Response**

Once again, that depends on the decision-makers. In the end they are either open to persuasion or they are not. Rather than worrying about how we can manipulate the predilections of imagined readers we should use this to make the boldest, most foreful, and most sincere statement of our values, our aspirations and our potential worth. If they are prepared to see education as an investment, we might persuade them, if they insist that money spent on education is just thrown down a hole, nothing we say will convince them otherwise. This document is for us, not them.

See above. Effectiveness in guiding a university is unrelated to the paperwork we produce. Effectiveness in guiding is based upon those at the helm.

Ineffective. See above.

It will likely be effective, but in a direction that is narrow, exclusive, and potentially doesn't serve the needs of the local community, our local students or our mission.

It will only be effective if the second level of leadership (Associate Deans) are able to be creative enough to come up with solutions to help chairs and faculty implement this mission without spending much or any money.

The document needs to be more specific.

We may talk about effectiveness once the specifics are established. The documents does not address elimination of wastages, consolidation and sustainable lifestyles.

Statistic	Value
Total Responses	7

## 8. Do you have other comments? Please enter them here.

### Text Response

In section C, where we state how UAA fulfills its mission, please make the following changes. The first bullet under 1. Prepared Students to be: change problem solving/critical thinking to problem solving, critical thinking. They are not the same. I am uncomfortable with the second and third bullets, particularly the distinction between training for industry and education for business. I know we generate welders and dental hygienists as well as MBA's and historians but something that more specifically addresses our role in maximizing the human capital of the state seems more appropriate here.

I thought that the grid of departments and focus areas was useless. Each department will end up finding a way to show that it fulfills the four or five focus areas. It's up to university administrators to identify which programs really fulfill focused goals and make sure that their resources are expanded. As well, it is up to the administration to build the argument for focused cuts and make them happen. While I believe resolutely in faculty governance, tough decisions will need to be made by the leaders and the faculty will need to be persuaded to support these difficult decisions.

The relation between this document and prioritization needs to be made clear. The authorship, audience, and provenance needs to be made clear.

Please realize that every project like this creates stress, lowers morale, and takes time and effort away from students. We just went through an incredibly comprehensive Prioritization process. That process and the discoveries from that process should be honored. There is a saying that you can't obey two masters. Ultimately, either Prioritization will be "master" and guide our decisions on where resources are allotted, or this document will be. In either case, the other will be an effort that is not fully utilized and therefore is a waste of our personnel resources.

I understand that so much of the University focus is on cost cutting, program altering, streamlining. Do not forget that we faculty have been working hard and have had plenty of successes that already contribute to this mission. Morale needs to be rebuilt in order for us to work with the leadership. At this point, another dismal financial meeting is not the only key to success during these times. The University should think of a way to somehow express its understanding and appreciate of our work and research in a sincere, meaningful way. You have to take some time to get out of this financial dark cloud. There is plenty of good stuff going on! Recognize it!

Thank you for encouraging feedback.

Statistic	Value
Total Responses	6

## 9. If you want to leave your name, please do so below. This will make it possible to follow-up on your comments.

### Text Response

Paul Dunscomb

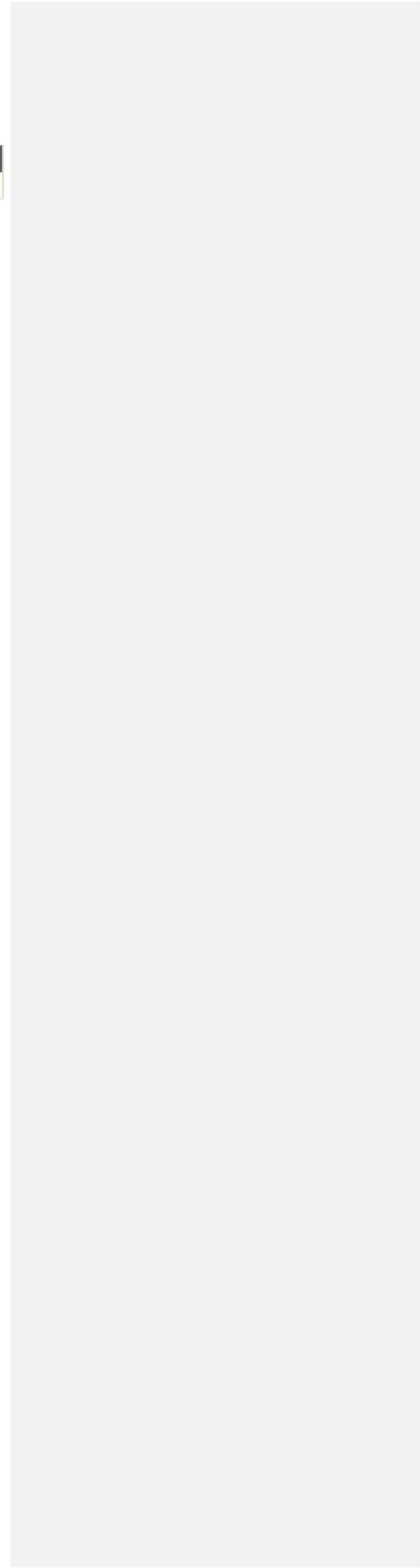
Dorn Van Dommelen

Erin Shea

Eric Bortz, Asst. Prof. of Biological Sciences

Sam Thiru

Statistic	Value
Total Responses	5



## College of Health

19 & 27 August 2015

Bart made a very short (~15 minute) presentation to the college as a whole on the 19<sup>th</sup>. There was not time for discussion.

Bart met with the leadership team on the college for an hour and a half on the 27<sup>th</sup> where the larger discussion was held.

### Email from Bill Hogan on 27 August:

Bart – thanks for facilitating the discussion for us.

Here are the highlights/suggestions:

- The name of the document should be changed to: Guidance for Making Difficult Academic (Budget) Decisions AY 2016/17. The feeling is that using the word “declining” puts too much emphasis on reductions and not enough emphasis on looking at other revenue generating ideas.
- The word citizen should be removed from the document because the term is thought to be exclusionary. It should be replaced with civic minded graduates or civic minded community members.
- The category “Emphasis Areas” under Institutional Focus Areas – should be replaced with the term – “Unique Attributes”
- The bullet under Emphasis Areas entitled “Local, Regional and International Location” should be changed to “Strategic Identity” or “Advantages and Responsibilities of a Unique Place”
- There should be language perhaps in the Preamble – that says the academic priorities drive the support services – and not the other way around.
- “Public Square” should be retitled “Community Engagement”.
- Guiding Assumptions under the Background section should contain some language related to Entrepreneurial Strategies.
- The overall focus should be more on ways to generate new revenue.
- The document should be used to make decisions at the university level not just the college level.
- There should be some reference to customer service – (including viewing students as customers) Customers are both internal as well as external. The general gist of this comment is that our internal processes are broken and we can’t be expected to do any of what we are proposing to do unless these get fixed or at least improved.
- Marketing needs to be emphasized.

That’s more or less what I heard and what people gave me in writing.

We may still have a few more comments coming our way – but otherwise this is it.

Thanks again, Bill

## Prince William Sound College

2 September 2015

Email from Dan O'Connor, 3 Sept:

Bart... these are the topics that came up yesterday during your visit with us at PWSC:

- Institutional “emphasis areas” seem to be too broad in scope and they already describe everything we already do with little guidance for decision-making.
- If Alaska has been rated “last” in distance education delivery how does the University overcome that challenge? The document does not specifically mention the use of technology as a strategy to provide access into the system, especially when many parts of Alaska already have serious resource and infrastructure problems. Many of the rural communities are categorized as “extreme poverty”, which only adds to the problem of accessibility.
- How does the University recover when resources stabilize or begin to improve?
- Numbering of items in the “guidance document” may indicate priorities... recommend the use of bullets instead of numbers.
- Many employers are hiring “out-of-state” workers. Is the University going to do anything about preparing more students for the Alaska workforce?

I tried to combine “like” comments and/or ideas that emerged. Thanks for your time to come visit with us. It demonstrates the continued support of UAA during the PWSC transition within the system. Look forward to seeing you soon...

J. Daniel O'Connor

## College of Business and Public Policy

4 September 2015

### Notes by Rashmi Prasad:

Comments from CBPP faculty:

- Absence of decision-making criteria: especially productivity-related criteria, program duplication-criteria
- Absence of quantitative goals that follow from the mission/vision-like statements
- Unfortunate silence on the international dimension of the university: student recruitment, international/intercultural learning outcomes
- Negative framing: 'managing our way to downward mobility'...no aspirational tone
- Absence of clear and articulate reference to economic development and entrepreneurship
- Terminology of 'Arctic Issues' was criticized from multiple angles: the term 'issues' was criticized as confusing and equivocal (does it indicate public policy areas, social conditions, environmental conditions?); what does this signal geographically? What does it include or exclude?
- Absence of data-guided decision making and performance metrics was criticized repeatedly. Program Prioritization was held in low-esteem because the program peer review process seemingly ignored data and measurement. Prioritization was cited to raise anxieties regarding future planning and decision-making processes.
- One faculty member criticized the 'American tendency to be cockeyed optimists'. Others quickly dissented, retorting that optimism is a value and can be a self-fulfilling prophecy.
- CBPP dean ended the session with a reflection on the university's history and status quo with regard to international student population. He suggested that an international dimension to our planning process should be added.

MEMORANDUM

TO: Professor Lynn Koshiyama  
FROM: Mei Rose, Ph.D.  
DATE: September 10, 2015  
SUBJECT: Proposed academic planning document

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Thank you for e-mailing Dr. Bart Quimby's presentation. Here are my input.

According to the Academic Planning document, "The purpose of this document is to provide UAA with a coherent rationale for making the difficult resource decisions required during a time of decreased funding. These decisions must be driven by UAA's academic mission and by the need to continually invest in strategic initiatives. These academic decisions will determine shifts in support and service areas."

Review the document and tell us:

Does this document outline processes that are built from the Institutional Core Themes and the other planning documents listed? How so? How do you think that this document will be effective in guiding decisions?

The Institutional Core Themes are Teaching and Learning, Research, Scholarship, and Creative Activity, Student Success, UAA Community, and Public Square. The processes such as the decisions (Mission Alignment, Student Demand, and State Priorities) and resource allocations (Provide access to higher education, Support certificate or degree programs, Produce research, scholarship, and/or creative work, Attract internal and external partners that enhance program offerings and student learning, and Create active, engaged, and well-rounded citizens prepared for the 21st century) appears to address the Instructional Core Themes and addressed UAA mission. The Detailed Core Themes, Objectives, and Indicators in the appendix included metrics to measure the objectives.

Are the Focus Areas identified in the best interest of the University and the people we serve? Do they need alteration? If so, how?

The focus area identified are: (1) Emphasis Area (Arctic Issues, Indigenous Cultures, Sustainable Communities, Environments, & Economies, Local, Regional, & International Location) and (2) Program Areas (Health Sciences, Professional Programs, Career & Technical Education, Liberal Arts & Sciences) appears to build on the unique culture of Alaska, and address the need of Alaska workforce.

Does this document adequately focus the direction of the institution? Why?

The direction of the institution are Teaching and Learning, Research, Scholarship, and Creative Activity, Student Success, UAA Community, and Public Square, The document provides adequate focus to the

direction of the institution as it is aligned with UAA's mission. The Detailed Core Themes, Objectives, and Indicators in the appendix included metrics to measure the objectives.

Will this document will be effective in guiding decisions? If not, what can be done to sharpen the focus? Do you have other comments?

Yes, the Academic Planning document is a good start for guiding decisions. However, a detail plan on how resources will be allocated to ensure success of the Institutional Core Themes during budgetary reduction would be helpful. It would be helpful to know the extent of budget reduction in each themes as a compared to the past years. Understanding Institutional Core Themes and knowing the extent of budget reduction would help in developing a detail plan on how to accomplish the objectives.

## 2015 Academic Planning Document

Response from Dr. Sandra G. Ehrlich, Associate Professor, Management & Marketing, College of Business & Public Policy

The proposed outcome of the Academic Planning Document Guiding Principles, is to provide direction for decision-making in challenging fiscal times.

Original Challenge: What will UAA look like in 5 years with significantly fewer fiscal challenges?

Revised Title: Guidance for Academic Decisions in Climate of Declining Budgets, AY2016-17

**Recommendation:** Pursue both scenarios.

**Rationale:** By pursuing both challenges, the Planning Team will have the opportunity to provide a case for support for UAA stakeholders and potential funders.

Preamble: "The purpose of this document is to provide UAA with a **coherent rationale for making difficult resource decisions** required during times of decreased funding. *These decisions must be driven by UAA's academic mission*, and **by the need to continually invest in strategic initiatives**. These academic decisions will determine shifts in support and service areas."

**Recommendation:** (Italics added , Ehrlich)

**Rationale:** This section in the Preamble should be in bold. Strategic decisions should be mission-centric and mission driven.

"Document basis:

- UAA Mission
- UAA 2017 Strategic Plan
- Shaping Alaska's Future
- UAA Core Accreditation Themes
- Anchorage Campus Prioritization
- College and Campus Missions
- National trends in higher education
- Local and Regional workforce demands
- Cultural and Economic landscape of Southcentral Alaska"

### Recommendations:

Provide an Executive Summary of these documents.

Provide an analysis:

Document alignment

## Document divergence

These documents should be in one central location on the UAA website and shared with stakeholders for transparency and accountability.

**Rationale:** The UAA Leadership has been working closely with these documents. Although the faculty may have reviewed these documents individually, they may not have studied them collectively. Thus, an Executive Summary and Analysis is needed to provide a framework for effective decision-making.

### **Additional Recommendations:**

*Stakeholder Analysis* of local and regional workforce demands to identify needs of companies and corporations to prepare students for success in the workplace.

*Gap Analysis*—UAA alumni should be contacted to identify gaps in what the university is providing and what is needed in the workplace.

*Document Review*—2017 Strategic Plan and Planning documents should be reviewed and potentially revised in light of economic shifts.

*Stakeholder Engagement*—Many faculty members have expressed concern that the Anchorage Prioritization process design and outcomes should be revisited, due to a lack of faculty input into the process.

“To implement its mission, the University of Alaska Anchorage:

1. Prepares students to be:
  - Proficient in 21st century skills (literacy, numeracy, collaboration, problem solving/critical thinking, cultural competence),
  - Employees with the technical and employability skills needed by Alaskan industries,
  - Professionals ready for employment, licensure, advancement and leadership in Alaskan business, industry, non-profit, and governmental agencies in Alaska, and
  - Educated, active, and engaged citizens.
2. Strengthens the institution to be a:
  - Center for research, scholarship, and creative activity,
  - Cultural hub of Southcentral Alaska and the state,
  - Leader in Alaska’s developing role in the Arctic, and
  - Leader to support the work of the state.”

“Institutional Core Themes:

1. Teaching and Learning
2. Research, Scholarship, and Creative Activity
3. Student Success
4. UAA Community

## 5. Public Square”

### “Emphasis Areas:

- Arctic Issues
- Indigenous Cultures
- Sustainable Communities, Environments, & Economies
- Local, Regional, & International Location”

### “Program Areas

- Health Sciences
- Professional Programs
- Career & Technical Education
- Liberal Arts & Sciences”

### “Additional Considerations

- Mission Alignment
- Student Demand
- State Priorities”

### “Unit Specific Considerations

1. Provide access to higher education,
2. Support certificate or degree programs,
3. Produce research, scholarship, and/or creative work,
4. Attract internal and external partners that enhance program offerings and student learning, and
5. Create active, engaged, and well-rounded citizens prepared for the 21st century.”

### **What Can You Do to Help?**

- Review the document and tell us
  - Does this document outline processes that are built from the Institutional Core Themes and the other planning documents listed? How so? (Please see recommendations and rationale above) How do you think that this document will be effective in guiding decisions? (Leading question. The document may be effective in guiding decisions if all alternatives are identified. See above.)
  - Are the Focus Areas identified in the best interest of the University and the people we serve? (Not enough information is provided to respond to this question. First, outline the people served. Second, outline how the needs of the people served were determined.) Do they need alteration? If so, how? (Difficult to answer without further information and analysis. See above.)

- Does this document adequately focus the direction of the institution? Why? (Added, *Or, why not?* It is unclear whether this process was conducted internally only, or whether this process was facilitated and reviewed by an external, objective entity or entities. From a best practices perspective, an external team serving as skeptics/devil's advocates would provide valuable input and feedback to the planning process.)
- Will this document will be (*sic*) effective in guiding decisions? If not, what can be done to sharpen the focus? (As outlined above, the document may need to be revisited/refined to meet the Planning objectives.)
- Do you have other comments? (Yes, please see below)

### **Additional Comments**

#### Stakeholder Outreach and Engagement is Vital, Yet Underutilized

1. One key issue is a lack of engagement between the University and the State legislators
  - a. A PR campaign is needed to make the "case" for the University and how it serves the AK populace.
    - i. Example: "A Day in the Life of..."
      1. Dean, Faculty member, etc.
  - b. Regular interaction with key legislative constituents is needed from
    - i. Chancellor and key administrative staffers
    - ii. Deans
    - iii. Department Chairs
    - iv. Program Directors
    - v. Faculty members
    - vi. Alumni
2. A second key issue is the need to increase the University's outreach and engagement with alumni to engage and enhance their role to serve as ambassadors in the community.
3. A third key issue is to engage the faculty with the community—to provide outreach and share impact to increase perceived value.

### **Potential Reasons for Lack of Stakeholder Engagement**

1. Perception/reality that the UA system is top heavy from an administrative point of view which results in financial inefficiencies
  - a. Too many chiefs?
  - b. Too many locations?
  - c. Is Statewide necessary?
2. Does the University and separate college system work, or should adjustments be made? UAA, UAF, UAS, and satellite campuses...Kenai. PWS, etc.
  - a. Separate, but equal?
  - b. Separate, but unequal?

- c. Should satellite campuses be closed to drive students to UAA and UAF?
  - d. Should UAS be “absorbed” by UAA and UAF?
  - e. Should satellite campuses be absorbed by UAA and UAF?
  - f. Should finances be allocated based on population/s served?
3. Perception/reality of what the UA system delivers and what the system could/should deliver and reasons why.
- a. Expenditures in the right programs in the right places?
  - b. What is the University’s impact in the community?
    - i. For every \$1 invested, what is the multiplier effect in the community?
4. The need for increased fund development to close the financial gap.
- a. Strong case for support is needed
  - b. Endowment fund
  - c. Fund development training for Deans, Associate Deans, Department Chairs and Program Directors.

Respectfully submitted,

*Sandra*

Dr. Sandra G. Ehrlich  
Associate Professor, Management & Marketing  
College of Business & Public Policy  
University of Alaska Anchorage

It is not clear who produced these comments:

This document presumes to describe “the University five years from now with significantly fewer financial resources.” Furthermore, “decisions must be driven by UAA’s academic mission and **by the need to continually invest in strategic initiatives.**” Bullets for institutional core themes, emphasis areas, program areas, and other considerations are provided. Any and all of these could be points applicable to a university with stable financial resources; indeed, it could form the basis for how to allocate when we have increasing resources. But we’re facing *diminishing* resources. Therefore, the previous discussion is not on topic and provides no real guidance for making cuts which are truly strategic.

Another omission is that there is no language pertaining to expectations for faculty and for administrators in this new fiscal environment. The document notes that UAA “prepares students to be...” How about we come up with bullets for what we want from our professors and administrators to be. Ideally, these should be measurable and reflective of the fact that resources will be diminishing.

Finally, the program prioritization process from 2014 was mentioned. This process was so flawed and biased that it should not be used in any way going forward. Any student of statistics knows that using a biased process in decision-making will only multiply the magnitude of the bias.

So, the questions asked are:

Q: Does this document outline processes that are built from the Institutional Core Themes and the other planning documents listed? How so? How do you think that this document will be effective in guiding decisions?

A: No specific processes were outlined. As such the document cannot guide effective decision-making.

Q: Are the Focus Areas identified in the best interest of the University and the people we serve? Do they need alteration? If so, how?

A: Yes they are. However, practically any academic program at UAA can lay claim to at least one of these. I’ll turn this around and ask: Where do we wish to demonstrate excellence? Where does UAA have a real competitive advantage vis-à-vis the markets of Anchorage, of Alaska, of the Pacific Northwest, and along the Great Circle? I say: UAA is at the global crossroad and we need to support “diverse and expansive communities with the highest quality in education, research, and professional assistance”. Let’s think about that very carefully and build processes around this.

Q: Does this document adequately focus the direction of the institution? Why?

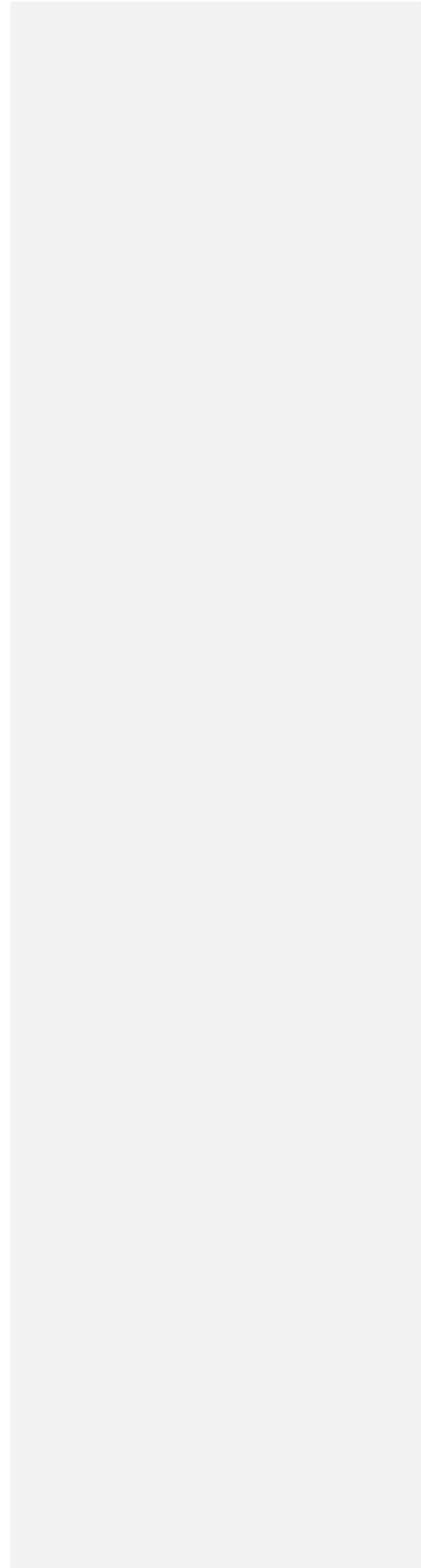
A: No.

Q: Will this document will be effective in guiding decisions? If not, what can be done to sharpen the focus?

A: No. What can be done to sharpen? See my points above.

Q: Do you have other comments?

A: None at this time.



Hi everybody,

My comments on the document titled "Guidance for Academic Decisions in a Climate of Declining Budgets, AY2016-17" are as below:

- I found the document to be very general and full of Good Motherhood Statements.
  - An example of Good Motherhood Statement from the document is quoted below:

"1. Prepares students to be:

- Proficient in 21st century skills (literacy, numeracy, collaboration, problem solving/critical thinking, cultural competence),
- Employees with the technical and employability skills needed by Alaskan industries,
- Professionals ready for employment, licensure, advancement and leadership in Alaskan business, industry, non-profit, and governmental agencies in Alaska, and
- Educated, active, and engaged citizens.

2. Strengthens the institution to be a:

- Center for research, scholarship, and creative activity,
- Cultural hub of Southcentral Alaska and the state,
- Leader in Alaska's developing role in the Arctic, and
- Leader to support the work of the state."

Except for the Arctic and the Alaskan part, rest of the statement is applicable for any University. Replace the word Arctic and Alaska with the appropriate geographic reference, and the above quoted part can be used by any University. Moreover I think literacy, numeracy, critical thinking skills are/were important in every century, not only in the 21st Century.

- A document full of Good Motherhood Statements is like a loose fitting sleeping suit. It is comfortable to wear and one size fits all and it is good to make us fall asleep. But such a comforting document cannot provide practical guidance to cutting costs in an era of less budgetary support.
- The document says that the "Program Prioritization effort, whose insights enhance this Strategic Guidance Document's implementation, was also considered in the development of this document.". The Program Prioritization effort :
  - used a discredited model by Dickeson,
  - spent about \$1 Million,
  - used a pre-analytic distribution target of a minimum 15% of programs in each group,
  - was administered by selected/nominated faculty who also evaluated their own programs,
  - used demonstrably inaccurate data,
  - and their meetings were confidential/closed door.

- The outcome of such a process lacks credibility.
- I have written and published two articles related to Prioritization and Budgetary Problems in the UA system. I quote parts from those article which deals with the issue of Budgets and Cost Control.
  - I have written an article titled "Academic prioritization — an attack on tenure". It is published in the CAUT Bulletin, Vol 61, Number 2, February 2014. You can access it at [https://www.cautbulletin.ca/en\\_article.asp?ArticleID=3784](https://www.cautbulletin.ca/en_article.asp?ArticleID=3784) . I quote the relevant part from this article.
    - "So how should we cope with a funds crunch in the university system? Suppose we model the university as a production process, i.e. as a factory producing some form of widgets. A factory has three kinds of costs — direct material, direct labour and overheads.
 

Direct material is the material that goes into the output, direct labor is the labor of the individuals who transform the material into final products, and overheads are the rest of the costs (your CEO, various vice-presidents, and so on). Using this as analogy, universities are in the business of knowledge production (research), knowledge distribution (teaching), and the attendant activities that enhance research and teaching (service). University outputs are educated minds and an overall increase in the realm of knowledge. Faculty are therefore direct workers. There are no direct material costs.

The costs of a university system are thus two-fold: direct workers (faculty cost) and overheads. Out of these overheads, we can classify library and databases and software programs as essential overheads almost akin to direct materials. Therefore in any budgetary crunch the first line of attack should be to reduce other overheads, i.e. administrative costs. Instead we see an effort to reduce faculty and nothing happens about administrators beyond some token Kabuki. This is in line with Benjamin Ginsberg's thesis in his 2011 book The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters."
  - I have written another article titled "How to organize higher education in Alaska " published in the Juneau Empire of January 19, 2015. You can access it at <http://juneauempire.com/opinion/2015-01-19/my-turn-how-organize-higher-education-alaska> . I quote from this article:
    - "Alaska, in developing the higher public education model, is faced with a coverage problem — how do we cover the population of the state with higher education opportunities? Airlines face the same issue: How do they optimally move passengers across a large geographic area? Airlines operate on the hub principle. You fly from Anchorage to say Florida by

first flying from Anchorage to Minneapolis (a hub) and then from Minneapolis to Florida.

We can borrow the hub concept. We have three universities at three major urban centers. Let's take, say, \$5 billion for each of them (a total of \$15 billion). That represents about 23 percent of the conservative \$65 billion surplus. Dissolve the University of Alaska system (saving \$70 million per year — as a comparison UAS spends \$58 million per year). Create an endowment of \$5 billion for each of the three universities. Let them manage their operations from the endowment income. As a comparison, the University of North Carolina Chapel Hill, a university with a very good reputation, has an endowment fund of the the order of \$3 billion to \$3.5 billion.

These three universities will perform independently and will be responsible for their respective hinterlands based on geographic boundaries. We will have three independent boards of regents for the three different universities. The boards should reflect the diversity of their hinterland and the diversity of stakeholders — community, faculty, staff and students. This will lead to the saving of \$70 million per year with no University of Alaska system overhead. There will also be savings in travel costs incurred by travel among campuses. Board of Regents meetings will be held in the local campuses."

- I would suggest following points for considering budgetary belt tightening.
  - Install a proper costing system. During the last Prioritization exercise, it was very obvious that we don't have any reliable cost data. You cannot decide what can be cut without knowing what the costs are.
  - Stop appointing consultants. We have academic expertise and they have the skills. Using consultants just increase costs.
  - Operating costs for buildings like the Alaska Airlines Sports Center should be on self supporting basis.
  - For future Capital Budgets, operating costs for operating those Capital Assets should be guaranteed by legislature. Otherwise those Capital Projects should not be undertaken at all. This applies to greenfield capital projects. Existing assets must be maintained.
  - Closing programs alone may or may not cut costs. Unless we are prepared to go for cuts in faculty, merely cutting programs will not save costs. Suppose a particular faculty John Doe, teaches in Programs A, B and C. Say we cut Program A. John Doe still gets his salary. It will save very marginal non-material costs in heating and lighting.

With best wishes.

Nalinaksha Bhattacharyya,  
PhD(Calcutta), PhD(UBC), CGA  
Professor  
College of Business and Public Policy  
University of Alaska Anchorage

