Overview

• UA Mission
• Needs of the State
• Historical Context
• Strategic Pathways
• BOR 2040 Priorities
• FY20 Operating Budget Request
  • Summary
  • Total Compensation Review
  • Title IX and Other Operating Costs
  • Strategic Investments to support UA Goals and Measures
• FY20 Capital Budget Request
• Next Steps
• Appendix
UA Mission
UA Mission

UA serves the needs of Alaska through education, research, and service on its 16 campuses and through hundreds of on-line programs and courses.

• Education
  Delivering academic instruction, career and technical training.

• Research
  Advancing innovation and discovery through academic and scientific research.

• Service
  Sharing knowledge to address Alaska’s community needs.
Needs of the State
Needs of the State

• Health care costs (#1 in the US)
• Economic development (#42 in New Economy Index in US)
• Jobs (#1 in unemployment in US)
• Job growth (#50 in US)
• Culture of education (#50 in post-secondary participation in US)
• Teachers (67% hired each year from “outside” Alaska)
• Climate change (impact 2x world average)
• Public safety (#49 in U.S. News public safety ranking in US, #1 concern of Alaskans)
• Energy costs (#6 in US)
Historical Context
Unrestricted General Funds History

(in millions of $)

<table>
<thead>
<tr>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>$378</td>
<td>$375</td>
<td>$351</td>
<td>$325</td>
<td>$317</td>
<td>$327</td>
</tr>
</tbody>
</table>

Unrestricted General Funds (UGF)  
Cumulative Impact = $195M
Operating Budget Revenue by Source
FY14-FY19 Projection

* excludes UA-intra-agency receipts
Facilities & Infrastructure (Fall 2017)

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of facilities</td>
<td>424</td>
</tr>
<tr>
<td>Total gross square footage</td>
<td>8.2 million</td>
</tr>
<tr>
<td>Average age of facilities</td>
<td>33 years</td>
</tr>
<tr>
<td>Value (adjusted for inflation)</td>
<td>$4 billion</td>
</tr>
<tr>
<td>Annual maintenance budget ($40M on-going operating funds + $5M one-time capital funds)</td>
<td>$45 million</td>
</tr>
<tr>
<td>Annual maintenance long-term target (on-going operating funds)</td>
<td>$60 million</td>
</tr>
<tr>
<td>Deferred maintenance/renewal &amp; repurposing backlog</td>
<td>$1.1 billion</td>
</tr>
<tr>
<td>• DM/R&amp;R backlog pay-down request (one-time capital funds)</td>
<td>$50 million</td>
</tr>
<tr>
<td>• DM/R&amp;R backlog per sq ft</td>
<td>$129/sf</td>
</tr>
</tbody>
</table>
Strategic Pathways
### OUR MISSION

“The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.” (Regents’ Policy 01.01.01)

### OBJECTIVE

Maximize value to Alaska through excellent, accessible, and cost effective higher education funded by diverse and growing revenue sources

### CORE PRINCIPLES

Focus, Access, Diversity, Excellence, Consistency, Fiscal Sustainability

### STRATEGY

Prepare, Restructure, Implement, Refine

### WHO WE ARE

<table>
<thead>
<tr>
<th>Campus Lead for the State*</th>
<th>UA Anchorage</th>
<th>UA Fairbanks</th>
<th>UA Southeast</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Comprehensive metropolitan university in Alaska’s economic hub, with primary focus on workforce development through its several regional community campuses</td>
<td>Research university renowned for leadership in Arctic and the North, with additional focus on workforce development and community and rural education</td>
<td>Comprehensive regional university focused on interdisciplinary &amp; marine-oriented programs, teacher education, e-Learning, and workforce development</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Social and economic sciences, health policy</td>
<td>Arctic science and policy, physical, biological, and social sciences, engineering and applied energy</td>
<td>Interdisciplinary / environmental</td>
</tr>
<tr>
<td>• Health professions</td>
<td>• Physical, natural, and related sciences</td>
<td>• Marine-oriented programs (including joint programs with UAF)</td>
<td></td>
</tr>
<tr>
<td>• Business and public policy</td>
<td>• Arctic / Northern Studies</td>
<td>• Teacher education (administration)</td>
<td></td>
</tr>
<tr>
<td>• Economics</td>
<td>• Rural development / tribal management</td>
<td>• Interdisciplinary degrees/ degree completion</td>
<td></td>
</tr>
<tr>
<td>• Logistics</td>
<td>• Doctoral education</td>
<td>• Emphasis on regional workforce priorities, e.g., mine training</td>
<td></td>
</tr>
<tr>
<td>• Project Management</td>
<td>• Mine training</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td>• Fisheries and ocean sciences</td>
<td>• fisheries and ocean sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aligned with Research and Teaching Focus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COURSES / PROGRAMS AVAILABLE ACROSS THE UNIVERSITY SYSTEM

- Common General Education Requirements
- Liberal Arts and Humanities
- Social Sciences & Natural Sciences
- Nursing
- Engineering
- Distance Education / E-Learning
- Career and Technical Education
- Alaska Native Studies
- Teacher Education
- Management
- Mine training
- Wide choice of non-major courses
- Dual credit with K-12
- Developmental Education

*Research, teaching, and outreach at campuses other than the “lead” campus that are of high quality, cost effective, and core to mission, will continue to be provided.*
BOR 2040 Priorities
BOR 2040 Priorities

• During a strategy meeting in June 2018, the Board of Regents began to consider an ambitious, but also realistic vision for Alaska in the year 2040 and how the University could contribute to realization of that vision.

• The Board’s 2040 priorities play an important role, along with our current initiatives and our 2025 plan, in development of our FY20 operating and capital budgets.

• What should we do now to create the University needed to build the Alaska we want to see in 2040?
BOR 2040 Priorities – Strategies for FY20 Budget

We will grow UA in its service and leadership for Alaska by:

Taking care of the basics
- Campus safety and respect
- Competitive and fair compensation
- Facility maintenance
- Efficiency / Productivity

Growing our own
- Construction and vocational
- Teachers and health care professionals
- Engineers
- Researchers
- Student recruitment, retention, and completion

Leveraging partnerships
- K-12 (dual enrollment, teachers, leaders)
- Industry / Employers (ANCSA corporations, tribes, health care, resource development, gas line, maritime, military)
- Local, state, and federal agencies
- International universities and NGOs

Building on our competitive advantages
- Energy
- Climate change
- Indigenous studies
- On-line courses / programs in areas of excellence (e.g., Arctic studies, project management/logistics, Indigenous studies, Homeland Security, OneHealth)

Leading innovation and creativity
- Commercialization of UA research
- Creating new technologies, solutions to problems
- Integrating traditional and new knowledge

Taking the long view
- Foster long term strategic planning
- Focus on quality
- Invest in leadership
# Goals & Measures 2017-2025

(Tentative, subject to BOR approval)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contribute to Alaska’s economic development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase STEM graduates</td>
<td>1,628</td>
<td>1,691</td>
<td>1,776</td>
<td>1,875</td>
<td>+99 (6%)</td>
<td>2,460</td>
</tr>
<tr>
<td>Increase # invention disclosures</td>
<td>17</td>
<td>34</td>
<td>23</td>
<td>25</td>
<td>+2 (9%)</td>
<td>34</td>
</tr>
<tr>
<td><strong>2. Provide Alaska’s skilled workforce</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase % of educators hired</td>
<td>30%</td>
<td>33%</td>
<td>37%</td>
<td>43%</td>
<td>+6% (16%)</td>
<td>90%</td>
</tr>
<tr>
<td>Double number of health program completions</td>
<td>874</td>
<td>939</td>
<td>986</td>
<td>1,086</td>
<td>+100 (10%)</td>
<td>1,760</td>
</tr>
<tr>
<td><strong>3. Grow our world class research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead the world in Arctic related research</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Increase research expenditures [1]</td>
<td>$159m</td>
<td>$150.7m</td>
<td>$157.4m</td>
<td>$168.3m</td>
<td>+$10.9m (7%)</td>
<td>$235m</td>
</tr>
<tr>
<td><strong>4. Increase degree attainment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Year Student Full Time Equivalent (FTE)</td>
<td>18,492</td>
<td>17,555</td>
<td>18,433</td>
<td>19,825</td>
<td>+1,392 (8%)</td>
<td>28,526</td>
</tr>
<tr>
<td>Increase completions</td>
<td>4,594</td>
<td>4,554</td>
<td>4,781</td>
<td>5,442</td>
<td>+661 (14%)</td>
<td>10,400</td>
</tr>
<tr>
<td><strong>5. Operate more cost effectively</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease total cost of education (indirect and direct) per completer</td>
<td>$107.3</td>
<td>$108.4</td>
<td>$103.0</td>
<td>$93.9</td>
<td>-$9.1 (-9%)</td>
<td>$59.0</td>
</tr>
<tr>
<td>Increase annual completions per Full Time Equivalent (FTE)</td>
<td>23/100</td>
<td>23/100</td>
<td>24/100</td>
<td>26/100</td>
<td>+1.6 (6%)</td>
<td>35/100</td>
</tr>
</tbody>
</table>

Note: Information is reviewed annually as part of the President’s performance compensation (quantitative performance goals)
1. FY18 observed research expenditures has been revised to reflect final data ($149.9m to $150.7m)
FY20 Operating Budget Request
FY20 Operating Budget Request

• Request Summary
• Compensation Review
• Title IX / Culture of Respect
• Continuing Operating Costs
• Strategic Investments
### FY20 Operating Budget Request – Summary

*(in millions of $)*

<table>
<thead>
<tr>
<th>Description</th>
<th>State</th>
<th>Non-State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compensation</strong> <em>(1)</em></td>
<td>$7.2</td>
<td>$4.8</td>
<td>$12.0</td>
</tr>
<tr>
<td><strong>Operating Cost Increases</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IX Enhancements (Culture of Respect)</td>
<td>$1.8</td>
<td>$1.8</td>
<td>$3.6</td>
</tr>
<tr>
<td>Facilities Maintenance &amp; Utility Cost Increases</td>
<td>$11.1</td>
<td>$11.1</td>
<td>$22.2</td>
</tr>
<tr>
<td>Technology (hardware/software, licensing, subscriptions)</td>
<td>$1.0</td>
<td>$1.0</td>
<td>$2.0</td>
</tr>
<tr>
<td>Other Operating Cost Increases</td>
<td>$.4</td>
<td>$.4</td>
<td>$.8</td>
</tr>
<tr>
<td><strong>Subtotal Operating Cost Increases</strong></td>
<td>$14.3</td>
<td>$0.0</td>
<td>$14.3</td>
</tr>
<tr>
<td><strong>Strategic Investments by Goal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute to Alaska’s Economic Development</td>
<td>$.6</td>
<td>$.6</td>
<td>$.6</td>
</tr>
<tr>
<td>Provide a Skilled Alaskan Workforce</td>
<td>$3.1</td>
<td>$3.1</td>
<td>$6.2</td>
</tr>
<tr>
<td>Grow Our World Class Research</td>
<td>$1.1</td>
<td>$1.1</td>
<td>$2.2</td>
</tr>
<tr>
<td>Increase Educational &amp; Degree Attainment</td>
<td>$5.2</td>
<td>$5.2</td>
<td>$10.4</td>
</tr>
<tr>
<td><strong>Subtotal Strategic Investments</strong></td>
<td>$10.0</td>
<td>$0.0</td>
<td>$10.0</td>
</tr>
<tr>
<td><strong>Budget Adjustments</strong> <em>(2)</em></td>
<td>$0.0</td>
<td>-$6.9</td>
<td>-$6.9</td>
</tr>
<tr>
<td><strong>FY20 Operating Budget Change</strong></td>
<td>$31.5</td>
<td>-$2.1</td>
<td>$29.4</td>
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</table>

1. Estimates based on total compensation review
2. Includes a $7.6M reduction of excess budget authority to better align with estimated expenditures.
Total Compensation Review
Compensation Overview

• Charge
• Guiding Principles
• Findings to Date
• Our Plan
• Estimated Cost and Three-year Plan
• Timeline
• For More Information
Charge

At the direction of President Johnsen, UA Human Resources is leading a total compensation review to better understand our market competitiveness for salary and benefits to optimize internal equity, retention and recruitment.

We are reviewing the following components of our compensation plan related to market:

• Faculty salaries
• Staff salaries
• Executive (officers and senior administrators) salaries
• Benefits

In addition, we are reviewing internal pay equity.
Guiding Principles

The compensation system will uphold the university’s role in the state as a leading employer. As an employer, the university strives to be:

• **Competitive**: Offering market-driven salary and benefits programs
• **Consistent**: Providing a dependable framework for compensating employees in a fair and equitable manner
• **Creative**: Within the confines of its budget, offering a flexible suite of benefits to support employee engagement and productivity
• **Collaborative**: Working with our employees to ensure our compensation and benefit programs meet their needs and interests
Findings to Date

• Pay equity analysis
  • A high level review shows that, on average, pay inequities based on factors such as gender and ethnicity are less at UA than those found across higher education, and gender pay inequities are less than found across Alaska
  • A detailed review of a limited number of positions is continuing

• Market salary analysis
  • “Market” as used in this review is defined as ±10% of the median of salary survey data for a job. This is a standard benchmark in compensation analysis
  • While, on average, faculty and staff salaries are within that ±10% band around the market median, a number of employee salaries are below market
  • Executive salaries are, on average, below market
  • In addition to market, the review is considering the effects of inflation on our salaries
  • The detailed market analysis is continuing

• Benefits analysis
  • UA Pension is not competitive with university peers and the State

• Bottom Line
  • In addition to any pay equity adjustments, approximately 3% of payroll will be needed to address recurring market and inflation impact
Our Plan

• Seek funding and compensate for any salary inequities (pay equity) as soon as analysis is complete and funding identified (FY2019 and FY2020)

• Include funding for market, inflation, and benefit adjustments in FY2020 operating budget. Subject to funding, we plan:
  • Salary increases to be made over several years, to bring employee salaries to market
  • Annual increases of 1% each for the next several years, to help offset effects of inflation
  • Annual increases in the salary cap of our pension benefit over several years, so our pension program is more competitive
## Estimated Cost and Three-year Plan ($)

<table>
<thead>
<tr>
<th>Cost</th>
<th>Pay Equity (1)</th>
<th>Market (2)</th>
<th>Inflation 1%/year (3)</th>
<th>Pension (4)</th>
<th>Benefits (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>310,000</td>
<td>4,667,000</td>
<td>3,337,300</td>
<td>1,705,000</td>
<td>2,415,300</td>
<td>12,434,600</td>
</tr>
<tr>
<td>Staff</td>
<td>1,251,000</td>
<td>3,506,000</td>
<td>4,604,200</td>
<td>3,465,000</td>
<td>3,833,400</td>
<td>16,659,600</td>
</tr>
<tr>
<td>Executives</td>
<td>140,000</td>
<td>510,000</td>
<td>467,500</td>
<td>330,000</td>
<td>312,900</td>
<td>1,760,400</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,701,000</td>
<td>8,683,000</td>
<td>8,409,000</td>
<td>5,500,000</td>
<td>6,561,600</td>
<td>30,854,600</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Three-year Plan</th>
<th>FY19 (1) (Supplemental)</th>
<th>FY20 (Operating)</th>
<th>GF</th>
<th>NGF</th>
<th>FY21 (Operating)</th>
<th>FY22 (Operating)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TBD</td>
<td>1,701,000</td>
<td>1,020,600</td>
<td>680,400</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>2,894,333</td>
<td>1,736,600</td>
<td>1,157,733</td>
<td>2,894,334</td>
<td>2,894,334</td>
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<tr>
<td></td>
<td></td>
<td>2,775,200</td>
<td>1,665,100</td>
<td>1,110,100</td>
<td>2,802,900</td>
<td>2,830,900</td>
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<tr>
<td></td>
<td></td>
<td>2,000,000</td>
<td>1,200,000</td>
<td>800,000</td>
<td>1,900,000</td>
<td>1,600,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,605,000</td>
<td>1,563,000</td>
<td>1,042,000</td>
<td>1,973,300</td>
<td>1,983,300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11,975,533</td>
<td>7,185,300</td>
<td>4,790,233</td>
<td>9,570,533</td>
<td>9,308,534</td>
</tr>
</tbody>
</table>

### Notes:
1. Pay equity amounts represent our best current costs estimates; these will be refined and likely be less as further analysis is completed. A supplemental will be requested for any retroactive pay equity adjustments.
2. Market amounts represent our best current costs estimates. “Market” is defined as ± 10% of the market median for a job. The cost estimate for staff could be higher dependent on a new staff salary structure currently being considered. Any additional costs will be deferred to FY21 and beyond.
3. 1% for salary increases for all regular benefit eligible employees to help offset inflation effects.
4. Increase salary cap from $42,000 to $50,000 (in FY20) for pension contribution factor (7.65%). (IRS and State of Alaska SBS cap will be at $132,900)
5. Estimated employee benefit cost increases that result from salary increases.
<table>
<thead>
<tr>
<th>Board of Regents</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Webinar (Fall 2018)</td>
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<tr>
<td></td>
<td>Worksite meetings (TBD)</td>
</tr>
<tr>
<td></td>
<td>Regular updates to employees &amp; to FAQs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Governance / Unions</th>
<th>Faculty salary analysis</th>
<th>Staff salary analysis</th>
<th>Executive salary analysis</th>
<th>Initial cost estimation</th>
<th>Final costing</th>
<th>Legislature</th>
<th>Pay equity implementation</th>
<th>Market, inflation, and pension implementation*</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

* Subject to funding.
For More Information

FAQs (periodically updated):
https://alaska.edu/classification/compensation-review/

Board of Regents, September 2018 presentation:
Link: Total Compensation Review Sept. 14, 2018
FY20 Request – *Title IX / culture of respect*  $1.8M

Build Staff capacity across the university to:

• Grow a culture that values respect, service, safety, and compliance
• Provide compassionate, prompt and effective responses to an increasing number of reports
• Provide proactive supervisory coaching and behavioral interventions
• Analyze data and develop appropriate tools to measure organizational culture
• Design training and program strategies to address areas needing improvement
FY20 Request – *Continuing operating costs*  $12.5M

Facilities Maintenance ($9.8M) and Utility Cost Increase ($1.3M)
Annual upkeep necessary to slow accumulation of deferred maintenance backlog and reduce risk of localized mission failure. Utility cost increases for electricity, natural gas rate increases; coal transport and ash disposal. ($11.1M)

Technology (hardware/software, licensing, subscriptions)
Systemwide technology reinvestment for maintenance, licensing renewals, subscriptions for online scientific, academic, other educational and research data. ($1.0M)

Campus safety positions and insurance premiums. ($0.4M)
FY20 Request – **Focus Areas** $10.0M

• Economic Development

• Grow Our Own Workforce

• Research

• Recruit and Retain

• Operate More Cost Effectively
Economic Development  $0.6M

• Increase interest in STEM programs
• Develop industry partnerships
• Increase capacity for invention disclosures and licenses
Grow Our Own Workforce  $3.1M

• Educators for Alaska’s schools
  • More teachers for rural schools
  • Pipeline of new teachers
  • Increased partnerships with K-12
  • More Special Education graduates

• Healthcare workforce in Alaska
  • Expand nursing and other high demand health profession programs
  • Provide educational pathways for high demand health care fields
  • Increasing capacity for allied health & para-medicine programs

• Trained workforce
  • Providing accelerated education programs
  • Providing regional training programs
<table>
<thead>
<tr>
<th></th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of programs</strong></td>
<td>16</td>
<td>20</td>
<td>16</td>
<td>52</td>
</tr>
<tr>
<td><strong>Majors (fall 2017)</strong></td>
<td>705</td>
<td>352</td>
<td>284</td>
<td>1,341</td>
</tr>
<tr>
<td><strong>Awards (FY18)</strong></td>
<td>203</td>
<td>108</td>
<td>184</td>
<td>495</td>
</tr>
<tr>
<td><strong>Faculty (regular)</strong></td>
<td>24</td>
<td>15</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td><strong>Faculty (adjunct)</strong></td>
<td>26</td>
<td>26</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td><strong>Expenditures (FY18)</strong></td>
<td>$5,354,300</td>
<td>$3,873,400</td>
<td>$3,273,000</td>
<td>$12,500,700</td>
</tr>
</tbody>
</table>

1) Represents those programs noted in the SB241 report as open for admission and enrollment, leading to a UA degree and/or a recommendation for certification.
2) Major counts are unduplicated, primary majors in all programs delivered by the university’s education units, including those in teach-out status or that do not lead to a UA credential, as provided by the university’s institutional research officer and certified by the university’s IPEDS coordinator, respectively.
3) Awards represent distinct number of UA degrees and credentials awarded in all teacher education programs including those in teach-out; some of the degree awards are in initial teacher preparation programs; some individuals receive more than one award in a given fiscal year, and all awards are counted.
4) Distinct faculty headcount, not full-time equivalent (FTE). Faculty may be paid from more than one unit and from sources outside the unit, and may be double counted if summing over units.
5) Includes expenditures in support of all unit functions, e.g. instruction, research, public service, administration, etc., and from both restricted and unrestricted sources. Does not include support expenditures outside the unit. Education programs do not include UA K12 Outreach expenditures ($3,584,000).
# Health Programs

<table>
<thead>
<tr>
<th></th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs (1)</td>
<td>32</td>
<td>20</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>Majors (fall 2017) (2)</td>
<td>3,296</td>
<td>617</td>
<td>133</td>
<td>4,046</td>
</tr>
<tr>
<td>Awards (FY18) (3)</td>
<td>622</td>
<td>225</td>
<td>92</td>
<td>939</td>
</tr>
</tbody>
</table>

1) Represents those programs in health and related professions identified by Classification of Instructional Programs (CIP) codes and include those qualifying graduates to work in health professions such as nursing and allied health, mental health professions such as clinical psychology, and health administration professions, as provided by each university’s registrar via management information systems. Program count represents degree programs open for admission and enrollment at the university level, as certified by each university’s IPEDS coordinator; universities sometimes deliver the same program out of more than one campus.

2) Major counts are unduplicated, primary majors for all programs, including those in teach-out.

3) Awards represent distinct number of UA degrees and credentials awarded in all programs including those in teach-out; some individuals may receive more than one award in a given fiscal year.
<table>
<thead>
<tr>
<th></th>
<th>School of Nursing</th>
<th>School of Social Work</th>
<th>College of Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs (1)</td>
<td>7</td>
<td>5</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>Majors (fall 2017) (2)</td>
<td>1,474</td>
<td>820</td>
<td>696</td>
<td>2,990</td>
</tr>
<tr>
<td>Awards (FY18) (3)</td>
<td>266</td>
<td>173</td>
<td>144</td>
<td>583</td>
</tr>
<tr>
<td>Faculty (regular) (4)</td>
<td>50</td>
<td>29</td>
<td>42</td>
<td>121</td>
</tr>
<tr>
<td>Faculty (adjunct) (4)</td>
<td>33</td>
<td>18</td>
<td>45</td>
<td>96</td>
</tr>
<tr>
<td>Expenditures (FY18) (5)</td>
<td>9,908,100</td>
<td>13,405,200</td>
<td>9,511,800</td>
<td>32,825,100</td>
</tr>
</tbody>
</table>

1) Figures represent the UAA COH and its component unit’s programs, as provided by the university’s institutional research officer. Program count represents the number of degree programs delivered by each COH unit that are open for admission and enrollment as certified by the university’s IPEDS coordinator. Many Health and related profession programs as identified by Classification of Instructional Programs (CIP) codes are delivered by units other than UAA COH. Conversely, not all programs delivered by UAA COH are classified as Health and related profession programs by CIP code, e.g. Justice.

2) Major counts are unduplicated, primary majors for all programs, including those in teach-out.

3) Awards represent distinct number of UA degrees and credentials awarded in all programs including those in teach-out; some individuals may receive more than one award in a given fiscal year.

4) Distinct faculty headcount, not full-time equivalent (FTE). Faculty may be paid from more than one component unit of COH, and from sources outside the unit. Faculty may be double counted if summing over units.

5) Expenditures include those paid directly by the unit for all functions, including instruction, research, etc. by the COH, and do not include support expenditures outside the college.
## UAF Community and Technical College (CTC)-Allied Health Health

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs</td>
<td>5</td>
</tr>
<tr>
<td>Majors (fall 2017)</td>
<td>131</td>
</tr>
<tr>
<td>Awards (FY18)</td>
<td>87</td>
</tr>
<tr>
<td>Faculty (regular)</td>
<td>3</td>
</tr>
<tr>
<td>Faculty (adjunct)</td>
<td>0</td>
</tr>
<tr>
<td>Expenditures (FY18)</td>
<td>$914,300</td>
</tr>
</tbody>
</table>

1) Figures represent the UAF CTC Allied Health department programs, as provided by the university’s institutional research officer. Program count represents the number of degree programs delivered by the department that are open for admission and enrollment as certified by the university’s IPEDS coordinator. Other Health and related profession programs, as identified by Classification of Instructional Programs (CIP) codes, are delivered out of departments other than UAF CTC Allied Health and out of campuses other than UAF CTC. All programs open for admission and enrollment delivered by the UAF CTC Allied Health department are currently classified as Health and related profession programs by CIP code.

2) Major counts are unduplicated, primary majors for all programs, including those in teach-out.

3) Awards represent distinct number of UA degrees and credentials awarded in all programs including those in teach-out; some individuals may receive more than one award in a given fiscal year.

4) Faculty number represents headcount, and not full-time equivalent (FTE). A faculty member may be paid from other departments in addition to UAF CTC Allied Health.

5) Expenditure figures include those in support of all unit functions, e.g. instruction, research, public service, administration, etc., and from both restricted and unrestricted sources. Expenditures and faculty headcount represent those paid directly by the department and do not include expenditures in support of the department by other components of UAF CTC or outside the unit.
Research $1.1M

• Increase competitiveness (funding, faculty, and students)
• Expand capacity to support growth in research activities
• Leverage grant opportunities
• Support state policies and initiatives
Recruit and Retain $5.2M

• Broader financial aid advising
• Comprehensive counseling and academic advising
• Strengthen partnerships with K-12 (dual enrollment)
• Articulation agreements with other colleges and universities
• Improve program delivery options (on-line, modernized)
• Expand course offerings aligned with workforce demand
• Rural student support
• Enhanced marketing
Operate More Cost Effectively

• Diversifying revenue sources (e.g. philanthropy and P3)
• Process improvement and automation
• Project management
• Systemwide training
• Optimizing facility footprint
# Goals & Measures 2017-2025

(Tentative, subject to BOR approval)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribute to Alaska’s economic development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase STEM graduates</td>
<td>1,628</td>
<td>1,691</td>
<td>1,776</td>
<td>1,875</td>
<td>+99 (6%)</td>
<td>2,460</td>
</tr>
<tr>
<td>Increase # invention disclosures</td>
<td>17</td>
<td>34</td>
<td>23</td>
<td>25</td>
<td>+2 (9%)</td>
<td>34</td>
</tr>
<tr>
<td>2. Provide Alaska’s skilled workforce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase % of educators hired</td>
<td>30%</td>
<td>33%</td>
<td>37%</td>
<td>43%</td>
<td>+6% (16%)</td>
<td>90%</td>
</tr>
<tr>
<td>Double number of health program completions</td>
<td>874</td>
<td>939</td>
<td>986</td>
<td>1,086</td>
<td>+100 (10%)</td>
<td>1,760</td>
</tr>
<tr>
<td>3. Grow our world class research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead the world in Arctic related research</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Increase research expenditures [1]</td>
<td>$159m</td>
<td>$150.7m</td>
<td>$157.4m</td>
<td>$168.3m</td>
<td>+$10.9m (7%)</td>
<td>$235m</td>
</tr>
<tr>
<td>4. Increase degree attainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Year Student Full Time Equivalent (FTE)</td>
<td>18,492</td>
<td>17,555</td>
<td>18,433</td>
<td>19,825</td>
<td>+1,392 (8%)</td>
<td>28,526</td>
</tr>
<tr>
<td>Increase completions</td>
<td>4,594</td>
<td>4,554</td>
<td>4,781</td>
<td>5,442</td>
<td>+661 (14%)</td>
<td>10,400</td>
</tr>
<tr>
<td>5. Operate more cost effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease total cost of education (indirect and direct) per completer</td>
<td>$107.3</td>
<td>$108.4</td>
<td>$103.0</td>
<td>$93.9</td>
<td>-$9.1 (-9%)</td>
<td>$59.0</td>
</tr>
<tr>
<td>Increase annual completions per Full Time Equivalent (FTE)</td>
<td>23/100</td>
<td>23/100</td>
<td>24/100</td>
<td>26/100</td>
<td>+1.6 (6%)</td>
<td>35/100</td>
</tr>
</tbody>
</table>

Note: Information is reviewed annually as part of the President’s performance compensation (quantitative performance goals)

1. FY18 observed research expenditures has been revised to reflect final data ($149.9m to $150.7m)
FY20 Capital Budget Request
## FY20 Capital Budget Priorities

*(in millions of $)*

<table>
<thead>
<tr>
<th>Project Description</th>
<th>State</th>
<th>Non-State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Deferred Maintenance/</td>
<td>50.0</td>
<td></td>
<td>50.0</td>
</tr>
<tr>
<td>Renovation &amp; Repurposing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAF Sustaining USArray Capabilities in Alaska</td>
<td>5.0</td>
<td>19.0</td>
<td>24.0</td>
</tr>
<tr>
<td>UA Digital Fabrication Laboratories</td>
<td>2.0</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$57.0</strong></td>
<td><strong>$19.0</strong></td>
<td><strong>$76.0</strong></td>
</tr>
</tbody>
</table>
Next Steps
Next Steps

November 2018

• General Election day, Nov. 6th
• Transmit board approved budget request to Governor
• Continue discussions with legislators
• Internal organization and external advocacy

December 2018

• Governor’s term of office begins, Dec. 3rd
• By Dec. 15th, Operating, capital and mental health budget bills are released, posted to OMB website, and transmitted to Legislative Finance

January/February 2019

• By Jan. 4th, departments submit supplemental funding requests to OMB; bill is introduced Jan. 29th
• By Jan. 9th, departments submit budget bill amendment requests to OMB; amendments are due to the Legislature Feb. 13th
• Legislative Session begins, Jan. 15th
• Board of Regents meeting, Jan. 2019 TBD
Appendix
**BOR 2040 Priorities - **Strong and sustainable Alaska**

<table>
<thead>
<tr>
<th>Economy</th>
<th>Education</th>
<th>Health</th>
<th>Environment</th>
</tr>
</thead>
</table>
| • Evolving towards a knowledge-based economy  
• Diversified, nimble  
• More value placed on historical natural resources  
• Value added industries established  
• Sustainable and resilient  
• Growth in AK Native Corporations  
• Federal government continues to play an important role  
• Driven locally by Alaskans  
• Alaskan companies and Alaskans investing in Alaska  
• Investment ecosystem has evolved and matured in Alaska  
• New jobs  
• Leading the world in microgrids | • AI integrated into education  
• Flexible, accessible and relevant systems  
• Strong continuum established from P-20  
• Modeling and using best practices  
• Aligned public and private support for education  
• Globally aware education  
• Faculty is more mobile in their profession and in the economy  
• Speed of innovation increases  
• Culture that embraces change | • Health care industry growing  
• Healthier people  
• Avoiding cost of major disease  
• People living longer  
• More specialization  
• Embracing new technology  
• Less government funding  
• Health care industry partnering with UA  
• Innovation with care  
• Modeling best practices for aging population | • Arctic open  
• Climate changing  
• Ocean acidification  
• Endangered communities  
• Balance between development and conservation  
• Research based development  
• Model for sustainable development  
• Traditional knowledge hand in hand with western knowledge |
BOR 2040 Priorities - *Alaska’s competitive edge*

- Global location
- Military importance
- Natural resources
- Permanent Fund
- ANCSA corporations
- Tribal organizations
- Indigenous values and knowledge
- People
- History

- Technological know-how in the Arctic
- World Class University (educational system)
- Telling our unique story
- Cultural richness and diversity
- Supportive and stable investment environment
- Land of opportunity - frontier spirit
- “Small pond”
- Global connectivity
BOR 2040 Priorities — *What we are missing*

- Economic development baseline
- Work force demand study
- Investment in marketing, recruitment and retention
- Way to evaluate and update our goals and measures
- How to create sustainability from asset base
- Work with Permanent Fund for investment in the University
- Student referral
- Creating vision statement to work in concert with mission
- Sell the great things about our University
- Revenue contribution of on-line offerings
## BOR 2040 Priorities – Gaps between 2040 and 2018

<table>
<thead>
<tr>
<th>Students</th>
<th>Research</th>
<th>IT</th>
<th>Programs</th>
<th>Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acknowledging accessibility to meet their needs (expectations of quality)</td>
<td>• Facilities compelling themes</td>
<td>• Commit to excellence in process improvement</td>
<td>• More flexibility</td>
<td>• Commit to excellence in process improvement</td>
</tr>
<tr>
<td>• Some college, no degree (115,000) contributing is - own ability to retain</td>
<td>• Enough degrees?</td>
<td>• Cultivating innovation</td>
<td>• More mobile</td>
<td>• Cultivating innovation</td>
</tr>
<tr>
<td>• Engaging faculty to support credit for prior learning</td>
<td>• Graduate student support low</td>
<td>• Confidence in future</td>
<td>• Prioritizing</td>
<td>• Confidence in future</td>
</tr>
<tr>
<td>• Our entrepreneurs for greater freedom to create flexible solutions for students</td>
<td>• Industry relationships</td>
<td>• Shared vision (to continue building)</td>
<td>• Focus strategic priorities</td>
<td>• Shared vision (to continue building)</td>
</tr>
<tr>
<td>• Strong sense of belonging</td>
<td>• Compensation for retention of good faculty?</td>
<td>• External focus</td>
<td>• Continuing &amp; Professional Development (e.g. education)</td>
<td>• External focus</td>
</tr>
<tr>
<td>• Clearly articulated paths</td>
<td>• Competitive packages to attract necessary talent for future</td>
<td>• Connectivity to outside world</td>
<td>• Incentives for innovation</td>
<td>• Connectivity to outside world</td>
</tr>
<tr>
<td>• Online demand is not yet being met</td>
<td>• Don’t have a short-term research capacity</td>
<td>• Increase critical mass in key fields</td>
<td>• More collaboration</td>
<td>• Increase critical mass in key fields</td>
</tr>
<tr>
<td>• Encouraging students to succeed - lack confidence in their capabilities</td>
<td></td>
<td>• Fostering cross-university collaboration</td>
<td></td>
<td>• Fostering cross-university collaboration</td>
</tr>
<tr>
<td>• Aptitude insight &amp; feedback - mechanism to gauge that</td>
<td></td>
<td>• Recognition (more)</td>
<td></td>
<td>• Recognition (more)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Investment</td>
<td></td>
<td>• Investment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Need to engage them to feel supported</td>
<td></td>
<td>• Need to engage them to feel supported</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focus on strengths &amp; passion</td>
<td></td>
<td>• Focus on strengths &amp; passion</td>
</tr>
</tbody>
</table>
## BOR 2040 Priorities – *Gaps between 2040 and 2018* (cont.)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Partnerships</th>
<th>Facilities</th>
<th>Philanthropy</th>
<th>Reputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Capacity</td>
<td>• Need transparency access to decision-makers</td>
<td>• Capital budget</td>
<td>• Alumni giving compared to peers</td>
<td>• Telling our stories, getting others to tell our story</td>
</tr>
<tr>
<td>• Modernization</td>
<td>• Need expertise locally</td>
<td>• Good match between facilities &amp; goals</td>
<td>• Accountability</td>
<td>• Relevance in our community</td>
</tr>
<tr>
<td>• Competitive compensation</td>
<td>• Change process &amp; procedures to simplify bureaucracy</td>
<td>• Understanding of space utilization yet to come</td>
<td>• Communication</td>
<td>• Need communication plan internal &amp; external</td>
</tr>
<tr>
<td>• Adaptability</td>
<td>• Need to develop more applied research/industry connection</td>
<td>• Heavy lift to make the transformation</td>
<td>• Transparency</td>
<td>• What are our “big themes?” Mission? Does everyone understand them?</td>
</tr>
<tr>
<td>• Infrastructure - maintenance</td>
<td>• ANCSA understanding (university needs to embrace it as an economic driver)</td>
<td>• Heavy lift to improve student housing</td>
<td>• Focused campaigns</td>
<td>• Celebrate our successes</td>
</tr>
<tr>
<td>• External focus</td>
<td>• Being a leader in “partnerships”; being the resource</td>
<td>• Integration of facilities P3 needed</td>
<td>• Need 100% participation (it is everyone’s job); ambassadors</td>
<td>• Talking about our quality education</td>
</tr>
<tr>
<td>• Functional budgeting</td>
<td></td>
<td></td>
<td>• Need to broaden reach outside Alaska</td>
<td>• Need to grow; student spirit - students need to be telling stories, connect to a university after graduation</td>
</tr>
</tbody>
</table>

### Philanthropy
- Need expertise locally
- Change process & procedures to simplify bureaucracy
- Need to develop more applied research/industry connection
- ANCSA understanding (university needs to embrace it as an economic driver)
- Being a leader in “partnerships”; being the resource
- Capital budget
- Good match between facilities & goals
- Understanding of space utilization yet to come
- Heavy lift to make the transformation
- Heavy lift to improve student housing
- Integration of facilities P3 needed
- Alumni giving compared to peers
- Accountability
- Communication
- Transparency
- Focused campaigns
- Need 100% participation (it is everyone’s job); ambassadors
- Need to broaden reach outside Alaska
- Reputation
- Relationships with Alumni
- Is investment in UA “worth it?”
- Do Alaskans value education
- Lack of culture of education
- Highlight individual success stories/ programs
- Telling our stories, getting others to tell our story
- Relevance in our community
- Need communication plan internal & external
- What are our “big themes?” Mission? Does everyone understand them?
- Celebrate our successes
- Talking about our quality education
- Need to grow; student spirit - students need to be telling stories, connect to a university after graduation
- Lawmakers & community do not think UA is a good investment