Agenda

9:00 – 9:05  Call to Order
9:05 – 9:30  Meeting Objectives & Context
9:30 – 10:30 Roles and Responsibilities
10:30 – 10:45 Break
10:45 – 12:00 Goals
12:00 – 1:00 Lunch
1:00 – 2:00  Missions
2:00 – 2:15  Break
2:15 – 4:15  Financial Planning
4:15 – 4:30  Key Milestones / Next Steps
4:30 - 5:00  Closing Comments
Meeting Objectives

1. Increase clarity around roles and responsibilities
   • Board of Regents
   • System
   • Universities
2. Identify system level goals
3. Articulate missions of each university
4. Gain understanding of strategic choices and tradeoffs
5. Provide guidance for FY2019 Budget
Through UA’s three universities and their several community campuses across the state, UA is by far the largest institution of higher education in Alaska. In 2016, UA granted over 4,600 degrees and certificates.

UA is the world’s leading Arctic research university, Alaska’s leading source of skilled workers, and the state’s largest community outreach service.

UA’s annual state operating budget appropriation has declined from $378M in FY2014 to $317M in FY2018, for a decline of $61M and a cumulative loss of $145M.

UA’s annual capital budget appropriation from the state has declined from an average of $34M to just $5M.

As a result, over 50 academic programs have been discontinued or suspended and we have 933 fewer faculty and staff. At the same time, UA has made tough choices and invested in strategic priorities to meet the state’s higher education needs.

Since 2011, fall enrollment has declined from 35,000 to 30,000 (14%). Since 1975, the percentage of Alaska’s population studying at UA has fallen from 6.3% to 4%, a decline of 36%. Much of this decline is in enrollment among non-degree seeking students.

Alaska’s economy may be characterized as “low education/high income” and education, while well funded, has not yielded commensurate attainment.

UA’s 4 year tuition is low compared with other western states, but high for its community and technical education programs.

Alaska has a very high level of need for a skilled workforce, solutions to a wide variety of problems, and support for community and state economic development.

Alaska needs a strong University and, despite the recent cuts, UA is committed to serving the state’s needs. The plans summarized in this document are to meet those needs.
Roles and Responsibilities
### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Board of Regents</th>
<th>Statewide Administration</th>
<th>Universities</th>
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</thead>
<tbody>
<tr>
<td><strong>Set university-wide higher education goals and ensure they are met</strong></td>
<td><strong>Lead systemwide planning and implementation of programs and services to meet the state’s higher education goals</strong></td>
<td><strong>Achieve state’s goals through direct programs and services to students, research agencies, and communities</strong></td>
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<tr>
<td>• govern the university</td>
<td>• support the Board of Regents</td>
<td>• select and evaluate faculty &amp; staff</td>
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<tr>
<td>• set systemwide goals</td>
<td>• set regulations in support of Regents’ Policy</td>
<td>• plan, propose, oversee, and deliver academic, research, and service programs</td>
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<tr>
<td>• set policy, approve programs, and authorize degrees</td>
<td>• oversee and provide statewide level academic planning, administrative services and other functions as the single corporate body of the university</td>
<td>• provide local administrative services</td>
</tr>
<tr>
<td>• protect UA’s assets</td>
<td>• select and evaluate faculty &amp; staff</td>
<td>• provide student support programs and services including financial aid, housing, food service, advising, recreation, community engagement, and career guidance</td>
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<td>• select and evaluate the president</td>
<td>• approve the budget</td>
<td>• raise private funds in support of the university’s mission</td>
</tr>
<tr>
<td>• approve the budget</td>
<td>• advocate for the university</td>
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Alignment of Strategic Decisions
The Hierarchical Realities

- Executive & Legislative Branches of Govt.
- Coordinating Agency
- Board
- President
- Vice Presidents
- Deans
- Department Heads
- Faculty

Goal Setting

Accountability

Implementation
The system [education] is bottom heavy and loosely coupled. It is bottom heavy because the closer we get to the bottom of the pyramid, the closer we get to the factors that have the greatest effect on the program’s success or failure. The system is loosely coupled because the ability of one level to control the behavior of another is weak and largely negative...

The skillful use of delegated control is central to making implementation work in bottom-heavy, loosely controlled systems. When it becomes necessary to rely mainly on hierarchical control, regulation, and compliance to achieve results, the game is essentially lost.

Richard F. Elmore, Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy
Principles

• Focus at the state/system level on what, not how
• Engage each level of the system in defining how to achieve the state-level goals
  – Institutions
  – System-wide
  – State-level
Board of Regents Functions

• Approve system goals
• Approve differentiated institutional missions
• Approve new programs
• Appoint, evaluate, or dismiss system and institutional leaders
• Establish finance policies
  – Set guidelines for allocating state appropriations to institutions
  – Set tuition rates
• Ensure preservation and renewal of system and institutional assets
• Monitor progress toward attainment of system goals
• Ensure that institutions are well-managed
  – Monitor conditions and performance
  – Arrange for interim leadership when conditions deteriorate to a point of impending crisis
• Maintain balance of power
  – Protect smaller, less politically powerful institutions
  – Ensure balance between and among state’s regions (major population centers as well as sparsely populated regions)
Priorities for the University of Alaska System: the Future of Alaska, its Population and Economy

• Increase the proportion of the state’s population that has some form of postsecondary credential
• Prepare the workforce needed by Alaska employers
• Contribute to economic development in the state
Purpose

• As the state’s leading institution of higher education, the University of Alaska has a special responsibility to contribute to the state’s educational attainment goals.

• Increased education attainment is highly correlated with income, economic competitiveness, health status, and civic and community engagement.

• The State and the University have established the goal of 65% of Alaska’s workforce possessing a higher education certificate, endorsement, or degree of value by 2025.

• According to NCHEMS, this will require an increase of 79,000, from 183,000 to 262,000.

• Achieving this goal will require the University of Alaska to dramatically increase enrollment and completion rates, and even then, the gaps are so large that Alaska likely will still need to import skilled labor in the years to come.
Alaska’s Overarching Goal:
65% of Alaska's working age population will have a postsecondary education credential (degree or certificate of value) by 2025 (NCHEMS January 2017)

183k (50%)

262k (65%)

* 79k more Alaska jobs will require PSE by 2025

UA-trained workers
FY17-FY25:
* UA awards nearly 50k degrees
* 10k (20%) are estimated to leave the state within one year of graduation
* 40k UA-trained workers available to help fill Alaska’s PSE workforce gap

Approximate number of jobs requiring PSE held by UA-trained workers

25k (14%)

56k (22%)
Goals
Goals

1. Increase college completion and attainment:
   a. 65% by 2025 – 65% of Alaskans, ages 25-64, will have some form of postsecondary credential by 2025
   b. Close gaps for under represented populations
2. Prepare Alaskans for Alaska’s jobs
3. Contribute to the expansion and diversification of Alaska’s economy
4. Contribute to improvement in performance of the state’s public school system
5. Improve the productivity of the University of Alaska
Goals

1. Increase college completion and attainment:
   
a. 65% by 2025 – 65% of Alaskans, ages 25-64, will have some form of postsecondary credential by 2025
   1. Produce an additional 60,000 postsecondary credentials by 2025
   2. Increase participation rate of recent high school graduates to 65% by 2025
   3. Increase freshman to sophomore retention rates to those of our peers by 2025
   4. Increase completion rates to those of our peers by 2025.
   5. Increase degrees awarded to adults (≥25) by 10% per year

b. Close gaps for under represented populations
   1. Participation rates by 50%
   2. Retention rates by 50%
   3. Completion rates by 25%
Enrollment Goals

Base Case: @30% Completion Rate by 2025

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<tr>
<td>UA enrolled (fall)</td>
<td>30,000*</td>
<td>30,000</td>
<td>31,800</td>
<td>33,600</td>
<td>35,400</td>
<td>37,200</td>
<td>39,000</td>
<td>40,800</td>
<td>46,000**</td>
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<tr>
<td>UA grads</td>
<td>4,600</td>
<td>4,700</td>
<td>4,900</td>
<td>5,100</td>
<td>5,400</td>
<td>5,700</td>
<td>6,100</td>
<td>6,500</td>
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EST’D ANNUAL INCREASE OF GRADUATES

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<tr>
<td>UAF</td>
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*4% of Alaska 2016 population

Note: These goals are net of decreased enrollments in prior years.

Overall faculty and staff capacity would need to be increased in order to support increased enrollments

Alaska’s Goal: 65 by 2025

** 6.3% of Alaska 2016 population
## Enrollment Goals

*Stretch: @45% Completion Rate by 2025*

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**EST’D ANNUAL INCREASE OF GRADUATES**

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<td><strong>UAA</strong></td>
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<td>360</td>
<td>480</td>
<td>540</td>
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<td>120</td>
<td>180</td>
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<td>270</td>
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<td>300</td>
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</tr>
<tr>
<td><strong>UAS</strong></td>
<td>20</td>
<td>40</td>
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<td>90</td>
<td>90</td>
<td>100</td>
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*4% of Alaska 2016 population

**6.3% of Alaska 2016 population

Note: These goals are net of decreased enrollments in prior years.
# UA Enrollment Plan – Recruitment, Retention, Completion

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<th>Student Segment</th>
<th>Segment Characteristics</th>
<th>University Initiatives</th>
<th>Statewide Initiatives</th>
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<tbody>
<tr>
<td>High school students</td>
<td>• 79-80% HS graduation rate&lt;br&gt;• 54-65% enroll in college&lt;br&gt;• High interest in concurrent enrollment&lt;br&gt;• High racial diversity</td>
<td>• Partner with school districts&lt;br&gt;• Qualify HS faculty to teach UA credit&lt;br&gt;• Summer programs&lt;br&gt;• Increase marketing, recruitment</td>
<td>• Work with DEED and/or Districts to provide funding for SAT or ACT testing&lt;br&gt;• Work with ACPE to develop more proactive APS awarding process&lt;br&gt;• Support the UA College Savings Plan&lt;br&gt;• Ensure policies and regulations support&lt;br&gt;• Make scholarships available sooner&lt;br&gt;• Streamline registration process</td>
</tr>
<tr>
<td>Traditional First Time Freshmen</td>
<td>• 75% enter college ready&lt;br&gt;• 10% decrease in high school graduates in UAA service area in past three years&lt;br&gt;• High number of first generation&lt;br&gt;• Need scholarships</td>
<td>• Partner with school districts&lt;br&gt;• Qualify HS faculty to teach UA credit&lt;br&gt;• Summer programs&lt;br&gt;• Increase marketing, recruitment&lt;br&gt;• Develop internship and co-op programs&lt;br&gt;• Strengthen career guidance</td>
<td>• Work with DEED and/or Districts to provide funding for SAT or ACT testing&lt;br&gt;• Work with ACPE to develop more proactive APS awarding process&lt;br&gt;• Support the UA College Savings Plan&lt;br&gt;• Preserve APS &amp; review AEG for possible CTE scholarships&lt;br&gt;• Make scholarships available sooner&lt;br&gt;• Streamline registration process</td>
</tr>
<tr>
<td>Transfer</td>
<td>• “Transfer shock”&lt;br&gt;• Short window of opportunity&lt;br&gt;• Lower college completion rates</td>
<td>• Designated Admissions Officer&lt;br&gt;• Implemented 48-hour turnaround on transfer credit evaluations</td>
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<tr>
<td>Out-of-state and International</td>
<td>• High interest in Business and Engineering programs</td>
<td>• Targeted recruitment&lt;br&gt;• Increase scholarships</td>
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</table>
# UA Enrollment Plan – Recruitment, Retention, Completion

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<th>Student Segment</th>
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<th>University Initiatives</th>
<th>Statewide Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult and Returning Learners</td>
<td>• Limited financial aid&lt;br&gt;• 27% of Anchorage citizens have some college, no degree; 25% have HS degree as highest attainment&lt;br&gt;• Full-time employment, families&lt;br&gt;• Higher developmental course work need</td>
<td>• Identify CTE and other programs for discounting or scholarships in cooperation with major employers&lt;br&gt;• Substantial academic and student services support&lt;br&gt;• Advertise in popular media</td>
<td>• Support streamlining the Non-Degree Seeking on-boarding and registration process&lt;br&gt;• Provide support for on-line&lt;br&gt;• Provide support for discounting&lt;br&gt;• Streamline registration process</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>• 34% racially diverse&lt;br&gt;• Least expensive to recruit&lt;br&gt;• 54% attend part-time&lt;br&gt;• High stop out rate&lt;br&gt;• Students who graduate do so in 12 semesters on average (all awards)</td>
<td>• Implement EAB: student success collaborative&lt;br&gt;• Retain eligible students&lt;br&gt;• Provide 3rd and 4th year scholarships&lt;br&gt;• Strengthen internships and co-ops</td>
<td>• Support the purchase and implementation of EAB’s Student Success Collaborative (SSC)&lt;br&gt;• Targeted communication to current students prior and on school breaks&lt;br&gt;• Encourage Stay On Track&lt;br&gt;• Streamline registration process&lt;br&gt;• Make scholarships available sooner</td>
</tr>
<tr>
<td>UA employees</td>
<td>• Promotional opportunities&lt;br&gt;• Employer provided benefits</td>
<td>• Encourage employee use of tuition waiver&lt;br&gt;• Encourage employees with college age children to consider UA&lt;br&gt;• Give preference in promotion decisions</td>
<td>• Communication with employees about the benefits of the dependent waiver&lt;br&gt;• Encourage greater participation with UA College Savings plan&lt;br&gt;• Give preference in promotion decisions</td>
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<tr>
<td>Alumni</td>
<td>• Already in Alaska&lt;br&gt;• Interest in professional development</td>
<td>• Develop short courses to meet interest&lt;br&gt;• Market with employers</td>
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## UAA Enrollment Plan

<table>
<thead>
<tr>
<th>Student Segment</th>
<th>Segment Characteristics</th>
<th>UAA Initiatives</th>
</tr>
</thead>
</table>
| High school students     | • 79-80% HS graduation rate  
                          • 54-65% enroll in college  
                          • High interest in concurrent enrollment  
                          • High racial diversity                                                | • Discipline specific engagement with high schools  
                          • Trio Upward Bound  
                          • Middle College  
                          • ANSEP Acceleration Academy, Acceleration High School, Summer Bridge |
| Traditional First-time   | • 75% enter college ready  
                          • 10% decrease in high school graduates in UAA service area in past three years  
                          • High number of first generation  
                          • Need scholarships                                      | • Redesign of recruitment & admissions operations and communications  
                          • Mandatory New Student Orientation  
                          • Vice Provost for Student Success  
                          • Implement student pathways  
                          • Redesign of first-year advising and assessment  
                          • Learning Commons  
                          • Supplemental Instruction  
                          • EAB Student Success Collaborative  
                          • University & Technical College  
                          • Enhanced student success collaborative  
                          • New student recruitment marketing  
                          • New student recruitment scholarships development                |
| Freshman                 |                                                                                             |                                                                                                                                               |
| Transfer                 | • “Transfer shock”  
                          • Short window of opportunity  
                          • Lower college completion rates                                       | • Designated Admissions Officer  
                          • Implemented 48-hour turnaround on transfer credit evaluations            |
| Out-of-state and         | • High interest in Business and Engineering programs                                      | • RNL Enhanced Search Strategies targeting 100,000 high school sophomores, juniors and seniors  
                          • Program specific articulation agreements with foreign universities       |
| International            |                                                                                             |                                                                                                                                               |
## UAA Enrollment Plan

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| Adult & Returning Learners | • Limited financial aid    
• 27% of Anchorage citizens have some college, no degree; 25% have HS degree as highest attainment  
• Full-time employment, families  
• Higher developmental course work need                                                                 | • Designated Admissions Officer  
• 48-hour transfer credit evaluations  
• Student Recruitment & Community Outreach Coordinator  
• Program delivery modalities                                                                                                                                  |
| Continuing Students   | • 34% racially diverse  
• Least expensive to recruit  
• 54% attend part-time  
• High stop out rate  
• Students who graduate do so in 12 semesters on average (all awards)                                                                                     | • Supplemental Instruction  
• Vice Provost for Student Success  
• EAB Student Success Collaborative  
• Redesign of first year advising  
• University & Technical College  
• Student success program grants Improve associate-to-baccalaureate articulation                                                                                  |
| UA employees          | • Promotional opportunities  
• Employer provided benefits                                                                                                                                        | • Encourage employee use of tuition waiver  
• Encourage employees with college age children to consider UA  
• Give preference in promotion decisions                                                                                                                           |
| Alumni                | • Already in Alaska  
• Interest in professional development                                                                                                                               | • Develop short courses to meet interest  
• Market with employers                                                                                                                                                |
# UAF Enrollment Plan

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<th>UAF Initiatives</th>
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| High school students          | • ~80% graduation rate  
 • ~60% college going rate  
 • Increasing diversity  
 • High interest in concurrent enrollment | • Expand dual enrollment (all campuses, online)  
 • Improve, expand ongoing bridging programs (RAHI, ASRA, Educators Rising, 4-H, SSSP, others) |
| Traditional First Time Freshmen | • Stable or declining number of HS graduates  
 • 50% of Alaska HS graduates leave Alaska  
 • Some need scholarships  
 • Some not prepared for college | • Microtargeting/scholarship analyst  
 • Additional scholarships  
 • Marketing, including digital  
 • EAB Student Success Collaborative |
| Transfer                      | • Want transferred courses to meet UAF requirements  
 • Concerned about affordability | • Transfer agreements with community colleges outside Alaska  
 • Out-of-state recruiter  
 • Market WUE tuition to eligible students |
| Out-of-state and International | • Interest in unusual, high-quality programs  
 • Interest in online programs  
 • Desire student research opportunities  
 • Desire smaller college experience  
 • Seek adventure in the outdoors, Alaska | • Transfer students from community colleges  
 • Out-of-state recruiter  
 • Digital marketing  
 • Increase online degrees  
 • Increase RA funding (graduate students) |
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<th>Student Segment</th>
<th>Segment Characteristics</th>
<th>UAF Initiatives</th>
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</table>
| Adult and Returning Learners | • Working, non traditional students  
• Often attend only part-time  
• Often low-income, need financial aid  
• Interest in Certs and OEs to secure better job  
• Interest in on-line | • New OEs and certificates to meet employer needs  
• Improve retention and support services for this group  
• Military/veteran recruiter  
• Degree completion advisor  
• Increase online degrees tailored to this market |
| Continuing Students      | • Some not achieving academic success  
• Some need financial aid  
• Need ongoing advising | • EAB Student Success Collaborative  
• Intensive advising (already established, maintain or expand)  
• First-year experience required for Baccalaureate Intended  
• Academic Recovery Course required for low GPA  
• Targeted financial aid  
• Career advising |
| UA employees             | • Employees desire promotion opportunities  
• Have employer provided tuition benefits | • Supervisors encourage education for career development  
• Targeted recruiting of dependents |
| Alumni                   | • Already in Alaska  
• Interest in professional development  
• May want career change | • Marketing, including employer engagement  
• Increase online programs, including graduate |
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<td>High school students</td>
<td>• High drop-out rate&lt;br&gt;• Low college going rate&lt;br&gt;• High demand for concurrent enrollment&lt;br&gt;• Not all college-ready&lt;br&gt;• Declines in number of high school grads in SE Alaska</td>
<td>• Dual enrollment &amp; Tech Prep opportunities&lt;br&gt;• Scholarships for dual enrollment students&lt;br&gt;• Program scheduling to meet HS student needs&lt;br&gt;• Special recruitment initiatives: AFN Elders &amp; Youth, science fairs, academic summer camps&lt;br&gt;• Math and English: coordinating curriculum and advising&lt;br&gt;• Outreach to HS teachers and counselors</td>
</tr>
<tr>
<td>College bound high school grads</td>
<td>• Declining numbers due to demographics&lt;br&gt;• 50% leave Alaska&lt;br&gt;• Affordability is an issue: Need scholarships&lt;br&gt;• Costly to recruit&lt;br&gt;• Low readiness for college</td>
<td>• Redoubling accountability: Strategic Enrollment Plan&lt;br&gt;• Adding Director of Admissions, Recruiting &amp; Advising&lt;br&gt;• Chancellor incentives supporting freshman housing&lt;br&gt;• “Come Home to Alaska” initiative&lt;br&gt;• Strong social media presence&lt;br&gt;• “Explore Southeast” recruitment initiatives&lt;br&gt;• Proactive outreach to prospective students&lt;br&gt;• Target scholarships/waivers as recruitment incentives&lt;br&gt;• Improving/streamlining web-based admissions process</td>
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<td>Out-of-state and International</td>
<td>• High interest in specialized programs building on marine environment, fisheries, marine biology, indigenous languages and NWC arts, outdoor and adventure studies</td>
<td>• “Come Home to Alaska” initiative&lt;br&gt;• Targeted community college articulation agreements&lt;br&gt;• Special summer workshops and institutes&lt;br&gt;• Ongoing outreach to international students&lt;br&gt;• Marketing of UAS assets to non-AK students</td>
</tr>
<tr>
<td>High school grads w/ no college</td>
<td>• Working, families&lt;br&gt;• First generation students&lt;br&gt;• High developmental need&lt;br&gt;• Interest in Certs and OEs, on-line&lt;br&gt;• Need for flexibility in scholarship processes &amp; deadlines</td>
<td>• Special attention to first generation college students&lt;br&gt;• Learning Center tutoring support&lt;br&gt;• Career pathways for OEs, certificates, and associates&lt;br&gt;• Revisiting scholarship processes and deadlines&lt;br&gt;• Campus-specific initiatives: e.g. Sitka Start</td>
</tr>
</tbody>
</table>
# UAS Enrollment Plan

<table>
<thead>
<tr>
<th>Student Segment</th>
<th>Segment Characteristics</th>
<th>UAS Initiatives</th>
</tr>
</thead>
</table>
| High school grads w/ some college & no degree (includes military) | • 115,000 Alaskans (#1% in USA)  
• Working, non traditional students  
• Interest in on-line | • FINISH COLLEGE ALASKA: marketing and recruitment  
• Credit for Prior Learning options  
• Flexible scheduling/hybrid & online course delivery  
• Effective use of instructional technology for working students |
| Current students | • Least expensive to recruit  
• Need financial support  
• Need ongoing advising | • Redoubling accountability: Retention  
• Mandatory advising  
• Innovation in Developmental Education offerings  
• “Stay on Track” initiative to support steady progress  
• Alaska Native and Rural students: NSRC & ANSEP  
• AL-I Alaska Leadership Initiative/AL-I Gold  
• Proactive student support services  
• Special hybrid degree options: MAT, MPA, MMSW  
• Robust summer semester options  
• Career pathway partnerships: Hecla/Greens Creek  
• Enhanced use of social media for communication  
• Expanded campus life activities |
| UA employees | • Promotional opportunities  
• Employer provided benefits | • Continued use of tuition waivers as recruitment/retention tool  
• Linking skills enhancement with promotion |
| Alumni | • Many are already in Alaska  
• Interest in professional development  
• Continuing interest in lifelong learning | • Linking alumni networks with career services  
• Promote “lifelong learning” opportunities  
• Tailor classes to alumni and older students needing skills/technology refreshers  
• Continuing engagement with alumni employers |
Goals

2. Prepare Alaskans for Alaska’s jobs. By 2025:
   • Increase proportion of teacher positions filled by Alaskans from 30% to 90%
   • Increase number of STEM graduates by 50%
   • Increase number of health professions graduates by 25%
   • Decrease the unmet demand for workers in specified fields by 50%
Goals

3. Contribute to expansion and diversification of the Alaska economy:
   a. Increase funding for research by 10% per year
   b. Continue to rank #1 globally in Arctic Research
   c. Increase funding for research in biological and medical sciences by 100%
   d. Increase funding for research/problem-solving from state and local governments and Alaska companies by 200%
   e. Increase New Economy score from 56 to 64
Goals

4. In partnership with the Alaska Department of Education and Early Development and Alaska’s school districts, contribute to improvement in the performance of the state’s public school system
   a. Increase high school completion rate to 85%
   b. Decrease the completion gap between whites and underrepresented minorities by 50%
   c. Decrease the proportion of students requiring developmental education by 50%
Goals

5. Improve the productivity of the UA System
   a. Align instructional cost/full time student equivalent with peer average
   b. Align student services cost/full time student equivalent to peer average
## Policy Tools to Accomplish Goals

<table>
<thead>
<tr>
<th>Planning &amp; Leadership</th>
<th>Finance Policy Related to</th>
<th>Regulation</th>
<th>Accountability</th>
<th>Decisionmaking Authority – Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutions</td>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Goal 2</td>
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<tr>
<td>Goal 3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Missions
The Components of Institutional Mission

• Audiences to be served – delineated by
  – Geography
  – Academic preparation
  – Age – full-time status
  – Race/ethnicity
  – Employers
    • In a region?
    • In specific industries?

• Array of programs
  – Level of program
  – Academic fields

• Special features – such as
  – Research emphasis
  – Land grant status
  – Special delivery capacity
### 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

<table>
<thead>
<tr>
<th>OUR MISSION</th>
<th>OBJECTIVE</th>
<th>CORE PRINCIPLES</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUR MISSION</td>
<td>OBJECTIVE</td>
<td>CORE PRINCIPLES</td>
<td>STRATEGY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHO WE ARE</th>
<th>CORE PRINCIPLES</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA ANCHORAGE</td>
<td>Comprehensive metropolitan university in Alaska’s economic hub, with primary focus on workforce development through its several regional community campuses</td>
<td>Prepare, Restructure, Implement, Refine</td>
</tr>
<tr>
<td>UA FAIRBANKS</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></td>
</tr>
<tr>
<td>UA SOUTHEAST</td>
<td>Comprehensive regional university focused on interdisciplinary &amp; marine-oriented programs, teacher education, e-Learning, and workforce development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAMPUSS LEAD FOR THE STATE*</th>
<th>CORE PRINCIPLES</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Social Sciences, Health</td>
<td>Arctic science and policy, physical, biological, and social sciences, engineering and applied energy</td>
<td>Interdisciplinary / environmental</td>
</tr>
<tr>
<td>Teaching</td>
<td>• Health professions</td>
<td>• Physical, natural, and related sciences</td>
</tr>
<tr>
<td></td>
<td>• Business and public policy</td>
<td>• Arctic / Northern Studies</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
<td>• Rural development / tribal management</td>
</tr>
<tr>
<td></td>
<td>• Logistics</td>
<td>• Doctoral education</td>
</tr>
<tr>
<td></td>
<td>• Project Management</td>
<td>• Mine training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fisheries and ocean sciences</td>
</tr>
<tr>
<td>Outreach</td>
<td>• Aligned with Research and Teaching Focus</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES / PROGRAMS AVAILABLE ACROSS THE UNIVERSITY SYSTEM</th>
<th>COURSES / PROGRAMS AVAILABLE ACROSS THE UNIVERSITY SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Common General Education Requirements</td>
<td>• Alaska Native Studies</td>
</tr>
<tr>
<td>• Liberal Arts and Humanities</td>
<td>• Teacher Education</td>
</tr>
<tr>
<td>• Social Sciences &amp; Natural Sciences</td>
<td>• Management</td>
</tr>
<tr>
<td>• Nursing</td>
<td>• Mine training</td>
</tr>
<tr>
<td>• Engineering</td>
<td>• Wide choice of non-major courses</td>
</tr>
<tr>
<td>• Distance Education / E-Learning</td>
<td>• Dual credit with K-12</td>
</tr>
<tr>
<td>• Career and Technical Education (Community Campuses)</td>
<td>• Developmental Education</td>
</tr>
</tbody>
</table>

* 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.

Rev: Summer 2017

Strategic Pathways

How do we optimize our statewide system to achieve our goals for higher education in Alaska?
Financial Planning
## NCHEMS Financial Plan

<table>
<thead>
<tr>
<th>Costs</th>
<th>Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quality</td>
</tr>
<tr>
<td>Assets</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Collections</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Finances</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td></td>
</tr>
<tr>
<td>Consumables</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
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<tr>
<td>Supplies</td>
<td></td>
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<tr>
<td>Utilities</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
</tr>
<tr>
<td>New Initiatives</td>
<td></td>
</tr>
</tbody>
</table>

| Total          |          |          |             |           |            |               |                       |
The Flow of Funds

- **Economy**
  - Tax Policy

- **Available State & Local Government Funds**
  - Higher Education
    - Student Aid
    - Tuition
    - Scholarships & Waivers

- **Higher Education**
  - Appropriations/Grants
  - Student Aid
  - Research

- **Federal Government**
  - Donors, Foundations, Corporations

- **K-12, Corrections, Health Care, Other Government**
  - Donors, Foundations, Corporations

- **Students**
  - Income
  - Student Aid (Restricted)

- **Institutions**
  - Tuition
  - Scholarships & Waivers
  - Research (Restricted)
The Elements of Finance Policy

- **Federal Government**
  - Pell Grants
  - Tax Credits
  - Scholarships & Waivers
  - Tuition & Fees

- **States**
  - Student Aid
  - Philanthropy & Other Sources

- **Institutions/Sectors**
  - Student Aid
  - Philanthropy & Other Sources

- **Outcomes**
  - Federal Government
  - Institutions/Sectors
  - States
Components of State Funding of Institutions

- **States**
- **Federal Government**

**Systems/Institutions**

**Mission Funding** – maintaining existing capacity

**Capacity-Building**
- Capital
- Programs
- Delivery Modes
- Infrastructure

**Operations**
- Capital – Deferred Maintenance

**Outcomes**
New Approaches to Allocating Funds to Students

From

States

Students

Student Aid

To

States

Student Aid

Tuition & Fees

Student Aid

Scholarships & Waivers

Pell Grants & Tax Credits

Federal Government

Institutions/ Sectors

Philanthropy & Other Sources

Student Aid

States

From

Students

Institutions/ Sectors

Philanthropy & Other Sources

Student Aid

Tuition & Fees

Scholarships & Waivers

Pell Grants & Tax Credits

Federal Government

States
Some First Principles

• Know the asset structure you’d like to have—what adjustments would be most desirable?

• Recognize that uncertainty is the norm

• Every choice has constraints and 2\textsuperscript{nd} and 3\textsuperscript{rd} order implications

• Create circumstances that let you avoid decisions made in a crisis environment—the necessity of a contingency fund
Some First Principles (cont.)

• Don’t take anything off the table before you start – especially personnel
• Protect (some) resources for strategic investments even in tough times
• Use tough times as a rationale for change
The Focus of Budget Decisions

• Assets
  – What kinds will we have/own?
  – In what quantities/how many?
  – With what characteristics?
    • Quality
    • Appropriateness
  – At what price?
  – What are assumptions about levels of utilization?
  – In what areas (and to what extent) will we substitute purchase of services for ownership of assets?
Asset Related Issues

- Faculty and staff development
- Program/curriculum development
- Deferred maintenance
- Obsolescence/sufficiency of equipment
- Currency/accessibility of information resources
- Adequacy of reserves
- Change/repair of
  - Image
  - Good will
The Focus of Budget Decisions (cont.)

• Consumables (utilities, insurance, supplies, etc.)
  – In what quantities?
  – At what prices?

• Revenues
  – In what amounts?
  – From which sources?

• Allocation
  – To which units?
  – To what ends? (Basis of accountability)
In order for the budget to respond to the responsibilities of institutional leaders and link to the strategic plan, it is suggested that:

1. The budget be given a structure that explicitly reflects the areas of responsibility of strategic level decisionmakers—that it contain the following components:
   – Base/continuation—the status quo adjusted for price changes
   – Strategic initiatives
   – Contingency
   – Asset maintenance
   – Asset creation/deletion—intentional changes in the asset structure

2. The budget process be such that guidelines are established around each component prior to initiating unit level budget-building.
Types of Assets

• Personnel
  – Faculty
  – Administrators
  – Support

• Facilities
  – Classrooms
  – Labs
  – Offices
  – Etc.

• Equipment/Technology
• Data & Info Resources
• Students/Clientele
• Finances
  (endowments/reserves)
• Program/Curricula
• Intangible Assets
## The Key Set of Budget Decisions & Trade-Offs

<table>
<thead>
<tr>
<th>Costs</th>
<th>Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets</td>
<td>Total Revenue</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Appropriations</td>
</tr>
<tr>
<td>Collections</td>
<td>Govt. Grants</td>
</tr>
<tr>
<td>Students</td>
<td>Private Gifts</td>
</tr>
<tr>
<td>Finances</td>
<td>Endowment</td>
</tr>
<tr>
<td>Program</td>
<td>Sales &amp; Services</td>
</tr>
<tr>
<td>Consumables</td>
<td>Other Revenues</td>
</tr>
<tr>
<td>Services</td>
<td>Reserves</td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
</tr>
<tr>
<td>New Initiatives</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
# UA Financial Planning Scenarios (FY19)

<table>
<thead>
<tr>
<th>Base (1)</th>
<th>Medium (2)</th>
<th>High (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Costs</strong></td>
<td><strong>Description</strong></td>
<td><strong>$ chg.</strong></td>
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<tr>
<td><strong>Assets</strong></td>
<td><strong>Personnel</strong> (1)</td>
<td>1% increase</td>
</tr>
<tr>
<td>Facilities</td>
<td>-</td>
<td>$8.0M</td>
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<tr>
<td>Equipment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Collections</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Finances</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Program</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Consumables</strong></td>
<td><strong>Services</strong></td>
<td>$0.9M</td>
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<tr>
<td>Supplies</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Utilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New Initiatives</td>
<td>no increase</td>
<td>-</td>
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<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$10.5M</strong></td>
<td><strong>$11.3M</strong></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td><strong>Student Fees</strong> (2)</td>
<td>no headcount chg.</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Government Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Reserves</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$7.7M</strong></td>
<td><strong>$11.6M</strong></td>
</tr>
<tr>
<td><strong>GAP</strong></td>
<td>$(52.8M)</td>
<td>$0.3M</td>
</tr>
</tbody>
</table>

1. Assumes productivity gains through personnel at current levels.
2. All scenarios assume a 5% tuition rate increase.
Key Milestones / Next Steps

• Ongoing: Consultation with governance organizations
• September 22: Alaska Council of School Administrators
• October 10: UA Budget & Enrollment Workshop
• October 11: Alaska State Chamber of Commerce
• October 23: Alaska Public Higher Education Roundtable
• October 24: BOR preview of FY2019 State Budget Request
• October (late): Follow-up budget meeting with OMB
• November 9: BOR approves FY2019 State Budget Request and final decisions on Strategic Pathways
• November (mid): Budget Request transmitted to Governor
• December 15: Governor’s Budget to the Legislature
• January 16: Legislative session begins